

Period 6: 1865-1898 Copied from: US History 2 AP, Copied on: 12/15/21

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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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Unit Overview

1. Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
2. Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.
3. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.
4. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.
5. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change
6. International and internal migration increased urban populations and fostered the growth of a new urban culture.
7. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.
8. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
9. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.
10. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

Enduring Understanding

- Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions

1. How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
2. How did technological and corporate innovations help to vastly increase industrial production?
3. What was the impact of these innovations on the lives of working people?
4. Peopling: How and why did the sources of migration to the United States change dramatically during this period?
5. Politics and Power: How did the political culture of the Gilded Age reflect the emergence of new corporate power?
6. How successful were the challenges to this power? Why did challenges to this power fail?
7. America in the World: How did the search for new global markets affect American foreign policy and territorial ambitions?
8. Environment and Geography: In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
9. Ideas, Beliefs, and Culture: How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

Exit Skills

1. By the end of Unit 6, students should be able to:
2. Explain how a specific historical development or process is situated within a broader historical context.
3. Explain a historical concept, development, or process.
4. Compare the arguments or main ideas of two sources.
5. Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
6. Explain how a historical development or process relates to another historical development or process.
7. Explain how a specific historical development or process is situated within a broader historical context.
8. Use historical reasoning to explain relationships among pieces of historical evidence.
9. Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these

might limit the use(s) of a source.

10. Explain how a specific historical development or process is situated within a broader historical context.
11. Explain how claims or evidence support, modify, or refute a source's argument
12. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
 1. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.5	The Development of the Industrial United States (1870–1900)
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

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

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain continuities and changes in the role of the government in the U.S. economy
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

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

Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Timed Assessments

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- 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

AP Gilder Lehrman Institute

SHEG Stanford Education Group

Albert.io

AP College Board

Khan Academy

Technology Infusion

- Google Suite, Albert IO, AP College Board

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.

WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving

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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 - 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

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

Differentiation

Differentiations:

- **Small group instruction when students are working on their interactive websites about the Columbian Exchange.**
 - Small group assignments
 - Extra time to complete assignments
 - Pairing oral instruction with visuals
 - Repeat directions
- **Use manipulatives when teaching about Native Americans and the impact of Europeans arrival in the New World.**
 - Center-based instruction
 - Study guides
 - Teacher reads assessments allowed
 - Rephrase written directions
 - Multisensory approaches
 - Additional time
 - Preview vocabulary
 - Preview content & concepts
 - 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
- Games and tournaments about how the Native Americans fought for their land and freedom.
- Group investigations about the Columbian Exchange.
- 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

Lo-Prep Differentiations

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

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 modifications as dictated in the student's IEP/504 plan
 - additional time for skill mastery
 - have student repeat directions to check for understanding
 - teacher initiated weekly assignment sheet
 - highlighted text visual presentation
 - student working with an assigned partner
 - modified test length
 - modified assignment format
 - assistive technology
 - computer or electronic device utilizes

- check work frequently for understanding
- secure attention before giving instruction/directions
- shortened assignments
- extended time on tests/ quizzes
- modified test content
- modified test format
- multiple test sessions
- multi-sensory presentation
- preferential seating
- Reduced/shortened written assignments
- printed copy of board work/notes provided

- 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)

- decreasing the amount of work presented or required
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - teaching key aspects of a topic. Eliminate nonessential information
- providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- using computer word processing and Google Chrome extensions for translation, spell check and grammar check features
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- using true/false, matching, or fill in the blank tests in lieu of essay tests
- reducing the number of answer choices on a multiple choice test
- allowing the use of note cards or open-book during testing

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

- teaching key aspects of a topic. Eliminate nonessential information
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- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented 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

creasing the amount of work presented or required

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- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- reducing the number of answer choices on a multiple choice test

• decreasing the amount of work presented or required

• using videos, illustrations, pictures, and drawings to explain or clarify

• teaching key aspects of a topic. Eliminate nonessential information

• tutoring by peers

• having peers take notes or providing a copy of the teacher's notes

• providing study guides

• allowing students to correct errors (looking for understanding)

• marking students' correct and acceptable work, not the mistakes

• reducing or omitting lengthy outside reading assignments

• allowing students to select from given choices

• allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts,

graphs, slide shows, videos, etc.) to demonstrate student's learning

- modifying tests to reflect selected objectives
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- reducing the number of answer choices on a multiple choice test
- 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.
- 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
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- 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 work presented 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)

- Create a blog or social media page about their unit
 - Debate issues with research to support arguments

- Create a plan to solve an issue presented in the class or in a text
 - Complete activities aligned with above grade level text using Benchmark results
 - Flexible skill grouping within a class or across grade level for rigor
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Multi-disciplinary unit and/or project
 - Allow students to work at a faster pace
 - Utilize project-based learning for greater depth of knowledge
 - Utilize exploratory connections to higher-grade concepts
-
- 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) Robber Barons or Captains of Industry

Statement of Objective: SWDAT criticize and critique the actions, writings and businesses of various Bosses.

decide and defend whether or not these men were Robber Barons or Captains of Industry.

Explain the terms "robber baron" and "captain of industry" within the context of the time.

Evaluate the actions taken by various captains of industry and robber barons of the time.

Synthesize information from primary and secondary sources to create a position on the compelling questions.

Anticipatory Set/Do Now: Watch Video from the Bill of Rights Institute on Industrialists in the USA

Learning Activity: Divide the class into four student groups - each group has been given an industrialist: Carnegie, Morgan, Vanderbilt, Rockefeller

Assign one of the individuals below to each group. Distribute to the groups the a chart to fill in

Using the Primary sources selected by the teacher regarding their individual, each group should fill in the chart for their assigned individual.

Decide as a group whether your assigned industrialist is a Captain of Industry or a Robber Baron and be ready to defend it.

Read any or all of the following pieces, written by workingmen and published in newspapers or magazines during the heyday of the industrialists.

The Workingman's Ten Commandments

Selfish Wealth is Never Good

A Labor Newspaper Derides the Myth of the Self-Made Man

After reading: ANswer how do you believe your assigned industrialist would respond to these pieces? Either in groups or individually, have students write a hypothetical letter to the editor in response.

Student Assessment/CFU's: Chart, Class discussion/Debate. Inference using working people's account

Materials: Chromebooks, primary sources, chart

21st Century Themes and Skills: Communication, collaboration, debate skills,

Differentiation/Modifications: Small group instruction, printed and digital sources

Integration of Technology: Google Classroom, Video