



Investigate

United States History: 1877 to Present

Unit 1: The Gilded Age

Lesson 4: The Pros and Cons of Big Business



Social Studies
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Investigate

U.S. History: 1877 to Present
High School Program

Scope and Sequence

▶ Unit 1: The Gilded Age

This unit explores the sweeping changes in the United States from 1877 to 1898, shaped by industrial growth, immigration, urbanization, and western expansion. Students will examine how railroads, factories, and big business transformed the economy while also fueling inequality and conflict. The era saw settlement of the West and the displacement of Native Americans. Political machines, labor unions, and reform movements emerged in response to the struggles of workers, immigrants, and minorities in a rapidly changing nation.



Unit Investigative Question: How did industrialization, urbanization, immigration, and expansion bring changes to American society?

Lesson 1: Pull of the West

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Analyze how innovations and new technology in farming, ranching, and mining impacted western expansion and Native Americans.
- Analyze the economic effects of the Homestead Act, the Pacific Railway Act, and the Transcontinental Railroad on westward expansion and the close of the frontier.
- Analyze the causes and effects of changing demographic patterns resulting from migration within the United States.
- Interpret different types of maps to answer geographic questions, infer relationships, and analyze change.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.

Lesson 2: Key Inventions and Their Impact on Life in the U.S.

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Examine the influence of key inventions on the U.S.
- Use social studies terminology correctly.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.

Lesson 3: Immigration and Urbanization

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Analyze issues such as **industrialization**, **urbanization**, the pros and cons of big business, and the origins, growth, influence, and tactics of labor unions.
- Analyze issues affecting women, children, minorities, and immigrants.
- Analyze the impact of physical and human geographic factors on major events in U.S. History.

- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.

Lesson 4: The Pros and Cons of Big Business

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Analyze issues such as industrialization, urbanization, **the pros and cons of big business**, and the origins, growth, influence, and tactics of labor unions.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.
- Use social studies terminology correctly.

Lesson 5: Native American Policies

- Analyze political issues such as **Native American policies**, the growth of political machines, and civil service reform.
- Describe the defining characteristics of major eras in U.S. History.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.

Lesson 6: Political Machines and Efforts at Reform

- Analyze political issues such as Native American policies, **the growth of political machines, and civil service reform**.
- Describe the defining characteristics of major eras in U.S. History.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.
- Use social studies terminology correctly.



Investigate

Teacher Lesson

Unit 1

The Gilded Age



INVESTIGATIVE QUESTION

How did industrialization, urbanization, immigration, and expansion bring changes to American society?

This unit explores the sweeping changes in the United States from 1877 to 1898, shaped by industrial growth, immigration, urbanization, and western expansion. Students will examine how railroads, factories, and big business transformed the economy while also fueling inequality and conflict. The era saw settlement of the West and the displacement of Native Americans. Political machines, labor unions, and reform movements emerged in response to the struggles of workers, immigrants, and minorities in a rapidly changing nation.

Lessons

1. Pull of the West
2. Key Inventions and Their Impact on Life in the U.S.
3. Immigration and Urbanization
4. The Pros and Cons of Big Business
5. Native American Policies
6. Political Machines and Efforts at Reform

Lesson 4: The Pros and Cons of Big Business



Guiding Question

Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society?

Vocabulary

Andrew Carnegie, entrepreneurs, John D. Rockefeller, monopolies, Standard Oil, trusts

Learning Objectives

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Analyze issues such as industrialization, urbanization, **the pros and cons of big business**, and the origins, growth, influence, and tactics of labor unions.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.
- Use social studies terminology correctly.



ENGAGE AND CONNECT 10 minutes

Making Real-Life Connections

Explain that the term “big business” is used to describe very large companies that have a lot of money, power, and influence. Direct students to **Making Real-Life Connections** in their Student Resource Book and go over the instructions.

Read the news headlines about big business in the United States and determine if each headline describes a pro or a con about big business. Write your answers in the spaces provided.

Once all students have finished writing their answers, debrief as a class. (1: Pro; 2: Con; 3: Pro; 4: Con)

Ask students to think of any real-life examples of big business and share their ideas. (Answers will vary but may include: Amazon, Walmart, Apple, etc.)

Digital Consideration

Teacher may allow students to post their responses using a digital whiteboard or district-approved technology application.

