Period 6: 1865-1898

Content Area: **Social Studies**
Course(s): **US History 2AP**
Time Period: **SeptOct**
Length: **Full Year/11th Grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

US History 2 AP, Grade 11

Period 6 (1865-1898)

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

In Period 6, students will examine the rise of big business and its political, economic, and social impact on American society, the reasons for migration to cities and the consequences of a rapidly expanding population, and emerging problems that the United States faced and the reaction of different political parties to those issues.

Enduring Understanding

Chapter 17

- Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
- Some argues that laissez-faire policies and competition promoted economic growth in the long run, and they opposed the government intervention during economic downturns.
- Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the

socioeconomic structure as both appropriate and inevitable.

Chapter 18

- As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between the rich and poor grew.
- Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
- In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Chapter 19

- Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America,
- Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.
- The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

Essential Questions

Chapter 17

- Analyze the economic, political, and social consequences of the rise of big business during the Gilded Age.
- Analyze the reasons for the growth of big business during Gilded Age.
- Explain the organizations innovations that led to consolidation and centralization of big business.

Chapter 18

- Analyze the reasons for the growth of urban problems and the success of municipal governments in dealing with those problems.
- Analyze the continuities and changes in immigration patterns by the early twentieth century and the American response.
- Explain how the lure of the city influenced both internal and external migration patterns, leading to urbanization.

- Explain how urban planners proposed to physically alter the environment to improve the quality of life for urban residents.

Chapter 19

- To what degree and in what ways did government policy toward big business change in the late 19th century?
- Analyze the reasons for agrarian discontent in the late 19th century and evaluate the success for their efforts to resolve those issues.
- Explain the domestic and international consequences of the Panic of 1983.

Exit Skills

By the end of Unit 6, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
SOC.6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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.

Interdisciplinary Connections

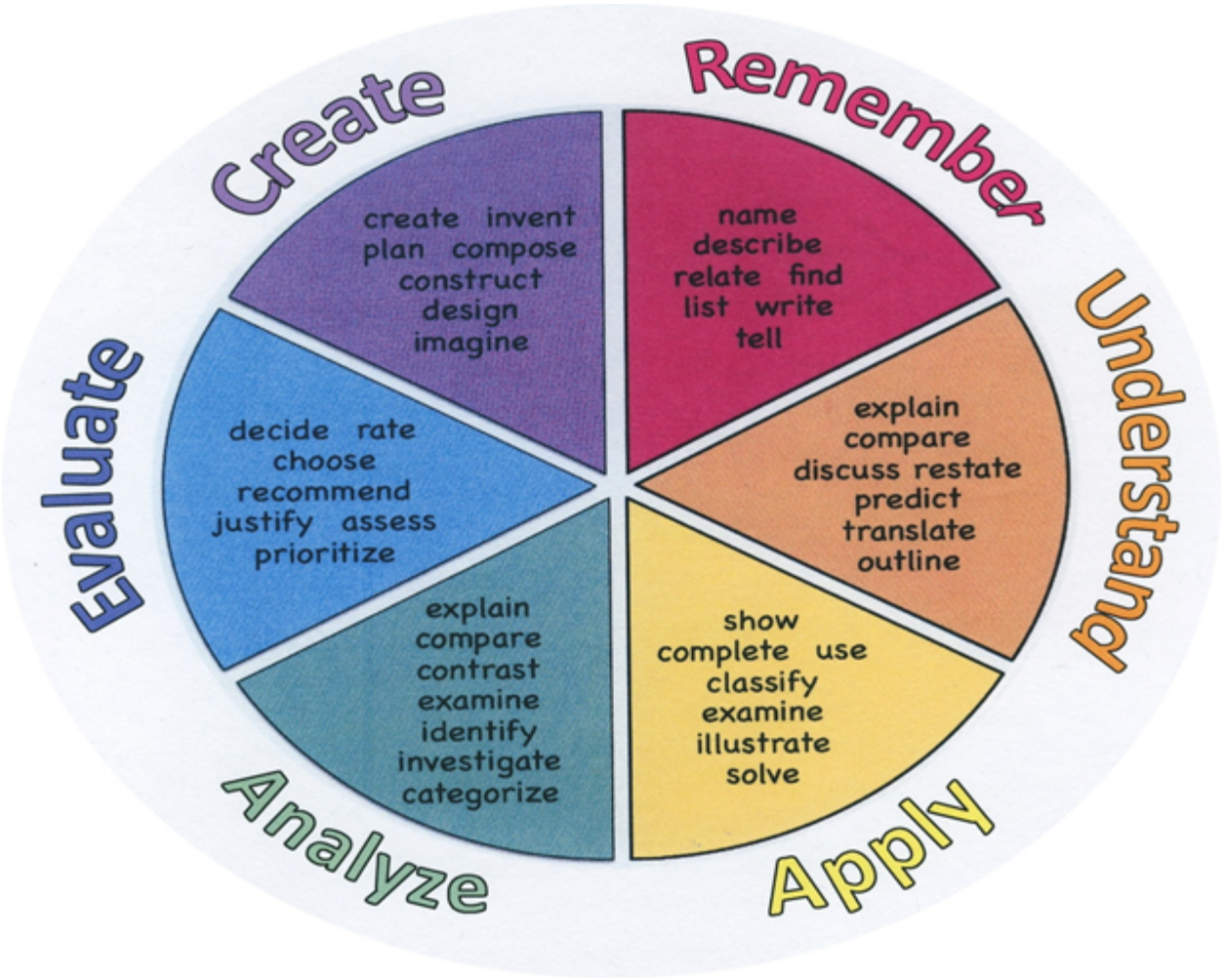
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, 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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Learning Objectives

