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EDUR 5005: Social Studies Methods  
LMU  
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Unit Plan  
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### **Unit Plan: The Gilded Age**

**Big Idea of the Unit:** Student will explore the cost and consequences of forging an industrial society in the late 19th century and the ways in which industrialists should be remembered in American History. Students will be asked to think about the veracity of industrialists' rags-to-riches stories, the ideologies they used to justify their success, their cutthroat business tactics, and altruism of their philanthropy. To round out our story, students will learn about industrialization, urbanization, the closing of the frontier, workers, working conditions, reform movements, socialism, and Communism. After weighing the economic benefits of industrialization against the human cost, students must decide how they should remember the central figures in this story about modernization.

**Length of Unit:** 5 weeks, 20 lessons

**Literacy Strategies:** Students will participate in an assortment of literacy strategies that include the following: do now, exit ticket, quick write, KWL, Frayer model, rotation writing, popcorn reading, choral reading, Jigsaw groups, Student Team Achievement Divisions, and guided discussions.

**Academic Standards:** This unit aims to cover three different but overlapping national, state, and district academic standards.

A. "The Gilded Age" unit covers the following **Common Core** standards:

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

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim (s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

B. “The Gilded Age” covers the following **History Social Science Standards** as outlined by the California Department of Education:

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

3. Trace the effect of the Americanization movement.

4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

8. Examine the effect of political programs and activities of Populists.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

C. This unit on Gilded Age is built with **Oakland Unified School District’s History Writing Task (HWT)** in mind. This year’s HWT asks students to analyze a set of historical documents on the Gilded Age and answer the following question: **“Should 19th century industrialists be remembered primarily as “robber barons” who used unfair business practices for their own gain, or “captains of industry” who contributed positively to American society?”**

The target rubric score for my students is a 4.5 on all six categories: Thesis, Evidence, Analysis, Historical Content, Organization, and Style. Below is the OUSD HWT grading rubric:

## OUSD History Writing Task 2017 Rubric

| Criteria                                                                                                                                                                                                                                 | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Thesis/Claim</u></b><br>Does the student make a claim (thesis) that responds to the prompt?                                                                                                                                        | a. The claim is precise and thoughtful, and clearly outlines the major reasons used to address the prompt.                                                                                                                                                                                                                                                                                                                                                                                                                                                      | a. The claim takes a clear position on the topic and outlines the major reasons used to address the prompt.                                                                                                                                                                                                                                                                                                                                                                                |
| <b><u>Evidence</u></b><br>Does the student use and cite the documents in support of the claim/thesis?                                                                                                                                    | a. Relevant textual evidence from the majority of documents is accurately used.<br>b. Insightful grouping of documents to corroborate or contradict each other (when appropriate.)<br>c. Documents are cited                                                                                                                                                                                                                                                                                                                                                    | a. Relevant textual evidence from half of the documents is accurately used.<br>b. Clear grouping of documents to corroborate or contradict each other (when Appropriate.).<br>c. Documents are cited                                                                                                                                                                                                                                                                                       |
| <b><u>Analysis &amp; Elaboration</u></b><br>Does the student show logical reasoning? Does the student use sourcing information to analyze meaning, perspective, and reliability? Does the student appropriately address opposing claims? | a. Convincingly explains and elaborates on the significance and/or context of the evidence and how it supports the arguments and claim.<br>b. Sourcing, when appropriate, identifies the most important information about the documents' origins and uses this information to understand and analyze its meaning, perspective and reliability to strengthen arguments.<br>c. Acknowledges and effectively rebuts opposing claim(s) and conflicting evidence by pointing out limitations, or by making concessions and refutations over the course of the essay. | a. Explains and elaborates on the significance and/or context of the evidence and how it supports the arguments and claim.<br>b. Sourcing, when appropriate, identifies important information about documents' origins and attempts to use the information to support the argument(s) by considering meaning, perspective, and/or reliability<br>c. Acknowledges and addresses opposing claim(s) and conflicting evidence over the course of the essay.<br>(N/A for 6 <sup>th</sup> grade) |
| <b><u>Historical Content</u></b><br>Does the student use <i>outside</i> historical information to contextualize arguments, while using discipline and content specific language?                                                         | a. Outside historical information is substantial, relevant, accurate, and interwoven in support of the argument.<br>b. Relevant content vocabulary is accurately interwoven.*                                                                                                                                                                                                                                                                                                                                                                                   | a. Outside historical information is substantial, relevant, accurate, and supports the argument.<br>b. Contains accurate, relevant content vocabulary.*                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Organization</u></b><br>Does the student write coherent...<br>a. Claim/Thesis<br>b./c. Body Paragraphs<br>d. Conclusion                                                                                                            | a. Intro provides intriguing and relevant context and includes a logically placed claim.<br>b. Precise topic sentences clearly introduce each of the body paragraphs.<br>c. Reasons and evidence are organized (weakest to strongest) to effectively support the claim.<br>d. The conclusion clinches the argument with a succinct summary, and adds broader significance as a result of the argument.                                                                                                                                                          | a. Intro provides relevant context and includes a logically placed claim.<br>b. Topic sentences clearly introduce each of the body paragraphs.<br>c. Reasons and evidence are organized logically.<br>d. The conclusion restates the thesis, effectively summarizes the argument, and may add broader significance.                                                                                                                                                                        |
| <b><u>Style &amp; Conventions</u></b><br>Does the student use language appropriate to the audience, purpose, and context?                                                                                                                | a. Maintains a formal tone throughout, and there is excellent control of language, techniques, and sentences.<br>b. Transitional words and phrases are used fluidly and elegantly to connect ideas.<br>c. Few to no errors in grammar, usage, spelling, and punctuation.                                                                                                                                                                                                                                                                                        | a. Maintains a formal tone with minor inconsistencies, and there is good control of language, techniques, and sentences.<br>b. Transitional words and phrases are used logically to connect ideas.<br>c. Some errors in grammar, usage, spelling, and punctuation, but these do not interfere with meaning.                                                                                                                                                                                |

