

Performance Based Assessment

KSI 2014

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Outcomes (What understandings are you trying to develop?)

Understanding(s):

Students will understand that

- Despite rapid economic growth as seen by the rapid expansion of New York City, the Gilded Age widened the gap between the rich and the poor, led to labour strife, and political corruption.

(missing: immigration, voting rights, est. of Jim Crow)

Misconception(s) tied to the understanding:

- That capitalism is always good.
- Modernization is always good.
- American history is a wonderful story of progress.
- Race is a southern problem

Unit Questions

- Is the gilded age a tale of today? (plagiarizing Mark Twain here)
- Is the growth of cities always a sign of progress for a society?
- Why do people move to cities?

Knowledge:

Students should know

- America was primed for the second industrial revolution because of the synergy
 - Improved transportation and communication.
 - The growth of capitalism and a growing number of capitalistic entrepreneurs (new models of business practices)
 - New inventions and technology.
 - New advertising and marketing techniques.
 - Plentiful natural resources.
 - Plentiful labor.
 - Government support
- The second industrial revolution prompted massive growth of the US economy.
- The gilded age resulted in an increase in the standard of living; however, not everyone could afford the increased cost of living which set the stage for an ever widening gap between the rich and the poor.

Skill(s):

Students should be able to

- analyze sources

Assessment (What will the student do to show that she understands?)	
Authentic Assessment: Your Goal : To evaluate primary source documents that show the rapid expansion of New York City during the Gilded Age and determine whether or not the rapid economic growth led to positive or negative social and economic results. Your Role: You are a historian working at the Museum of the City of New York. Your Audience: Visitors to the Museum of the City of New York. They include residents of the city and tourists who have never been to the city before and have little background of the history of the city. Your Scenario: You are curating an exhibit on New York City during the Gilded Age and you would like to tell the story of the time period, taking into consideration social, economic, and environmental factors. In your archives you have 15 different sources related to this time. You must choose three of these sources to use in your exhibit. Product: <u>Part I:</u> You will create three panels that will be displayed in the exhibit. Each panel must include a primary source of evidence. Include a paragraph for each source indicating the relevance of the puts it in the context of the story that you are trying to tell in the exhibit. <u>Part II:</u> You must also create an outline of talking points that a tour guide will use when leading guests through the tour, indicating in which order you would show the panels. that explain how each source illustrates your overall narrative. Standards: Your final product must demonstrate your: (see rubric for specific criteria) ● <i>Knowledge:</i> Understanding of the political, economic, and social changes of the time period; ability to contextualize primary sources through knowledge of the time period. ● <i>Inquiry:</i> Ability to select appropriate sources and analyze those sources effectively to develop a narrative. ● <i>Communication:</i> Ability to compose a succinct paragraph that is presentable to the public in a museum setting; ability to write for the intended audience. ● <i>Application:</i> Ability to read primary source documents and develop meaning from those documents; ability to make connections between economic, social and political factors of change.	Other Evidence: ● Analysis of each source that shows indicating the date, authorship, context, intended audience, reason the source was produced, the main idea of the source, significance. (Source analysis worksheets) ● Ability to explain and defend their choices to someone (student or teacher) who listens/follows their outline

Learning Plan (How are you going to get there?)

By then end of this unit...

Students Will Know:	Students Will Understand That:	Students Will Be Able To Do:
That during the Gilded Age in New York City: K1) people were moving to cities from the country K2) there was rapid economic growth K3) there was labour strife K4) the gap between the rich and the poor widened K5) there was political corruption K6) citizens were treated poorly	despite rapid economic growth as seen by the rapid expansion of New York City, the Gilded Age widened the gap between the rich and the poor, led to labour strife, and political corruption.	S1) analyze primary source documents including political cartoons, documents, letters, and advertisements and understand their meaning using source analysis worksheets S2) make connections between economic, social and political factors of change S3) write for an intended audience S4) analyze photographs and understand that photographs have authors and biased and may be staged.

