

U.S. History lesson plans for 12/3/09 – 12/11/09

Thursday 12/3/09

Hand out books with 3X5 cards, which students will place name, date, class, assignment, and book number on it with anything that is wrong with the assigned book. Students will also read the syllabus and class letter. We will go over rules, procedures and expectations. Letters will be taken home and both the student and the parent will sign it and the student will turn it in by 9/11/09 with their signatures plus name, date, class and assignment.

Warm-up

Why do we study history? What are some of the inaccuracies of history?

Activities:

1. How many of you have ever seen a Hollywood western? What are the cowboys like in the movies and on TV? Do you think this is accurate? Why or Why not?
 - a. Go over the characteristics of real cowboys and have students create a real cowboy. Why has the cowboy culture's myth endeared?
2. Name the factors that led to the settlement of the Plains and the West
3. Describe the construction of the transcontinental railroad.
 - a. Who: Chinese, Irish, ex-confederates and Federal soldiers, African Americans, mule skimmers, Mexicans
 - b. Where Omaha, Sacramento, Promontory Point, Utah
 - c. When: 1862 – May 10 1869
 - d. Obstacles: Sierra Nevada's and the Rockies, dangerous blasting devices, Natives, buffalo, and lack of resources
 - e. Incentives: Pacific Railroad Act, gov't loans, large land grants, 20 square miles of land for 1 mile of track
4. Explain the Federal policies that affected the Native Americans.
5. Read pages 194 – 201

Friday 12/4/09

Warm-up: Look at the picture on page 195. Why is the Brooklyn Bridge an appropriate symbol of its age?

Activities:

1. How did the Gold strike in 1849 Comstock lead strike of 1859 encourage settlement of the west? What did it do to the economy and the value of money?
2. How did the Native Americans create an obstacle to westward expansion? What was the government's solution to the Native problem?
3. Wars usually cause a burst in inventions, ideas, and novelties. The Civil War was no exception. Read pages 202 and 203
4. Create an invention. Brainstorm ideas, sketch a design and create the prototype out of recycled materials. They should write a description of the purpose and unique qualities of the invention. Students should research the criteria required for a patent.
5. Read pages 204 – 210

Tuesday 12/8/09

Warm-up: What did Mark Twain mean when he called the time period after the civil war The Gilded Age and coining the phrase all that glitters is not gold?

Activities:

1. Who was Andrew Carnegie?
2. What is industrialism? What helped to bring on industrialization?
3. Who was Thomas Edison and why was he important?
4. What is entrepreneurship? Why is it important?
5. What is a national market? What helped to develop it?
6. What is consumerism? What created it?
7. Woolworth and the 5 and 10 cent store and fixed prices, A&P grocery chains and buying in bulk, McCormick dealerships with credit and repair, Singer sewing machines door to door sales and specialty retail stores
8. What is the Managerial revolution?
9. What is a merger? What role did Rockefeller play? What is horizontal and vertical integration? Swift, Armour, Duke family in tobacco, JP Morgan
10. The Gilded Age Robber barons or philanthropist
11. Social Darwinism only the strong should survive

Wednesday 12/9/09

Warm-up: what can statistics tell us? Do page 211

Activities:

1. Work on inventions finish sketches, and descriptions and name them
2. Work on prototypes
3. Read pages 212 – 217 and do questions 1-5 on page 217.