

Teacher: Michelle Hochmuth
School: Hackett Middle School
Grade Level: 8 U.S. History
Time Period: 43 minutes

Unit Topic: The Industrial Revolution
Anticipated Time Frame: 11-12 days

Rationale:

The Industrial Revolution is a very special time in our nation's history. Many modern day inventions that are taken for granted, such as the light bulb, sewing machines, elevators, and cars, were first being developed and mass produced. During the mid to late 1800's, a spark in technology vastly changed the way the world developed. With this technology boom came the increase in urban and suburban populations. Cities expanded upwards for the first time, which allowed greater numbers of people to live in the same place. However, with these great achievements came unforeseen negative side effects. Jobs became more dangerous and safety regulations were not yet in place. Slums and tenements developed causing high death tolls because there was poor sanitation. Through these perils though, America was able to flourish. Reforms were put in place to stop child labor, to ensure safety precautions were taken in work places, to limit the amount time someone could work per day, and to ensure fair competition of businesses kept prices down for consumers. All these reforms have influenced the modern era and students should be aware of why these safety precautions are now in place. Having students put themselves in the shoes of different members of society will enhance their appreciation for the trials and tribulations people went through in order to secure the safety and protection of living in the modern world.

Unit Objectives:

Students will understand the causes and effects of the Industrial Revolution by examining primary and secondary source materials.
Students will work collaboratively to create a document from the perspective of specific members of society that lived during the Industrial Revolution.

NYS Standards:

Standard 1, Intermediate 1, Key Idea 1: Students will explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.

Standard 1, Intermediate 2, Key Idea 2: Students will investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Standard 1, Intermediate 3, Key Idea 2: Students will gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Standard 1, Intermediate 4, Key Idea 4: Students will describe historic events through the eyes and experiences of those who were there.

Calendar:

Day 1 Industrial Revolution Introduction Movie clip and Introduction questions	Day 2 Introduction questions continued Graphic organizer	Day 3 Stations 1 (Factory Life) and 2 (City Life)	Day 4 Stations 3 (Big Business) and 4 (Inventions Timeline)	Day 5 Stations review Stations Quiz
Day 6 Final Project Explained Examples provided	Day 7 Group projects are being started and worked on	Day 8-9 (or 10) Group projects are being completed	Day 10 (or 11) Group project presentations	Day 11 (or 12) Multiple Choice/Essay Exam

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Unit: Industrial Revolution

Lesson Topic: America Enters the Industrial Revolution

Date(s): Day 1 and 2

Lesson Objectives:

Students will identify the causes and effects of the American Industrial Revolution by filling in a graphic organizer.

New York State Standards:

Standard 1, Intermediate 2, Key Idea 2: Students will investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Activities:

1. Students will complete the POD: (3 minutes)
Day 1: Explain how natural resources and new means of transportation affect the growth of Industry in the United States?
Answer: Natural Resources and new means of transportation affected the growth of industry because people began developing new inventions, people could move from one place to another more easily, and people wanted more goods.
Day 2: Describe as many negative effects of Industrialization as you can.
Answer: Some negative effects of Industrialization are overcrowded tenements, filth in the streets, dangerous jobs like building skyscrapers, and child labor.
2. Students will copy four questions into their notebooks and told to write one word answers during the movie, but leave enough space to expand their answers after the movie. (See questions below) (5 minutes)
3. Show video: America the Story of Us- Chapter "Cities" Section 2-4. (20 minutes)
4. Questions about the movie will be reviewed. (20 minutes)
 - a. Immigrants from Europe were processed at Ellis Island and were greeted by what feature?
 - i. Answer: Statue of Liberty.
 - ii. Expanded Answer: Once immigrants arrived at Ellis Island, they were examined by doctors before allowed to enter the country. Immigrants from Asia were processed in a similar way at Angel Island in California.
 - b. Andrew Carnegie is known for revolutionizing what process?
 - i. Answer: Steel
 - ii. Expanded Answer: Carnegie was a business tycoon of the Industrial Revolution. He kept the cost of steel down whenever possible. Another

business tycoon is John D. Rockefeller. He is known for creating a monopoly on oil, called Standard Oil Trust.