Teacher Moves

Explain that the first big businesses began during the Gilded Age and created some of the country's first millionaires. These people benefited directly from industrialization and urbanization. In today's lesson, students will explore the benefits and disadvantages of early big business. By the end of the lesson, students will be able to answer the guiding question: Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society?



DELIVER NEW CONTENT 60 minutes

PURPOSEFUL READING

The Rise of Big Business in America

Direct students to **Reading: The Rise of Big Business in America** in their Student Resource Book and go over the instructions.

1. As students read, they should code the text using the following annotation strategy.
 - Mark information about pros or benefits of big business with a plus sign (+).
 - Mark information about cons or disadvantages of big business with a minus sign (-).
2. Students should use the annotated text to fill in **T-Chart: The Rise of Big Business in America** with as much detail as possible.

Teacher may allow students to work in pairs or model as needed. Refer to the **T-Chart Example** if necessary.

Digital Consideration

Teacher may allow students to use digital annotation tools to highlight, underline, or circle information in the text.

Before moving on, provide the following information:

- As industrialization expanded, labor unions like the Knights of Labor and the American Federation of Labor (founded by Samuel Gompers) grew to protect workers' rights and improve working conditions.
- Unions sought shorter workdays, higher wages, safer workplaces, and sometimes broader social reforms such as ending child labor and promoting equal pay.
- Workers organized strikes, boycotts, and collective bargaining to pressure employers. Some strikes, like the Haymarket Riot (1886) and Homestead Strike (1892), turned violent, drawing national attention and sometimes public backlash.

- Many business owners and the government opposed unions, using court injunctions and strikebreakers to suppress labor movements. This made lasting reform difficult during this period.

CHECK FOR UNDERSTANDING

Show Me, Don't Tell Me

As you read the statements below, ask students to rate them as pros or cons of big business. They should give a thumbs-up for pro and a thumbs-down for con.

Direct students to reveal their choice on the count of three. *(Example: One, two, three—show me!)* Address student misconceptions as needed.

- Big business created monopolies that crushed small competitors and limited consumer choice. *(Con)*
- Big business created unsafe working conditions, with long hours, low wages, and frequent accidents. *(Con)*
- Big business created mass production that made goods cheaper and more widely available. *(Pro)*
- Government's laissez-faire approach allowed abuses like child labor and hazardous products to go unchecked. *(Con)*
- Many industrialists later gave back through philanthropy, such as Carnegie funding libraries, schools, and cultural institutions. *(Pro)*
- Big business enabled massive projects like railroads, skyscrapers, and bridges, fueling U.S. growth. *(Pro)*
- Big business lowered consumer prices. *(Pro)*
- Big business concentrated power in the hands of a few men, raising fears about their influence over government and the economy. *(Con)*

Digital Consideration

Teacher may allow students to vote using an online poll.

ANALYZING VISUALS USING OPTICS

Standard Oil Political Cartoons

Direct students to **Analyzing Visuals Using OPTICS: Standard Oil Political Cartoons** in their Student Resource Book and explain that you are going to analyze the cartoons together as a class using the OPTICS process. This should be a guided activity, with teacher modeling as needed. Refer to the **Analyzing Visuals Example** if necessary.

- **Objects:** Students will list objects (or things) that they see in the cartoons. (Remind them that people are not objects.)

- **People:** Students will describe the people in the cartoons.
- **Title:** This has been provided for students.
- **Inference:** Students will make an inference using the stem provided.
- **Conclusion:** Students will make a conclusion using the stem provided.
- **So What?** Students will make a claim about varying points of view about Standard Oil.

Digital Consideration

Teacher may allow students to zoom in to examine details in the images more closely and/or to use drawing tools to circle, box, or annotate important details.



ASSESS STUDENT MASTERY 30 minutes

INFORMAL WRITING

Debate Team Notes

Direct students to [Debate Team Notes](#) in their Student Resource Book and go over the instructions.

Congratulations! You are now part of your high school's debate team. Your first debate is coming up and you need to prepare your argument. The topic of your debate is: Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society? To prepare, you must form your opinion (either for or against big business during the Gilded Age) and draft your argument notes.

✓ Must-Haves

Debate team notes must include

- ☐ a compelling thesis statement. (15 points)
- ☐ at least two pieces of evidence to support your argument. (40 points)
- ☐ an explanation of your reasoning that shows how your evidence supports your thesis. (25 points)
- ☐ a closing statement. (10 points)
- ☐ evidence from today's lesson and historically accurate information. (10 points)

Optional Scaffold

The following sentence stems may be used to support the activity.

- *The rise of big business during the Gilded Age was . . .*
- *For example, big business . . .*

- *Also, . . .*
- *This proves . . .*
- *As a result, . . .*

Digital Consideration

Teacher may allow students to use a district-approved technology application to record and edit their arguments.

Monitor students as they work and assist as needed. *(Student product will vary.)*

If time permits, allow students to share their arguments with peers.

Teacher Moves



CLOSE THE LESSON 10 minutes

1. Collect completed debate team notes.
2. Ask students to answer the guiding question: Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society? *(Answers will vary.)*
3. Ask students to consider the unit investigative question in the context of this lesson: How did industrialization, urbanization, immigration, and expansion bring changes to American society? *(Accept all reasonable responses. Based on today's lesson, students might say that the wealthy captains of industry created some long-lasting influences on society in the arts, education, etc.)*



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Student Resource Book

Excerpt

The background is a black and white photograph of an industrial facility, likely a steel mill or refinery. It features large cylindrical storage tanks, complex piping, and a tall, multi-level structure with ladders and walkways. The sky is overcast. Overlaid on the left side is a large orange circle. Inside the circle, the word "UNIT" is written in white, uppercase letters. To the right of the circle is a large, stylized orange number "1".

UNIT

The Gilded Age



INVESTIGATIVE QUESTION

How did industrialization, urbanization, immigration, and expansion bring changes to American society?

The Gilded Age was a time of rapid social, economic, and political change in the United States. The nation shifted from a mostly agricultural society to one dominated by industry and manufacturing, becoming an economic powerhouse. But beneath the glitter of wealth and progress lay overcrowded housing, poor working conditions, corruption in politics, and great inequality.

In this unit, you will be asked to think deeply about this era of contrasts. As you move through the unit, ask yourself: How did industrialization, urbanization, immigration, and expansion bring changes to American society? You may be surprised to discover your answer changes as you learn about The Gilded Age.

The Pros and Cons of Big Business



GUIDING QUESTION

Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society?

VOCABULARY

- **Andrew Carnegie**
- **entrepreneurs**
- **John D. Rockefeller**
- **monopolies**
- **Standard Oil**
- **trusts**

STUDENT GOALS

- Describe the political, economic, and social changes in the United States from 1877 to 1898.
- Analyze issues such as industrialization, urbanization, **the pros and cons of big business**, and the origins, growth, influence, and tactics of labor unions.
- Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.
- Use social studies terminology correctly.



► Making Real-Life Connections

Read the news headlines about big business in the United States and determine if each headline describes a pro or a con about big business. Write your answers in the spaces provided.

**MEGA-CORPORATIONS DRIVE INNOVATION,
BRINGING AFFORDABLE TECH TO EVERY HOUSEHOLD**

**SMALL SHOPS SHUTTERED AS RETAIL
GIANTS DOMINATE MAIN STREET**

**NATIONAL CHAINS CREATE THOUSANDS
OF JOBS, BOOSTING LOCAL ECONOMIES**

**CORPORATE PROFITS SOAR
WHILE WORKER WAGES STAGNATE**



PURPOSEFUL READING

► The Rise of Big Business in America

Wait for teacher's instructions.



Reading: The Rise of Big Business in America

In the decades after the Civil War, the United States transformed into a modern industrial nation. Small local shops gave way to giant corporations that dominated entire industries. The leaders behind these enterprises were celebrated as “captains of industry” when praised for their innovation and contributions. However, they were condemned as “robber barons” when their wealth and power seemed to come at the expense of workers, competitors, and even the government.

One of the most influential leaders was John D. Rockefeller, who built his empire in oil. In 1870, he founded the Standard Oil Company using both horizontal integration (when a company merges with or acquires another company at the same level of the supply chain), in which he bought out rival refineries, and vertical integration (when a company expands by taking control of its suppliers or distributors at different levels of the supply chain), where he controlled storage, shipping, and distribution. By the 1880s, Standard Oil refined nearly 90 percent of American oil. This massive scale allowed Rockefeller to cut waste, lower costs, and make gasoline far more affordable to ordinary families. Yet Rockefeller's success came at a cost. He negotiated secret shipping deals, pushed out smaller rivals, and built a monopoly so powerful that the Supreme Court ordered Standard Oil broken up in 1911.



