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| **Standard**:  **SSUSH 11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.**  **SSUSH 12** Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny  **SSUSH 13** Evaluate efforts to reform American society and politics in the Progressive Era  **SSUSH 14**Explain America’s evolving relationship with the world at the turn of the twentieth century.  **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* I am learning how to analyze the rise of big business, labor unions, and technological innovations during industrialization, and evaluate the impact of westward expansion on the Plains Indians and the fulfillment of Manifest Destiny  I can explain how technological innovations and industrial growth influenced the rise of big business and labor unions  I can evaluate the effects of westward expansion on the Plains Indians and how it aligned with the concept of Manifest Destiny. | **Web of Connections"**  Write the following terms on the board: *Big Business, Labor Unions, Technological Innovations, Manifest Destiny, Plains Indians, and Westward Expansion*.  Students will be asked to brainstorm (individually or in pairs) how these terms might be connected. Then, draw a "web" on the board based on student responses to visually represent the relationships. |  |  | Stations on Oil Company, Inventions, Immigration, Out West, Plains Indians |  |  **One significant impact** of industrialization and westward expansion.   **One connection** between the two topics.   **One lingering question** they have about either topic. |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the importance of labor unions, monopolies, and trusts.  I can explain what the American Federation of Labor did for labor unions in the US  I can explain who Rockefeller and Carnegie were in regards to monopolies and trusts companies. | Imagine it’s the late 1880s, and you’re a worker in Chicago facing long hours, low pay, and unsafe working conditions. You’ve heard about a rally in Haymarket Square, where workers and labor leaders are gathering to demand better rights and an eight-hour workday. Talk to your neighbor and discuss the following questions: If you were in this situation, how would you feel? Would you join the rally, and if so, what would you hope to achieve? | Teacher will explain how the investigation process will work. |  | Haymarket Riot Investigation |  | Ticket out the Door: Write down one key takeaway or lesson you feel the Haymarket Riot left behind for future generations of workers and activists. |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning analyze the major social and political reforms of the Progressive Era and evaluate the causes and consequences of American imperialism in the late 19th and early 20th centuries.  I can describe the key goals and achievements of Progressive Era reforms, such as addressing corruption, social inequality, and economic issues.  I can evaluate the motives, methods, and outcomes of American imperialism, including its impact on foreign nations and U.S. policy | Students will have two images: one representing a Progressive Era reform and another representing American Imperialism. Students will compare the two images and discuss in partners *What do these images suggest about the priorities of the Untied States during this time period?* |  |  | Stations on Muckrakers, Women’s Rights, NAACP, Progressive Legislative, Spanish-American War, Imperialism |  | Ticket out the Door: How do the Progressive Era reforms and American imperialism continue to shape American society and foreign policy today? |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to analyze the social and political reforms of the Progressive Era, including how events like the Triangle Shirtwaist Factory Fire influenced labor laws and workplace safety regulations.  I can describe the working conditions that led to the Triangle Shirtwaist Factory Fire and its consequences.  I can evaluate how the fire became a catalyst for Progressive Era labor reforms and influenced public opinion on worker safety. | Teacher will have a short, vivid description of the Triangle Factory Fire for students to read.  Students will answer how might this experience have changed the way people thought about workplace safety? | Teacher will explain what students are expected to do when reading about the Triangle Factory Fire |  |  | Students will work independently on answering questions about the primary document “Triangle Factory Fire” | One key change that led to workplace safety laws. One key question you still have about the fire’s consequences or the Progressive era. |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to analyze the social and political reforms of the Progressive Era, including how events like the Triangle Shirtwaist Factory Fire influenced labor laws and workplace safety regulations.  I can explain how this event reflects broader themes of social and political reform during the Progressive Era.  I can evaluate how the fire became a catalyst for Progressive Era labor reforms and influenced public opinion on worker safety. | Students will be shown a political cartoon about the Triangle Factory Fire and work with their elbow partner to answer: What does this image reveal about working conditions and public relations to the fire? | Teacher will explain what students are expected to do when reading about the Triangle Factory Fire |  |  | Students will work independently on answering questions about the primary document “Triangle Factory Fire” | Students will not picture themselves as Factory workers during this time. They will write a brief journal entry about what changes would they demand after witnessing this tragedy? Why? |

\*\*\*All work can be found located on Canvas under modules for the current module we are in. Dates and reminders can be found on our band app: https://band.us/n/a6a9A64ft78c5

*\*key literacy strategies*