- To what degree and in what ways were labor unions successful in improving lives of workers during the Gilded Age?
- How did consolidation and centralization of big business change the lives of workers during the Gilded Age?
- Analyze the reasons for growth in numbers of women and children in the industrial labor force.
- To what degree and in what ways did improvements in urban transportation influence the settlement patterns of the rich and poor?
- Analyze the impact of social criticism in art and literature on improving life for the urban poor.
- In what ways did increased leisure time influence movement toward mass consumption?

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events leading up to this time period (For example: AP Test Practice multiple choice questions for Industrialization, Urbanization, Imperialism, and the Guilded Age)
- Build foundation through vocabulary and key people identification (For example: Suggested Study for people and places such as Henry Ford, Haymarket Affair, Pullman Strike, Darwinism, Social Realism, Yellow Journalism, Tenements, Upton Sinclair, William Tweed, Farmers' Alliances, Populism, Sherman Antitrust Act, and Panic of 1893)
- Use of maps and interactive time likes to understand the context surrounding the time period/event (For Example: Growth of Railroads; Population Growth & Immigration; Sources of Immigration; Ethnic & Class Segrgation in Cities; Election of 1896)
- Use of primary sources from multiple sources (For example: Consider the Source/Philanthanthopy; American in the World/Global Migrations; Debating the Past/Populism
- Perspectives including view point, culture and class (For example: Patterns of Culture on Horatio Alger, Louisa May Alcott, Coney Island, and Education in the late 1800's)
- Use of Ebook to interactively use the text book through videos, pictures, audio etc. (Topics include: Industrialization, Urbanization, Imperialism, and the Guilded Age)

- Write a journal entry from a key persons point of view (For example: Andrew Carnegie; Cornelius Vanderbilt; John D. Rockefeller, J.P Morgan, William Tweed, and William McKinley,)
- Research and collect historical evidence for an essay (For example: Economic, Political, and Social Consequences of the Gilded Age, Labor Unions, Growth of Women and Children in the Industrial Labor Force, Changes in Immigration Patterns, Internal/External Migration Patterns and Urbanization, Improvements in Urban Transportation, Mass Consumption, Government and Big Business, and Problems Facing the US in the Late 19th Century)

