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All That Glitters is not Gold (Gilded Age) [11th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title:

Grade Level: 11th Grade

Subject/Topic Area(s): U.S. History

Designed By: Caesie McHenry

Time Frame: 8 Block Scheduling (90 minute periods) days

School District: North East ISD

School: Roosevelt High School

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Brief Summary of Unit (Including curricular context and unit goals):

In this unit students will be focusing on the American society during the Gilded Age. Students will understand the rise of the Gilded Age through invention and technology. Students will see how progress includes opportunities and challenges and the relationship between technology and economic development. Students will be able to see the interdependence between environment and migration due to technological and economic development. During this unit students will also analyze the growth of business, labor unrest, immigration and social inequalities that are inevitable in human societies. The culminating performance assessment allows students to explore the complexities of society during this period.

Unit: All That Glitters is not Gold (The Gilded Age)

Grade: 11th

Stage 1: Desired Results

Understandings

Students will understand that...

Technology and economic development creates interdependence between environment and migration.

Social inequalities are inevitable in human societies.

Capitalism creates winners and losers.

Progress includes opportunities and challenges.

Essential Questions

Are science and technology always a step forward?

- What opportunities arise from changes in technology?
- What problems arise from changes in technology?

Why do people move?

Can one have too much money?

Is inequality inevitable?

Questions that are not e.q. but are important to ask throughout unit.

Why was it called the Gilded Age?

Was the Gilded Age good for the U.S.?

Does it still affect us today?

Does everyone have the opportunity to improve their quality of life?

- Should everyone in a society be treated equally?
- What rights should minorities have in a democracy?

How do societal inequalities come about?

What are societal inequalities nowadays?

Knowledge & Skill

(NEISD scope & sequence; TEKS; Core; etc.)

Knowledge:

11.1.A Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

11.2.B Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business

11.2.C Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

11.10.A Analyze the effects of changing demographic patterns resulting from migration within the United States.

11.10.B Analyze the effects of changing demographic patterns resulting from immigration to the United States.

11.12.B Describe the purpose of the Interstate Commerce Commission

11.19.B Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie

11.21.D Identify the political, social, and economic contributions of women to American society.

11.22.A Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States.

11.22.C Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

11.23.A Analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.

Skills:

11.25.A Use social studies terminology correctly.

11.25.C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate

11.25.D Create written, oral, and visual presentations of social studies information

District Vocabulary

People

Thomas Alva Edison, Alexander Graham Bell, George Pullman, Andrew Carnegie, John D. Rockefeller, Samuel Gompers, Eugene V. Debs, Jane Addams, Boss Tweed, Rutherford B. Hayes, Orville and Wilbur Wright, Mark Twain, Susan B. Anthony

Laws

Jim Crow laws, Plessy v. Ferguson, Poll tax, Chinese Exclusion Act, Interstate Commerce Act, Sherman Antitrust Act

Places

Ellis Island, Angel Island, Settlement house, Tenement

Technology

Bessemer process, Transcontinental Railroad, Mass transit

Terms

Social Darwinism, Melting Pot, Urbanization, Political Machine, Graft, Civil Service, Segregation

Movements

Social Gospel Movement

Stage 2: Assessment Evidence

Performance Task:

Guess Who's Coming to Dinner? -Students will be “hosting” a Gilded Age dinner party free of historical social norms. They will need to determine who will be attending, where they will be sitting, how each person will be arriving, and if they will be familiar with dinner party etiquette. Students will need to understand the values and beliefs of each of person and the opportunities and problems each of the character may or may not have faced. They will need to create a visual representation of their dinner party and where each guest is sitting. Students will formulate two dinnertime conversation questions that they think each of their characters would like to pose to the dinner guests sitting next to them and write a response to each question in the voice of that person. Students will also include an analysis of the situation which answers: What is the likelihood of these types of conversations happening? Explain.

Differentiation: Pre-AP/Honors U.S. History- Students need to include what document each guest has tucked inside their pocket. Also, instead of writing responses to each of the questions students will rewrite their questions so that they are abstract value conflict questions.

The final product will include:

- A short description of each guest that is attending the party, how they will arrive, and whether or not they would be acclimated dinner party etiquette.
- A visual layout of the dinner party and where each guest is sitting.
- Two well constructed, well thought out questions for each guest with an authentic response to each. (Non-Pre-AP/Honors)
- Analysis of the dinner party and the likelihood of the types of questions happening.
- What document each guest has tucked inside their pocket and why? (Pre-AP/Honors)
- Value conflict questions. (Pre-AP/Honors)

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

In the Eyes of a Factory Worker: Students will write a letter as a factory worker explaining what it is like to be a factory worker, the factory conditions and what they are doing to improve their conditions.

In the Eyes of an Immigrant: Students will write a letter home to their relatives left in the ‘old country’ describing their journey, their lives in the USA and their hopes for the future. Use rest of class period and complete for homework.

Technology assignment: Ask students to pick a current technology (email, internet, iPod, cell phones, etc.) and have them create a graphic organizer that describes the past, effects, and future of the technology they chose. For the past have students explain, list, or outline where their technology came from or what made it possible. Have them explain, list or outline the positive and negative effects from their technology and then have them predict what that technology might lead to in the future.

Exit Tickets

Self Assessment

Quizzes

Journal Entries (Warm-Ups)

Graphic Organizers

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: Technological Advances

- ◆ Warm-Up Journal Entry: How does technology influence your life? How would your life be different without technology?
- ◆ Pair-share: Have students turn to a partner and share their responses. Then have some volunteers share with the whole class. Introduce the essential question-“**What opportunities arise from changes in technology?**”
- ◆ Partner students up and assign each pairing a card with an image of a technological invention of the time. Then hand them a set of cards that includes the name of the invention, the inventor(s), and benefits of each technology. Have the students match them up appropriately.
- ◆ Review each technological advance, inventors and benefits. Introduce the essential question- “**What problems arise from changes in technology?**” Then hand each student a chart that asks them to brainstorm negative effects of each technological advances with their partner. Go over the worksheet with the class.

- ◆ *Ask students to pick a current technology (email, internet, iPod, cell phones, etc.) and have them create a graphic organizer that describes the past, effects, and*

future of the technology they chose. For the past have students explain, list, or outline where their technology came from or what made it possible. Have them explain, list or outline the positive and negative effects from their technology and then have them predict what that technology might lead to in the future.

Day 2: Growth of the Railroads

- ◆ As a whole class look at a political map of the United States during the 1860s. Ask the following questions: In 1860 did the United States encompass land from the Atlantic to the Pacific coasts? How many states existed in 1860? Was there any land which was owned by the United States government but which was not yet admitted into the Union as a state? Why did people cross the continent to settle California and Oregon in great enough numbers to entitle them to become states, but bypass settling the Great Plains? What means of transportation existed at this time to either transport settlers and goods onto the plains, or transport the goods they produced to markets elsewhere? What means of communication existed to connect those settling the plains with people on either the eastern or western seaboard?
- ◆ Hand out the perspective of Herman Melville. Have students read the perspective and hypothesize why people might be resistant to change. Introduce the essential questions- **“What are opportunities that arise from changes in technology?”** **“What are problems that arise from changes in technology?”** **“Are science and technology always a step forward?”**
- ◆ Put students into small groups. Hand each student a cardstock cutout of an old fashioned locomotive. Have them divide the locomotive into causes. Title the thirds Facts, Causes (Why), and Effects. Tell the students we will be watching short film clips from the PBS series *The West* and as they watch they are to fill in the information on their tracks. Between each clip allow for students to write in and discuss with their group to get information.

Movie clips:

- First 5 minutes of Episode 5 “The Grandest Enterprise Under God”- introduces the time period, the need for a continental railway, and some of its consequences.
- What was the United States like during this time? Why build the continental railroad? What are some consequences we see?
 - Minute 7 to 20:38 “The Artillery of Heaven”- This portion discusses the workers for the Union Pacific who were often immigrants, and the effect of the railway on the American Indians.
- How did the building of the railway change the life of the plains Indians in ways that would prove to be unalterable?
 - Minute 20:39-28:00 “The Artillery of Heaven”- This portion deals with the Chinese workers imported to build the railway for the Central Pacific.
- Were the Chinese at first considered to be suitable workers on the railway? Why were they eventually chosen in such large numbers? What credit is due them for building the railway?
 - Minute 33:15-40:00 “One People”- this section of the film that covers the completion of the tracks and the meeting of the two railways at Promontory.
- In what way was the joining of the rails at Promontory, Utah a national, rather than a local, event?

- ◆ Divide the class into four groups and ask each group to do the following and at the end of the exercise have each group present their strategies to the class. What conflicts are evident? What problems do students foresee, if any? :

- **Railway owners**

As railway owners you will want to maximize your profits. Your lawyers are ready to look over both acts to see how your company can make the most money. As a group plan whatever strategies you can do so. (In your thinking, be sure to include use of the land you will acquire.)

- **Land Speculator**

You are neither settlers nor railway owners, but people who want to buy land as cheaply as possible and then re-sell it at a much higher rate. Your lawyers will look at both these acts to find as many loopholes as possible for ways in which you can purchase land for re-sale.

