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| **Daily Agenda** | **Mon 12/16/13** | **Tues 12/17/13** | | **Wed 12/18/13** | **Thurs 12/19/13** | **Fri 12/20/13** |
| **Unit Vocabulary:**  Great Plains, Sitting Bull, George A. Custer, Assimilation, Dawes Act, Battle of Wounded Knee, Homestead Act, Exodusters, Morrill Act, Bonanza farms, Grange, Farmers’ Alliance, Populism, Bimetallism, Gold standard, William McKinley, William Jennings Bryan, Edwin Drake, Bessemer Process, Thomas Edison, Alexander Graham Bell, Transcontinental railroad, George Pullman, Interstate Commerce Act, Andrew Carnegie, Vertical integration, Horizontal integration, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, Samuel Gompers, American Federation of Labor (AFL), Eugene V. Debs, Industrial Workers of the World (IWW), Ellis Island, Angel Island, Melting Pot, Nativism, Chinese Exclusion Act, Urbanization, Americanization movement, Tenement, Mass transit, Social Gospel Movement, Settlement house, Jane Addams, Political Machine, Graft, Boss Tweed, Patronage, Civil Service, Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Pendleton Civil Service Act, Grover Cleveland, Benjamin Harrison | | | | | | |
| **Learning Target** | **I can:** explain the origins and accomplishments of the Progressive movement. | | **I can:** analyze the efforts to achieve women’s suffrage in the early 20th century. | **I can:** | **I can:** | **I can:** |
| **Quality Core** | 1. Evaluate the impact of new inventions and technologies of the late nineteenth century. 2. Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries. 3. Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.   2. Explain the origins and accomplishments of the Progressive movement.  3. Analyze the efforts to achieve women’s suffrage in the early twentieth century. | | | | | |
| **Instructional Practices** | Document Analysis; discussion | | Guided Reading; review for final | Assessment | Assessment | Assessment |
| **Bell Ringer**  **Activities/ Assignments** | What do you generally eat for lunch? Do you know where your food came from? How was it prepared or packed? Do we often take for granted the quality of our food and water?  Discussion: The Muckrakers and Journalism  Document Analysis: The Jungle | | Do you think that boys and girls have the same opportunities? Should men and women have equal rights in public life? Would you ever vote for a female president?  Guided Reading: Women in Public Life  Mid-Term Review | Mid-Terms 1, 2 | Mid-Terms 3, 4 | Mid-Terms 5, 6 |
| **Exit** | Describe the legislation that was based to better the health of people? Does the government have an obligation to pass this type of legislation? Explain. | | What women and movements during the Progressive Era helped dispel the stereotype that women were submissive and nonpolitical? |  |  |  |
| **Intended Homework** | Study Guide for Mid-Term | | Study Guide for Mid-Term |  |  |  |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Mid Term Exam | F: Exit Slip  S: Mid Term Exam | | F: Exit Slip  S: Mid Term Exam | F: Exit Slip  S: Mid Term Exam | F: Exit Slip  S: Mid Term Exam |