

Teacher:	Marie Feazel	
Course/Subject:	AP U.S. History	
Date(s) of Instruction:	3/30/2022	4/1/2022
<b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	<b>Standards:</b> SSUSH 11- Industrial America (1865-1900)	
	<b>Domain</b> Domain 3- Standards 11-14, 16% of EOC AP Time Period Time Period 6- 1865-1898, Industrial America, Closing of the West, and Empire Building	
	<b>Learning Target:</b>  Unit Targets: 6.1 Analyze how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.  6.2-Analyze how the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.  6.3-Analyze how the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies	
	<b>Success Criteria</b> <ol style="list-style-type: none"> <li>1. I can explain how the growth of railroads impacted the expanding steel and oil industries.</li> <li>2. I can identify John D. Rockefeller and explain his role in the rise of trusts and monopolies.</li> <li>3. I can identify Andrew Carnegie and explain his role in the rise of trusts and monopolies.</li> <li>4. I can examine the impact of the telegraph, telephone, and the electric light bulb on U.S. infrastructure and culture.</li> <li>5. I can identify Ellis and Angel Islands.</li> <li>6. I can describe the role of more Southern/Eastern European immigrants/ Japanese/Chinese immigrants influenced the economy of the U.S.</li> </ol>	

	<ol style="list-style-type: none"> <li>7. I can describe the role of more Southern/Eastern European immigrants/ Japanese/Chinese immigrants influenced the politics of the U.S.</li> <li>8. I can describe the role of more Southern/Eastern European immigrants/ Japanese/Chinese immigrants influenced the culture of the U.S.</li> <li>9. I can discuss the origins and growth of the American Federation of Labor.</li> <li>10. I can discuss the influence of the American Federation of Labor</li> </ol>
	<p>Introduction/Connection:</p> <ul style="list-style-type: none"> <li>• Trust – company that dominates a market (Oil Trust)</li> <li>• Monopoly – control of an industry where you can exclude others (Oil with Rockefeller)</li> <li>• Horizontal Integration- control all of a business field (Rockefeller and Oil)</li> <li>• Vertical Integration - control parts of business field (Carnegie and Steel)</li> <li>• Labor Union- organization of workers to get better wages, safer working conditions and short hours</li> <li>• Chinese Exclusion Act – 1882 law to stop Chinese immigration (after Transcontinental Railroad was completed)</li> <li>• Homestead Act- 1862 law that gave 160 acres of land in the West to those who could improve it for 5 years.</li> <li>• Transcontinental railroad- Union Pacific and Central Pacific, crossed the USA...Promontory Point, Utah, connected East and West</li> </ul> <p>Videos</p> <p>American Experience- The Gilded Age (10 minutes)  <a href="https://www.youtube.com/watch?v=AeWE_FaIP6k&amp;list=PU5zrIRzhT_cFI9zT6uQSijg&amp;index=3">https://www.youtube.com/watch?v=AeWE_FaIP6k&amp;list=PU5zrIRzhT_cFI9zT6uQSijg&amp;index=3</a></p> <p>BBC Documentary about T- Railroad</p>

	<p><a href="https://www.youtube.com/watch?v=M3OM_UnnCNM&amp;feature=youtu.be">https://www.youtube.com/watch?v=M3OM_UnnCNM&amp;feature=youtu.be</a></p> <p>Edison's Electric Light  <a href="https://www.pbs.org/wgbh/americanexperience/features/edison-electriclight/">https://www.pbs.org/wgbh/americanexperience/features/edison-electriclight/</a></p> <p>Edison and the Phonograph  <a href="https://www.pbs.org/wgbh/americanexperience/features/edison-phonograph/">https://www.pbs.org/wgbh/americanexperience/features/edison-phonograph/</a></p> <p>Rockefeller video  <a href="https://www.youtube.com/watch?v=PYqrFBm7qdA&amp;feature=youtu.be">https://www.youtube.com/watch?v=PYqrFBm7qdA&amp;feature=youtu.be</a></p> <p>Ellis Island Scene from Godfather II  <a href="https://www.youtube.com/watch?v=ubT-Bm36L2U&amp;feature=youtu.be">https://www.youtube.com/watch?v=ubT-Bm36L2U&amp;feature=youtu.be</a></p> <p>Haymarket Riot  <a href="https://www.youtube.com/watch?v=ZT_ZWCB_1cM">https://www.youtube.com/watch?v=ZT_ZWCB_1cM</a></p> <p>Andrew Carnegie (NBC News)  <a href="https://www.youtube.com/watch?v=aZlgPco_3YY">https://www.youtube.com/watch?v=aZlgPco_3YY</a></p> <p>Labor Day /Labor Movement (History Channel)  <a href="https://www.youtube.com/watch?v=ewu-v36szlE&amp;list=PLob1mZcVWOaggyYmwYIDYWK0vQwQA8Reo&amp;index=190">https://www.youtube.com/watch?v=ewu-v36szlE&amp;list=PLob1mZcVWOaggyYmwYIDYWK0vQwQA8Reo&amp;index=190</a></p> <p>Homestead Strike  <a href="https://www.history.com/shows/men-who-built-america/videos/homestead-strike">https://www.history.com/shows/men-who-built-america/videos/homestead-strike</a></p>
	<p><b>Direct Instruction: Both In-person and google classroom</b></p> <p><input checked="" type="checkbox"/> Biographical Reading</p> <p><input checked="" type="checkbox"/> Charts</p> <p><input checked="" type="checkbox"/> Maps</p> <p><input checked="" type="checkbox"/> Graphs</p> <p><input checked="" type="checkbox"/> Diagrams</p> <p><input checked="" type="checkbox"/> Political Cartoons</p> <p><input checked="" type="checkbox"/> Primary Source</p> <p><input type="checkbox"/> Secondary Source, Historians Account</p>

	<input type="checkbox"/> Student Written Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings
<b><u>Work Period (We Do, You Do)</u></b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10	<b>Guided Practice: Both In Person and Google Classroom</b> <input type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Verbal Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings <input checked="" type="checkbox"/> Student verbal response, question and answer <input checked="" type="checkbox"/> Student verbal response, visual display, photographs, drawings
	<b>Independent/Collaborative Practice/Differentiation: Both In Person and Google Classroom</b> <input type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input checked="" type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/> Written Response to Photographs/Drawings
<b><u>Closing (We Check)</u></b>	<b>Summarize/Share: In-Person</b>

<p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think- Pair- Share</li> <li><input type="checkbox"/> Written response to success criteria</li> <li><input checked="" type="checkbox"/> Verbal response to success criteria</li> <li><input type="checkbox"/> Ticket out the door summarizer</li> <li><input checked="" type="checkbox"/> Review answers to class activity</li> <li><input type="checkbox"/> Review Answers to Homework</li> <li><input type="checkbox"/> 3-2-1 Review</li> </ul> <p><b>Assessment Uses/Strategies:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Common Formative Reading Quiz- 6.1 and 6.2 Assessment 4/15/2022</li> <li><input checked="" type="checkbox"/> Informal Assessment, Teacher Questioning</li> <li><input type="checkbox"/> USAtestprep.com activity for current standard</li> <li><input checked="" type="checkbox"/> Albert.io activity for current time period 4/7/2022</li> </ul>
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