## Gilded Age

- 1: Industrialization and immigration (HW: Immigrant letters)
  - Industrialization in US
  - Immigration and image analysis
  - Urbanization
  - Thesis Practice
- 2. Closing of the Frontier
  - Ishi + Luck of Roaring Camp
  - Ishi Lecture
  - Ishi Socratic Seminar
  - Review
- 3: Industrialists
  - Concentration of Wealth and Gilded Age
  - HWT Documents
  - Should We Love or Hate the Industrialists of the Gilded Age?
  - Refine thesis, find evidence, counter evidence
- 4: Workers
  - The Making of the White Working-Class
  - Triangle Shirtwaist Factory Fire
  - Should We Love or Hate the Industrialists of the Gilded Age?
  - Heroes? Goldman, Debs, Carnegie, Rockefeller
- 5: Essay
  - Rubric, Annotate, Outline
  - Graphic Organizer
  - Write Essay

## **Week 1, Lesson #3**

Lesson Title: Illustrating Urbanization in America (**Backward Lesson Plan**)

Academic Standards: **History Social Science Standards 11.2. 2.** Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

Context: This lesson helps lay down the foundation for The Gilded Age i.e. urbanization which accompanied 19th century immigration and industrialization. Students will understand the pains of growth and the interconnected of urbanization and industrialization. On a human level, these cities would be what Southern and Eastern European immigrants called home.

Lesson Description: I wanted my students to “describe the changing landscape” in late 19th century America and do a visual/kinesthetic learning lesson plan in order to differentiate my teaching. I thought a **backward lesson plan** would be perfect for such an endeavor. Students illustrate the process of urbanization, getting a taste of the haphazard city planning of the 19th century and the pains of growth as well as a sense of the living condition of workers. In the exit ticket, they connect this drawing to their previous lecture on industrialization.

Levels of Questioning: SWBAT applying lesson to reflect on urbanization and industrialization.

Accommodations: IEP, 504, and ELL students may write shorted responses, record, or illustrate the “do now” and “exit ticket.”

### 1. Do Now: What makes a city a city?<sup>1</sup>

Students will write down in their notebook a list of things that makes a city a city. Students will share their ideas with an elbow partner. Teacher will circulate the room reading what students are writing (**CFU, informal assessment**), Teacher will lead a whole class discussion on the “do now,” underscoring common features of city life in the 19th century such as; overcrowding, tenements, high density, pollution, animity, nightlife, slums, etc. (**CFU, informal assessment, Think-Pair-Share**).

### 2. Illustrating Urbanization

Teacher will frame this part of the lesson by telling the students that he wants to simulate the process of urbanization via an illustration exercise. Teacher will hand out a single sheet of paper and a pencil. Teacher will project drawing instructions that get more and more complicated/chaotic as the slide show progresses, reproducing the pains of urban growth and haphazard city planning that marked 19th urbanization. For example, the instructions state, “Draw a river, 10 houses, and land held in common.” Towards the end of the drawing, students will be asked to add “factories, smoke stacks, tenements, RR, etc” which is meant to frustrate as well as illustrate what people faced in terms of their living conditions.

Students will use the instructions to draw a rural town that transforms into a city. Students will need to manage chaotic nature of the drawing and the literal overcrowding of their papers. Volunteers will use the ELMO projector to share their drawing (**informal assessment**).

### 3. Exit Ticket: Urbanization Drawing Reflection

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<sup>1</sup> Illustrating Urbanization

[https://docs.google.com/presentation/d/1qP7U2qUahjpppAJ1E3iKINMRPQWDJmeMxS33jW8C\\_0c/edit?usp=sharing](https://docs.google.com/presentation/d/1qP7U2qUahjpppAJ1E3iKINMRPQWDJmeMxS33jW8C_0c/edit?usp=sharing)

Teacher will project a set of questions that asks student to connect the drawing exercise to urbanization in late 19th century America.

Students will quietly and independently answer questions in their notebooks.

Teacher will lead a **guided discussion (informal assessment)** of the questions, being sure to underscore the pros and cons of urbanization.

