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| **Daily Agenda** | **Mon 11/25/13** | **Tues 11/26/13** | | **Wed 11/27/13** | **Thurs 11/28/13** | **Fri 11/29/13** |
| **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 causes and impact of urbanization in the late nineteenth century. | | **I can:** explain the causes and impact of urbanization in the late nineteenth century. | **I can:** | **I can:** | **I can:** |
| **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** | Simulation; discussion | | Assessment |  |  |  |
| **Bell Ringer**  **Activities/ Assignments** | Describe the conditions that factory workers face in the late 19th century.  Simulation: Labor Unions  Notes: Labor Unions Emerge | | If the government had supported unions instead of management in the late 19th century, how might the lives of workers have been different?  Notes: Labor Unions Turn Violent  Test #7 | No School—Thanksgiving Break | No School—Thanksgiving Break | No School—Thanksgiving Break |
| **Exit** | What different types of unions emerged during the nation’s industrial boom? | | NA |  |  |  |
| **Intended Homework** | Unit 4 Vocabulary | | Unit 4 Vocabulary Due |  |  |  |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Unit Exam 11/26 | F: Exit Slip  S: Unit Exam 11/26 | | F: Exit Slip  S: Unit Exam | F: Exit Slip  S: Unit Exam | F: Exit Slip  S: Unit Exam |