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| **Teacher Name** | **Barrow, Bowyer, Strickland, Tubbs** | **Unit Name** | **Unit 1**  **The Gilded Age** |
| **Course** | USH | **Dates** | **9/12-9/16** |

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| **Monday** | **Daily Objective: I can analyze how and why political machines gained power during The Gilded Age**.    **Agenda with Approximate Time Limits:**   1. Do Now: Politician QSSSA (5 minutes) 2. Analyze Tammany Ring Political Cartoon (5 minutes) 3. Political Machine Notes/Primary Sources (15 minutes) 4. Exit Ticket: More Good or Harm QSSSA (5 minutes)   **Formative Assessment:** Peardeck, political cartoons multiple choice, annotating text.  **Modifications:** Sentence stems, speaking stems  **Intervention:** Tammany Hall videos  **Extension:** Thomas Nast and Boss Tweed Dialogue  **Follow-Up/Homework: UNIT 1 TEST FRIDAY, 9/16** |
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| **Tuesday** | **Daily Objective:**  **I can analyze why civil service reform was an important political issue during the Gilded Age. I can describe how attempts to regulate big business represented a change in the relationship between private  business and the government.**  **Agenda with Approximate Time Limits:**   1. Do Now: What makes a law a success? (8 minutes) 2. Attempts at Reform (15 minutes) 3. Silent Discussing (5 minutes) 4. Thrash Out (10 minutes)   **Formative Assessment:** annotating text**,** collaborative groups, open debate  **Modifications:** guided notes, small group, speaking stems  **Intervention:**  **Extension:** ACES Writing  **Follow-Up/Homework:** **UNIT 1 TEST FRIDAY, 9/16** |
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| **Wednesday/Thursday** | **Daily Objective:**  **I can tell who the Populists were and what they wanted to change.**  **I can describe the effect the Populist Party had on the United States political and economic policies.**  **Agenda with Approximate Time Limits:**   1. Do Now: Does History Repeat Itself? (5 minutes) 2. Agrarian Revolt (15 minutes) 3. Political Party Platforms (10 minutes) 4. Letter to Mrs. Orcutt (10 minutes) 5. Gilded Age Review Quizizz (10 minutes)   **Formative Assessment:** outline, t chart, letter writing  **Modifications:** guided notes, sentence stems  **Intervention:** Election of 1896 video  **Extension:** Gilded Age Study Guide  **Follow-Up/Homework:** **UNIT 1 TEST FRIDAY, 9/16** |
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| **Friday** | **Daily Objective:**  **I can show mastery of all Unit 1 concepts and objectives**  **Agenda with Approximate Time Limits:**   1. Turn in study guide and vocabulary (5 minutes) 2. Complete Unit 1 Test (30 minutes) 3. Muckrakers Quizizz (10 minutes)   **Formative Assessment:** OnTrack  **Modifications:** Small group/co teacher  **Intervention:**  **Extension:**  **Follow-Up/Homework:** Muckrakers Quizizz |