Feedback: At the end of the week, the teacher will check the drawing and the notebook reflection questions. Teacher will grade students on their drawing as well as the thought and effort they put into reflection questions.

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## **Week 2, Lesson 1 & 2**

Lesson Title: The Closing of the Frontier (**Social Justice Lesson, primary document, jigsaw, gallery walk, op-ed**)

Academic Standards: **Common Core - Speaking and Listening 3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Writing 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Ca. History-Social Science Standards - 11.2., 3.** Trace the effect of the Americanization movement.

Context: This two-day lesson is part of a week long look at the Closing of the Frontier, which played out in the background of the Gilded Age. Historians underscore the importance of the "western thesis" in the North's ability to industrialize, win the Civil War, and become the locus of America's Second Industrialization/ Gilded Age.

Lesson Description: Students think about the idea of survival in the face of the American campaign of extermination, removal, and the establishment of the reservation system via an interactive lecture. The main ideas of the lecture are reinforced in an unpacking of Bret Harte's "Luck of Roaring Camp," a primary document that offers clue to the horrific experiences of California Indians. The two-day lesson ends with a social justice themed exit ticket where students are required to write an op-ed to the student newspaper that makes an argument for reparations.

Levels of Questioning: SWBAT analyze a primary documents (Luck of Roaring Camp). SWBAT remember lecture notes.

Accommodations: ELLs, IEPs, and 504s will be provided a link to the lecture and a Chromebook. A audio file of “Luck of Roaring Camp” will be provided to students who need reading accommodations. The exit ticket can also be shortened and/or modified to a drawing, poem, or a video/audio response.

## Part I

**1. Do Now:** Create a Frayer Model for the following word: REPARATIONS<sup>2</sup>

Teacher begins the lesson by projecting a slide of the the do now. Students, using their cell phones, fill out the Frayer Model for the key term, “REPARATIONS.” Teacher concludes do now by soliciting students’ answers to complete the Frayer Model on the board.

**2. Lecture:** Teacher lectures from slide 3-9, detailing the catastrophic population decline of California Indians caused by American expansion via the story of Ishi. Teacher reviews Manifest Destiny, the Mexican-American War, and the Gold Rush. Teacher needs to really hit home the demographic shift that leads to genocide on the California frontier. Students take notes in their notebooks. Students help lecture by reading slides when they are called upon by teacher.

**3. Jigsaw:** Teacher breaks up students into groups of 4-5. Each group is assigned ¼ of Bret Harte’s “Luck of Roaring Camp.” Students read “Luck of Roaring Camp” **out loud** and then produce an annotated image of their section for a classwide **gallery walk**. Students walk around and find something interesting, significant, or troubling (S.I.T.) about the images. Groups then present their images. Teacher will join in the reading, drawing, and take notes of students participation for the closing/feedback. Students share out their S.I.T.s.<sup>3</sup>

**4. Closing/Feedback:** Teacher recaps the story of Thomas Luck and then does a classwide shout out of student participation during the group practice/jigsaw. Students write down the major characters and the significant plot points.

## Part 2

**1. Lecture:** Teacher completes the lecture on the Closing of the Frontier, giving students what James Scott calls the “hidden transcripts” embedded in Bret Harte’s innocuous story, “Luck of Roaring Camp.” The lecture end with the teacher detailing the American campaign of extermination, removal, and the establishment of the reservation system in California. Students

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<sup>2</sup> The Closing of the Frontier (google slides)

<https://docs.google.com/presentation/d/1aOZ6ZJqHYADs-GNRh5bXSaQhbU6A9oS0eqzk3d2MT0Q/edit?usp=sharing>

<sup>3</sup> “Luck of Roaring Camp” (pdf)

<https://drive.google.com/file/d/0B1xh1SRlgbQHc1E3TXJUdVNqdzQ/view?usp=sharing>; “Luck of Roaring Camp” (audio file) [https://www.youtube.com/watch?v=4-ypwj\\_B8lk&disable\\_polymer=true](https://www.youtube.com/watch?v=4-ypwj_B8lk&disable_polymer=true)

take notes in their notebooks. Students help lecture by reading slides when they are called upon by teacher.<sup>4</sup>

**2. Independent Practice:** Students write a **social justice** exit ticket in the form of an op-ed that they will submit to the student newspaper. Students will answer the following prompt: Considering what you just learned about the History of California Indians over this two-day lesson, do you think Indians today should receive reparations from the federal government? If so, why? If not, why not? Letters will be submitted to the op-ed section of the student newspaper. One page minimum. Student volunteers will read their op-ed in front of the class. Teacher will recap and ask critical questions so that class can begin the process of writing a second draft.

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### **Week 2, Lesson 3**

Lesson Title: Ishi: Victim of Genocide or Agent of Survival? (**Performative, Formative, Summative Assessment Lesson Plan, Socratic Seminar, video presentation, primary and secondary sources, use of graphic materials, writing assignment**)

Academic Standards: **Common Core - Reading** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **Speaking/Listening** 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Writing** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Ca. History-Social Science Standards - 11.2., 3.** Trace the effect of the Americanization movement.

