**Benchmark SS.912.A.3.2**

**Strand**
A  American History

**Reporting Category**
Late Nineteenth and Early Twentieth Century

**Standard**
3  Industrial Revolution
Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

**Benchmark**
SS.912.A.3.2  Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19th century.

**Also Assesses**
SS.912.A.3.3  Compare the First and Second Industrial Revolutions in the United States.

SS.912.A.3.4  Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.5  Identify significant inventors of the Industrial Revolution, including African Americans and women.

SS.912.A.3.7  Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).

SS.912.A.3.8  Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.9  Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.10  Review different economic and philosophic ideologies.

SS.912.A.3.11  Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

SS.912.A.3.12  Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

SS.912.A.3.13  Examine key events and peoples in Florida history as they relate to United States history.
**Benchmark Clarifications**

Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution.

Students will explain and/or evaluate the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution.

Students will analyze and/or evaluate the human experience during the Second Industrial Revolution.

Students will identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society.

Students will identify the significant inventors of the Second Industrial Revolution.

Students will compare and/or contrast the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.

Students will explain the impact of social change and reform movements in the late nineteenth and early twentieth centuries.

Students will describe the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.

Items assessing the Second Industrial Revolution may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements.

Items assessing the human experience during the Second Industrial Revolution may include the impact of massive immigration, the increase of urbanization, the rise of the political machine, and the influence of social reform movements on American society.

Students will explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

**Content Limits**

Items assessing the Second Industrial Revolution are limited to the time period from 1865–1910.

Items will not require complex application or interpretation of economic graphs such as supply and demand curves.

Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.

Items assessing key events and peoples in Florida history are limited to the impact of Henry Flagler and the completion of the Florida East Coast Railroad in the development of the Florida Gold Coast.
Stimulus Attribute

Items addressing the Second Industrial Revolution will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

Content Focus

These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: African-American inventors, American Federation of Labor, Bessemer process, child labor, Chinese Exclusion Act, Everglades, Gentlemen's Agreement, government regulation, Great Migration, Haymarket Riot (1886), Henry Flagler, Homestead Strike (1892), Ida Tarbell, immigration, innovation, Knights of Labor, labor unions, market economy, muckrakers, National Woman Suffrage Association, planned economy, political machines, Pullman Strike (1894), railroads, settlement houses, Sherman Antitrust Act (1890), Sherman Silver Purchase Act (1894), Social Darwinism, Social Gospel movement, suffrage movement, transportation, urbanization, urban centers.
Sample Item 3  SS.912.A.3.2  Content Focus  Child labor

The cartoon below depicts a social issue in United States history.

With which social issue is this cartoon associated?

A. the power of political machines during the Second Industrial Revolution
★ B. the power of big businesses during the Second Industrial Revolution
C. the influence of immigration quotas during the Gilded Age
D. the influence of suffrage reformers during the Gilded Age