- In this illustration John D. Rockefeller wears a robe and crown, hinting at how some people viewed the wealthy businessman.

Continued from previous page

- Factories played a key role in making steel and other goods during the Industrial Revolution.

The steel industry also became a cornerstone of big business. Andrew Carnegie, an immigrant from Scotland, rose from poverty to become the “Steel King.” He pioneered the use of vertical integration by controlling mines, mills, and railroads. He adopted the new Bessemer process, which allowed faster and cheaper steel production.

His methods made steel affordable for railroads, skyscrapers, and bridges, fueling America’s rapid industrial growth. But behind these achievements were grueling realities for his workers, who often faced long hours, low wages, and unsafe conditions. The 1892 Homestead Strike, a violent clash between Carnegie Steel and its workers, revealed the harsh consequences of prioritizing profit over people.

In finance, J. P. Morgan emerged as the most powerful banker of the time. He stabilized struggling railroads and orchestrated corporate mergers. In 1901, Morgan purchased Carnegie’s steel company and merged it with others to form U.S. Steel, the nation’s first billion-dollar corporation. It controlled about two-



- J. P. Morgan (center) was one of the most powerful bankers in the early 1900s.

thirds of American steel production. Many admired Morgan for bringing stability and efficiency to chaotic industries, but others feared that he and a handful of financiers held too much influence over the nation's economy and even its government.

The rise of these giant corporations had profound consequences. On one hand, big business encouraged mass production, technological innovation, and national marketing. This lowered prices and made goods more widely available. On the other hand, the government's laissez-faire, or "hands-off," approach allowed unsafe labor conditions, child labor, and hazardous products to go unchecked.

By the early 1900s, public pressure led to antitrust laws and new regulations. Many of the industrialists turned to philanthropy. Carnegie alone gave away more than \$300 million to build libraries, schools, and cultural institutions. Yet the debate over these men's legacies continues.



T-Chart: The Rise of Big Business in America

Pros of Big Business	Cons of Big Business

ANALYZING VISUALS USING OPTICS

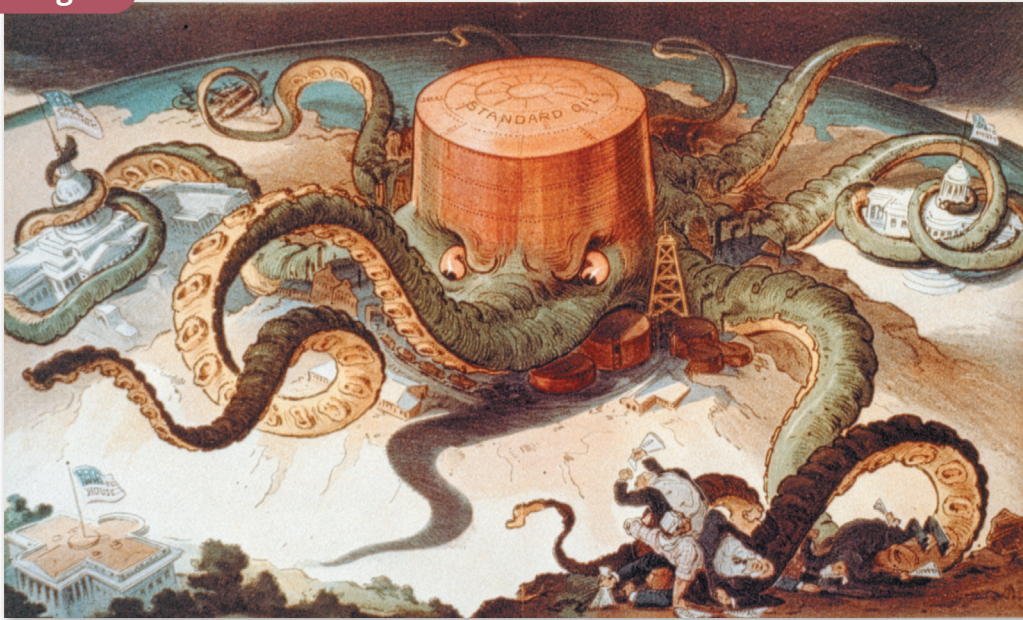
► Standard Oil Political Cartoons

Look at the cartoons and respond to the prompts.