Context: This lesson is part of a week long look at the Closing of the Frontier, which played out in the background of the Gilded Age. Historians underscore the importance of the “western thesis” in the North’s ability to industrialize, win the Civil War, and become the locus of America’s Second Industrialization/ Gilded Age.

Lesson Description: Students think about the idea of survival in the face of the American campaign of extermination, removal, and the establishment of the reservation system via performative, formative and summative based lesson (**Socratic Seminar**).

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<sup>4</sup> The Closing of the Frontier (google slides)  
<https://docs.google.com/presentation/d/1aOZ6ZJqHYADs-GNRh5bXSaQhbU6A9oS0eqzk3d2MT0Q/edit?usp=sharing>

Levels of Questioning: SWBAT analyze primary documents. SWBAT create thesis paragraphs.

Accommodations: This lesson is very much built for my IEP, 504, and my ELLs. The assessments are all participatory (**performative**), with very little unscaffolded academic writing or independent practice. Moreover, the purpose of this lesson is to engage my ELLs, 504, and IEP in classroom participation, allowing to practice finding their voice in mini- Socratic seminar.

Still, for students who need a different timeline and/or more independent scaffolds, I will create a Voicethread - I recorded a whole lecture on Ishi -, and shorten readings that allows them to go at their own pace but with a firm deadline (**video presentation**).<sup>5</sup>

**1. Do Now:** Teacher will hook students into the new lesson, Ishi: Victim of Genocide or Agent of Survival?, by screening a clip of an Ishi documentary that recaps the mystery of Ishi, or how the “last” wild Indian was discovered near Oroville, California in 1911, decades after all California Indians were either on reservations or integrated into modern society (**video presentation for students that need accommodations**).<sup>6</sup>

Students will take notes and define the key term “Ishi” in their notebooks, Chromebooks, or on a voice recorder.

Teacher will recap what we just saw, asking to fill out the narrative arch of the story thus far. Next, we will define genocide and survival as a whole class, both verbally and on the whiteboard. Teacher will lead the whole class share out, writing examples on the board. Teacher will pass out a KWL chart (**graphic organizer**).

Teacher’s job is to draw all the strings of my students’ thoughts together, concluding the opening with this: today we are going to examine 1) the “background” to The Gilded Age and 2) decide if the History of California Indians during the Gilded Age is best defined by genocide or survival.

In the meantime, student will fill out the “K” and “W” of their KWL charts, leaving room for today’s lesson.<sup>7</sup>

**2. Direct Instruction:** Using a projector, teacher will model how to annotate a **primary/secondary document** on my white board. Teacher will go over the difference between primary vs. secondary sources, bias, thinking out loud when teacher will ultimately draw an

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<sup>5</sup> Ishi Lecture <https://voicethread.com/share/6433801/>

<sup>6</sup> Ishi, Last of the Yahi (film) <https://www.youtube.com/watch?v=0ZB9oKQaCN4&t=201s>

<sup>7</sup> KWL Chart <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

inference/conclusion about primary/secondary document #1. (Use: Alfred Kroeber's long quote of Ishi being utterly likable). Projection:

Kroeber describes Ishi as "industrious, kindly, obliging, invariably even tempered, read to smile, and thoroughly endeared himself to all with whom he came in contact."

#### Guiding Questions

- Why do you think Ishi acted this way?
- Was he just good natured?
- Was this behavior learned?
- It a survival strategy

Using a projector, teacher will fill out a graphic organizer that helps students 1) make a claim about the document i.e. does this document support conclusion a) Ishi was a victim of genocide or b) Ishi was an agent of survival; 2) locate and copy down a quote/paraphrase to support their claim. Teacher will fill out the grid for the document #1.<sup>8</sup>

Students will copy down modelling.

**3. Guided Practice:** Teacher will follow the same format as in the direct instruction. Except, teacher will break students up into groups. For this part of the lesson, students will listen to Ishi's "Wood Duck" which was an autobiographical account of American genocide and Ishi's part in this story (**audio, primary document**). Students will then read an academic interpretation of Wood Duck. Teacher will go from group-to-group where teacher will call on students to read out loud, helping to define vocabulary verbally and on the board. In addition, teacher will use CFUs to assess comprehension, reasoning, and ability to draw conclusions.<sup>9</sup>

Groups will fill out the graphic organizer that helps students 1) make a claim about the document i.e. does this document support conclusion a) Ishi was a victim of genocide or b) Ishi was an agent of survival; 2) locate and copy down a quote to support their claim.

**4. Independent Practice.** Students annotate the last primary document by themselves. Individuals will fill out the graphic organizer that helps students 1) make a claim about the document i.e. does this document support conclusion a) Ishi was a victim of genocide or b) Ishi was an agent of survival; 2) locate and copy down a quote to support their claim.

Student will participate in **Socratic Seminar**, using their graphic organizers as a primed pump. Teacher will only help if there is an extended period of dead air.

