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| **Daily Agenda** | **Mon 11/18/13** | **Tues 11/19/13** | **Wed 11/20/13** | **Thurs 11/21/13** | **Fri 11/22/13** |
| **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 workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists. | **I can:** identify workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.  | **I can:**   | **I can:** identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.  | **I can:** identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.  |
| **Quality Core** | 1. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States

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.4. Explain the challenges and contributions of immigrants of the late nineteenth century.5. Explain the causes and impact of urbanization in the late nineteenth century.6. Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century.7. Identify and evaluate the influences on the development of the American West.8. Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century.1. Identify and explain significant issues and components of the Populist movement and their impacts. |
| **Instructional Practices** | Graphic organizer; discussion | Active viewing guide; discussion |  | Discussion; active viewing guide; assessment | Lecture; photo analysis and discussion |
| **Bell Ringer****Activities/ Assignments** | What personal qualities do you think a person would need to become a billionaire in today’s world?Complete: The PresidentsGraphic Organizer: Captains of Industry | Define Social Darwinism. How was social Darwinism used to justify monopolies and big business in the late 1800s?Active Viewing Guide: America—the Story of Us (Cities) | Early Release | Does the life of Andrew Carnegie support or counter the philosophy of Social Darwinism? Explain.Complete: America—the Story of Us (Cities)Vocabulary Review | Why did the South industrialize more slowly than the North did?Notes: Immigration/Urbanization |
| **Exit**  | What is the difference between vertical and horizontal integration? | So you think that the tycoons of the late 19th century are best described as ruthless robber barons or as effective captains of industry? |  | How did the growth of the steel industry influence the development of other industries? | Which group of immigrants do you think faced the greatest challenge in the United States? Why? |
| **Intended Homework** | Unit 4 Vocabulary | Unit 4 Vocabulary | Unit 4 Vocabulary | Unit 4 Vocabulary | Unit 4 Vocabulary |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. |
| **Assessment:** | F: Exit SlipS: Unit Exam 11/26 | F: Exit SlipS: Unit Exam 11/26 | F: Exit SlipS: Unit Exam 11/25 | F: Exit SlipS: Unit Exam 11/26 | F: Exit SlipS: Unit Exam 11/26 |