Analyzing Visuals Using OPTICS: Standard Oil Political Cartoons

Image 1



Objects:

People:

Title or Time Period: "Next!"; created in 1904

Inference: *Because I see Standard Oil represented as _____, I can infer that the artist ...*

Conclusion: *The most important thing in this cartoon is _____, because it sends the message that ...*

So What? *Some people _____ Standard Oil because ...*

Image 2



Objects:

People:

Title or Time Period: "John D. Rockefeller Made the University of Chicago a Christmas Present of \$1,850,000"; created in 1903

Inference: Because I see Rockefeller represented as _____, I can infer that the artist ...

Conclusion: The most important thing in this cartoon is _____, because it sends the message that ...

So What? Some people _____ Standard Oil because ...



INFORMAL WRITING

o Debate Team Notes

Congratulations! You are now part of your high school's debate team. Your first debate is coming up and you need to prepare your argument. The topic of your debate is: Was the rise of big business in the late 19th century necessary for American progress, or did it come at too high a cost for society? To prepare, you must form your opinion (either for or against big business during the Gilded Age) and draft your argument notes.

✓ Must-Haves

Debate team notes must include

- ☐ a compelling thesis statement. (15 points)
- ☐ at least two pieces of evidence to support your argument. (40 points)
- ☐ an explanation of your reasoning that shows how your evidence supports your thesis. (25 points)
- ☐ a closing statement. (10 points)
- ☐ evidence from today's lesson and historically accurate information. (10 points)





Investigate

Investigate Project



Investigate

The Gilded Age

Student Investigative Question

How did the big changes of the 1800s—factories, cities, immigration, and moving west—transform American life, and how are we still feeling those effects today?

Your Role: Social Analyst

What This Professional Does

A Social Analyst is someone who studies how people, places, and systems change over time. They identify patterns in society and use evidence to explain how past events influence current conditions. Social Analysts often work for research groups, civic organizations, or government agencies, helping leaders make informed decisions about community needs and public policy.

Why This Role Fits the Unit

The Gilded Age was a time of enormous social transformation. As a Social Analyst, you will investigate how industrialization, immigration, urban growth, and westward expansion shaped people's lives. Your role fits this unit because it focuses on examining how those changes affect society today while providing insight that can guide leaders and communities.

Your Task: Briefing Report Presentation

A Briefing Report is a clear and focused summary that explains important information about a topic. It can be written as a short report or shared as a spoken presentation to help an audience understand an issue and why it matters.

Audience

Community leaders at a civic foundation seeking to understand how the social and economic changes of the Gilded Age continue to shape modern America.

Purpose

You will create a Briefing Report that explains how life in the United States changed during the late 1800s and connects those changes to present-day issues. Your goal is to help modern leaders understand how lessons from the Gilded Age can inform decisions about today's social and economic challenges.



✓ Presentation Must Haves

Your Briefing Report must include:

1. Executive Summary
 - a. A short overview of the major changes during the Gilded Age and their long-term impacts.
2. Historical Context
 - a. Explain how industrialization and urbanization created new opportunities and challenges.
 - b. Include examples of industrialization and urbanization such as railroads, factories, tenements, and westward migration.
3. Cultural Influences
 - a. Describe how immigrant groups (e.g., Irish, German, Chinese, and others) shaped U.S. culture during this period.
 - b. Connect historical immigration patterns to ongoing cultural and economic influences today.
4. Geographic Impact
 - a. Explain how geography shaped development — through waterways, farmland, mining, and trade hubs.
 - b. Discuss how geography continues to influence where and how Americans live and work.
5. Case Study Summary
 - a. Choose one city or region (for example, New York City, Chicago, or the southwest).
 - b. Explain what industries defined that city or region in the 1800s, how industrialization or immigration influenced it, and how it has evolved over time.
6. Lessons for Today
 - a. Identify one key issue from the 1800s that still affects life today.
 - b. Connect that issue to a challenge such as housing, technology, or immigration faced by people in the United States today.
7. Recommendation Section
 - a. Choose one area for modern leaders to focus on — for example:
 - i. Improving housing and infrastructure
 - ii. Supporting immigrant education and opportunity
 - iii. Regulating technology and workplace safety
 - iv. Balancing land use with environmental protection
 - b. Use evidence or reasoning to justify your recommendation.