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<sup>8</sup> "Big Question" work packet with graphic organizer, primary documents, and thesis practice  
<https://docs.google.com/document/d/1APQWCDsg6K7obxZQIMQngDXq4NbHyQpkN5tfEQ9O0Xc/edit?usp=sharing>

<sup>9</sup> Wood Duck recording: <https://wildstore.wildsanctuary.com/products/ishi-the-last-yahi>  
Analysis of Wood Duck:  
<http://www.loe.org/shows/segments.html?programID=01-P13-00013&segmentID=10>

**5. Exit Ticket:** The “Exit Ticket” is threefold: 1) at the end of our **Socratic Seminar** students take a final vote, deciding on whether Ishi was either a victim of genocide or an agent of survival; 2) Students then fills out the “L” category of their **KWL chart**, detailing what they have learned during the course of our class period; 3) Students will practice writing 3 claims/thesis in preparation for their HWT essay (page 2 of the work packet, **writing assignment**).<sup>10</sup>

Feedback: Teacher will have one-on-ones with each student to detail student’s performance during the Socratic Seminar. Teacher will grade KWL and thesis practice and hand back to students.

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### **Week 3, Lesson 1**

Lesson Title: Concentration of Wealth, Political Cartoons, and “The Frightful Five” (**thematic lesson plan, simulation, primary document analysis, research task**)

Academic Standards: **Common Core - Speaking/Listening 4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; 7. 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.

**CA. History Social Science Standards. 5.** Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

Context: This lesson on the concentration of wealth, political cartoons, present day monopolies is embedded in a full week of lessons on industrialists/capitalists/business owners. The week is meant to fill students’ heads with evidence to support their HWT.

Lesson Description: This lesson contains thematic as well as research aspects. First, students engage in a simulation about the accumulation of wealth, do a primary source analysis of seven political cartoons from the Gilded Age, and then receive instruction on a research project that asks student to hear thematic echoes of the Gilded Age in the technology monopolies of our present day. At the end of the week, students present finding in front of their classmate.

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<sup>10</sup> “Thesis Practice” worksheet

<https://docs.google.com/document/d/1APQWCDsg6K7obxZQIMQngDXq4NbHyQpkN5tfEQ9O0Xc/edit?usp=sharing>

Levels of Questioning: SWBAT evaluate concentrations of wealth across time periods.

Accommodations: The D.A.M. exercises can also be shortened and/or modified to a drawing, poem, or a video/audio response.

**1. Do Now: Simulation.** Teacher begins this lesson by telling students that he wants to simulate how wealth ended up in the hands of a few individuals/companies during the Gilded Age by playing a game called the “Concentration of Wealth.” Teacher projects objectives and rules of the game via a Google slideshow. The goal of the game is accumulate as much money as you can. Every student will start off with \$2 which they can spend to flip over 1 card in a deck of 52 cards; for \$3 they can flip 3 cards; for \$4 they get to flip 4 cards, etc. If the student flips a diamond or an ace they earn \$3. These are the only rules.<sup>11</sup>

Students play game and are allowed to talk/process after each round. As the rounds go by, clever students will pool money together to concentrate wealth in order to flip more cards, thereby, creating concentrations of wealth. Other students may become rich out of luck and their wealth will continue to built.

Teacher projects reflection questions. In their notebooks, students answer reflections questions about their experience during the game. Teacher concludes simulation with these thematic truisms about capitalism during the Gilded Age: 1) Money makes more money and 2) Over time the rich get richer and the poor get poorer. Students write down truisms.

**2. Political Cartoon Analysis (primary source).** Teacher will use the Description, Audience, Message (D.A.M.) method to get students to think critically about a set of 7 political cartoons. In their notebooks, Students describe, determine the audience, and evaluate the message of each political cartoon. After a few minutes of writing, teacher will solicit students’ interpretation in order to do a classwide reading of each cartoon. Each cartoon underscores the lesson’s theme of concentrations of wealth and power.<sup>12</sup>

### **3. Homework/Research Task: Concentrations of Wealth and Power Today**

This part of the lesson is built to extend the central theme and introduce the research project. Students will listen to Terry Gross’s interview of Farhad Manjoo, author of “The Frightful Five,”

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<sup>11</sup> Concentration of Wealth, Political Cartoons, and “The Frightful Five” (Google slides)  
[https://docs.google.com/presentation/d/14\\_ZaavKgu9Cj1fby4CwcY2ugg6ifcgUDKJpfGOY427U/edit?usp=sharing](https://docs.google.com/presentation/d/14_ZaavKgu9Cj1fby4CwcY2ugg6ifcgUDKJpfGOY427U/edit?usp=sharing)

<sup>12</sup> Concentration of Wealth, Political Cartoons, and “The Frightful Five” (Google slides)  
[https://docs.google.com/presentation/d/14\\_ZaavKgu9Cj1fby4CwcY2ugg6ifcgUDKJpfGOY427U/edit?usp=sharing](https://docs.google.com/presentation/d/14_ZaavKgu9Cj1fby4CwcY2ugg6ifcgUDKJpfGOY427U/edit?usp=sharing)

who writes about present day concentrations of wealth and power in the world of technology. Manjoo makes the argument that these company act like sovereign governments.<sup>13</sup>

By Friday, students must a) turn in a summary of Manjoo's interview; b) research and find five contemporary political cartoons about the Google, Apple, Amazon, Facebook, and Microsoft; and c) do a D.A.M. reading of each cartoon. Volunteers will present their findings for extra credit. The point of the research project is that students will see concentration of wealth and power still exist today. These five company have enormous influence and often act to crush competition.

