



# The Real McCoy

## Standards & Learning Objectives

### AP US History

Work, Exchange, and Technology (WXT)

American and National Identity (NAT)

Migration and Settlement (MIG)

Culture and Society (CUL)

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

XT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

5.2. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

5.3. The Union victory in the Civil War and contested reconstruction of the South settled issues of slavery and secession, but left unresolved many questions about the power of federal government and citizenship rights.

5.3.II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

5.3.II.A. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.



**Key Concept 6.1** — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

- I. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.
- A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
- B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.
- C. As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.

**Key Concept 6.2** — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- I. International and internal migration increased urban populations and fostered growth of a new urban culture.
  - A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
- II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict
  - A. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
  - B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

## AP US Government and Politics

PRD – Civic Participation in a Representative Democracy

CON – Constitutionalism

## NCSS

1 CULTURE

2 TIME, CONTINUITY, AND CHANGE

3 PEOPLE, PLACES, AND ENVIRONMENTS

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

7 PRODUCTION, DISTRIBUTION AND CONSUMPTION

8 SCIENCE, TECHNOLOGY, AND SOCIETY



## COMMON CORE STANDARDS

English Language Arts & History/Social Studies

CCSS.ELA-LITERACY.RH.9.10.4

CCSS.ELA-LITERACY.RH.9-10.10

CCSS.ELA-LITERACY.RH.11-12.4

CCSS.ELA-LITERACY.RH.11-12.8

CCSS.ELA-LITERACY.RH.11-12.10

Speaking/Listening

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.1.A

CCSS.ELA-LITERACY.SL.9-10.1.C

CCSS.ELA-LITERACY.SL.9-10.1.D

CCSS.ELA-LITERACY.SL.9.10.4

CCSS.ELA-LITERACY.SL.9.10.6

CCSS.ELA-LITERACY.SL.11.12.1

CCSS.ELA-LITERACY.SL.11.12.1.A

CCSS.ELA-LITERACY.SL.11.12.1.C

CCSS.ELA-LITERACY.SL.11.12.1.D

## ASCA National Standards for Students

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

**Standard B:** Students will complete school with the academic preparation essential to choose from  
a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.5 Organize and apply academic information from a variety of sources

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

A:C1 Relate School to Life Experiences

A:C1.6 Understand how school success and academic achievement enhance future career and  
vocational opportunities



**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

**Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

## CASEL

Self-Awareness

Recognizing Strengths

Social Awareness

Appreciating Diversity

Perspective-taking

Empathy

Respect for others

Learning Objectives:

- At the end of this lesson, students will be able to describe the achievements of a famous 19th century African-American inventor.
- Students will be able to explain the Fugitive Slave Act and its effect on runaway slaves.
- Students will be able to place the industrial era in proper historical context.
- Students will be able to explain the origin of the well-known phrase, “the Real McCoy.”
- Students will be able to evaluate their own consumer choices in terms of value and quality.



## **AP African American Studies Standards**

**LO 2.20.A** Describe the role and scale of the Underground Railroad in providing freedom-seeking routes.

**EK 2.20.A.1** The term “Underground Railroad” refers to a covert network of Black and white abolitionists who provided transportation, shelter, and other resources to help enslaved people fleeing the South resettle in free territories in the United States North, Canada, and Mexico in the nineteenth century.

**EK 2.20.A.2** An estimated 30,000 African Americans reached freedom through the Underground Railroad during this period.

**EK 2.20.A.3** Because of the high number of African Americans who fled enslavement, Congress enacted the Fugitive Slave Acts of 1793 and 1850, authorizing local governments to legally kidnap and return escaped refugees to their enslavers.

**LO 3.9.A** Explain how African Americans promoted the economic stability and well-being of their communities in the early twentieth century.