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks for Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age-benchmark assessment
- Unit Tests for Period 6: 1865-1898 (Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age)-summative assessment
- DBQ's (For Example: Leaders of Business & Industry; Gilded Age Politics)-alternate assessment
- Long Essays (For Example: Compare Objectives and Strategies of Organized Labor & Populists; Compare/Contrast Government Roles of Industrial Development & Market Capitalism; Explain/Analyze the Impact of Industrialization; Explain/Analyze the Impact of Changes of Transportation; Analyze/Evaluate Internal & External Migration; Analyze/Evaluate the Response to Discrimination Against African Americans, Native Americans, and Women; Analyze/Evaluate Social Darwinism and Gospel of Wealth in Relation to Economic and Social Order)-alternate assessment
- Think, pair, share-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook:

American History - AP Edition (Fifteenth Edition)

McGraw Hill Education

Ancillary Resources

- NEWSELA - "Advances in transportation helped build America's industrial economy"
- COMMONLIT - "EXCERPT FROM THE JUNGLE" by Upton Sinclair
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

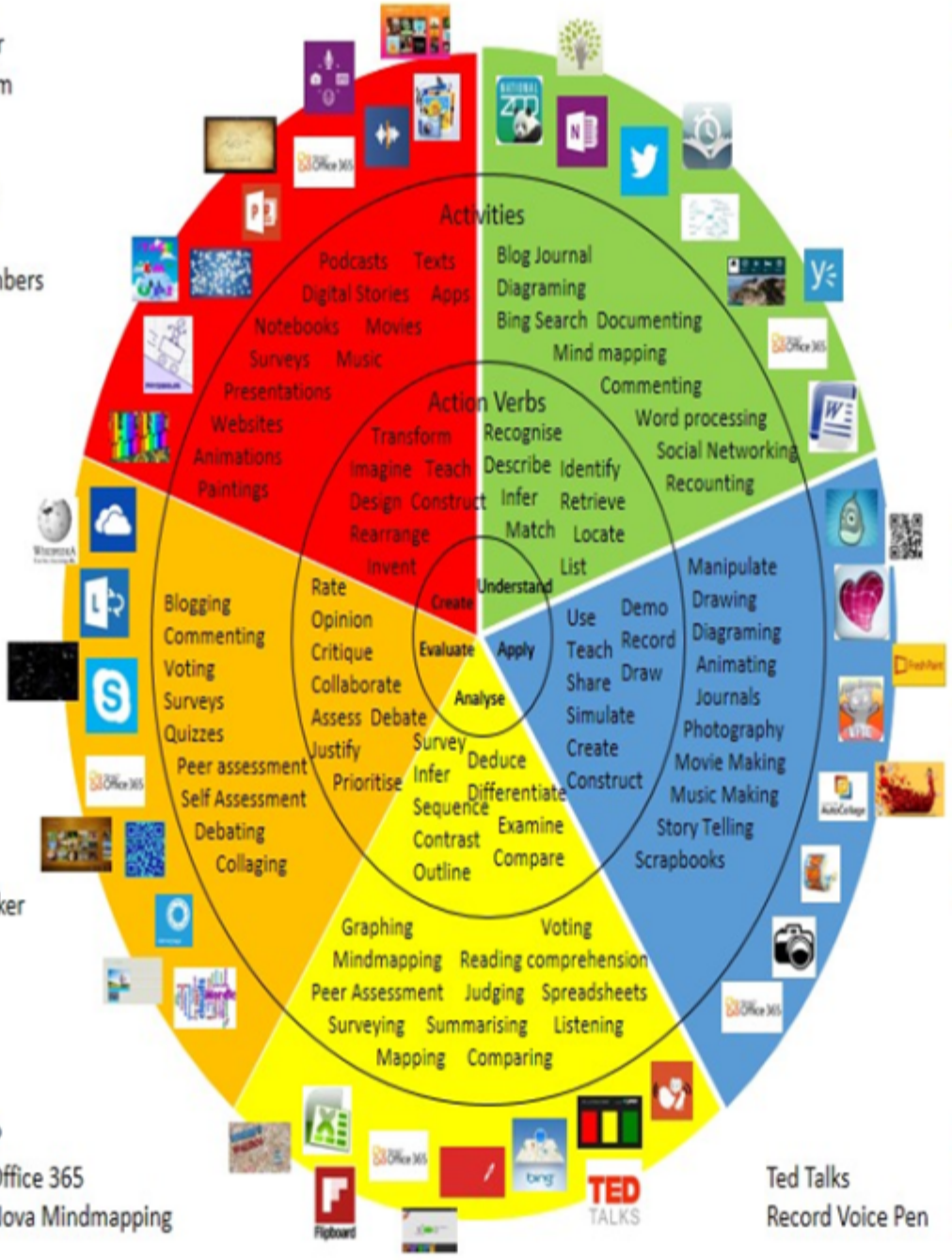
Technology Infusion

- Use of Google Chrome Books (Google Docs & Forms/Online Research for projects, Do Nows, Exit Tickets on Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age)
- Google Classroom (Posting Assignments/Class Discussion Questions for Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age)
- Various Online tools (For example: YouTube Videos on Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age)
- Online Databases from BHS Media Center (Research on Industrialization, Urbanization & Immigration, Westward Expansion, & the Guilded Age using EbscoHost, Infobase eBooks, and Facts on File, and Issues & Controversies)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

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- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction for guided notes on Industrialization, Urbanization, & Imperialism.
- Small group assignment for Social Democracy (Understand, Analyze, & Evaluate).
- Study guide for Period 6 1865-1898 Unit Test.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes on Industrialization, Urbanization, & Imperialism.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Henry Ford, Haymarket Affair, Pullman Strike, Darwinism, Social Realism, Yellow Journalism, Tenements, Upton Sinclair, William Tweed, Farmers' Alliances, Populism, Sherman Antitrust Act, and Panic of 1893).