Feedback: Teacher will collect student research projects, grade, and return to students. Teacher will offer informal feedback during the research task presentations.

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### **Week 3, Lesson 3:**

Lesson Title: Should We Love or Hate the Industrialists of the Gilded Age? **(primary + secondary source documents, writing task)**

Academic Standards: **Common Core - Reading 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **Writing 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CA. History Social Science Standards 1.** Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*. **5.** Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

Context: This lesson is embedded in a week that focuses on the industrialists of the Gilded Age. Moreover, it builds to the HWT assessment at the end of unit by introducing the prompt, primary documents, and the practice of writing thesis statements.

Lesson Description: This lesson on the how we should remember the industrialists of the Gilded Age explicitly introduces students to the prompt of the HWT: "Should 19th century industrialists be remembered primarily as "robber barons" who used unfair business practices for their own gain, or "captains of industry" who contributed positively to American society?"

Levels of Questioning: SWBAT analyze primary documents. SWBAT create thesis paragraphs.

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<sup>13</sup> Fresh Air interview of Farhad Manjoo

<https://www.npr.org/2017/10/26/560136311/how-5-tech-giants-have-become-more-like-governments-than-companies>

Accommodations: Once again, the writing exercise can be shortened and/or turned into a drawing, poem, or a video/audio response depending of the particular accommodation.

**1. Do Now:** Teacher projects the most famous passage from Upton Sinclair's *The Jungle* (see slideshow). Students read the passage independently and then answer the following question: "Does the journalist love or hate industrialist (business owners)? Give evidence and reasoning to support your claim. Teacher the leads a close reading of the passage on the whiteboard, underscore the rat and barrels of dirty water ladled into the sausage. Students helps annotate passage. Teacher highlights the fact that we just modeled what students will be doing for the rest of the class period - close reading, annotation, selecting a quote, and making an argument supported by evidence.<sup>14</sup>

**2. Direct Instruction (modeling):** Teacher tells his students he would not make them do something he wouldn't do. Teacher shares with students a paragraph he wrote to answer today's "do now." Teacher introduces the Claim Evidence Reasoning (C.E.R.) Method. Students read aloud and unpack entire paragraph.

**3. Individual Practice (primary documents, graphic organizers, writing task):** Students independently annotate 4 primary source documents and then fill out a graphic organizer. The graphic organizer dovetails with the do now because students must decide after a close reading the documents if "We Should Love or Hate the Industrialists of the Gilded Age?"<sup>15</sup>

Students then practice thesis paragraphs by filling out another graphic organizer attuned to the actual HWT question: "Should 19th century industrialists be remembered primarily as "robber barons" who used unfair business practices for their own gain, or "captains of industry" who contributed positively to American society?" Students must write up three different claims: they were robber barons; captains of industry; they were both robber barons and captains of industry.

Feedback: Teacher will collect the two graphic organizers, provide comments, and return them to students.

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### **Week 4, Lesson 1**

Lesson Title: The Making of the White Working-Class

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<sup>14</sup> "Should We Love or Hate the Industrialists of the Gilded Age?" (Google slideshow)  
<https://docs.google.com/presentation/d/1yWbf1F-Ehy9DLlvkLYXMI9NGn8ybvRrddk6cic2dDSc/edit?usp=sharing>

<sup>15</sup> Graphic organizer with primary documents  
<https://docs.google.com/document/d/1T8Rrmm-17Xhk1mkNASOBTZNTTSz9a4rupkAum1e6Ko/edit?usp=sharing>

Academic Standards: **Common Core - Speaking and Listening 3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Writing 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Context: This lesson on whiteness and the working-class kicks off a whole week on workers during the Gilded Age. Like the lessons from the previous week, this lesson is meant to fill students' heads with evidence to support their HWT. Second, students are confronted with hard truths about white racism and how different subaltern groups turn on each other to get ahead.

Lesson Description: This lesson on how the Irish became "white" is a typical college style lecture simplified for high school students. The basic narrative will be told: WASP did not see the Irish as white, but the Irish became white by tossing blacks under the bus.

Levels of Questioning: SWBAT understand a lecture on the white working-class. SWBAT remember that the Irish were not always "white."

Accommodations: Teacher can record lecture when he gives it and send it along with the slideshow to students who need visual/audio support.