- c. Urban population increased as a direct result of what kind of buildings?
 - i. Answer: Skyscrapers
 - ii. Expanded Answer: Since steel could be produced cheaper and easier, skyscrapers could be built. These buildings could be many stories tall because the electric elevator was also invented.
 - d. Poor living conditions were exposed because of what invention?
 - i. Answer: Flash gun
 - ii. Expanded Answer: Jacob Riis was a photographer that took pictures of the tenements and slums. Since there were usually no windows for light in the tenements, the invention of the flash gun allowed for pictures to be taken in low light. Many people were surprised at how bad conditions were for the poor.
5. Students will be provided with blank graphic organizer outline. Ask students what they think some of the causes of the Industrial Revolution are. Have them copy this into the organizer (ie: mass production of steel, inventions, interchangeable parts, production line, etc.) (10 minutes)
 6. Ask students what some positive and negative effects of the Industrial Revolution are. Have student's fill out information on graphic organizer (i.e.: Negative: child labor, poor sanitation, dangerous jobs, etc. Positive: speedy production, jobs for uneducated, working class emerges, urbanization, etc.) (10 minutes)
 7. Have student's identify some effects in modern society that are a direct result of effects from the Industrial Revolution (i.e.: Labor reform, Safety reforms, travel by car, etc.). (10 minutes)

Assessment: Informal- question and answer discussion

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Unit: Industrial Revolution

Lesson Topic: Station Activities

Date(s): Day 3

Lesson Objectives:

1. Students will review and discuss primary and secondary sources through station activities focused on different perspectives from the Industrial Revolution and summarize their findings.

New York State Standards:

Standard 1, Intermediate 2, Key Idea 2: Students will investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Standard 1, Intermediate 3, Key Idea 2: Students will gather and organize information about the important achievements and contributions of individuals and groups living in New York and the United States.

Activities:

1. Students will complete the P.O.D: (3 minutes)
Explain why immigrants settled in cities.
Ans: Immigrants settled in cities because they wanted to live close to people that spoke their own language, they needed factory jobs which were located in the city, and they had access to public transportation.
2. Students will be broken into pre-determined groups of 3 or 4. Students will be assigned roles: Leader, Task Identifier, Time keeper, Recorder.
 - a. Students will be explained what each role entails and descriptions will be written on the board (5 minutes):
 - i. Leader: You will make sure your group is staying focused on the task and not getting side tracked.
 - ii. Task Identifier: You will read the directions OUT LOUD to your group at all stations so everyone knows what needs to be completed.
 - iii. Time Keeper: You will make sure your group is using their time wisely and you will keep your eye on the clock.
 - iv. Recorder: You will write down the groups ideas and answers where needed. You will NOT be answering all the questions on your own.
 - b. Students will remain at the same desks throughout the stations activities.
 - c. A countdown stop watch will be projected onto the board showing how many minutes are remaining for each station.

- d. Groups will receive a folder and will be instructed to write all group members names on the folder. This will be used to collect all work from the stations activities.
- 3. All students will begin with station 1 (Factory life).
 - a. A projected video on the Triangle Shirtwaist Factory fire will be shown to the whole class. (6 minutes)
 - b. Following the video, students will be given the first Station Folder with the activities inside. (13 minutes)
 - i. The Task Identifier will read the directions to the group for the station activity.
 - ii. As per the instructions, the group leader will read the specified information.
 - iii. The recorder will copy down the ideas of the group to complete the activity.
 - c. Group activities will be placed in group folder when time is up.
 - d. Stations Folders will be collected.
- 4. All students will be given the Station Folder for Station 2 (City Life) (13 minutes)
 - a. The Task Identifier will read the directions to the group for the station activity.
 - b. As per the instructions, the group leader will read the specified information.
 - c. The recorder will copy down the ideas of the group to complete the activity.
 - d. Group activities will be placed in group folder when time is up.
 - e. Group and Stations Folders will be collected.

