

8th Grade Gilded Age Inquiry

Is Greed Good?	
Staging the Question: Discuss examples from everyday life when greed is good and times when greed is bad.	
Social Studies Practices	🔗 Gathering, Using, and Interpreting Evidence 🔗 Comparison and Contextualization

Supporting Question 1	Supporting Question 2	Supporting Question 3
What were some of the political, social, and economic conditions driving industrial growth from 1870 to 1900 in the United States?	What were the positive aspects of industrialization in the Gilded Age?	What were the negative aspects of industrialization in the Gilded Age?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the political, social, and economic conditions that drove industrial growth from 1870 to 1900 in the United States.	Create a political cartoon depicting and explaining the positive aspects of Gilded Age industrialists.	Add to the political cartoon with information depicting and explaining the negative aspects of Gilded Age industrialists.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: States and verifies what is known and makes connections to prior knowledge about situations in everyday life when greed is good and situations when greed is bad. Graphic Organizer: Connect#14	Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about the positive aspects of industrialization in the Gilded Age and how greed might be good in the context of the Industrial Age.	Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about the negative aspects of industrialization in the Gilded Age and how greed might be bad in the context of the Industrial Age.
Wonder: Determines what information is needed to support the investigation and answer the questions about the political, social, and economic conditions driving industrial growth from 1870 to 1900 in the United States.	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the positive aspects of industrialization in the Gilded Age. Graphic Organizer: Wonder#12	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the negative aspects of industrialization in the Gilded Age. Graphic Organizer: Wonder#12
Investigate: Uses different formats as sources of information about the political, social, and economic conditions driving industrial growth from 1870 to 1900 in the United States by examining a chart depicting U.S. patent activity, maps of railroad lines, a graph highlighting the number of new immigrants, and a political cartoon. Graphic Organizer: Investigate#75	Investigate: Uses both facts and opinions responsibly by identifying and verifying them while examining graphs of oil prices and GNP, excerpts from an interview with Senator Leland Stanford, excerpts from <i>Wealth</i> , and a cartoon positively portraying Andrew Carnegie. Graphic Organizer: Investigate#71	Investigate: Recognizes the effect of different perspectives and points of view on information while examining a political cartoon critiquing railroad corporations, excerpts from an editorial, a retort to <i>Wealth</i> , and an excerpt from President Roosevelt's address to Congress. Graphic Organizer: Investigate#76 C3 Resources
Construct: Lists the political, social, and economic conditions that drove industrial growth from 1870 to 1900 in the United States.	Construct: Draws conclusions based on explicit and implied information. Graphic Organizers: Construct#31	Construct: Analyzes disparate points of view discovered in different sources.
Express:	Express: Creates a political cartoon depicting and explaining the positive aspects of Gilded Age industrialists.	Express: Adds to the political cartoon with information depicting and explaining the negative aspects of Gilded Age industrialists.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#19
Summative Performance Task: Argument: Is greed good? Construct an argument (e.g., detailed outline, poster, essay) that evaluates whether or not mostly unregulated capitalism was beneficial to the United States during the Industrial Age. Extension: Write a campaign speech favoring or opposing a pro-corporation candidate running for president at the turn of the century.		