**1. Do Now:** Teacher projects an image of kids at St. Patrick's Day Parade. The slide asks student "Are Irish-Americans white? If so, what makes them white?" Students write answers in their notebooks. Teacher leads a share out, pushing students to the most typical answer. "Yes! Just look at this fair skin, blue eyes, etc..." Teacher connects this lecture to students HWT by projecting the "thesis" of the lecture and telling students that he will provide evidence and reasoning to support thesis, just like he wants in their writing.<sup>16</sup>

**2. Lecture:** Teacher lectures on the history of Irish immigration, W.A.S.P. nativism, and how the Irish were not seen as part of the white race. Teacher concludes by describing how the Irish became white by claiming they were white, adopting racist views, and voting as a bloc. Students take notes and ask questions.

**3. Exit Ticket:** Teacher checks for understanding by asking students to answer the following questions: "Have the Irish always been white? If not, how did they become white?" Students answer questions in their notebooks (**writing assignment**).

Feedback: Teacher will collect notebooks and provide written comments.

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<sup>16</sup> Making of the White Working-Class (Google slideshow)  
[https://docs.google.com/presentation/d/127yUBmx8UN4Np8E2pNv\\_ysqUxuZ6Lg8QAEX6YKR\\_c2Q/edit?usp=sharing](https://docs.google.com/presentation/d/127yUBmx8UN4Np8E2pNv_ysqUxuZ6Lg8QAEX6YKR_c2Q/edit?usp=sharing)

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### **Week 4, Lesson 3**

Lesson Title: Triangle Shirtwaist Factory Fire (**multimedia, secondary source, writing assignment**)

Academic Standards: **Common Core - Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Context: This lesson on workplace disasters and labor unions is situated in a whole week on workers during the Gilded Age. Like the lessons from the previous week, this lesson is meant to fill students' heads with evidence to support their HWT.

Lesson Description: This lesson on the horrific fire at the Triangle Shirtwaist Factory contains multimedia, a secondary source, and a writing assignment. Students are introduced to labor unions and their role in making workplaces safer. Students create Frayer models, watch a documentary, and do a creative writing assignment from the point of view of a survivor of the fire. The goal of the writing assignment is to get students to empathize with historical actors and integrate what they have learned into a creative writing assignment.

Levels of Questioning: SWBAT understand a film. SWBAT create Frayer Models for key vocabulary.

Accommodations: The Frayer models and creative writing assignment can also be shortened to sentences and/or modified to a drawing, poem, or a video/audio response.

**1. Do Now:** Teacher ask students to use their phone to create a Frayer Model of "LABOR UNION." Students complete Frayer model for "labor union" in their notebooks and share out their answers when prompted by the teacher. Teacher gives real life examples of the ways in which unions protect workers. Ex: Principal telling a teacher to change a student's grade. Teacher going to union.<sup>17</sup>

**2. Screening.** Teacher frames the film by saying that the doors at this factory were rumored to be locked because the owners wanted to labor organizer out of the factory. Teacher asks students to take notes, focusing on a set of guiding questions that will be projected. Students write down the questions in their notebooks. Teacher screens a 16min film on the fire at the

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<sup>17</sup> Triangle Shirtwaist Factory Fire (Google slides)  
<https://docs.google.com/presentation/d/1T-tiU1auu2skpKVGu6xj5Dila5pG6Q7UA4rH3sut7O4/edit?usp=sharing>

Triangle Shirtwaist Factory (**multimedia**). Teacher strategically stops films to ask CFU. Students take notes and participate in the CFU.<sup>18</sup>

3. Independent practice (**writing assignment**). Teacher asks students to get textbooks. Students read an account of the Triangle Shirtwaist Factory in their textbook, *American Anthem*, p.172-174 to deepen their knowledge of the event. Student read and then create a Frayer model for "Triangle Shirtwaist Factory." Last, students do a bit of creative writing by imagining that they were survivors who want to 1) convince garment workers to join a union and 2) create a list of demands they want from their bosses if they are to return to work in the new Triangle Shirtwaist Factory.

Feedback: Teacher will collect notebooks, provide comments, and return them to students.

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#### **Week 4, Lesson 4**

Lesson Title: Should 19th Century Industrialists Be Remembered Primarily as "Robber barons" Who Used Unfair Business Practices for Their Own Gain, Or "Captains of Industry" Who Contributed Positively to American Society? (**primary + secondary source documents, writing task, short answer rubric**)

Academic Standards: **Common Core - Reading 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **Writing 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CA. History Social Science Standards 5.** Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

Context: This lesson is embedded in a week that focuses on workers during the Gilded Age. Like the industrialist primary document lesson, this lesson builds to the HWT assessment at the end of unit by asking students to examine primary documents and write a refined thesis and a body paragraph.

Lesson Description: This sister lesson on the how we should remember industrialists during the Gilded Age ask student to think about the prompt from the point of view of workers: "Should 19th century industrialists be remembered primarily as "robber barons" who used unfair business practices for their own gain, or "captains of industry" who contributed positively to

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<sup>18</sup> "Triangle Shirtwaist Factory Fire" film <https://www.youtube.com/watch?v=mjZswKnYLUk>

American society?" Students do close readings of primary documents about workers, fill out a graphic organizer, and then use a **rubric** to write a refined thesis and body paragraph.

