

**New Jersey Department of Education  
2006 Social Studies Standards Implementation Guide (SIG)**

**6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

**Grade 12**

**6.4.12.H. The Industrial Revolution (1870-1900)**

1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:
  - Inventions such as the telephone and electric light
  - The formation of Standard Oil Trust
  - The Interstate Commerce Act
  - The Sherman Anti-Trust Act
2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.



**Author Information**

**Author:** Nancy Shakir  
**District:** Orange School District - Retired

**Framework97 References**

Evaluate how individuals, groups, and institutions influence solutions to society's problems, pp. 185-186  
Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change, pp. 187-188

**National History Standard**

**Era 6**  
**Standard 1.**  
How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

## **Content Overview**

This section covers the increasing industrialization of the U.S., urbanization, immigration, the transcontinental railroad; the growth of organized labor; and government regulations. Also included is the United States expansion; foreign policy and national and economic interests; and social, racial, religious, and nationalist issues in 19<sup>th</sup> century expansionism.

## **Essential Questions**

What led to and supported increased industrialization in the U.S. and New Jersey?  
What public policies helped stimulate and shape the national economy?  
What was the impact of immigration, migration, and urbanization on the economic, social, and political life of the United States and New Jersey?  
How did the frontier come to an end, and what were the outcomes for Native Americans?  
Why did movements in the U.S. such as the Populist and Progressive emerge; and how did they affect our social, cultural, and political life?

## **Teaching Resources**

<http://www.ecb.org/Tracks/mod9.htm> A comprehensive site with lots of lesson plans and topics.

<http://www.americanhistory.about.com/od/industrialrev/a/indre>: The Great Depression free newsletter from the [about.com](http://www.about.com) site.

<http://americanhistory.mrdonn.org/industrial.htm>: Mr. Donn's website contains materials for every period of American history with lesson plans for topics like the Industrial Revolution Comes to America, child labor, immigration et al.

<http://www.infoplease.com/ce6/us/A0859954.html>: New Jersey history.

## **Assessment**

Industrialization of America which had been primarily an agricultural nation was a major change in the 19<sup>th</sup> century. Students develop a chart listing and describing the “before” and “after” of an industrialized America from the beginning until the end of the 19<sup>th</sup> century. Students might also include visuals associated with the changes.