MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name Samantha Williams	**Name of Unit: Industrial Revolution**	**Date**	**Grade Level: 10th graders**
Objective	Procedures	Materials	Evaluation
WH2a - Explain the causes and consequences of the agricultural and industrial revolutions of the 18th century on the modern world.	**Monday: "*Dawn of the Industrial Age"*** **Anticipatory Set:** **The teacher will**: Write the word ***revolution*** on the chalkboard and ask students to recall what they have learned about the French Revolution. Have students think of other kinds of revolutions that affect government, the economy, society, and culture. Ask them to write descriptions of three revolutions that they are familiar with. **Modeling: The teacher will: State and explain the objectives.** *Pronounce and define vocabulary terms *Locate and discuss reading topic (pre-reading) **Work Period**: After reading the lesson, students will: Use the critical thinking skill of interpreting statistics to answer questions about agriculture in England in the 1700s and 1800s. Students analyze statistics and answer questions about agriculture in England in the 1700s and 1800s. Prompt students to help you create a graphic organizer that outlines the section content by asking: What three factors contributed to the Industrial Revolution? What is meant by calling the Industrial Revolution a "turning point"? **Closing** : (Reflection of lesson)	Textbook, portfolio, maps, pencils, paper, handouts Technology: Computer Textbook, maps, pencils, paper, graphic organizer, Computer **Technology:** Overhead projector, TV/VCR	Assessments : *Complete workbook *Student response/teacher observation Assessments : *Complete workbook *Student response/teacher observation Assessments : *Complete workbook *Chapter review/assessment *Student response/teacher observation

WH4c - Interpret information using appropriate social studies tools (e.g., primary and secondary sources, political cartoons, technology, etc.). **R.L. 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **WH4 - Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).**	Discuss with students whether statistics helped them to understand the scope of the enclosure movement in Britain. **Tuesday: "*Britain Leads the Way"*** **Anticipatory Set**: Ask students to preview this section by scanning its pictures, graphics and boldface heads. Then, ask students to write responses to the following questions: (1) What natural resources supported the early Industrial Revolution? (2) What industries were affected the most by the early Industrial Revolution? **The teacher will:** State and discuss objectives, then in a class discussion, ask students to describe how modern technology is used to facilitate transportation, communication, and education programs in museums today. **Work Period**: Divide the class into groups, and have each group write a detailed plan for one part of the exhibit. Assign each group one of the following topics: • **Why the Industrial Revolution Began in Britain** • **Changes in the Textile Industry** • **Revolution in Transportation** Encourage students to supplement information in the text with additional research. Students should list the objects, photographs, illustrations, diagrams, and machines that they want to include in their exhibit. They should write a brief description for each item. They should also create visual materials such as maps, graphs, charts, and posters. Video: Student will watch a video on the Industrial Revolution in Britain (www.historychannel.com) Wednesday: "***Hardships of Early Industrial Life"*** **Opening**: Anticipatory Set: Ask students to write a paragraph about how	Textbook, maps, pencils, paper, portfolio	

W. 10.2 Develop the topic with well chosen, relevant and sufficient facts extending definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	working in a factory may be different from working on a farm. Tell which would one they prefer to do and tell why. **Modeling: The teacher will:** *****Describe life in the new industrial city. ***** Explain how the factory system changed the way people worked. *****Enumerate the benefits and problems industrialization brought to the working class and the new middle class. **Work Period**: After reading the lesson, students will: gather information from parents, guardians, or other adults about the working life and conditions of most people today. They then compile the responses as a class and compare them to the working situations of people during the Industrial Age. Finally, the class prepares a report for the community revealing the findings of their study. **Independent practice:** The student will interview a parent, guardian, teacher, or other adult to learn about the conditions under which they work. **Closing** : • Share and compare reports • Summarize the lesson **Content Connection (ELA): Writing a Summary** **Thursday: "New Ways of Thinking"** Anticipatory Set: The teacher will have students imagine that they are candidates running for political office. They then will write a campaign speech in support of a particular ideology discussed in Section 4. Volunteers will share their ideas with the class. (Content Connection: ELA) **Modeling:**	Textbook, maps, portfolio	Assessments : *Chapter review/assessment *Student response/teacher observation *Teacher-made tests

WH3 - Describe the relationships of people, places, and environments through time.	**1.** Explain laissez-faire economics. **2.** Compare how the views of utilitarian differed from those of socialists. **3.** Summarize the ideas of "scientific socialism" introduced by Karl Marx. **Work Period**: After reading the lesson, students will imagine that they are a political candidate running for office who believes firmly in one of the ideologies described in Section 4—laissez-faire economics, utilitarianism, socialism, or communism. Students should then write a campaign speech from the point of view of the candidate. The candidate's ideology should be apparent in the speech, and speeches should be no longer than four paragraphs. To help students get started, ask: Why do political candidates give campaign speeches? Elicit from students that the speeches are one way candidates tell the voters about themselves and appeal for their votes. Tell students that their speeches should reflect these goals. **Independent practice:** **Weekly Current Event Reports** **Closing** : (Reflection of lesson) Ask several students to read their speeches aloud. As a class, discuss how the ideologies described in the section were related to the Industrial Revolution. ***Friday*:** Anticipatory Set: Have students create ideas to make themselves become thinkers of the Industrial Revolution era and volunteer to share their ideas **Modeling:** The teacher will explain how new ways of thinking transform life during the Industrial Revolution and how life today is even affected. **Work Period**: Post-reading activity Students will form small groups to make a chart titled *Technology of*	Textbook, pencils, paper, portfolio	

	the British Industrial Revolution. Each chart should have four columns titled: (1) Invention (include an illustration and the inventor's name) (2) Description, (3) Impact, and (4) Connections to Today. Instruct students to include the following four inventions: (1) the improved steam engine of James Watt, (2) the spinning mule of Samuel Crompton, (3) the steam-powered locomotive of George Stephenson, and (4) the dynamo of Michael Faraday. Students should assist one another with research. When students have finished their charts, ask them to discuss how these technological advances helped trigger the Industrial Revolution. **Independent practice:** The student will use the critical thinking skill of recognizing ideologies to write material from the point of view of Industrial Age reformers **Closing** : (Reflection of lesson) Share and compare ideas.	Textbook	

For each lesson plan, do the following:
1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology