|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Name** | **Barrow, Bowyer, Strickland, Tubbs** | **Unit Name** | **Unit I -The Gilded Age** |
| **Course** | USH | **Dates** | **Aug. 22-26** |

|  |  |
| --- | --- |
| **Monday** | * **Daily Objective: I can analyze issues** affecting women, minorities, children, immigrants…. * **I can analayze the causes and effects** of changing demographic patterns resulting from immigration to the United States.   **Agenda with Approximate Time Limits**   * 1. Historical Investigation – 5 min   2. Note taking -17   3. Guided Practice 15   4. Independent Practice 17 min   **Formative Assessment:**  Political cartoons MC  **Modifications: Printed Notes**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** |
|  |  |
| **Tuesday** | **Daily Objective:**  Students will demonstrate familiarity with ACES writing for USH  **Agenda with Approximate Time Limits:**   1. WWE Review-10 2. ACES Review -10 3. Major ACES Writing – 20   **Formative Assessment:**  **Modifications: Only one C and E**  **Intervention:**  Sentence stems  **Extension:**  **Follow-Up/Homework:** |
|  |  |
| **Wednesday/Thursday** | **Daily Objective:** I can  **Analyze** economic issues such as…the **growth of labor unions**….  I can **Explain the effects** of scientific discoveries and technological innovations such as **electric power, telephone** and satellite communications, petroleum‐based products, **steel production**, and computers on the economic development of the United States.  **Agenda with Approximate Time Limits:**  1, Labor Union Chart 5  2. Graphic Organizer - 10  3. Purposeful Reading -10  4. Quizziz – Why was AFL successful?-10  5. Cooperative Learning Graphic Organizer – 20  6. Group Picture ACES  **Which invention or innovation – electricity, steel, or the telephone – had the biggest economic impact in the U.S.?  Why?**  **Formative Assessment:**  Quizziz  **Modifications:**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** |
|  |  |
| **Friday** | **Daily Objective:**  I can **Analyze social issues** affecting women, minorities, children, immigrants….  **I can Analyze the causes and effects** of changing demographic patterns resulting from immigration to the United States.  **Agenda with Approximate Time Limits:**   1. History Scene Investigation – 5 min 2. Notes – Fortune/Misfortune – 17 min 3. Analyzing Primary Sources – 15 min 4. Exit ticket - You will complete an explanation, in writing, of one of the issues facing immigrants during the Gilded Age.   **Formative Assessment:**  - Exit Ticket  **Modifications:**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** |