**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT 2: The Nation Transformed (Chapters 14, 15, and 16)**

**Learning Goal:** Student will analyze the massive transformation the nation underwent in the late 1800’s. These changes included the movement westward (at the expense of Native Americans), the surge of industrial growth in the cities, and downfalls of party politics such as scandals and corruption.

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| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| I don’t understand the transformation of the US in the late 1800’s and the effect it had on Native Americans and immigrants.  Or  I didn’t really pay attention or try to learn the info. | I understand at least 3 ways the US was transformed in the late 1800’s and the effect it had on Native Americans and immigrants. | I understand 5 or more ways the US was transformed in the late 1800’s and the effect it had on Native Americans and immigrants. | I can do all of the score 3 requirements and comprehend the foreshadowing of the Progressive Era. |

**Daily Learning Targets:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PRE |  |  | | | POST |
|  | 14.1 | I can describe how the federal government tried to Americanize Native Americans and the events that followed soon after. | | |  |
|  | 15.1 | I can analyze the beneficial technological innovations of the late 19th century and how the federal government tried to regulate business. | | |  |
|  | 15.2 | I can describe, from two competing perspectives, the benefits and drawbacks to the new immigrant movement in the late 19th Century. | | |  |
|  | 15.3 | I can document the changes to urban society which drastically affected all socioeconomic classes. | | |  |
|  | 16.1 | I can compare and contrast political corruption in two different centuries. | | |  |
|  | 16.2 | I can describe the problems and historical events in the labor industry which would require reform from the federal government. | | |  |
|  | 16.3 | I can describe the problems facing American farmers in the 1800’s and how political parties ultimately failed to help them. | | |  |
| ***Parent/Guardian Initials: Student Initials:*** | | |  |  | |

**Tracking:**

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| **Daily Work** | **Quizzes (if applicable)** | **Test** |
| 1. / 2. / 3. / 4. / 5. / 6. / | Q1 –  Q2 – | **Unit 1 Test**   * Multiple Choice /45 * Essay /10 |

**Monitoring**:

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| **Date** | **Target(s)** | **Self-Assessment (use specific examples)** |
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