Grading Rubric (Total: 100 points)

Section	Description	Points
Historical Understanding	Accurately explains how the 1800s changed the U.S. socially, economically, and culturally.	25
Analysis & Connections	Clearly connects historical changes to modern-day issues.	25
Organization & Clarity	Report or presentation is logical, well-structured, and easy to follow.	20
Evidence & Case Study Use	Uses historical details and a strong case study to support ideas.	20
Presentation & Professionalism	Communicates clearly, confidently, and with a professional tone.	10

The Process

Activate Background Knowledge

- Reflect on what you already know about industrialization, urbanization, immigration, and westward expansion.
- Discuss how these changes created both new opportunities and major challenges in the 1800s.

Conduct Research Using Course Materials

- Use your Student Resource Book and class resources to learn how the Gilded Age transformed the U.S.
- Collect evidence about how these shifts affected work, culture, and population growth.

Extend Research

- Add at least one outside resource such as a map, political cartoon, photograph, or short video.
- Include the title and brief description of the source.
- Explain how the resources add value.

Build Your Task

Introduction

- Introduce your role as a Social Analyst and identify the audience you are addressing (community leaders).
- Explain the purpose of your briefing: to analyze how the major changes of the 1800s



still influence life in America today.

Key Points

- Focus your analysis on the following themes:
 1. Industrialization—How factories and modern technologies transformed work and production.
 2. Urbanization—How cities expanded rapidly and faced challenges like housing and sanitation.
 3. Immigration—How immigrant groups shaped labor, culture, and opportunity.
 4. Westward Expansion—How land use and settlement created new opportunities and conflicts.

Case Study Summary

- Present one example (city, region, or industry) that illustrates change brought about by the Gilded Age.
- Explain how geography, industry, or immigration shaped the place you selected and how it has evolved in modern times.

Lessons for Today

- Identify one key lesson from the Gilded Age that can guide decisions today.
- Explain why it matters now and how it relates to a current issue (e.g., affordable housing, technology, or the environment).

Recommendation Section

- Select one area for today's leaders to focus on.
- Use reasoning and evidence to explain your recommendation and its connection to history.

Self-Reflection Checklist

I can . . .

- explain how industrialization, urbanization, immigration, and westward expansion changed life in the United States.
- provide a clear case study with supporting evidence.
- connect lessons from the Gilded Age to modern issues.
- offer a thoughtful recommendation for today's leaders.
- communicate my analysis clearly and confidently in a report or presentation.



Investigate

Instructional Framework

Mission

Social Studies School Service partners with PreK–12 teachers and leaders to develop the capacity of students to effectively communicate ideas, think critically, make informed decisions, and become engaged citizens.

Core Value	What will students do during instruction?
Students should own their learning	- Students pose, investigate, and answer questions. - Students participate in active learning strategies to analyze social studies concepts, support assertions, and find possible consequences or solutions. - Students talk about their discoveries with their peers. - Students communicate and act upon their new learning.
Students must interact with text and visuals	- Students interact with primary and secondary sources. - Students interact with digital media and visual representations.
Geography is a foundation of social studies	- Students use geographic skills to pose, investigate, and answer questions. - Students use a hands-on approach to interpret maps, globes, graphs, charts, and other geographic tools. - Students make predictions and assertions. - Students communicate and act upon their new learning.
We embrace multiple narratives	- Students see themselves reflected in their learning experiences. - Students experience narratives different from their own. - Students engage in conversations with their peers. - Students develop empathy for others.
We consider all learners	- Students use scaffolds and supports to access their learning. - Students engage in extension activities to apply their knowledge at new levels.

Social Studies School Service Instructional Framework

The Social Studies School Service instructional framework is an interrelated set of systems and expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This is important because an instructional framework ensures teachers gain the knowledge and skills to plan and teach lessons that meet the needs of all students.

