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

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| **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:**  |
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| **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:**   |
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| **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 52. Graphic Organizer - 103. Purposeful Reading -104. Quizziz – Why was AFL successful?-105. Cooperative Learning Graphic Organizer – 206. 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:**   |