### Industrial America and Westward Expansion

**Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation’s growing role in world affairs. [Chapters 3 and 4]**

<table>
<thead>
<tr>
<th>On-Going Standards</th>
<th>On-Going I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase historical vocabulary knowledge and use terms correctly.</td>
<td>I can improve my literacy skills by using historical vocabulary correctly.</td>
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<tr>
<td>Analyze various historical sources effectively.</td>
<td>I can analyze historical primary sources, texts, political cartoons, maps, songs, movies and recordings effectively.</td>
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<tr>
<td>Use technology effectively and appropriately to enhance the learning and develop 21st century learners.</td>
<td>I can think in creative and innovative ways using technology to communicate and collaborate, research and solve problems in an appropriate manner to learn history and geography.</td>
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<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly ‘I Can’ Statements</th>
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<tbody>
<tr>
<td><strong>Industrial America &amp; Westward Expansion Standards</strong></td>
<td><strong>Industrial America and Westward Expansion</strong></td>
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<tr>
<td>5.SS.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education.</td>
<td>I can explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation and funds for public education.</td>
</tr>
<tr>
<td>5.SS.26b Describe the impact and the election and of African Americans to the General Assembly.</td>
<td>I can describe the election and lasting impact of African Americans to the General Assembly.</td>
</tr>
<tr>
<td>5.SS.26a Describe the impact of yellow fever during the 1870s and why it was particularly deadly in West Tennessee.</td>
<td>I can describe the impact of yellow fever during the 1870s and evaluate why it was particularly deadly in West Tennessee.</td>
</tr>
</tbody>
</table>
5.SS.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads.

I can explain the need for Tennessee and the South to move toward industrialization and mechanization after the Civil War.

I can identify the following examples of industrialization/mechanization:
- Coca-Cola bottling in Chattanooga
- mining on the Cumberland Plateau
- coal and iron processing
- urban area growth
- railroad increase

5.SS.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad.

I can map the sources of new immigration from southern and eastern Europe, China and Japan.

I can interpret informational text narratives and excerpts that describe the role of Chinese and Irish laborers in the building of the Transcontinental Railroad.

5.SS.29 Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens.

I can summarize why the United States was viewed as a land of opportunity by immigrants while at the same time, American citizens were developing a growing sense of intolerance towards the increasing numbers of immigrants.

5.SS.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.

I can write an opinion piece from the viewpoints of both American Indians and American settlers about the rights to the land west of the Mississippi River.

5.SS.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians.

I can analyze the reasons why the Great Plains were so appealing to settlers and immigrants, including geography, railroads, homesteading rights and the absence of American Indians.

5.SS.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan.

I can describe the role of Buffalo Soldiers in settling the West, including George Jordan.

5.SS.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group.

I can write about life on the Great Plains from the viewpoint of a specific immigrant or migrant group.
5.SS.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including:
- political machines
- major scandals
- economic disparity
- industrial capitalists

5.SS.35 Describe child labor and working conditions in factories.

5.SS.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions.

5.SS.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including:
- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

5.SS.38 Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state.

5.SS.39 Analyze the causes, course, and consequences of the Spanish American War, including:
- yellow journalism
- USS Maine
- Rough Riders
- Imperialism

I can discuss the ideas and events of Gilded Age including:
- political machines
- major scandals
- economic disparity
- industrial capitalists
- Robber Barons

I can describe child labor and the working conditions experienced by children and adults while working in factories.

I can analyze the role of Samuel Gompers and the AFL in improving standards for American workers.

I can use a graphic organizer to show information about the following important and influential leaders, inventors and entrepreneurs, including the lasting impact they had on American society.
- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

I can use several media elements to create a presentation that describes the 1897 Centennial Exposition including the purpose of the Exposition, sights to see, exhibits and statewide impact.

I can analyze the causes, course, and consequences of the Spanish American War including:
- yellow journalism
- USS Maine
- Rough Riders
- Imperialism
**5.SS.40** Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use:
- Anti-Trust laws
- 16th, 17th, 18th and 19th Amendments
- Immigration reform

**5.SS.41** Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation.

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I can analyze the major goals, struggles, and achievements of the Progressive Era, including racial discrimination, child labor, big business, conservation and Prohibition.

I can discuss and analyze the following legal aspects of the Progressive Era:
- Anti-Trust laws
- 16th, 17th, 18th and 19th Amendments
- Immigration reform

I can describe the effects of Jim Crow Laws on the nation and Tennessee.

I can explain the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation.

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*BizTown standards to be taught are below, intended for you to teach in the quarter in which you attend.*
Junior Achievement - BizTown

Also include these standards if students are attending JA BizTown this academic quarter.

<table>
<thead>
<tr>
<th>Tennessee Standards</th>
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<tr>
<td>5.WCE.BT.1 Differentiate between needs and wants.</td>
<td>I can differentiate between needs and wants on a personal and national level.</td>
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<tr>
<td>5.WCE.BT.2 Recognize the concept of buying on credit and how Americans used credit or installment plans to purchase consumer goods.</td>
<td>I can explain how Americans used credit/installment plans to purchase consumer goods.</td>
</tr>
<tr>
<td>5.WCE.BT.3 Define and explain the Law of Supply and Demand and the interaction of individuals, families, communities, businesses, and the governments of Tennessee and the United States in a market economy.</td>
<td>I can explain how supply and demand affects production and consumption in the United States and role-play different scenarios.</td>
</tr>
<tr>
<td>5.SS.48 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s.</td>
<td>I can determine the meaning and use of the following economic terms: credit, interest and debt.</td>
</tr>
<tr>
<td>5.SS.50 Use specific textual evidence from primary and secondary sources to summarize the Federal Deposit Insurance Corporation [FDIC].</td>
<td>I can cite textual evidence from a source to create a short summary of the purpose and continued activities of the FDIC.</td>
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