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EDU 319

November 7, 2017

Grade 8

Topic: Causes of WWII

Social Studies

INSTRUCTIONAL OBJECTIVE

After participating in a virtual train tour on key figures of the Industrial Revolution, students will *draw from informational text to support analysis* by completing a statement strategy worksheet, with two out of the three answers supported by academic information.

STANDARDS AND INDICATORS

Social Studies Standard:

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 Concepts:

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization.

Indicator: This will be evident when the students learn about inventors and entrepreneurs by completing a statement strategy worksheet.

National Social Studies Standards and Themes

III, People, Places, & Environments

Social studies programs should include experiences that provide for the study *of people, places, and environments*, so that the learner can:

Indicator: This will be evident when students go on the virtual train ride.

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.

Indicator: This will be evident when students complete the statement strategy worksheet.

Common Core ELA Standards

College and Career Readiness Anchor Standards for Writing

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator: This will be evident when students complete the statement strategy worksheet.

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting and Using Evidence

5. Identify implicit ideas to draw inference, with support.

Indicator: This will be evident when students complete the statement strategy worksheet.

MOTIVATION

At the start of the lesson, students will be asked to put their heads down on their desks. They will listen to an NFL “mic’d up” clip, predict what the clip is about, then watch the clip. The class will discuss the important role context plays in the activity.

INSTRUCTIONAL RESOURCES

- SMARTboard
- [youtube.com](https://www.youtube.com)
- Google Slides
- Statement Strategy worksheet
- Vocabulary worksheet
- Skeleton notes outline

INSTRUCTIONAL STRATIGIES

- Class discussion

Indicator: This will be evident when students discuss with the teacher what context means to them and what it means to history after watching NFL’s mic’d up.

- Direct instruction

Indicator: *This will be evident when the teacher presents a virtual train ride on the important people during the Industrial Revolution.*

DEVELOPMENTAL PROCEDURES

- The chairs in the classroom will be prearranged for the train tour. Students will be presented a clip from a video from NFL mic'd up. First they will be told to put their heads on the desk and just listen to the video. After the video is complete students will then be asked to determine what the video was from. Next students will be shown the video and the teacher will explain that without context it would be nearly impossible for them to determine what they were watching and how this applies to history as well. (*What do you think was happening on the screen? How does this apply in history? Do you think people intentionally remove context to make you believe things are different from what they really are?*)
- Students will then go on a virtual train ride of the Industrial Revolution. They will be presented slides from google slides with important inventors and entrepreneurs and how they impacted society during the Industrial Revolution. During the train tour there will be Industrial Revolution music playing in the background. (*Who do you think that is? Do you think this man was liked or disliked? Do you think his invention/business has an impact on you today and why?*)
- After the virtual train tour students will be given statement strategies to complete on their own. What is not finished in class will be done for homework. (*Who was your favorite inventor/ entrepreneur? Do you think the Industrial Revolution was a positive or negative revolution and*

why? How is the Industrial Revolution similar to the advancements that are happening with technology in modern day?)

ADAPTATIONS

- A student who is an English Language Learner will be provided with a vocabulary list along with visuals to reference throughout the lesson.
- A student who struggles to remain focused will be provided with a skeleton outline of the Train Tour notes.
- A student with visual impairments will be given preferential seating towards the front of the classroom during the presentation.

DIFFERENTIATION OF INSTRUCTION

Content: The teacher will ask leading questions throughout the presentation to elicit students' background knowledge and personal experiences.

Process: The teacher will include written text, images, and videos during the presentation to address the various learning styles of students.

Product: The teacher will scaffold the Statement Strategy worksheet by adjusting the text to correlate with students' reading proficiency levels.

ASSESSMENT

- The teacher will formally assess students' responses on the Statement Strategy worksheet based on a teacher-created checklist.
- The teacher will informally assess students by listening to student responses throughout the lesson, as well as circulating the room and observing as students work independently.

INDEPENDENT PRACTICE

Students will work independently to complete the last section of the Statement Strategy worksheet.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students that did not easily meet the lesson objective will be placed in a small group for a Writer's Workshop. The teacher will lead the group with a short anecdote detailing an experience when he was unable to understand the context of a situation, resulting in an embarrassing moment. The teacher will then encourage students to share a similar personal experience. Students will then write how the outcome could have been different had they better understood the concept of context.