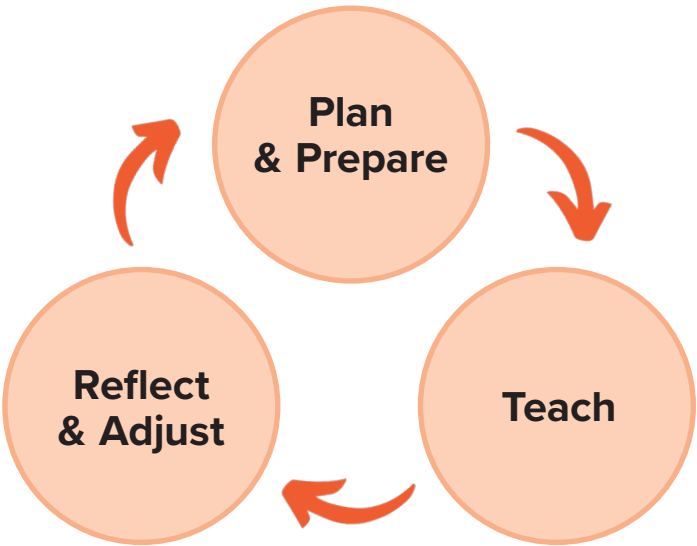


Figure 1. SSSS instructional framework

Phases	What will the teacher do <u>before</u> , <u>during</u> , & <u>after</u> Tier 1 Instruction?
Plan and Prepare	• Unpack Standards and Build Content Knowledge • Plan with the End in Mind • Gather and Prepare Resources and Materials • Consider All Learners • Collaborate and Practice
Teach	• Engage and Connect • Deliver New Content • Assess Student Mastery • Close the Lesson
Reflect and Adjust	• Examine and Analyze Student Work • Review and Reteach • Provide Interventions • Extend Learning

Lesson Delivery

The Lesson Delivery Process is the means by which you communicate knowledge to learners. This implies that you need to use certain strategies, resources, and technologies to deliver the intended learning experience and meet specific goals.

Lesson Delivery Process	What does it mean?
Engage and Connect	Consider short experiences, ten minutes or less, that will help preview key concepts and tap into students' interests, prior knowledge, and personal experiences. Such experiences and activities establish the context for learning. There is no single formula for a preview assignment. Note: This is applicable to Dimension 1: Developing questions and planning inquiries of the Inquiry Arc (C3 Framework).
Deliver New Content	- Students acquire new information as outlined by state standards. - Lessons should engage students in reading, structured classroom discussion, and writing. - Teachers should use strategies to help students interact with traditional and nontraditional text. - Teachers should use strategies that will help students read, examine, and analyze primary and secondary sources. - Teachers should use strategies to help students analyze geographic tools—e.g., maps, graphs, charts, and databases. - Teachers should use strategies to help students interact and engage with multimedia. - Students should engage in Active Learning strategies such as discussions, case studies, role play, simulations, etc. Note: This is applicable to Dimension 2: Applying disciplinary concepts and tools and Dimension 3: Evaluating sources and using evidence of the Inquiry Arc (C3 Framework).
Assess Student Mastery	Include assignments or lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. We considered these activities during the Plan and Prepare phase of the instructional framework (Plan with the End in Mind). Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. - Students might complete these activities individually, with a partner, or in small groups while the teacher monitors the work. - Activities during this part of the lesson cycle can take many forms but are always aligned with the learning goal and continue to push students toward mastery of the content.

	Here is where teachers will determine if students understood the lesson objective. This informs the Reflect and Adjust phase of the instructional framework. Teachers might review, reteach, or facilitate a small-group intervention to clarify misconceptions. Note: This is applicable to Dimension 4: Communicating conclusions and taking informed action of the Inquiry Arc (C3 Framework). Keep in mind that it is not a true inquiry design model if students have not taken informed action outside the walls of the classroom.
Close the Lesson	The purpose of the closure is to revisit learning objectives and, in many instances, connect the learning back to the Engage and Connect part of the lesson delivery process. Strategies used to close the lesson include: • Reviewing and summarizing the lesson • Consolidating key information • Creating a link to new ideas and building anticipation for the next lesson • Creating opportunities and space for students to express concern, ask questions, and clarify their own learning In addition to the Assess Student Mastery step of the lesson delivery process, teachers may also use this time to assess student learning. This will help to determine the steps needed for the next phase of the instructional framework, Reflect and Adjust.