- **Settlers**

You are people who want to purchase land for farming. The Homestead Act seems like the bonanza you have been waiting for. However, profiting from both these acts may be harder than you imagine. Discuss the various difficulties you may face in terms of staking your claim to land, holding on to it, and making it profitable.

- **Native Americans**

You belong to a Native American tribe who relies on the buffalo. For generations your people have lived and depended on this land. Discuss the difficulties you and your people are facing. As a group plan strategies that you could do in order to preserve your way of life.

- ◆ *Exit Ticket: Given everything the class has learned, what are their predictions for how the Transcontinental Railway will change America? What would a fitting monument to the building of the Transcontinental Railroad look like? (Ask interested students to design one.)*

Day 3: Labor, Urbanization, Migration

- ◆ Warm-Up: Analyze a Political Cartoon “The Modern Colossus of (Rail) Roads” in journal.
- ◆ Review material we already covered playing “Connection” game. Give students a word bank of words, ideas, themes we have discussed previously. Students can not use words more than three times. They need to make connections between the items

in the word bank.

- ◆ Put students in small groups. Hand each group a packet of pictures that shows the progressive growth of a major city. Have groups analyze images. What do they notice? What is happening over time? Why do they think this is happening? Introduce the essential questions- **“Why do people move?” “Does everyone have the opportunity to improve their quality of life?”**
- ◆ Have students create a T-Chart. On one side have put Causes of Urbanization and on the other side have students put Effects of Urbanization. Have students pair up and come up with as many causes and effects as possible. Then create a class T-Chart with all of their ideas.
- ◆ Present any ideas about urbanization that student did not uncover. Have students put notes on the back of their T-Chart.

Day 4: Work! Work! Work!

- ◆ History Alive! Activity: As students arrive have desks lined up in two rows. Turn off lights, close windows, if you have control of temperature make it warm. Play recording of factory sounds. Tell students that their daily grade depends how they function and how many paper dolls they construct. They are not to talk; they must draw the doll exactly as your example, they may not question you. The more they produce the higher their grade. If they cannot follow the rules they will be removed and the next in line will have to do their job and those who are removed will receive a failing grade for the day. When concluded with the activity ask the students how they felt about the experience. What was difficult about it? What would have made making the dolls easier? Would they have liked to work in a factory like this?
- ◆ Think-Pair-Share: Ask the students why would people be willing to work in these conditions? Have students think about the answer for a moment, then have them turn to a partner and share their responses. Do their employers have the responsibility to treat them better? What are ways workers could improve their conditions? Introduce the understanding 4 - **“Progress includes opportunities and challenges?”**
- ◆ Present PowerPoint of working conditions in the late 1800s. Have students write notes in their interactive notebooks.
- ◆ As a class brainstorm views of the laborers and those of their bosses. Then divide the class into two groups. One group will be the laborers the other group will be the factory owners. Have the two groups line up facing each other and debate each other. After a few minutes stop them and have one line scoot down two people. The two people on the end will go to the other end. Each student should be standing in front of a new person. Have them debate again. If students need help they can look at the class brainstorm on the board.
- ◆ Have students read short reading on the organization of labor unions. Discuss three interesting points that they found.

- ◆ *Students will write a letter as a factory worker explaining what it is like to be a factory worker, the factory conditions and what they are doing or if they are doing anything to improve their conditions.*

Day 5: Coming to America

- ◆ The classroom will be set up so that there will be several “admittance” stations. At each station there will be a task for the student to complete. If there is not enough seats for students at each station it is okay because it is supposed to simulate Ellis Island or Angel Island. Upon completion students will need to have their passport stamped to mark completion.
 - **Station 1:** Modified Citizenship Exam
 - **Station 2:** Physical Exams (each student gets marked with a symbol before entering class in which they must look up the meaning, whether or not they would be admitted.)
 - **Station 3:** Mental Exams (puzzles, math problems, riddles etc.)
 - **Station 4:** Graphing/Mapping (students use data can create bar graphs to compare the amount of immigrants from each nation that immigrated into the United States. Using that data they locate, label, and color each of the countries on a map)
- ◆ Once students have cycled through the stations have them return to their seats and put up transparencies of political cartoons both new and old of public attitudes towards immigration to this country. Students are asked to discuss what each one means and which are from the past and the present and how they know. Introduce the essential question-“**Why do people move?**” “Does everyone have the opportunity to improve their quality of life?”
- ◆ Think-Pair-Share: Ask the students why immigrants came/come if there’s such prejudice and animosity towards them. Have students think about the answer for a moment, then have them turn to a partner and share their responses. Then share as a whole class with generating a running list on the board. Then repeat with the question why ‘Americans’ disliked immigrants so much as seen in political cartoons.
- ◆ Show transparency of tenement housing asking students what it is, who lives there and why, what their lives are like and the meaning of the clothes’ lines.
- ◆ Show second transparency of tenement housing and its severe limitations. Ask students about conditions and ramifications of such.
- ◆ *Students will write a letter home to their relatives left in the ‘old country’ describing their journey, their lives in the USA and their hopes for the future. Use rest of class period and complete for homework.*