Academic Enrichment: Students that easily met the lesson objective will use the internet to find videos similar to the one presented at the start of the lesson. Students will search for clips that can be easily misconstrued without proper context. Students will present their finding, along with supporting explanations, to their peers.

REFERENCES

Best Sounds from Players & Coaches During the 2016 Season | NFL Films Presents. (2017, January 25). Retrieved November 07, 2017, from <https://www.youtube.com/watch?v=2CDkcKBOKI0>

J. (2013, September 17). The Best of Scott Joplin. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=nFeF_yFtssk

(n.d.). Retrieved November 07, 2017, from <https://www.biography.com/>

The World's Largest Education Resource. (n.d.). Retrieved November 07, 2017, from <https://www.thoughtco.com/>

Statement Strategy Worksheet



Henry Ford grew up idolizing Thomas Edison and had a dream to create a motor car for the common man. Ford ends up meeting his idol and eventually fulfills his dream of creating a car for the modern man.

In 1896 Henry Ford began working as a chief engineer for the Edison Illuminating Company, this is where he met his idol for the first time. Edison had Ford start sketching designs for a gasoline powered automobile. Henry Ford eventually leaves Thomas Edison's company and begins his own, The Ford Motor Company. The Ford Motor Company is where Henry Ford creates the Model-T, the first car created for the modern man. It is not until years later that he sees his old boss again, Thomas Edison. This is where they begin their everlasting friendship as peers. Once a year this duo would travel around the countryside in Ford's Model-T. They would go camping or stay in different hotels. The trips taken by these two inventors soon became popular news across the country. They inspired a new idea of auto-camping that soon became popular across the United States.

Statement: Henry Ford ended up working for and befriendng his idol Thomas Edison.

Agree _____

Disagree _____

Evidence:

Statement: Thomas Edison did not believe that a young Henry Ford was a great engineer which compelled Ford to leave the Edison Illuminating Company.

Agree _____

Disagree _____

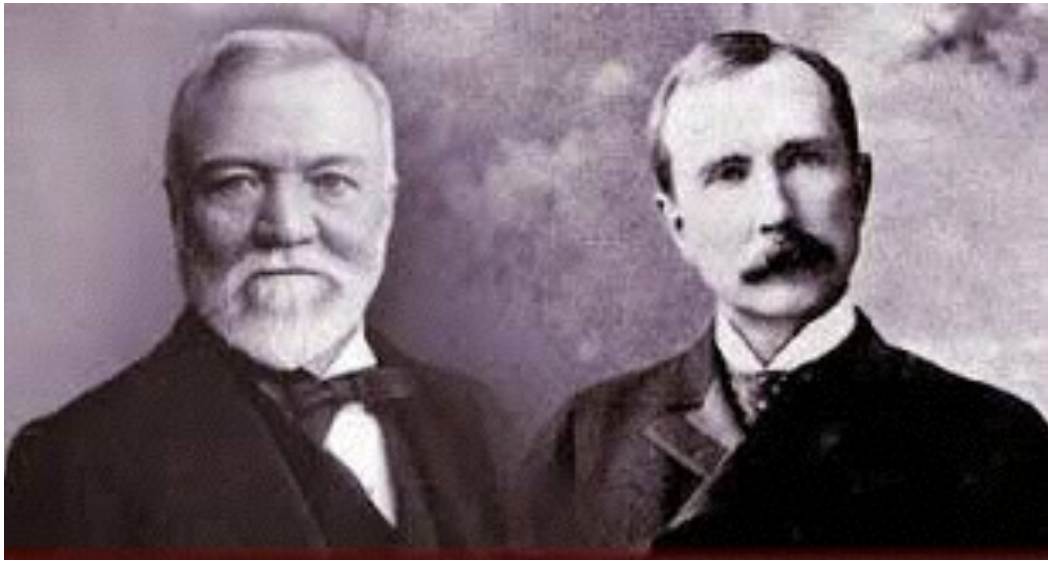
Evidence:

Statement: As a American in the 1900's, you would have idolized Henry Ford in the same way he idolized Thomas Edison.