- Modify number of AP Test Practice multiple choice questions for Industrialization, Urbanization, Imperialism, and the Guilded Age.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes in English and native language on Industrialization, Urbanization, & Imperialism.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Henry Ford, Haymarket Affair, Pullman Strike, Darwinism, Social Realism, Yellow Journalism, Tenements, Upton Sinclair, William Tweed, Farmers' Alliances, Populism, Sherman Antitrust Act, and Panic of 1893).
- Modify number of AP Test Practice multiple choice questions for Industrialization, Urbanization, Imperialism, and the Guilded Age.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of note cards on the Unit Test on Period 6 (1865-1898); Topics include: Industrialization, Urbanization, & Imperialism.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Henry Ford, Haymarket Affair, Pullman Strike, Darwinism, Social Realism, Yellow Journalism, Tenements, Upton Sinclair, William Tweed, Farmers' Alliances, Populism, Sherman Antitrust Act, and Panic of 1893).
- Modify number of AP Test Practice multiple choice questions for Industrialization, Urbanization, Imperialism, and the Guilded Age.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Industrialization, Urbanization, & Imperialism.
- Use research to debate the justifications of Imperialism.
- Allow students to work at a faster pace on DBQ's and Long Essays related to the topics of Industrialization, Urbanization, & Imperialism.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Period 6 (1865-1898)

NJSLS: SOC.6.1.12.C.5.a, SOC.6.1.12.C.5.b

Interdisciplinary Connection: English; LA.RH.11-12.1

Statement of Objective: Students will demonstrate the ability to compare and contrast strategies implemented by industrial titans of the late 19th century.

Anticipatory Set/Do Now: Choose a partner in class to work with. With your partner, choose two of the two major industrialists you have examined either from reading or from class discussion.

Learning Activity: In pairs, students will create a chart to compare and contrast the strategies used by two industrialists of the late 19th century. They will list the success, failures, and legacies of each one in order to determine who was the

most successful and why.

Student Assessment/CFU's: Peer editing; rubric; guided questions

Materials: Rubric, textbook, chromebook, guided questions; supplemental reading

21st Century Themes and Skills: Communication & Collaboration

Differentiation/Modifications: Small group instruction for guided notes on Industrialists

Integration of Technology: Google Classroom, HMH Online Textbook Series, Smart TV