Levels of Questioning: SWBAT understand primary documents and evaluate if industrialists were good or bad for America.

Accommodations: Once again, the writing exercise can be shortened and/or turned into a drawing, poem, or a video/audio response depending of the particular accommodation.

**1. Direct Instruction.** Teacher will detail the three tasks for today: annotate, graphic organizer, body paragraph. Teacher will take care to explain the use of sarcasm in document #2. The graphic organizer is the same as in Week 3, Lesson. Last, the teacher will provide a rubric/checklist to help students slow down their writing.<sup>19</sup>

**2. Group Practice.** Students work in groups to annotate and then fill out the graphic organizer.

**3. Independent Practice (rubric).** Students use the graphic organizer to complete 1 body paragraph. The body paragraph must contain a claim, evidence, and reasoning (C.R.E.). Students must use the **rubric/checklist** to see if they have completed the writing requirements.

<sup>20</sup>

Feedback: Teacher will grade and put comments on work packet.

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### **Week 5, Lesson 1**

Lesson Title: Rubric, Annotation, and Outline (Rubric Lesson Plan)

Academic Standards: **Common Core - Reading 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **Writing 1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Context: This lesson is embedded in a week that focuses completing the HWT. The week is scaffolded so that students can read, outline, and write the essay.

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<sup>19</sup> Graphic organizers and primary documents for this lesson  
[https://docs.google.com/document/d/10O2tUqhUF1QFLGhOkQkZtAX0vzBNY\\_puuviJovdyI/Zs/edit?usp=sharing](https://docs.google.com/document/d/10O2tUqhUF1QFLGhOkQkZtAX0vzBNY_puuviJovdyI/Zs/edit?usp=sharing)

<sup>20</sup> Short response rubric/checklist  
[https://docs.google.com/document/d/1OA\\_73b5lZeGSWBp-cBqdBEuncNwdJnnzi9Ujw5Lihys/edit?usp=sharing](https://docs.google.com/document/d/1OA_73b5lZeGSWBp-cBqdBEuncNwdJnnzi9Ujw5Lihys/edit?usp=sharing)

Lesson Description: This lesson is built around the HWT rubric. Students are introduced to the rubric at the beginning of the essay. Students then annotate the primary documents and then create an outline of the essay, complete with claim and evidence, as the exit ticket.

Levels of Questioning: SWBAT analyze a rubric and primary documents. SWBAT to create a outline.

Accommodations: The writing exercise can be shortened and/or turned into a drawing, poem, or a video/audio response depending of the particular accommodation.

**1. Do Now:** Teacher projects a slide that reads “1) What grade do you want on the final exam (HWT essay) for this class? 2) What do you think your HWT essay has to look like to earn the grade that you want? **Remember that your final exam is worth 20% of your semester grade.**” Students write answers in notebooks and then share out their answers.<sup>21</sup>

**2. Rubric.** Teacher writes on the board how the HWT rubric scores aligns with the letter grade (5=A, 4=B, 3=C, 2=D, 1=F). Volunteer student passes out HWT rubric. Teacher ask students to locate their desired grade and read expectations for each column - Thesis, Evidence, Analysis, Historical Content, Organization, Style & Convention. Students located and read rubric. Now, teacher asks students to locate the 5 and 4, telling them that the district expectation is that all juniors score a 4.5.<sup>22</sup>

**3. Annotation.** Teacher passes out OUSD’s HWT document packets.<sup>23</sup> Students must annotate each document: 1) Determine if industrialists are **RB or C of I**; 2) **Underline** key quote; 3) ? define 2 words you do not know. All 9 documents (students have already read 6 of the 9) must be annotated. Student work by themselves to annotate documents.

**4. Exit Ticket.** Teacher frames outline exit ticket using a body metaphor. The brain in the thesis, the evidence is the organs, and the rest of the essay is the connective tissue. Teacher projects outline requirement: a) Complete thesis statement b) 6 pieces of supporting evidence (full quotes). Students write outline in their notebooks. Students who finish early must swap with neighbor who reads each quote and ask if it a) supports claim and b) if it makes sense.

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<sup>21</sup>Rubric, Annotation, Outline (Google slides)

<https://docs.google.com/presentation/d/16esptQvUGMPH3dbdl9O4JgixKBtHQhIORcQVHSEG4k/edit?usp=sharing>

<sup>22</sup> OUSD’s HWT Rubric (2017-2018)

[https://drive.google.com/file/d/1cuXjHXIOK3jo04du8dZdf3wcjTwurT\\_6/view?usp=sharing](https://drive.google.com/file/d/1cuXjHXIOK3jo04du8dZdf3wcjTwurT_6/view?usp=sharing)

<sup>23</sup> OUSD HWT document packet, p. 6-14

<https://docs.google.com/a/ousd.k12.ca.us/document/d/1HDf6njw8RuravpZ1XPv-Z1iAClrjyvV19JP8ctYTERY/edit?usp=sharing>

Feedback: Teacher will collect and grade annotations and outline.