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| **Daily Agenda** | **Mon 12/2/13** | **Tues 12/3/13** | | **Wed 12/4/13** | **Thurs 12/5/13** | **Fri 12/6/13** |
| **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:** identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries. | | **I can:** identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries. | **I can:**  explain the origins and accomplishments of the Progressive movement. | **I can:** explain the origins and accomplishments of the Progressive movement. | **I can:** explain the accomplishments of the Progressive movement. |
| **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** | Active viewing guide; discussion | | PC analysis; discussion | Discussion | Graphic Organizer; discussion | Graphic organizer; discussion |
| **Bell Ringer**  **Activities/ Assignments** | Which solution (or attempted solution) to an urban problem discussed do you think had the most impact? Why?  Presidents: Cleveland, Harrison, McKinley | | Why did machine politics become common in big cities in the late 19th century?  Notes: Politics in the Gilded Age  Political Cartoon Analysis | How would you feel if you had to work 10 to 12 hours a day, 6 days a week in noisy, dangerous factory instead of going to school?  Notes: Origins of Progressivism | How did Prohibition fit into the reform movement?  Complete Notes: Origins of Progressivism  Graphic Organizer: Roosevelt, Taft, Wilson | Both Roosevelt and Taft resorted to mudslinging during the 1912 presidential campaign. Do you approve or disapprove of negative campaign tactics? Support your answer.  Complete Graphic Organizer  Presidents: Roosevelt, Taft, Wilson |
| **Exit** | Compare the tariff reforms of Cleveland, Harrison and McKinley. How did things change? Why do you think tariff reform failed? | | What government problems arose as a result of patronage? | What were the four goals of progressivism? | In what ways do you think the progressive belief in using experts played a role in shaping Roosevelt’s reforms? | Wilson said, “without the watchful…resolute interference of the government, there can be no fair play between individuals and the trusts.” How does this statement reflect Wilson’s approach to reform? |
| **Intended Homework** | Primary Source Document Analysis | | Primary Source Document Analysis | Primary Source Document Analysis | Primary Source Document Analysis | Primary Source Document Analysis |
| **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 |