Unit 1: Gilded Age, Industrialization, and the Progressive Era

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **4 Weeks**
Status: **Published**

Summary

In United States History II Honors, students will study events beginning with the Gilded Age through the present day. The US History II Honors course is intended to refine students' historical thinking skills and closely mirrors that of a seminar. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listedhere.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally

This unit is part of the larger aforementioned course sequence and specifically focuses on the Gilded Age and Progressive Era. Students will understand that while significant social reforms were made during the Progressive Era, economic corruption and rampant racism were also hallmarks of the era. By the end of this unit, students will be able to discuss the impact of industrialization on the economy and society and evaluate the goals, accomplishments, and shortcomings of the reform movements from the perspectives of various groups in the country.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the

processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.EconEM.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.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American

values and in helping people meet their economic needs and expectations.

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals

6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the

work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary

of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - 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.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

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.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity and religious tolerance.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate

for social and instructional purposes within the school setting.

- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did the Progressive Era effectively address economic, social, and political problems in the US that became more widespread during the Gilded Age?

- How did the labor movement react to challenges they faced in trying to achieve their objectives during this period?

Enduring Understandings:

- While significant reforms happened during the Progressive Era, it also represented the nadir of race relations in US history

- Through popular support, social movements were able to achieve some of their goals at correcting the excesses of the laissez-faire capitalism of the Gilded Age

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): The Gilded Age, trusts, capitalism, Standard Oil, Carnegie Steel, John D. Rockefeller, Andrew Carnegie, "Gospel of Wealth", monopolies, Populism, Agribusiness, William Jennings Bryan, The Grange, Farmers Alliance, American Federation of Labor, Knights of Labor, Railroad Strike of 1877, Haymarket Protest 1886, Homestead Strike, Pullman Strike, Paterson Strike 1913, Triangle Shirtwaist Factory, Upton Sinclair's "The Jungle", tenements, Jacob Riis, Tammany Hall, Boss Tweed, Social Gospel Movement, Charity Organization Movement, Florence Kelley, Mother Jones, muckrakers, Theodore Roosevelt, conservation movement, Square Deal, Food and Drug Act, anti-trust legislation, Woodrow Wilson, Booker T. Washington, W.E.B. DuBois, Ida B. Wells, NAACP, Panama Canal, Big Stick Diplomacy, Roosevelt Corollary, Dollar Diplomacy

- The context for this time period is one that resulted from technological developments of the late 19th century.

- The rise of large corporations transformed workers' experiences; the creation of unions and the use of

collective bargaining were utilized in an effort to advocate for workers' rights.

- Industrialization and corporate consolidation led to economic and political conflict, corruption, and change.
- Corporate leaders such as John D. Rockefeller and Andrew Carnegie exemplified the characteristics of "big business" leaders.
- Labor unions and other reform groups used different tactics to advocate for change and protection during industrialization for workers.
- Industrialization not only impacted workers, but women's opportunities, immigrants, and the growth of business westward.
- The Progressive Movement developed from the corruption and industrialization of the Gilded Age and sought to bring about reform for the safety and wellbeing of others.
- The Civil Rights Movement emerged due to challenges faced by Black Americans in the post-Reconstruction United States due to the social, political, and economic policies of Jim Crow measures.
- Industrialization negatively impacted the environment and natural resources, leading to the Conservation Movement. .
- Muckrakers were journalists of the Progressive Era who sought to expose and publish corruption of the Gilded Age.
- The United States' military and economic world power status was solidified through the Panama Canal.

Students will be skilled at:

- Comparing and contrasting the Gilded Age versus the Progressive Era.
- Evaluating the impact of legislation to regulate business and industry in the late 19th century.
- Analyzing the various and differing experiences of women in the workforce
- Examining the push and pull factors which accounted for the increase of immigration during this time period.
- Recognizing the contributions that individuals and groups of immigrants made during this era.
- Comparing European immigrant experiences and Asian immigrant experiences during the late 19th and early 20th centuries.
- Explaining the causes and effects of the growth of nativism.
- Identifying the ways in which activists continued to fight for social equality for African Americans.
- Establishing goals and accomplishments of political and social reform movements.

