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| **Teacher Name** | **Barrow, Bowyer, Strickland, Tubbs** | **Unit Name** | **Unit 1**  **The Gilded Age** |
| **Course** | USH | **Dates** | 9/5-9/9 |

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| **Monday**  NO SCHOOL LABOR DAY | **Daily Objective:**    **Agenda with Approximate Time Limits:**  **Formative Assessment:**  **Modifications:**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** |
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| **Tuesday** | **Daily Objective:**  I can identify issues that affected women, minorities, children and immigrants.  I can analyze the causes and effects of increased immigration to the United States.  **Agenda with Approximate Time Limits:**   1. Nativist Response Tweet (5minutes) 2. Note Taking (15 minutes) 3. Inquiry Matrix (15 minutes) 4. Academic Discourse (7 minutes) 5. Exit Ticket- What is the biggest issue immigrants faced during the Gilded Age? (5 minutes)   **Formative Assessment:**  Political Cartoons multiple choice  **Modifications: Printed Notes**  **Intervention:** Small groups  **Extension:**  **Follow-Up/Homework:** |
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| **Wednesday/Thursday** | **Daily Objective:** I can define Social Darwinism.  I can describe the causes and effects of Social Darwinism.  I can describe the causes and effects of urbanization.  I can explain efforts to solve problems in cities.  I will demonstrate comprehension of text about the growth of cities by annotating a reading.  I will explain in writing about the problems occurring in cities using a scoring rubric.  **Agenda with Approximate Time Limits:**   1. Anticipation Guide (5 Minutes) 2. Note taking – Powerpoint (15 minutes) 3. Readings – Social Darwinism and Marxism (14 minutes) 4. Silent Discussion/Summary (10 minutes) 5. Chicago Poem – Urbanization Engagement (5 mintues) 6. Urbanization stations/conversations (20 minutes) 7. Cause and effect (5 minutes) 8. Chicago Letter Writing (14 minutes)   **Formative Assessment:**  Check for understanding by having the students hold up an SD or an M after each statement & Cause and effect CFU  **Modifications: Sentence Stems**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** Chicago Letter |
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| **Friday** | **Daily Objective:**   I can analyze why Indian policies were important political issues during the Gilded Age.  **Agenda with Approximate Time Limits:**   1. Establishing relevance of survival (5 minutes) 2. Reform or Oppression? (5 minutes) 3. Note Taking Game (15 minutes) 4. Analyzing quotes (10 minutes) 5. Dawes Act continuum (5 minutes) 6. Quick Write (15 minutes)   **Formative Assessment:**  **Modifications: less must haves for quick write, sentence stems.**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** Quick Write |