STANDARDS (NCSS)

2 d. identify and use processes important to reconstructing and interpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality

3 g. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like

3 i. describe ways that historical events have been influenced by, and have influenced physical and human geographic factors in local, regional, national, and global settings

4 b. describe personal connections to place—as associated with community, nation, and world

5 a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions and social groups

8 c. describe examples in which values, beliefs and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries

Differentiations – student and teacher choices

Content: knowledge, concepts, skills
* Explore similarities and differences from current lives to the Gilded Age
* Explore notions of what the Gilded Age meant for people who lived very different lives during that period
* Explore notions of greed and corruption
* Explore how clothing tells about the period and culture of the time
* Identify and sequence key events from the Gilded Age
* Define and name a number of primary sources used to research of the “Gilded Age”.
* Use primary sources to make conclusions about the 1900’s
* Research primary resources related to the “Gilded Age”
* Identify and research famous people, both locally and nationally, who made contributions to the “Gilded Age”
* Identify and research local and national famous events (and people) occurring during and having an impact upon the “Gilded Age” (1880 – 1920)
* Recognize differences in architectural styles
* Infer relations of buildings in Newport to ties between land and people
* Make inferences regarding some values of Americans
* Record observations of Marble House and the section of the museum reflecting the Gilded Age
* Create an architectural structure
* Explore dance steps and music of the period

Product: demonstration of material learned
* Create a Venn Diagram to compare own lives with those in a story of the period of the Gilded Age
* Present individual sources to the class
* Write a biographical statement from the first person; present in an interview form
* Creates a newspaper article for a Gilded Age newspaper.
* Create a bulletin board, powerpoint, and quiz for class peers based on one style of architecture
* Identify key aspects of the Marble House historically, physically, and stylistically
* Builds a home structure out of recyclable materials or clay to meet certain specifications.
* Perform a dance step, a complementary move, and complete a Venn Diagram compare and contrast

Grade Levels: 5/6

Lesson 1: Historical Introduction and Overview of the Gilded Age
Lesson 2: Primary Sources & Pictures (timeline)
Lesson 3: Famous People of the Gilded Age
Lesson 4: Researching Historic Events of the Gilded Age & Chronology
Lesson 5: Architectural Introduction to the Gilded Age
Lesson 6: Marble House: development of technology (CD), observational skills, senses
Lesson 7: Marble House
Lesson 8: Day in Newport: Field Trips
Lesson 9: Build Home Replicas from the Gilded Age
Lesson 10: The Charleston (a dance)

Created by: Beverley Murphy, Mary Stockard, and Dana Gurney
Assessment: See student products on Page 1 of this planner and see document called Assessments located on disk and in file after lesson plans.

Grouping: flexible, skill, cooperative, multiage, other…

Multiple opportunities are available for individual work, working in pairs (pair/share), small groups that are flexible in nature, and large groups.

Community Resources: guest speakers, field trip sites….

- Preservation Society of Newport has MANY, MANY resources!
- Salve Regina University—library contains Microfiche of The Daily News and Newport Mercury newspapers from the period.
- Lesson Plans also contain local resources related to each plan.

Time Frame:
From 10 lessons to 20 lessons depending upon desired depth of study.

Teacher Resources / Technology:
- The Barons of Newport, Terence Gavan, Copyright by Gavan, 1998
- Newport Houses by Jane Mulvagh & Mark A. Weber, Rizzoli International Publications
- Newport Mansions: The Gilded Age by Thomas Gannon, Preservation Society of Newport
- Visual Dictionary of Architecture
- History of Gilded Age
- www.digilibrary.oh.edu/modules/gilded_age/index.cfm
- www.emayzine.com/Gilded--1.htm

Lesson 1: Cornelius Vandermouse
http://dig.lib.niu.edu/teachers/lesson2-dress.html
http://likesbooks.com/newport.html
http://www.marktwainhous.org/theman/major-works.shtml

Primary Sources:
- http://history.osu.edu/Projects/US%20Cartoon/Cleveland1900.htm
- http://www.costumes.org/history/victorian-bohem/photograph1880.jpg
- http://www.cr.nps.gov/nr/whpphotoANA.HTM
- Jackdaws
- People: http://www.redwoodlibrary.org/notables/intitle.htm
- Barons of Newport

Children’s Literature: