

1-8-2016

# The Gilded Age and Technological Innovations

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## Recommended Citation

Peterson, Kayla, "The Gilded Age and Technological Innovations" (2016). *Curriculum Unit on the Gilded Age in the United States*. 14.  
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**Title:** The Gilded Age and Technological Innovations

**Author:** Kayla Peterson (Adapted from Lesson by Debra J. Coffey: Exploring Cross-Age Tutoring Activities with Lewis and Clark)

**Grade Levels:**

- 9-12 (variable depending on school)

**Time:**

- One 50-minute session of instruction (plus 3 days of preparation for the high school students and one day of a recap at the end of the two weeks)

**Focus Statement:**

- This lesson will include the students teaching about the technology of the Gilded Age to a classroom of middle school students. The lesson will be one week in length and is designed for an AP US History Class. This information is important for students to know because students can begin to grasp how much is different in today's society compared to the Gilded Age. It is also important to link back how much changed during this time period with the new innovations and inventions that came about. During the lesson, I would like the students to be thinking like teachers when crafting their lessons for the middle school students. They will accomplish this by preparing their lesson plan and researching into the technology of the Gilded Age.
- The History Habit of Mind that will be focused on in this lesson is: Understand the significance of the past to their own lives, both private and public, and to their society. Students will be learning information in order to teach it to other students. This means that the students must know the information very well and also from multiple perspectives in order to teach the information. This Habit of Mind is important because the students should be thinking about how the technological innovations from the Gilded Age were important and how they apply to today's society and the individual student's lives.

**MN Standard:**

- Minnesota Standard 9.4.4.20. During the time period known as the Gilded Age, the United States was shifting from its Rural roots and transforming into an industrial and global power. Other players of the time were the rise of big business, urbanization and immigration. These factors led to institutionalized racism, conflicts between ethnic groups and the different classes, and efforts of reform. (Development of an Industrial United States 1870-1920).
- Minnesota Benchmark 9.4.4.20.1. This benchmark focuses on how technological innovations, industrialization, and an increasingly capitalist economy led to changes in the country and, in turn, led to a more modern society. These innovations and industrialization are what led to the making of what we know as the United States today.

**Learning Objectives:**

- Students will be able to identify why the Gilded Age was an important time period in the reference of Technological Innovations.
- Students will be able to break down complex ideas in a simpler format in order to get other students (i.e. the middle school students) to understand the concept.
- Students will be able to create a Lesson Plan.

### **Resources:**

- Computers for research
- Textbooks for research
- Notebooks for planning the lesson

### **Methods/Procedures:**

#### **Beginning (15 minutes)**

- Give students short lesson on how to write a lesson plan and what I am looking for in the lesson plan:
  - Agenda for the Lesson
  - Learning Objectives for the middle school students
  - Procedures for the lesson
  - Resources needed
- Begin with an introduction of the topic of Technological Innovations in the Gilded Age.
- Watch a video to further introduce the topic: *APUSH Gilded Age Technology Documentary* (<https://www.youtube.com/watch?v=Mk9IK5xKbQk>)

#### **Middle: Instructional Strategies / Learning Activities (15-20 minutes):**

- Explain what the students will be doing in their projects and what it entails.
  - It will start with a day of introduction to the topic and the project. The second and third day will be work days for the students to work on their lesson plans. The 4<sup>th</sup> day will be the day the class goes to the middle school to present their lesson plans. The 5<sup>th</sup> and final day will be a recap of how it went in a discussion/conversational format.
- Give the students a timeline of the week and answer any questions the students have about the assignment.

#### **End / Summary (15-20 minutes):**

- Allow the students to start working on their projects with the remaining time of the hour.

### **Assignment:**

- The students should work on the project with their groups outside of class, if they need the extra time.

### **Afterwards:**

#### **Provisions for Individual Differences**

- Give extra instructions for students who need more assistance.
- Give assignment earlier in advance to students who need the extra time.
- Allow other changes as necessary, depending on the students in the class.