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| **Daily Agenda** | **Mon 11/4/13** | **Tues 11/5/13** | | **Wed 11/6/13** | **Thurs 11/7/13** | **Fri 11/8/13** |
| **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:** evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States. | | **I can:** analyze significant events for Native American Indian tribes, and their responses to those events, in the late 19th century. | **I can:**  identify and evaluate the influences on the development of the American West. | **I can:** identify and explain significant issues and components of the Populist movement and their impacts. | **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** | Discussion; video; guided reading | | Lecture; multimedia sources | Discussion; graphic organizer | Assessment; notes |  |
| **Bell Ringer**  **Activities/ Assignments** | Do you think that Reconstruction had positive effects on Southern society? Why or why not? Consider: the formation of the KKK, the establishment of African American churches and schools, why so many African Americans turned to sharecropping.  Video: Andrew Johnson  Guided Reading: Reconstruction  Discussion: Reconstruction | | How did Southern whites regain political power during Reconstruction?  Notes: The Great West—Cultures Clash on the Prairie  Video: Story of Us—The Great West | Why do you think the assimilation policy of the Dawes Act failed? Consider: attitudes of many white leaders towards Native Americans, merits of owning property, importance of cultural heritage.  Notes: Settling the Great Plains  Graphic Organizer  Video—Homestead Act | Review the changes in technology that influenced the life of settlers on the Great Plains in the late 1800s. Explain how you think settlement of the plains would have been different without these inventions.  Notes: Populism and The Wizard of Oz  Test #6 | NA—No School |
| **Exit** | Why did the Radicals want to impeach Andrew Johnson? | | What economic opportunities drew large numbers of people to the Great Plains beginning in the mid-1800s? | How did the railroads take advantage of farmers? | What do you think were the most significant factors in bringing an end to the Populist Party? Explain. Consider: monetary policy, third-party status, source of popular support, popular participation policy. |  |
| **Intended Homework** | Reading: Jim Crow Laws | | NA | Unit 4 Vocabulary | Unit 4 Vocabulary |  |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Unit Exam 11/7 | F: Exit Slip  S: Unit Exam 11/7 | | F: Exit Slip  S: Unit Exam 11/7 | F: Exit Slip  S: Unit Exam 11/7 | F: Exit Slip  S: Unit Exam 11/7 |