

Grade Level/Subject: 8th grade SS

Class data: This class is made up of 20 students. There are no IEP's, 504, or ESL students within this class. 1 student in the class does however receive Tier 2 AIS services for social studies. Through a learning styles inventory this class has identified themselves as largely picture and word smart. In this class there are 4 African American students, 1 Asian student, and 15 White Students.

Common Core Standards: This lesson will fit into the common core NYS standards for social studies numbers **1** (History of the US & New York) & **4** (Economics).

This unit addresses the common core standard **8.1** "The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices."

Today's lesson touches specifically on standards **8.1a**"Continued technological developments and access to natural resources facilitated and Industrial Revolution that changed the modes of production." & **8.1c**"Increased industrialism expanded urban areas in the United States, particularly in Northern cities."

Lesson Objectives:

Know:

-The meaning of the words Mass Production, Bessemer Process, Supply and Demand, Assembly Line, Transcontinental Railroad, Industrialization, Urbanization.

-Changing factors in the United States that allowed America to become an Industrial Power at the turn of the 20th century.

Understand:

8.1- The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices.

Do: Students will be able to complete the following "I can" statements:

-I *can* identify the factors that helped the United States become an Industrial Power

Prior/Subsequent Learning Connections:

-Students will be identifying the before and after of each of the 5 factors which led to the United States becoming an industrial power. This will allow them to connect the ways of the United States before 1850 to the way things were done during and after the 1900's. This will require students to build on previous knowledge from both 7th and 8th grade to make these connections

Lesson Activities:

1) Introduction: Warm-Up- Witness Words. Students will complete a witness words using the words Industrialization, Urbanization, and Communication.

2) Individual Work: Students will complete worksheets that show examples of the 5 factors of Industrialization before 1850 and during the 1900's. At the beginning of this lesson students were placed into 3 categories (Eli Whitney, Henry Ford, & Bill Gates) based on readiness, determined by a pre-assessment. Each category group will be completing a scaffold version of the assignment sheet. All assignment sheets can be found on my website. The Eli Whitney group will be given the most support, Henry Ford less support, & the Bill Gates groups will be independent. Students will also be completing class notes independently.

3) Group Work: Students will be grouped based on readiness which was identified during the first lesson through a matching pre-assessment. There will be high, middle, and low level students in each group. In their groups, students will complete the LEAD (List, Experience Activity, & Discussion) activity by following the laminated instruction sheet given to each group. While working in groups, students will also be given a job card (Time Keeper, Scribe, Presenter, & Reader) which will explain to them their duties while working in the group.

4) Closure: The presenter in each group will share what their groups have come up with to address the "Discussion" task: "As these 5 factors made the United States an Industrial Power, what are 2 positive and 2 negative consequences you predict might occur?" In this response students should use 5 words from their "List".

Materials: Computers, worksheet downloaded from my website, class notes power point, class notes sheet, ticket out half sheet, America the Story of us video clip, LEAD instruction sheet, job task cards, construction paper.

Assessments (As Applicable):

- Formative- the worksheet filled out digitally in which the students found before and after images of the Industrial Revolution and completed the sentence starter “*this factor* helped the United States become an industrial power because... (this question answers the “I can” statement for today)
- Summative- responses to the LEAD activity which has students synthesize what they have learned in this lesson (standards 8.1a & 8.1c) to understand how it fits into our “key idea” (standard 8.1 as a whole).

Possible Adjustments to Lessons: