



**Literacy Design  
Collaborative**

# The Gilded Age and the American Dream

★ TASK

by Rod Powell

The Gilded Age after the Civil War saw many industrial innovations that impacted the attainment of "The American Dream" to varying degrees. Students will consider the political and industrial innovations of the Gilded Age and their impact on attainment of the American Dream.

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GRADES

**11 - 12**

DISCIPLINE

 **Social  
Studies**

COURSE

 **United  
States  
History**

PACING

 **N/A**

## *Section 1: What Task?*

### ***Teaching Task***

#### ***Task Template 5 - Argumentation***

After researching selected primary and secondary sources on the Gilded Age, write essay that discusses industrial innovations of the Gilded Age and evaluates the extent to which they enabled attainment of the American Dream for different segments of American society. Be sure to support your position with evidence from the texts.

### ***Standards***

***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

**CCR.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCR.R.2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCR.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCR.R.10**

Read and comprehend complex literary and informational texts independently and proficiently.

**CCR.W.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCR.W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCR.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCR.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCR.W.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

***Custom Standards***

**USH.H2.8.3**

Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the "American Dream" since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

***Texts***

🔗 **Primary-Source Documents. APPARTS Method of Primary Source Analysis:. (student)**

🔗 **Poplett. Digital Graphic Organizer. (student)**

🔗 **Stixy. Digital GGraphic Organizer. (student)**

🔗 **Mindmeister. Digital Graphic Organizer. (student)**

🔗 **Writing Reviser. Allows students to revise written work with respect to:-global revision elements, including purpose, audience, thesis, development, and organization-Sentence-level revision elements, including economy, variety, and clarity-Mechanical correctness and rhetorical power-Common grammatical and stylistic errors. (student)**

📖 **The American Vision. Basal student text providing information on the Gilded Age. C.'s 11-13. (student)**  
Basal student text providing information on the Gilded Age. C.'s 11-13

📖 **America First Hand. Collection of primary sources of U.S. History-Letters from Six Farmers. (student)**  
Collection of primary sources of U.S. History-Letters from Six Farmers

📖 **Eyewitness and Others. Collection of American Primary SourcesNew York in the Golden Nineties (1890's)Poems of the Chinese ImmigrantsBlack Georgian Tells of Substitutes for SlaverySweatshops of Chicago. (student)**  
Collection of American Primary SourcesNew York in the Golden Nineties (1890's)Poems of the Chinese ImmigrantsBlack Georgian Tells of Substitutes for SlaverySweatshops of Chicago

**Student Work Rubric - Argumentation Task - Grades 9-12**

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Makes a general claim with an unclear focus.	Establishes a <b>clear</b> claim that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	Establishes <b>and maintains</b> a <b>clear, specific, and credible</b> claim that addresses <b>all aspects</b> of the prompt.	Establishes and maintains a <b>precise, substantive</b> claim that addresses all aspects of the prompt. <b>Acknowledges limitations and/or the complexity of the issue or topic</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support</b> the claim and <b>supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the claim and supporting ideas. <b>Consistently</b> cites sources using <b>appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the argument</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the argument.	<b>Thoroughly</b> and accurately explains ideas and source material, <b>using logical reasoning to support and develop</b> the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	<b>Groups ideas and uses transitions</b> to develop the argument, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive argument</b> . Uses transitions to <b>clarify the relationships among claim(s), reasons, and evidence</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among claim(s), reasons, and evidence.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

The Gilded Age witnessed an explosion of industrial innovation. These innovations allowed some to amass and protect incredible fortunes while at the same time sentencing others to lives of hardship and suffering.

## ***Extension***

Students craft a movie that explores the American Dream of a socio - economic group in in the late 1800's.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**NOTE-TAKING:** Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

### ***Transition to Writing***

**BRIDGING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.

**COMPLETION:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
Not provided	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	<b>SHORT CONSTRUCTED RESPONSE</b> Personal reflection answering the following question: Does everyone have the same opportunity to achieve their American Dream?	Student meets expectations if he/she does the following:  none	Discuss with a small group the meaning of the American Dream. Create an illustrated poster of a group definition of the American Dream. Share with ClassNote similarities between definitions.  Pacing: 1 day
Not provided	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>SHORT CONSTRUCTED RESPONSE</b> Quick reflection: In your own words, What would a good answer to the prompt have in it? Rubric: Students will translate the rubric into their own words	Student meets expectations if he/she does the following:  None	Have students share responses with small group. Identify or invite students to identify common key features and examples. Rubric Analysis: -Divide rubric among small groups in class. -Have each group translate their part into their own words. -Students will translate their part of rubric into a shared Google Docs. spreadsheet.  Pacing: 1 day
<b>Reading Process</b>				
Not provided	<b>TEXT SELECTION:</b> Ability to identify appropriate texts.	<b>LIST</b> List of sources to be used in answering prompt (textbooks, primary sources) with appropriate bibliographic information. Discussion of the characteristics and examples of each type of source. Discussion of advantages and disadvantages of each type of source	Student meets expectations if he/she does the following:  List of sources includes appropriate bibliographic information and brief summary of advantages and disadvantages of each	Introduce Texts and resources (Textbooks, secondary and primary sources) to be used. Discuss APPARTS (Author, Place/time, Prior Knowledge, Audience, Reason, The main idea) of primary source analysis. Discuss secondary source analysis techniques. Demonstrate use of online "citation machines"  Pacing: 1 day
Not provided	<b>TEXT SELECTION:</b> Ability to identify appropriate texts.	<b>NOTES</b> For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.	Student meets expectations if he/she does the following:  <ul style="list-style-type: none"> <li>Identifies author, title, publisher, date, and any other needed information (for</li> </ul>	<ul style="list-style-type: none"> <li>Provide citation guide and discuss why each element of citation is needed.</li> <li>Ask students to brainstorm what makes an author credible and/or worthy of study.</li> <li>Provide access to research sources for students to assess the texts.</li> <li>Note: for an "after researching" task, add teaching and time for students to select the texts they will use.</li> </ul>



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			<p>example, the volume for a periodical or the editor for an anthology).</p> <ul style="list-style-type: none"> <li>Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	
Not provided	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> Complete an analysis of each selected source - main idea and supporting details</p>	<p>Student meets expectations if he/she does the following:</p> <p>Digital Graphic Organizer completed for textbook selection detailing main idea and supporting details Completed APPARTS analysis for Primary sources Completed video analysis for video segments</p>	<p>Introduce various digital graphic organizers (Text 2 Mind, Mindmeister, Stixy, Popplet), for reading comprehension and organization of detail Discussion and illustration of APPARTs method of analyzing primary sources Discussion and illustration of video analysis techniques to analyze and critique student selected videos</p> <p>Pacing: 2 days</p>
Not provided	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> What is the author trying to accomplish? Which parts of the text show you that? * L2 What competing arguments have you encountered or can you think of? * L3 What historical or current examples can you note that relate to the task prompt?</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> <li>Answers questions with credible response.</li> </ul>	<ul style="list-style-type: none"> <li>Invite students to brainstorm ways to figure out any author's intent.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> </ul>
Not provided	<p><b>ESSENTIAL VOCABULARY:</b> Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p><b>LIST</b> In your notebook, list words, phrases, individuals, and ideas related to the Gilded Age. . Add definitions, and (if appropriate) notes on connotation in this context.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> <li>Lists appropriate phrases.</li> <li>Provides accurate definitions and explanations of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> <li>Class to construct and contribute to a Wiki of important Gilded Age terms, individuals, and ideas</li> </ul> <p>Pacing: Ongoing</p>
Not	<b>ACADEMIC</b>	<b>SHORT</b>	Student meets	<ul style="list-style-type: none"> <li>Discuss respect for others' work to assemble evidence</li> </ul>

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<i>provided</i>	<b>INTEGRITY:</b> Ability to use and credit sources appropriately.	<b>CONSTRUCTED RESPONSE</b> Define "plagiarism" and list ways to avoid it.	expectations if he/she does the following: <ul style="list-style-type: none"><li>Provides accurate definition</li><li>Lists several appropriate strategies</li></ul>	and create texts. <ul style="list-style-type: none"><li>Discuss academic penalties for stealing others thoughts and words.</li></ul>
<i>Not provided</i>	<b>NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.	<b>NOTES</b> From each source (class texts, primary sources, short video, ), make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.* L2(a) What strategies will you use to discern "credible sources"?* L2(b): What implications can you draw? (Tasks 11,12)* L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?	Student meets expectations if he/she does the following: <ul style="list-style-type: none"><li>Identifies relevant elements.</li><li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.</li></ul>	<ul style="list-style-type: none"><li>Teach a model format for note taking around a central question: What obstacles had to be overcome to obtain the American Dream?</li><li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li></ul> Pacing: 2 days
<b>Transition to Writing</b>				
<i>Not provided</i>	<b>BRIDGING:</b> Ability to begin linking reading results to writing task.	<b>LIST</b> Now that you've read, researched and recorded, in a reflection, write what you have learned about the topic.	Student meets expectations if he/she does the following:  None	<ul style="list-style-type: none"><li>Discussion-based strategies, such as seminar.</li><li>Small group discussion using question.</li></ul> Pacing: 30 minutes
<b>Writing Process</b>				
<i>Not provided</i>	<b>CONTROLLING IDEA:</b> Ability to establish a controlling idea and consolidate information relevant to task.	<b>SHORT CONSTRUCTED RESPONSE</b> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: <ul style="list-style-type: none"><li>Writes a concise summary statement or draft opening.</li><li>Provides direct answer to main prompt requirements.</li><li>Establishes a controlling idea.</li></ul>	Teach effective thesis construction using HOTT method (hook, overview, thesis, transition). Use examples of effective opening paragraphs from sample AP essays. Identify characteristics of strong opening paragraphs and weak opening paragraphs.  Pacing: 1 day

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			<ul style="list-style-type: none"> <li>Identifies key points that support development of argument.</li> </ul>	
Not provided	<b>PLANNING:</b> Ability to develop a line of thought and text structure appropriate to an information/explanation task.	<b>OUTLINE</b> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Creates an outline or organizer.</li> <li>Supports controlling idea. Uses evidence from sources examined earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide and teach one or more examples of outlines or organizers.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul> Pacing: 1 day
Not provided	<b>DEVELOPMENT:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>LONG CONSTRUCTED RESPONSE</b> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Draft should address: American Dream, Innovations, Group attainment</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>Review task requirements periodically in writing process</li> <li>Allow opportunities for peer review of emerging products.</li> </ul> Pacing: 2 days
Not provided	<b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>LONG CONSTRUCTED RESPONSE</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues. Drafts and peer review templates to be posted on electronic discussion board. Use SAS Curriculum Pathways Writing Reviser to edit drafts (<a href="http://www.sascurriculumpathways.com/portal/Launch?id=1242">http://www.sascurriculumpathways.com/portal/Launch?id=1242</a>)</li> </ul> Pacing: 1 day
Not provided	<b>EDITING:</b> Ability to proofread and format a piece to make it more	<b>LONG CONSTRUCTED RESPONSE</b>	Student meets expectations if he/she does the	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> </ul>

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	effective.	Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	following: <ul style="list-style-type: none"><li>Provides draft free from distracting surface errors.</li><li>Uses format that supports purpose.</li></ul>	<ul style="list-style-type: none"><li>Assign students to proofread each other's texts a second time.</li></ul> Pacing: 1 day
<i>Not provided</i>	<b>COMPLETION:</b> Ability to submit final piece that meets expectations.	<b>LONG CONSTRUCTED RESPONSE</b> Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: <ul style="list-style-type: none"><li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li></ul>	Pacing: 1 Day

### *Instructional Resources*

#### *Teacher Resource*

 **Jurying review for module**

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided