

Molloy College
Division of Education

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EDU 316
Grade 8 Industrial Revolution History Mystery

Dr. Kevin

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Social Studies

INSTRUCTIONAL OBJECTIVES

After analyzing excerpts from primary source documents and taking part in a History Mystery students will draw evidence from the documents provided in order to analyze if Growth Mindset was present in the Industrial Revolution inventors and entrepreneurs. Groups will present their findings to the class with at least 80% accuracy.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Key idea

8.2 A CHANGING SOCIETY: Industrialization and Immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

Key Concept

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time.

This will be evident when students use their thinking like a historian skills to analyze the Growth Mindsets of Industrial Revolution Inventors and Entrepreneurs.

ELA Standard

CCSS.ELA-LITERACY S.8-4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well chosen details; use appropriate eye contact,adequate volume, and clear pronunciation.

This will be evident when students make specific claims evaluating soundness of reasoning and relevance when making a case for a Growth Mindset in the Industrial Revolution.

NCSS National Themes

VI. Power, Authority, & Governance

*This will be evident when students analyze the clues to see how the Inventors and Entrepreneurs of the Industrial Revolution **create and change** structures of power, authority, and governance.*

NCSS C3 Inquiry Arc

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

This will be evident when students analyze the documents in the History Mystery folder evaluating it and deeming it credible or not credible.

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and Using Evidence

This will be evident when students recognize and effectively select different forms of evidence used to make meaning in social studies

INSTRUCTIONAL RESOURCES

PowerPoint

Previous night's homework sheet

Mystery Video <https://www.youtube.com/watch?v=m-zgsuwshIU>

History Mystery folders

Primary sources (quotes and excerpts)

Song Lyrics

Growth Mindset vs Fixed Mindset banner

MOTIVATION

Students will watch a mystery video in order to see what a mystery is, and show that they can be solved through investigation. This will prepare them for the History Mystery activity.

DEVELOPMENTAL PROCEDURES

1. Students will review previous night's homework worksheet on "Thinking Like a Historian" *Did you find this homework doable based on yesterday's lesson?*

2. Through a PowerPoint, students will refresh their memories on sourcing, perspective, close reading, and context questions. *Which question do you prefer to write? Which question is the hardest to write?*
3. Students will be introduced to a corroboration question to prepare them for a History Mystery activity. *What do you think a history mystery involves? Have you ever solved a mystery before?*
4. Students will watch a mystery video in order to see what a mystery is, and show that they can be solved through investigation. This will prepare them for the History Mystery activity. *What qualities did Evan possess in order to solve the mystery? Why was Evan successful?*
5. Students will be put into groups for the History Mystery activity.
6. Students will receive the History Mystery envelopes and analyze the clues inside. *What clues do you think are most helpful? What clues are bad evidence?*
7. Students will place evidence on a large post it paper in one of three categories, “strong evidence (credible),” “less credible evidence,” “not credible/not relevant evidence,” and justify it in the “why” column. *Which clues can go in the credible column? Why are certain clues more credible than others? Is any bias present in the clues ?*
8. Students will then present their case to the class sharing their strongest evidence and why they chose certain clues as weaker evidence. *Which clues best support your claim? Why did you put certain clues in the not credible column?*

INSTRUCTIONAL STRATEGIES

History Mystery

Thinking Like a Historian

Collaborative group work

ADAPTATIONS

Students who struggle to work in groups will be able to choose who they will complete the activity with.

Students who struggle with reading will be provided with the clues the night before so they can

go over and analyze them before the lesson.

English Language learners will be provided with a dictionary for words they may not understand or struggle with.

DIFFERENTIATION

Visual Learners- These students will be stimulated by the PowerPoint presentation as well as seeing the clues on the post it paper in their categories.

Kinesthetic/Tactile Learners- These students will be stimulated by being allowed to move during the History Mystery and physically touching the clues to put them in order.

Auditory/Linguistic Learners- These students will be stimulated by students using the clues to state their argument about Growth Mindset being present in the Industrial Revolution

ASSESSMENT

Groups will have one representative present their argument to the class using evidence from the documents with 80% accuracy.

INDEPENDENT PRACTICE

Students will be provided with the song “Hall of Fame” by The Script and will have to analyze the lyrics indicating where Growth Mindset is present in the songs.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students who do not meet the objective will be able to meet the teacher for extra help where a worksheet and PowerPoint of the clues will be presented more in depth.

Academic Enrichment

Students who surpass the objectives requirements will go on the internet through teacher guided research and find even more evidence to make their argument stronger.

REFERENCES

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