- Determining the reasons for various strikes in the late 19th and early 20th centuries.
- Evaluating to what extent Theordore Roosevelt was a “progressive” president.
- Evaluating the successes and limitations of progressives in regulating the economy and promoting social change.
- Examining, analyzing, and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit includes but is not limited to the following learning strategies:

- **Big Business Social Media Feed**: Students will take on the role of an individual during the Gilded Age (Rockefeller, Carnegie, Small Business Owner, Reformers, Employees, Consumers) and create a mock social media feed (ex. Twitter thread or Instagram story thread) that represents the differing perspectives and experiences of the rise of trusts and monopolies. Students will create a profile and respond to one another from the perspective of their figure, then complete a reflection on how the rise of trusts impacted American society.
- **Populists and Socialists in the Gilded Age**: Students will read excerpts from political platforms of Populists and Socialists during the 1890s to understand their beliefs and values, reflect on why people supported the political groups, and determine the extent to which their solutions could solve the social and economic problems during the Gilded Age.
- **Labor Union Meet and Greet**: Students will be split into groups where they investigate one of the major Labor Unions of the Gilded Age. Students will create a visual that represents why their group is unionizing, who they represent, and their demands. Students will then move around the room “meeting” other labor organizers and discussing platforms. After meeting with other Labor Unions, students may have the opportunity to switch platforms if they believe their ideals are more aligned with another labor group. Afterwards, students will debrief by comparing the opportunities available within each labor union, as well as achievements and setbacks of differing labor unions.

- **Strikes and Labor Action Stations:** Students will work in groups to investigate major labor strikes of the Gilded Age, focusing on the Railroad Strike of 1877, Haymarket Protest of 1886, Homestead Strike, Pullman Strike, and Paterson Strike of 1913. Students will use primary and secondary sources to determine causes and effects of the strikes, as well as their long and short term impacts on the labor movement.

- **Gilded Age Photo Tour**: Students will complete a "photo tour" where they investigate photographs comparing and contrasting the living conditions of the urban poor and big business to evaluate the extent to which the term "gilded age" accurately represents the time period. Students will evaluate photographs of factory working conditions, tenements, Newport, Rhode Island Vanderbilt House, and Fifth Avenue.

- **Modern Day Muckraker Activity**: Students take on the role of a "modern day muckraker" to expose (fictional) issues to their classmates so they may experience how to collaborate in effort to bring about reform. Students will write creatively and persuasively to gain support.

- **Domestic Policy Billboard/Gallery Walk**: Students will read about one of the domestic reforms/significant reformers during the Progressive Era (Jane Addams, Mother Jones, Florence Kelley, Conservation Movement, Square Deal, Antitrust Acts, Food and Drug Act) and will then create an appropriate visual representation of how that reform(er) brought positive change during the time period. Students will then go on a "drive" past other billboards to learn about other domestic reforms and pick the reform or reformer that they consider to be most impactful to today, giving reasoning for their argument.

- **Booker T. Washington and W.E.B. DuBois Analysis:** Students will read and annotate excerpts from two influential civil rights activists to determine how Black Americans promoted self-improvement and government-sponsored civil rights legislation. Students will compare the differing perspectives of Washington and DuBois and reflect on how point of view impacts their perspectives.

- **Lynching and Resistance Investigation**: Students will investigate how white supremacist violence was widespread during the time period through an interactive map investigation of lynchings throughout the United states during the Progressive period. Students will go over as a class different definitions of lynching and use their chosen definition to investigate how white supremacist violence was commonplace during throughout the United States. Students will then investigate how African Americans fought against racist violence on the individual and group levels through political organization. Students will collect evidence from their interactive map investigation to draw conclusions on white supremacist violence and African Americans' resiliency during the time period.

- **Foreign Policy Jigsaw:** Students will read about one of the four major foreign policy decisions during the Progressive Era (Roosevelt Corollary, Dollar Diplomacy, Big Stick Policy, Constructing the Panama Canal) and complete a graphic organizer outlining the causes and consequences of their foreign policy. Students will then split into groups where they will teach one another about the significance of their foreign policy, where students will discuss how these policies impact the United States as a "world power," foreign nations, and America's role in imperialism.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

Alternative Assessments:

-Gilded Age "Yearbook" Project: Students create a yearbook that highlights major individuals, events, groups, etc.

Benchmark Assessments:

-Document Analysis Questions, analytical writing questions, and document stimulus questions

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Big Business from the Bill of Rights Institute

Populist and Socialist Party Platforms BOR Institute

Populism Lesson Plan (SHEG)

Labor Day and the Pullman Strike - CNN BusinessVideo

Tenement Museum Website - Lesson Plans

SHEG Jacob Riis

SHEG Homestead Strike

Booker T. Washington and W.E.B. DuBois Excerpts (SHEG)

Racist Violence and Resistance Document and Website

PBS The Rise and Fall of Jim Crow

- Lesson 2: WEB DuBois and Booker T. Washington's different visions of education and schooling in this era.
- Lesson 7: Anti-Lynching legislation and context

Birth of a Nation - Selections from film as approved by the supervisor

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.