D a y	Learning Goal (Window)	Topic/Agenda	Skills Introduced and Practiced	Knowledge (K) and/or Skill (S) (see above) Formative Assessment	Prior Knowledge/ Misconceptions
1	To understand the goal for the unit (see above) To understand that people were moving to cities during the second industrial revolution “Why did people move to New York City?”	Introduction to Unit 1) Diagnostic assessment of prior knowledge in order to flush out misconceptions through a word association/graffiti writing activity based on terms: Gilded Age, Urbanization, Economic Growth, Labour Relations, Political Corruption, Economic Disparity 2) Using students prior knowledge as a springboard for discussion/mini-lecture on the big picture (economic changes, birth of industrial capitalism, social and political environment of the time) Second Industrial Revolution (SIR) Technology and Agriculture 3) Introduction to new technologies developed during the industrial revolution. 4) Close analysis of documents: a chart that shows census data related to agriculture, an agricultural	S1) analyze primary source documents including political cartoons, documents, letters, and advertisements and understand their meaning using source analysis worksheets	Assess prior knowledge and find misconceptions (#1 in agenda) K1 & S1 Observation of cooperative learning structure and document analysis	PK: Communication and Transportation networks America was an agricultural society before the Civil War Ability to read and analyze charts as a primary source document

		advertisement and an expanded city map showing new housing (Use a cooperative learning structure)			
2	To understand that new business models were developed in order to make a profit off of new technology which led to rapid economic growth, and had a negative impact on small entrepreneurs. “How did New York City entrepreneurs become successful?”	(SIR): Economy and Capitalistic Entrepreneurs Lesson Plan TBD	S1) analyze primary source documents including political cartoons, photographs, documents, letters, and advertisements and understand their meaning using source analysis worksheets	S1, K2 & K6 Exit Ticket	
3	To understand why people move to cities for jobs, and how “labor” mistreated by owners of the MOP - Why do people move to New York City? - How did bosses treat their workers?	(SIR): Economic Growth Relationship of Labor to Capitalistic Entrepreneurs Lesson Plan TBD	S2) make connections between economic, social and political factors of change	S2, K1, K2 & K3 Have students make connection between information presented on day 1, 2, and 3 by answering the question: “Why did the population of New York City grow after the Civil War. Consider the role of technology, entrepreneurship and exploitation”	
4	To understand the hardships experienced by immigrants. “How were immigrants treated in New York?”	(SIR): Immigration 1) Show them photos, not of the time period or subject that have clear staging/bias first. Have students explain, with Cooperative learning systems, how/why the photos are staged and the effect of the of the staging.	S3) write for an intended audience S4) analyze photographs and understand that	S4 and S3 & K6 Writing for an intended audience: Take a photo from your Facebook page that you	People come to America for “freedom” M: Photographs are showing truth

		1) Close examination of photographs of Jacob Riis and Lewis Hine, illustrating that the photos were staged.	photographs have authors and biased and may be staged.	would like to include in the school yearbook. Write a caption explaining the context of the photo and how it represents your experience at school this year.	and have no bias. (i.e. photographs are not staged)
5	To understand how the political system functioned during this massive time of change (considering the role of corruption and the use of political machines). “How does rapid population growth cause political corruption in New York City?”	(SIR): Politics 1) Introduction to political cartoons (mini-lecture) 2) Groups of 4 - each group gets one photo and political cartoon; they are given prompts/worksheet to analyze each. After time for discussion, each group shares their analysis. For ex. Political Cartoon, Photo	S4) analyze photographs and understand that photographs have authors and biased and may be staged.	S4 & K4, K5 Analyze & explain a new photograph with political content from the time period, explicitly forcing them to address the effect of staging (class discussion)	
6	To understand that the growth of the economy did not impact all lives equally and that the wealthy made their money through exploitation. To understand that the those who had money used their resources in a variety of ways. (Fifth Avenue Mansions vs. Carnegie Hall) “How did rich people make their money?”	(SIR): Social Classes and Culture Lesson Plan TBD	S2) make connections between economic, social and political factors of change	Quiz on K1, K2, K3, K4, K5, K6 and S2	PK: M: The rich are rich because they deserve it (meritocracy)

	• “How did they justify how they spent their money?”				
7	Students will demonstrate understanding of the core concepts of the unit	Project Based Assessment: Introduction			
8	Students will demonstrate understanding of the core concepts of the unit				