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Lesson Topic: Station Activities

Date(s): Day 4

Lesson Objectives:

1. Students will review and discuss primary and secondary sources through station activities focused on different perspectives from the Industrial Revolution and summarize their findings.

New York State Standards:

Standard 1, Intermediate 2, Key Idea 2: Students will investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Standard 1, Intermediate 3, Key Idea 2: Students will gather and organize information about the important achievements and contributions of individuals and groups living in New York and the United States.

Activities:

5. Students will complete the P.O.D: (3 minutes)
Explain what native-born Americans might fear about immigration.
Ans: Native born Americans might fear immigration because they thought immigrants would take jobs away from Americans or that immigrants would do the same work for less. Also, they did not want new cultures blending into the American culture, which happened when immigrants began to assimilate.
6. Students will be broken into the same pre-determined groups of 3 or 4 from Day 3. Students will be assigned different roles than Day 3: Leader, Time keeper, Recorder, and Task Identifier. Students will be explained what each role entails and definitions will be written on the board again (5 minutes).
 - a. Students will remain at the same desks throughout the stations activities.
 - b. A countdown stop watch will be projected onto the board showing how many minutes are remaining for each station.
7. All students will be given the Station Folder for Station 3 (Big Business) (15 minutes)
 - a. The Task Identifier will read the directions to the group for the station activity.
 - b. As per the instructions, the group leader will read the specified information.
 - c. The recorder will copy down the ideas of the group to complete the activity.
 - d. Group activities will be placed in group folder when time is up.

- e. Station Folders will be collected.
- 8. All students will be given the Station Folder for Station 4 (Inventions) (16 minutes)
 - a. The Task Identifier will read the directions to the group for the station activity.
 - b. As per the instructions, the group leader will read the specified information. Group leader will assign inventions to group members
 - c. Each group member will write about their assigned invention and another group member will double check the work.
 - d. Group will decide the order for the time line and recorder will glue the invention cards to the construction paper.
 - e. Group activities will be placed in group folder when time is up.
 - f. Group and Station Folders will be collected.

Assessment: Group Folders will be graded on a 25 point scale for each station completed. Students that were absent will be assigned make up work in place of the station activities.

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Lesson Topic: Stations Review and Quiz

Date(s): Day 5

Lesson Objectives:

Students will summarize the information presented through the stations activities on the Industrial Revolution through a whole class discussion and a quiz.

New York State Standards:

Standard 1, Intermediate 3, Key Idea 2: Students will gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Activities:

1. Students will complete the P.O.D: (3 minutes)
Explain what inventions in the period from 1870-1910 changed American life and how.
Ans: Some inventions that changed American life were the telephone, which increased communication and created jobs for women as switchboard operators. The electric light bulb, which could be used by the average person and led to a delivery system for electricity. The Model T car, which led to the use of assembly line production and mass production. The electric elevator, which had a safety device to stop it from falling. Lastly, the radio which allowed for wireless signals to be shared across countries.
2. Students will be asked to share their thoughts on the information presented in each station through question and answer. (no more than 15 minutes)
 - a. Describe what life was like working in a factory.
 - b. How would you feel if you were working in a factory like children at that time?
 - c. Explain what a union is and how unions helped workers
 - d. What two main ports did immigrants come to when entering America? What was the journey to America like?
 - e. Describe what life was like in city slums.
 - f. Describe the type of people Carnegie and Rockefeller were.
 - g. Explain how new inventions impact the nation?
 - h. Explain the significance of how Henry Ford's Model T car was manufactured.
3. Students will individually complete a short quiz on the information presented in the stations. They will circle their answers on the quiz and write them on a separate sheet of paper. The answer sheet will be collected. (10-12 minutes)
4. Students will take the same quiz as a group (only multiple-choice questions 1-7). They will compare their answers and collaboratively decide on the best choice. As a group, they will fill out a group answer sheet. The group answer sheet will be collected (10 minutes)

Assessment: Individual and Group answer sheets will be combined for one individual grade. (Individual quiz: 8 questions + Group Quiz: 7 questions = 15 questions total).

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Lesson Topic: Document Analysis and Project Explanation

Date(s): Day 6

Lesson Objectives:

1. Students will analyze the components of a political cartoon, news-reel skit, propaganda poster, and a poem through visuals and classroom discussion.

New York State Standards:

Standard 1, Intermediate 4, Key Idea 2: Students will understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.

Activities:

1. Students will complete the P.O.D: (3 minutes)
Explain why workers organized during the Industrial Revolution.
Ans: Workers began organizing because they wanted better and safer working conditions in factories, they wanted equal pay for equal work, they wanted less hours at work, and they wanted to end child labor.
2. Groups will be assigned and predetermined (Groups will only be different from stations groups if needed). (2 minutes)
3. The group folders and project guidelines will be distributed for students to follow along during the power point presentation and examples. Students will be informed they are to choose 1 of 4 of the project options.
4. Students will be given lyrics and listen to a rap (U.S. History Express Presentations) about the Industrial Revolution. Students will listen to a You-Tube clip of a student's rap about immigration. Elements of each will be examined. (5 minutes)
5. Students will be shown original posters that were made by unions and elements will be examined (5 minutes)
6. Students will be shown an actual and student-drawn political cartoon and elements of the political cartoons will be examined. (5 minutes)
7. Students will watch pieces of a You-Tube clip of other students performing a news-reel skit about history and elements of the skit will be examined. (5 minutes)
8. Students will be informed that they will complete a rough draft for their project first, which will be reviewed, and then students will be able to proceed to the final draft on a poster board.
9. Students will be informed they have the option to video tape themselves reciting the speech, the rap/poem/song, or news skit either at lunch or after school.
10. Students will be explained the expectations for classroom management and cleanup (classroom clean-up checklist will be hung in the classroom)
11. Students will have the opportunity to ask questions (2-10 minutes)

12. Any remaining time students will spend discussing with their group about possible project ideas. Students will need to know which project they will be working on and will be given exact guidelines/checklists to follow. Once the group chooses the project option, the checklist and rubric will be provided. The specific project checklists and rubric will be stapled to the inside of the project folders.

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Lesson Topic: Group Projects

Date(s): Day 7-9 (or 10)

Lesson Objectives:

1. Students will collaborate to create a political cartoon, newspaper skit, propaganda poster, or a rap/poem focused on a different group of society living during the Industrial Revolution.
2. Students will justify the components of their project through a written piece explaining why they chose to include specific elements.

New York State Standards:

Standard 1, Intermediate 3, Key Idea 1: Students will complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native Americans, in New York State and the United States at different times and different locations.

Standard 1, Intermediate 3, Key Idea 2: Students will gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Standard 1, Intermediate 4, Key Idea 2: Students will understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.

Standard 1, Intermediate 4, Key Idea 4: Students will describe historic events through the eyes and experiences of those who were there.

Activities:

9. Students will complete the P.O.D: (3 minutes each day)
Day 7: Explain why inventors might be more creative working in an invention factory, such as Edison's, than working on their own?
Ans: Inventors might be more creative working in an invention factory than on their own because they can brainstorm ideas together, they can have more than one person working on something to get the job done quicker, and they would be more productive overall.
Day 8: Explain why you think that it often takes a tragedy to spark reforms (changes) to occur. Give one example from the Industrial Revolution.
Ans: Sometimes it takes a tragedy to spur reforms because people don't know there's a problem until it's too late or because people are more aware of bad

situations when something bad happens. One example is the Triangle Shirtwaist Factory Fire.

Day 9: List at least 2 inventions invented during the Industrial Revolution that created entirely new industries.

Ans: Inventions that created entirely new industries were sewing machines, which led to the ready-made clothing (textile) industry, telephones, which led to switchboards and operators, and light bulbs which led to a system to deliver electricity to homes.

Day 10:

10. Students will be broken into groups of 3 or 4. One student will be assigned the role of group leader. The leader will be explained their role, which is to make sure the group is staying focused on the task and not getting side tracked.
11. Students will have access to netbooks to attain the information needed to complete the projects. (145 minutes)
 - a. Students will be given instructions to navigate to trackstar.4teachers.org on the netbooks. Depending on the project the group chose, students will use track numbers to access a list of websites that have been preselected for them to use to obtain information on the project. This information will be available on the board throughout all class periods.
12. Students will be instructed to have their group leader read the specific project checklist instructions out loud to the group. The leader will also read the “Excellent” category on the rubric out loud to the group.
13. The group leader will complete an exit slip at the end of the day 7 class addressing the following questions: What project topic has our group chosen? What is each group member responsible for completing? (5 minutes)
14. The group leader will be responsible for completing an exit slip on day 9 addressing the following questions: What did we accomplish today? What do we have left to do? Is the group staying on task? Has our group used our time wisely? (5 minutes)
15. Each class period will end with a 2-minute clean-up checklist that was explained on day 6. This checklist will be hanging on the classroom wall.
16. Groups that finish early will complete the reflection component of the project. Those that do not finish early will complete reflection for homework.

Assessment: Informal – Students will provide an exit slip explaining their progress on the project on day 6 and 8. On day 7, all student work must be in the group folders, progress will be reviewed, and feedback will be provided in writing. Suggestions for improvement will be supplied to all groups.

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Unit: Industrial Revolution

Lesson Topic: Group Presentations

Date(s): Day 10 (or 11)

Lesson Objectives:

1. Students will evaluate each group project and provide feedback through a class discussion.

New York State Standards:

Standard 1, Intermediate 3, Key Idea 3: Students will compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for those different accounts.

Standard 1, Intermediate 4, Key Idea 4: Students will describe historic events through the eyes and experiences of those who were there.

Activities:

1. Students will complete the POD: (3 minutes)
Explain something interesting that you learned while completing the project.
Ans: Responses will vary. Some Answers will be shared with the class.
2. Presentations will occur for the remainder of the period.
3. Student's group numbers will be drawn randomly to determine which group will present first. The leader of the group will show the completed project and explain the different elements the project included. Other group members can add any additional information following his or her explanation.
4. The student audience will be required to answer two questions per presentation on piece of paper.
 - a. Describe one thing you learned or found interesting about this presentation.
 - i. I learned that...
 - ii. It was interesting that...
 - b. Describe on thing you liked about this presentation and why.
 - i. I liked... because...
5. Students will be informed they can ask questions about the project but cannot provide any warm or cool feedback at first. Once all questions have been answered, students will be informed they can provide warm feedback only (What do you like about the project?).
6. The presenting group will then take a moment to self-evaluate their project based on the rubric.
7. Remaining time will be spent completing the Day 1 graphic organizer with new information that was learned at the completion of the project.

Assessment: All group projects and individual reflections will be graded based on the project rubric. Students will be assessed for an individual grade which may or may not be the same as all members of the group.

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Lesson Topic: Exam

Date(s): Day 11 (or 12)

Lesson Objectives:

2. Students will demonstrate their mastery of the material by completing an exam consisting of multiple choice, short answer, and essay questions.

New York State Standards:

Standard 1, Intermediate 1, Key Idea 1: Students will explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans.

Activities:

1. Students will be given an exam consisting of multiple-choice, short answer, and an essay question to complete during the period.