

Co-Teaching Planning Guide

Date: 4/19/16

Co-Teachers: Josh & Ethan Mingerink

Grade Level / Content: 10th Grade History/English

Lesson Objectives:

- Students will be able to analyze the portrayal of the Gilded Era and the American Dream in *Ragged Dick* vs. the account Jacob Riis' *How the Other Half Lives*,
- Students will be able to compare & contrast the representations of housing, impoverished/orphan children's experience, and the prospects for future improvement in standard of life with its implications to the American Dream.

Content Standards Addressed:

- 1) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (CCSS.ELA-LITERACY.RH.9-10.2)
- 2) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (CCSS.ELA-LITERACY.RH.9-10.6)

Co-Teaching Model(s) used: (check all that apply)

- Parallel (Hybrid with Station)
- Station
- Alternative
- Team

Materials needed for the lesson:

- Copies of *Ragged Dick* and handout of sections from *How the Other Half Lives*.
- Exit slips
- Frame with blanks for students to fill-in

Scaffolds needed for the lesson:

- The students will need to have read *Ragged Dick* by Horatio Alger, Jr.
- The students will have been taught the history of the Gilded Age prior to class.
- The students will have been taught the concept of the American Dream.

- Students will need to know how to fill-out a frame.

UDL Principles used for the lesson:

- 2.1: Clarify vocabulary and symbols – explain tenement housing and clarify and confusing words in documents
- 3.1: Activate or supply background knowledge – Build off previous knowledge of American Dream and Gilded Age
- 8.3: Foster collaboration and community – Group work
- 6.3: Facilitate managing information and resources – Use of the frame to portray key concepts

How is the student learning assessed?

Informal assessment through observing students’ answers throughout discussions.
 Formal assessment through student responses on the exit slips.

Guide for expectations for each teacher during the lesson

	Teacher: <u>JOSH</u>	Teacher: <u>ETHAN</u>
What are the specific tasks that I do BEFORE the lesson?	<ul style="list-style-type: none"> - Print out handouts of <i>How the Other Half Lives</i>. - Set up 3 stations in room for discussion of <i>How the Other Half Lives</i> documents. 	<ul style="list-style-type: none"> - Print out blank frames and exit slips. - Email students with frame so they have electronic copy at their disposal
What are the specific tasks that I do DURING the lesson?	<p>CUE: 5 Minutes</p> <ul style="list-style-type: none"> - Welcome the students to class - Review with agenda with the class - Explain how we will break-up the class into 2 groups to study primary & secondary documents and switching half-way through class 	<p>CUE: 5 Minutes</p> <ul style="list-style-type: none"> - Pass out blank frames to students - Set-up issue we are discussing: the portrayal of the American Dream in the 2 sources.

DO PART 1: 20 Minutes

- Number my group off into 3 stations
- Explain that each section will have a different selection from *How the Other Half Lives* and detail what aspects each group is focusing on
- Have students read the document in each station – each station will have a selection focused on 1 of the 3 main divisions within the frame:
 - 1) Group 1 – “Bandits’ Roost” – Looking at tenement housing in New York City
 - 2) Group 2 – “The Problem of the Children” – Looking at the experience of children from lower class families
 - 3) Group 3 – “What to do with the boy?” – Looking at the future prospects of these children and implications for the American Dream
- Instruct students to write on a separate sheet of paper how they would fill out their section of the frame based on their reading.
- Have students focus on the specific description of the characteristic their station is analyzing
- Give students 10 minutes for students to read and discuss in their

- Have students number off by 1’s & 2’s.
- Break-up into 2 groups based on number selection

DO PART 1: 20 Minutes

- Number my group into 3 stations
- Explain that each section will have a different chapter selection from *Ragged Dick* and detail what aspects each group will be focusing on
- Have students review the chapters designated for their station – each station will have a selection focused on 1 of the 3 main divisions within the frame:
 - 1) Group 1 – Chapter 12 “Dick Hires a Room on Mott Street” & Chapter 21 “Dick Loses His Bank-Book” – Looking at Dick’s housing in New York City
 - 2) Group 2 – Chapter 1 “Dick is Introduced” * Chapter 13 “Mickey Maguire” – Looking at Dick/orphan child street experience in New York City
 - 3) Group 3 – Chapter 4 “Dick’s New Suit” & Chapter 27 “Conclusion” – Looking at Dick’s future prospects and the implications for the American Dream
- Instruct students to write on a separate sheet of paper how they would fill out their section of the frame based on their reading.
- Have students focus on the specific

	<ul style="list-style-type: none"> - Explain exit slips – Briefly explain 1 take-away about the American experience during the Gilded Age 	<p>the American Dream section</p> <ul style="list-style-type: none"> - Collect exit slips
<p>What are the specific tasks that I do AFTER the lesson?</p>	<ul style="list-style-type: none"> - Review exit slips - Discuss with Ethan any areas that - need re-teaching or reviewing 	<ul style="list-style-type: none"> - Review exit slips - Discuss with Ethan any areas that - need re-teaching or reviewing

The FRAME Routine

Key Topic
The Gilded Age

As seen through...

Ragged Dick & How the Other Half Lives

Main idea

Ragged Dick

Main idea

Similarities/Differences

Main idea

How the Other Half Lives

Essential details

- Dirty but livable
- Crime
- Sign of status not to be on street

Essential details

- Dirty, high crime
- **Unlivable vs livable**

Essential details

- Dirty and unlivable living condition
- Usually run-down & overpopulated
- High rate of death

Housing

Children's
Experience

- Orphans
- Working to pay for food (bootblacks)
- Bullying/Intimidation/Competition

- Orphans, children on street
- **Arrests/Crime high vs. hard working**

- Swarms of children on the streets
- Orphaned and/or abandoned
- Arrests & Crime are high

American
Dream

- Work hard and you will do well
- Good people get good breaks
- Easiest path is crime

- **People have potential**
- **Good people are given opportunity vs. unlikely to get opportunity**

- Most if given the chance could become something
- Very little opportunity for schooling
- Likeliest path is crime

So What? (What's important to understand about this?)

People's presentation of the Gilded Age widely differs based on the message they are trying to get across to their audience.