Day 6: Big Business

- ◆ Warm-Up Journal: Have students respond to the prompt “Can you have too much money? Why or Why not? What responsibility do affluent people have to helping those less fortunate? Once done have students share with a partner sitting next to them. Then elicit a few responses as a whole class. Introduce the essential questions- “**Can one have too much money?**” and “**Is inequality inevitable?**”
- ◆ Short quiz over technology, growth of railroads, labor, and urbanization. Have students exchange quizzes and go over answers with them.
- ◆ Place the students into two groups. Group One is the Captains of Industry. Group Two is the workers. The workers each get \$1 with which to start off. The industrialists get a lump

sum of \$20 X the # in the group of industrialists. The teacher speaks of the incentives offered which would take the place of food, clothing and lodging = chocolate bars. Each chocolate bar is worth \$5. The industrialist must get the workers to produce for them, or they lose their fortunes/capital base which means they cannot buy the chocolate. The workers must work/earn a wage for their labor, or they die which means they cannot buy the chocolate. Once the industrialists buy something from a worker they can sell it to the teacher for more money. The teacher decides how much they wish to pay for the item based on supply and demand. The game begins with the idea that anything goes, i.e. individual deals, unscrupulous bargains, the formation of unions, etc. Debrief activity with a 3 min. write on what the students thought was happening. Discuss what they wrote and how it relates to capitalism, i.e. the captains of industry made more money off the products than the workers. The students are then able to 'obtain' their rewards with the industrialists going first. Introduce understanding 2-3 **"Social inequalities are inevitable in human societies" "Capitalism creates winners and losers."**

- ◆ Show students a segment of *How to be a Hilton* and asked how the rich are expected to act now. Then ask the students how they think the rich acted/lived back in the late Industrial Revolution. Create a brainstorm list on board.
- ◆ Give students a short reading about how the rich lived/acted previously. The students are to make note of three interesting facts from the reading as pertains to the above question. The students get and go round the classroom sharing their three facts about the reading.
- ◆ Then show transparencies of how the rich lived vs. the working class lived. Ask students to compare what they think the lives of these very rich people and the working poor were like and if they perceive any problems.
- ◆ Homework/Preparation for next day: Students need to fill out "Passport" so that they may immigrate into the United States the next class. They need to fill out the card with an immigrant's name off one of the lists from Angel or Ellis Island, where they are coming from, and what they are bringing in their suitcase.
- ◆ ***Exit Ticket:*** Tell the students that these people were called *Captains of Industry and Robber Barons*. Discuss what those two terms mean. As an exit ticket have students answer- Which of these two terms (or both) do you think better fits the "wealthy" during this time period? Why?

Day 7: Discrimination and Politics

- ◆ Review Big Business, Immigration information by playing Numbered Heads. Give students a short quiz over big business and immigration.
- ◆ Journal: Have you ever felt discriminated against? What are some various forms of prejudice and discrimination? Ask students to share their responses with a partner. Then ask a few volunteers to share with the class. Discuss various types of discrimination based on race, gender, age, sexual orientation, religion, ability. Introduce the essential question- **Is inequality inevitable?** Other important questions to ask "Should everyone in society be treated equally?" "What rights should minorities have in a democracy?" "How do societal inequalities come about?" "What are societal inequalities nowadays?"
- ◆ Present material over different groups of discriminated people during this time. Students will put notes in a Venn diagram that compares the different groups. At the end of

presentation ask students who had/has the responsibility to protect the rights of its citizens? Have students hypothesize why the government (locally, state, national) failed to do this.

- ◆ Primary Sources and Statistics Analysis: Hand out packet with various short primary sources and statistics. Have students analyze and respond to the question. They may work in pairs.
- ◆ **Introduce Guess Who is Coming to Dinner Party.**
- ◆ *Have students pick one of the groups that were discriminated against during this time period. Describe how they were discriminated against back then and how that group is currently discriminated against today. Then answer the question, "Is the situation of (chosen minority group) better today than it was back in the Gilded Age? Why"*

Day 8: Party Planning

Work on dinner party in class. Students will have the class period to work on their projects. They will have access to the wireless computer lab. Projects will be due at the beginning of the period next class.