

**Lesson 3**  
**Famous People Of the Gilded Age**  
**(1880-1910)**

**Subject Area:** “Famous People of the Gilded Age”

**Grade/Group:** Grade 5/6

**Time Frame:** 1 Week/ 5 periods (40 minutes)

**Objectives:** The students will:

- identify and research famous people, both locally and nationally, who made contributions to the “Gilded Age” (NCSS Standard 3,5)
- research specific individuals using multiple resources (NCSS Standard 8)
- write a biographical statement from the first person point of view (NCSS Standard 4)
- present the completed writing assignment (3) in an interview form for the class

**Materials:**

Timeline from previous lessons  
List of web sites for research  
Hard copy content (enclosed)  
List of References

**Learner Factors:**

Students will have prior knowledge based upon lessons related to historical events, continuous time line, and CD (enclosed). Students may be assigned method of research and length of assignment based upon individual abilities. Students will be encouraged to complete this assignment on the computer. Teacher discretion as to decisions about small groups/individual implementation of research can be based upon personal knowledge of abilities of students. Short informational biographies are included to be used for those students needing shorter reading assignments. For those students who have difficulty writing, a photograph or illustrations (primary resources) may be accepted with the oral part of the lesson. Students who will not be able to perform in front of the class might serve as the videographers.

**Motivational Activities:** Teacher will dress up as a person of great wealth and read the enclosed statement in the first person. References to events from the “time line” may be included. A review of “point of view” may be incorporated into this simulation.

**Lesson Development:**

**\*\*\*Teachers may use 1 or more of the suggested developmental activities included in this week of instruction.**

**Day 1:**

1. Teacher will complete the motivational activity.
2. A short review of significant events from the continuous timeline will be completed.
3. Teacher will provide an overview of a few of the famous people of the identified period. Students will be provided with a suggested list of famous people for choice of research.
4. Methods of research will be identified and requirements of writing will be reviewed.
5. Students will be assigned or allowed to choose an individual to research.
6. The homework assignment will be to complete a web search for related sights.
7. Teacher will schedule a “library day” in advance for the class or organize resources in collaboration with the librarian for use in the classroom.

**Day 2:**

1. This day will be used to research the famous person.
2. The enclosed form will be completed to use as a guide for recording information. Students will be encouraged to note significant dates to identify individual’s life span in relation to the visual timeline.
3. Students will be encouraged to refer to the timeline to incorporate significant events which might have influenced this person’s life.

**Day 3:**

Teacher will reread the script from the *Motivational Activity*. (See above)

1. A review of “point of view” in writing will be provided. Methods of incorporating personal writing interpretation of historical events will be discussed. Prior to writing, examples of descriptive language, imagery, figurative language will be reviewed
2. Students will use resource materials, reference sheet, and time line to complete writing about historical figure.
3. Teacher will provide students with simple writing rubric to follow.
4. Students will complete a rough draft of their “autobiographical statement”.

**Day 4:**

1. Teacher will divide the class into cooperative groups for peer editing and input.
2. Students will work with the teacher one/on one for review of final product.
3. Review of skills needed for oral presentations will be reviewed. Suggestions for costumes i.e. Dress of the Period will be reviewed. Teacher directed instruction (enclosed) Students will be provided with a time limit (5 minutes for each presentation)
4. Students will be instructed to practice reading their “autobiographical statements” for interview for homework.

**Day 5:**

1. Teacher will divide the class into groups of four.
2. Groups will have common attribute related to the researched historical figure i.e. gender profession, geographical residence, or accomplishments.
3. The teacher will act as the interviewer/narrator for each group
4. Final production will be videotaped for class to review at later date and to be used for assessment.

**Closure:** The closure for this lesson will consist of reviewing the tape as a group and providing narrative evaluations of the process of the research project (see enclosed)

**Follow Up Activities:** Students will continue participating in the activities of the unit.

**Student Assessment:**

1. Evaluation of written assignment using writing rubric.
2. Evaluation of oral presentation.
3. Evaluation of group/social interaction
4. Evaluation of week by students.