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| **Daily Agenda** | **Mon 12/9/13** | **Tues 12/10/13** | | **Wed 12/11/13** | **Thurs 12/12/13** | **Fri 12/13/13** |
| **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:** | **I can:**  explain the origins and accomplishments of the Progressive movement. | **I can:** compare the progressive presidencies of Roosevelt, Taft and Wilson. | **I can:** discuss the legislation that was based during the Progressive Era. |
| **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** | Reading; analysis | |  | Cooperative learning groups; discussion | Active viewing guide; discussion | Document analysis; discussion |
| **Bell Ringer**  **Activities/ Assignments** | What are the four goals of progressivism?  Guided Reading: Introduction to Progressivism  Discussion | | No School | What are some problems that we are facing as a country today? What reforms or political changes should take place in our government today to fix that problem?  Groups: Progressivism Problems and Reforms  Discussion | How powerful should the powers of the president be? Explain.  Active Viewing Guide: T. Roosevelt, Taft, Wilson  T-Chart: Comparison of Progressive Presidents | 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* |
| **Exit** | What role did journalism play in the progressive era? Who were the muckrakers? | |  | How did reforms change working conditions? What kinds of reforms took place at the state level? | What if Roosevelt had won another term in office in 1912? Speculate on how this might have affected the future of progressive reform. Consider: Roosevelt's policies that Taft did not support, power struggles within the Republican Party, perception of what is required of a president. | 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. |
| **Intended Homework** | Article Summary Day | |  | Organize Binder |  |  |
| **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 |