

**United States History Standards
for Grades 5-12**

Era and Standards	Overview
<p>Era 6: The Development of the Industrial United States (1870-1900)</p> <p>Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</p> <p>Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes</p> <p>Standard 4: Federal Indian policy and United States foreign policy after the Civil War</p>	<p>From the era of Reconstruction to the end of the 19th century, the United States underwent an economic transformation that involved the maturing of the industrial economy, the rapid expansion of big business, the development of large-scale agriculture, and the rise of national labor unions and pronounced industrial conflict.</p>

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
<p>STANDARD 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>Standard 1A: The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.</p>	5-12	Utilize quantitative data	Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life.
	9-12	Compare and contrast differing sets of ideas	Compare various types of business organizations in production and marketing.
	5-12	Assess the importance of the individual in history	Evaluate the careers of prominent industrial and financial leaders.
	7-12	Examine the influence of ideas	Explain how business leaders sought to limit competition and maximize profits in the late 19th century.

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	9-12	Utilize quantitative data	Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth.
	9-12	Hypothesize the influence of the past	Compare the ascent of new industries today with those of a century ago.
Standard 1B: The student understands the rapid growth of cities and how urban life changed.	5-12	Draw upon data in historical maps	Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching.
	5-12	Appreciate historical perspectives	Trace the migration of people from farm to city and their adjustment to urban life.
	7-12	Consider multiple perspectives	Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers.
	9-12	Evaluate alternative courses of actions	Explain how urban dwellers dealt with the problems of financing, governing, and policing the cities.
	7-12	Assess the importance of the individual in history	Investigate how urban leaders, such as architects and philanthropists, responded to the challenges of rapid urbanization.
Standard 1C: The student understands how agriculture, mining, and ranching were transformed.	5-12	Draw upon data in historical maps	Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching.
	5-12	Consider multiple perspectives	Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners.
	9-12	Analyze cause-and-effect relationships	Analyze the role of the federal government--particularly in terms of land policy, water, and Indian policy--in the economic transformation of the West.
	7-12	Compare and contrast differing economic patterns	Explain how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing, and transportation.
	7-12	Examine the influence of ideas	Explain the gender composition and ethnic diversity of farmers, miners, and ranchers and analyze how this affected the development of the West.

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	7-12	Analyze multiple causation	Explain the significance of farm organizations.
Standard 1D: The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.	5-12	Utilize visual and mathematical data	Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870-1900.
	7-12	Analyze multiple causation	Explain how rapid industrialization, extractive mining techniques, and the "gridiron" pattern of urban growth affected the scenic beauty and health of city and countryside.
	7-12	Examine the influence of ideas	Explain the origins of environmentalism and the conservation movement in the late 19th century.
STANDARD 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. Standard 2A: The student understands the sources and experiences of the new immigrants.	7-12	Analyze multiple causation	Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands.
	5-12	Reconstruct patterns of historical succession and duration	Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries.
	5-12	Examine historical perspectives	Assess the challenges, opportunities, and contributions of different immigrant groups.
	7-12	Obtain historical data	Evaluate how Catholic and Jewish immigrants responded to religious discrimination.
	9-12	Analyze cause-and-effect relationships	Evaluate the role of public and parochial schools in integrating immigrants into the American mainstream.
Standard 2B: The student understands "scientific racism", race relations, and the struggle for equal rights.	7-12	Examine the influence of ideas	Analyze the scientific theories of race and their application to society and politics.

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	5-12	Explain historical continuity and change	Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South.
	9-12	Evaluate the implementation of a decision	Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups.
	9-12	Identify issues and problems in the past	Analyze the arguments and methods by which various minority groups sought to acquire equal rights and opportunities guaranteed in the nation's charter documents.
Standard 2C: The student understands how new cultural movements at different social levels affected American life.	7-12	Read historical narratives imaginatively	Describe how regional artists and writers portrayed American life in this period.
	5-12	Draw upon visual sources	Investigate new forms of popular culture and leisure activities at different levels of American society.
	9-12	Employ literature, architecture, diaries, and artifacts	Explain Victorianism and its impact on architecture, literature, manners, and morals.
	9-12	Examine the influence of ideas	Analyze how the rise of public education and voluntary organizations promoted national unity and American values in an era of unprecedented immigration and socioeconomic change.
STANDARD 3: The rise of the American labor movement and how political issues reflected social and economic changes. Standard 3A: The student understands how the "second industrial revolution" changed the nature and conditions of work.	7-12	Analyze cause-and-effect relationships	Explain the change from workshop to factory and how it altered the worker's world.
	9-12	Formulate historical questions	Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill.
	7-12	Explain historical continuity and change	Analyze how working conditions changed and how the workers responded to new industrial conditions.

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	5-12	Examine historical perspectives	Analyze the causes and consequences of the industrial employment of children.
Standard 3B: The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.	9-12	Compare and contrast differing sets of ideas	Analyze how "reform unions" and "trade unions" differed in terms of their agendas for reform and for organizing workers by race, skill, gender, and ethnicity.
	7-12	Formulate historical questions	Explain the ways in which management in different regions and industries responded to labor organizing workers.
	5-12	Analyze cause-and-effect relationships	Analyze the causes and effects of escalating labor conflict.
	7-12	Compare competing historical narratives	Explain the response of management and government at different levels to labor strife in different regions of the country.
Standard 3C: The student understands how Americans grappled with social, economic, and political issues.	7-12	Consider multiple perspectives	Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation.
	9-12	Analyze cause-and-effect relationships	Explain the causes and effects of the depressions of 1873-79 and 1893-97 and the ways in which government, business, labor, and farmers responded.
	7-12	Examine the influence of ideas	Explain the political, social, and economic roots of Populism and distinguish Populism from earlier democratic reform movements.
	9-12	Interrogate historical data	Analyze the Populists' Omaha Platform of 1892 as a statement of grievances and an agenda for reform.
	5-12	Analyze cause-and-effect relationships	Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics.

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	7-12	Examine the influence of ideas	Evaluate the successes and failures of Populism.
<p>STANDARD 4: Federal Indian policy and United States foreign policy after the Civil War.</p> <p>Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.</p>	7-12	Interrogate historical data	Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers.
	5-12	Appreciate historical perspectives	Compare survival strategies of different Native American societies during the "second great removal."
	7-12	Evaluate the implementation of a decision	Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation.
	7-12	Hypothesize the influence of the past	Evaluate the legacy of 19th-century federal Indian policy.
<p>Standard 4B: The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.</p>	5-12	Reconstruct patterns of historical succession and duration	Trace the acquisition of new territories.
	9-12	Analyze cause-and-effect relationships	Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy.
	5-12	Interrogate historical data	Evaluate the causes, objectives, character, and outcome of the Spanish-American War.
	7-12	Analyze cause-and-effect relationships	Explain the causes and consequences of the Filipino insurrection.