

**LISBON SCHOOL DEPARTMENT**  
**UNIT DESIGN OUTLINE**

Unit Title: The Gilded Age

Unit Designers: Dean Hall, Carol Bianchi, Paul Giggey

Level(s): Grade 11 Time Span: 4 weeks

**Content Area:**

- |  |                                      |   |  |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Career Prep           | <input type="checkbox"/> Health/PE   | <input type="checkbox"/> M&C Languages  | <input checked="" type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input type="checkbox"/> Visual & Perf. Arts       |

**Summary of Unit:**

This unit examines new developments during the Gilded Age, and their impact on America as it entered the 20<sup>th</sup> century.

**Content Standards/Performance Indicators:**

**A. Applications of Social Studies Processes, Knowledge and Skills**

**A.1. Researching and Developing Positions on Current Social Studies Issues:** Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.

- d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.

**B. Civics and Government**

**B.1. Knowledge, Concepts, Themes, and Patterns of Civics/Government:** Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

- c. Explain how and why democratic institutions and interpretations of *democratic ideals* and *constitutional principles* change over time.

**C. Economics**

**C.1. Economics Knowledge, Concepts, Themes, and Patterns:** Student understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

- d. Identify and explain various *economic indicators* and how they represent and influence economic activity.

**E. History**

**E.1. Historical Knowledge, Concepts, Themes and Patterns:** Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources

**E.2. Individual, Cultural, International, and Global Connections in History:** Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.

- a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.

**English Language Arts:**

**D. Language**

**D2. Mechanics:** Students demonstrate the use of the structures and conventions of Standard American English in their communication.

- a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation and audience.

**Key Pre-Requisites:**

**Knowledge:**

About the settlement of the West  
Industrialization  
Manifest Destiny

**Skills:**

Map skills-Globe

**Enduring Understandings:**

While change can bring progress and improvements, it is sometimes difficult and met with opposition. America's tremendous growth during the Gilded Age brought about change in both the domestic and foreign policy of the United States.

**Essential Questions that Guide and Focus This Unit:**

How did the changes during this period result in the spectacular growth of American society?  
How did the growth of American society reflect/influence American foreign policy?

**Key Knowledge and Skills students will acquire as a result of this unit:**

**Knowledge:**

Industrial Capitalists/Monopolies  
Political corruption  
Labor Unions  
Political Parties (3<sup>rd</sup>)  
Treatment of minority groups

**Skills:**

List icons of Industrial age  
Evaluate role of the Labor unions  
Compare business models  
Analyze political cartoons

**How will students provide evidence of their understandings?**

A Bundle & essay  
Group research/individual research  
Group presentations  
Student generated websites

**Teaching and Learning experiences used to help students understand:**

Performance task/ Presentation  
Simulation  
Steel industry game  
Farm game  
Research

**Provisions for Extending Learning:**

Popular literature Upton Sinclair “Jungle”-report

**How will technology be used to increase student achievement?**

Power point presentations  
Internet for research  
Movies-Our Century, The Progressive Era, Populism

**Instructional Resources:**

[www.historyplace.com](http://www.historyplace.com) Text, Steel industry game pamphlet  
McDougal Littell resources

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

***The Gilded Age Essay***