



2024-2025 Weekly Lesson Planning Document

Week of Monday, 8/26 through Friday, 8/30



EDUCATOR'S NAME:

Lyons, Scarborough, Stephens **

SUBJECT: U.S. History (EOC)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Texts	<ul style="list-style-type: none">• United States History and Geography - McGraw Hill 2016• Primary sources• The Rich are Good Natured by William Graham Sumner (sharepoint)	<ul style="list-style-type: none">• United States History and Geography - McGraw Hill 2016• Primary sources• Child Labor Sources (sharepoint)	<ul style="list-style-type: none">• United States History and Geography - McGraw Hill 2016• Primary sources• What does labor want? By Samuel Gompers and Speech by Eugene Debs in Canton, Ohio, 1918 (sharepoint)	<ul style="list-style-type: none">• United States History and Geography - McGraw Hill 2016• Primary sources	
TN Standard(s)	US.08 Explain the concepts of Social Darwinism and Social Gospel.	US.13 Describe the working conditions during this era, including the use of labor by women and children.	US.11 Explain the rise of the labor movement, union tactics, the role of leaders, the unjust use of prison labor, and the responses of management and government.	US.12 Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914.	US.08, 13, 11, AND 12
Objective	I can differentiate between ideologies to explain the concepts of Social Darwinism and Social Gospel. ·	I can synthesize information to describe working conditions in industries during the Industrial Revolution, including the use of labor by women and children.	I can use historical evidence to explain the rise of the labor movement, union tactics, the role of leaders, the unjust use of prison labor, and the responses of management and government.	I can use sources to describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response.	Quiz
Literacy-Based DO NOW	Explain a multiple choice question	Explain a multiple choice question	Explain a multiple choice question	Explain a multiple choice question	Review
Hook/Essential Question	What was Social Darwinism? What was the Social Gospel? How were Social Darwinism and Social Gospel similar?	What conditions existed in factories? How were women and children exploited for labor?	What conditions existed in factories? How did labor movements seek to improve the conditions in factories? How successful	What effects did the rise of monopolies and trusts have on consumers and the economy? How did the government respond	

	How were they different?		were labor movements in improving conditions in factories?	to the rise of monopolies and trusts?	
I Do	Introduction to Social Darwinism and Social Gospel	Introduction to Labor Conditions for Women and Children	Introduction to Labor Unions	Introduction to Monopolies (Horizontal and vertical) and Antitrust laws.	Quiz
We Do	Guided Reading: The Rich are Good Natured by William Graham Sumner (sharepoint)	Guided Reading/Gallery Walk: Child Labor Sources (sharepoint)	Think-Pair-Share: Coal Creek Article (sharepoint)	Big Paper, Silent Conversation: Ringling Brothers and the Sherman Antitrust Act of 1890 (Sharepoint)	Quiz
You Do	Venn Diagram: The Ideologies of Social Darwinism and Social Gospel (sharepoint)	Extended Response and/or Primary Source Analysis	Extended Response Prompt: Explain how early labor leaders responded to the economic and social problems created by industrialization during the late 19th and early 20th centuries.	Locate and complete review material for quiz	Quiz
Literacy Based Closing Activity	Explain a Multiple Choice Question	Explain a Multiple Choice Question	TACOS - Political Cartoon Analysis (sharepoint)	TACOS - Political Cartoon Analysis	Quiz
Assessment	Literacy Based Closing Activity	Literacy Based Closing Activity	Literacy Based Closing Activity	Literacy Based Closing Activity	Formative Quiz
SPED Modification (s)	Extended Time, Peer Tutor, Scaffolding, Preferential Seating				
ESL Modification (s)	Word bank, Extended Time, Peer Tutor, Translation services				
Extension/Enrichment Activity (s):	Students will complete a directed reading with text annotations, followed by reflective writing and answering the textbook's guided questions				
Technology Integration:	Technology will be integrated as appropriate to enhance instructional delivery and student engagement, leveraging available tools and resources to support learning objectives				
Vocabulary	Nativism, skyscraper, tenement, political machine, party boss, graft, individualism, Social Darwinism, philanthropy, settlement house, Americanization, populism, greenbacks, inflation, graduated income tax, deflation, cooperatives				

****Pacing may vary among classrooms due to absences. Adjustments may be made to ensure students are fully engaged with the content.**