|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**: UNIT 6=Period 6: 1865-1898. 6.1 Contextualizing Period 6; 6.2 Westward Expansion: Economic Development; 6.3 Westward Expansion: Social and Cultural Development; 6.4 The “New South”; 6.5 Technological Innovation; 6.6 The Rise of Industrial Capitalism; 6.7 Labor in the Gilded Age; 6.8 Immigration and Migration in the Gilded Age; 6.9 Responses to Immigration in the Gilded Age; 6.10 Development of the Middle Class; 6.11 Reform in the Gilded Age; 6.12 Controversies over the Role of Government in the Gilded Age; 6.13 Politics in the Gilded Age; 6.14 Continuity and Change in Period 6  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Understanding the Gilded Age.  Explaining the settlement of the Trans-Mississippi West. | Teacher will review main ideas from last week’s coverage of Reconstruction, and the main points thereof. | Teacher will display the remainder of the PowerPoint presentation about the settlement of the Trans-Mississippi West. | Teacher will assist students with questions and answers concerning settlement of the Trans-Mississippi West as the class continues to move through that subject. | Teacher will assist students with questions and answers concerning the settlement of the Trans-Mississippi West. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will observe students and assist as needed. |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* Understanding the Gilded Age.  Explaining the social and cultural developments of the Trans-Mississippi West. | Teacher will review main ideas from yesterday’s presentation covering main points of yesterday’s presentation over the settlement of the Trans-Mississippi West. | Teacher will display the remainder of the PowerPoint presentation about the social and cultural development of the Trans-Mississippi West. | Teacher will assist students with questions and answers concerning the social and cultural development of the Trans-Mississippi West as the class continues to move through that subject. | Teacher will assist students with questions and answers concerning the social and cultural development of the Trans-Mississippi West. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will observe students and assist as needed. |
| **Wednesday** | Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Explaining the social and cultural developments of the Trans-Mississippi West /the New South. | Teacher will review main ideas from yesterday’s presentation covering main points of yesterday’s study of the Trans-Mississippi West. | Teacher will display the remainder of the PowerPoint presentation about the social and cultural development of the New South. | Teacher will assist students with questions and answers concerning the social and cultural development of the New South as the class continues to move through that subject. | Teacher will assist students with questions and answers concerning the New South. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will observe students and assist as needed. |
| **Thursday** | Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Explaining the social and cultural developments of the New South. | Teacher will review main ideas of the settlement of the Trans-Mississippi West/the New South. | Teacher will allow students a small self-review session of the Trans-Mississippi West/the New South. | Teacher will have students begin a written assignment covering the Trans-Mississippi West/the New South. | Students will continue working on written exercise concerning the Trans-Mississippi West/the New South.. | Students will complete working on written exercise concerning the Trans-Mississippi West/the New South. | Teacher will answer any questions students may have. |
| **Friday** | Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*    Explaining the social and cultural developments of the Technological Innovation/Rise of Industrial Capitalism. | Teacher will review main ideas from yesterday’s presentation over Reconstruction. | Teacher will have Promethean Board display of PowerPoint covering the Reconstruction. | Teacher will assist students with questions and answers covering Reconstruction. | Teacher will assist students with questions and answers covering Reconstruction. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will answer any questions students may have. |

*\*key literacy strategies*