



2024-2025 Weekly Lesson Planning Document

Week of 8/19 - 8/23



EDUCATOR'S NAME: KINGSTON LYONS SUBJECT: U.S. History

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Texts	United States History and Geography - McGraw Hill 2016				
Standards	US.05 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period including the significance of: Alexander Graham Bell, Henry Bessemer, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Nikola Tesla, Cornelius Vanderbilt, Madam C.J. Walker				
	US.06 Locate the following major industrial centers, and describe how the industrialization influence the movement of people from rural to urban areas: Boston, Chicago, New York City, Pittsburgh, San Francisco				
	US.07 Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including: Angel Island, Ellis Island, Push and pull factors, ethnic clusters, Jane Addams, competition for jobs, rise of nativism, Jacob Riis, Chinese Exclusion Act and Gentleman’s Agreement				
Objective	<i>I can discuss test taking skills and content correction on a post-assessment analysis</i>	<i>I can describe how inventions and innovations transformed American life</i>	<i>I can describe how innovations and business leaders shaped American society during the Gilded Age</i>	<i>I can locate major industrial centers and explain how industrialization influenced the movement of people from rural to urban areas.</i>	<i>I can compare “old” and “new” immigrants, analyze their assimilation, and assess the impacts of increased migration on American society.</i>
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	n/a	Explain a multiple choice question answer.	Explain a multiple choice question answer.	Explain a multiple choice question answer.	Explain a multiple choice question answer.
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	n/a	<ul style="list-style-type: none">• Essential Question: What innovations and inventions changed American life?• Agenda/Objective Review	<ul style="list-style-type: none">• Essential Question: How did the Captains of Industry/Robber Barons impact American industry?• Agenda/Objective Review	<ul style="list-style-type: none">• How did the growth of industrial centers and the process of urbanization impact the movement of people and the development of American cities?• Agenda/Objective Review	<ul style="list-style-type: none">• Essential Question: Why did a new wave of immigration sweep the country during the late 1800s?• Agenda/Objective Review
Inquiry (I DO)	<ul style="list-style-type: none">• Review of results and standard mastery	<ul style="list-style-type: none">• Introduction: Overview of the key	<ul style="list-style-type: none">• Mini-Lecture: Introduction to key	<ul style="list-style-type: none">• Map Activity: Introduction to key	<ul style="list-style-type: none">• Lecture: Introduction to the differences

<i>Teacher guided inquiry into content-rich texts, images or other content including.</i>		<p>inventions that transformed American life.</p> <ul style="list-style-type: none"> Mini-Lecture: Focus on one or two significant inventions, such as the telephone and electricity, and their immediate impacts on society. 	<p>business leaders and their contributions (e.g., Carnegie, Rockefeller).</p> <ul style="list-style-type: none"> Discussion: Explain how their innovations and business practices influenced American society and economy. 	<p>industrial centers and how they grew during the Gilded Age.</p> <ul style="list-style-type: none"> Lecture: Discuss the reasons behind urbanization and the migration from rural to urban areas. 	<p>between “old” and “new” immigrants and the challenges they faced in assimilating into American society.</p> <ul style="list-style-type: none"> Visual Aids: Use photos, documents, and short video clips to illustrate the immigrant experience.
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ul style="list-style-type: none"> Post-assessment analysis 	<ul style="list-style-type: none"> Think-Pair-Share: Students discuss how these inventions might have changed daily life for Americans during the period. 	<ul style="list-style-type: none"> Group Work: Students work in groups to complete a graphic organizer of industry figures and classify them as Robber Barons or Captains of Industry. 	<ul style="list-style-type: none"> Map Analysis: In pairs, students analyze population growth in selected industrial centers and discuss the reasons behind these changes. 	<p>Primary Source Analysis: Objective: To deepen understanding of the immigrant experience through collaborative analysis of primary sources.</p>
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>		<p><i>Concept Map:</i> Students create a concept map linking key inventions to their impacts, helping them visually organize and synthesize the day's learning</p>	<p><i>One-Minute Essay:</i> Students write a brief essay summarizing how a business leader shaped the Gilded Age, reinforcing their understanding of the lesson.</p>	<p><i>Quick Write Comparison:</i> Students compare life in a rural area to an industrial urban center during the Gilded Age, synthesizing key differences and impacts.</p>	<p>Close Viewing Protocol Students analyze photos of immigrants, extracting information and reflecting on their experiences to synthesize the day's learning.</p>
Exit Ticket <i>A literacy based activity to complete the lesson</i>		<p>Write a brief explanation of how one invention discussed today influenced society and why it was significant.</p>	<p>Stimulus based multiple choice question explanation</p>	<p>Stimulus based multiple choice question explanation</p>	<p>Students summarize the key differences between "old" and "new" immigrants and reflect on the challenges of assimilation.</p>
Vocabulary	<p>Nativism, skyscraper, tenement, party boss, graft, individualism, Social Darwinsim, philanthropy, settlement house, Americanization, populism, greenbacks, inflation, graduated income tax, deflation, cooperative.</p>				