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| Lesson Title | “Wrapping Up the Gilded Age” |
| Author: | Phil Parker, Wheeler County High School |
| Grade Level(s) | 9-12, specifically 11th grade U.S. History |
| Essential Question | Which events and people of the Gilded Age (1865-1900) had the most lasting impact on the development of the United States? |
| Hook | Ask students to consider the following questions: “Which Gilded Age political events had the most impact on U.S. government?” “Which Gilded Age developments in education and entertainment impacted Americans the most?” “Which Gilded Age foreign policy decisions changed the U.S. the most dramatically?” |
| Teaching Strategies | <p>Group students into groups of 3 or 4 students. Share briefly the rubric for this one-class period activity. These guidelines are for a 55 minute period – You might adjust for a block schedule.</p> <p>Students may refer to their textbooks and to other resources as needed, including appropriate websites.</p> <p>Each group will choose the four most important Gilded Age events in Politics, the four most important in Education or Learning, and so on for Entertainment and for Expansionism/Imperialism.</p> <p>After discussing which four events to include as the “top 4” for each category, students must write short justification statements for why they chose each event. This should be done on construction paper or large pieces of chart paper.</p> <p>If time permits, students may be asked to illustrate one or two of the events for each category, but this may require more time than a 55 minute period.</p> |
| Summarizer | Each group will present its decisions to the class. Students may question the events that other students included in their “top 4 list”. For example, why did you choose the Pendleton Act and not the Interstate Commerce Act? This encourages critical thinking on the part of all students. Keep track of any overlap in events/people chosen and discuss any differences in reasoning that become apparent. |
| Materials | <p>Construction paper or chart paper; markers or colored pencils/crayons.</p> <p>Students may refer to textbooks, other reference sources, and appropriate websites.</p> |