

Unit Two: The Gilded Age continued (Immigration, Mass Culture, and Politics)

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **September**
Length: **2 weeks**
Status: **Published**

Enduring Understandings:

- A series of weak Gilded Age presidents allowed for rapid growth of business, often at the detriment of workers lives.
- Discrimination against ethnic groups increased as more groups encountered each other in the cities. sometimes resulting in riots.
- Immigration patterns changed as many people moved into the cities for economic opportunity.
- The government suffered from weak presidents, corruption, and a minimally active Congress.
- The impact of technology on life in the city

Essential Questions:

- How did technology change in the cities from 1865-1900?
- How did the immigration impact the US?
- How were minority groups treated in the cities?
- What role did the government play or fail to play in the Gilded Age?
- Why is it called the Gilded Age? Is this title appropriate?
- Why was the government so weak in this era?

Lesson Titles:

- Ch 18 and 19 Annotations
- Ch 18 and 19 Notes/Lecture/Class Discussion
- Immigration DBQ
- Immigration DBQ preparation/practice
- SHEG Settlement Houses Structured Debate
- Ultimate Guide to the Presidents Video Analysis
- W chart on Mass culture of the time period

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy

- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.C.9	Evaluate the implications of personal and corporate bankruptcy for self and others.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons.

Math: Students will analyze graphs and charts demonstrating the election results of the late 1800s.

Sociology: Students will examine how demographics change as mass groups of people move from one area to another.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.3	Racial and ethnic inequality

SOC.9-12.4.1.4

Class inequality

SOC.9-12.4.1.5

Gender inequality

Statistics and Probability

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking migration and culture (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 18 and 19 (Recall/ DOK 1)
- Lecture to present basic concepts on changes in the cities from 1865-1900 (Recall/DOK1)
- Linking historical from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SHEG analysis of historical documents (Analysis/DOK 3 and 4)
- DBQ prep and writing
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 18 and 19 Annos
- Class discussion on Technology and the struggle of the immigrants
- Closure: Exit Ticket: How did immigration shape the United States?
- Closure: Add to your Annos Students will add 5 facts from the class lecture to their reading annotations.
- Closure: One minute essay on the impact of new tech
- Warm up: Q&A about the roles of presidents during the Gilded Age

- Warm-up: Kahoot on the Gilded Age Presidents.
- Warm-up: Quick Research on Person of the day

Summative Assessment:

- Ch 18 and 19 Stimulus Based Multiple Choice Test (AP format)
- Ch 18 W-chart Group Project
- Ch 19 Short Answer Quiz (AP format)
- Immigration DBQ

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

Annotations Chart

Ultimate Guide to the Presidents (purchased on Amazon Prime for \$18.99)

W-chart poster making supplies

[Thomas Nast Cartoons of Exclusion](#)

[Jacob Riis photos](#)

[Mamie Tape lesson plan](#) (Opposition to the Chinese Exclusion Act)

[Tesla and Khan Academy](#) = Carnegie Gospel of Wealth Link