Agree _____

Disagree _____

Evidence:



John D. Rockefeller and Andrew Carnegie were two of the richest men during the Industrial Revolution. They were also considered the men who built America. Rockefeller with oil and Carnegie with steel.

Andrew Carnegie was an Scottish-American industrialist that owned the largest steel company in the world, Carnegie Steel. He began by selling the steel to the railroads but his company soon began supplying steel for the production of skyscrapers and bridges. He was able to gain this business by driving down the costs of his product, underselling his competition. This made his steel more affordable than his competitors. To allow for his product to be so cheap Carnegie would have his steel workers work 12-hour days, with very little pay, and in very dangerous conditions. If the workers would try and strike he would just fire them and hire new ones. With this being said he was considered one of Americas greatest philanthropists. By the time of his death he donated 90% of his wealth to various charities and organizations. He built over 2,500 libraries, Carnegie Hall, and gave \$125,000,000 to establish the Carnegie Corporation, which donated grant money to education and research.

John D. Rockefeller created Standard Oil and became the first billionaire in American history. His company was able to obtain a monopoly on the other oil companies during the Industrial Revolution, because of this he was able to dictate the price of oil sold and became one of the richest men in the world. Many Americans criticized him for this saying that he was practicing business unethically. In 1890 the Sherman Antitrust Act was passed which limited monopolies. Even though his monopoly was broken Rockefeller remained one of the richest men in the world. As a child Rockefeller went to church often and was encouraged to donate money to charity as often as he could. Once his monopoly was broken he set out to do just that. Rockefeller gave away millions and millions

to charities and schools. He donated money to the University of Chicago, established the General Education Board, and created the Rockefeller foundation. The Rockefeller Foundation goal was to foster the well-being of men and women around the world. Ten years later the foundation was the largest grant-making foundation in the world and Rockefeller was considered the United State's most generous philanthropist.

Statement: Rockefeller and Carnegie had a minimal contribution to the United States during the Industrial Revolution.

Agree _____

Disagree _____

Evidence: _____

Statement: The only reason that Rockefeller and Carnegie donated their money to charity was to maintain a positive reputation to the public eye.

Agree _____

Disagree _____

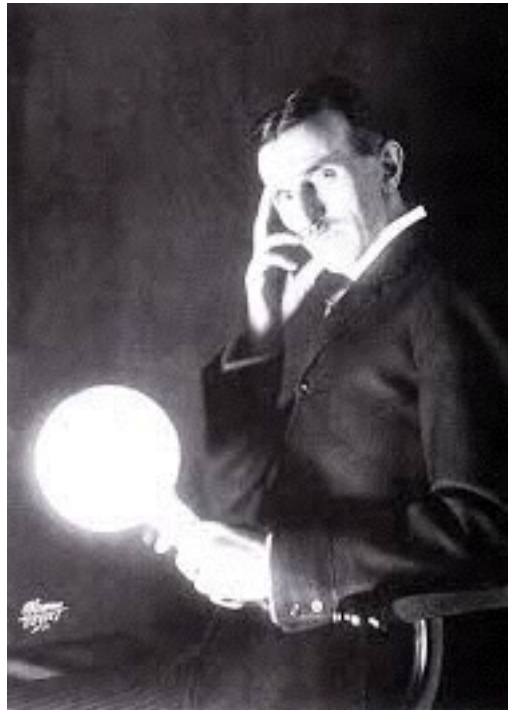
Evidence: _____

Statement: As an American during the Industrial Revolution you would have considered Rockefeller and Carnegie to be good willed people.

Agree _____

Disagree _____

Evidence: _____



Nikola Tesla had a mind way ahead of his time, he created the first X-ray and wireless remote. But his greatest invention may have been the alternating current (AC) for the lightbulb. Tesla created this current while working for Thomas Edison, the inventor of the incandescent light bulb. Tesla had been hired by Edison at \$14 a week but he was promised a \$50,000 if he could improve Edison's lighting system. Tesla proposed his idea for the AC current bulb to Edison, he claimed that it would increase voltage levels across greater distances, thus being more efficient than Edison's direct current (DC) lightbulb. This went directly against the system for lighting that Edison had set forth. Edison decided to withhold the bonus and did not accept Tesla's idea for an AC bulb. Even though Tesla knew he could learn a lot from Edison he decided to quit and go work for George Westinghouse. Westinghouse was able to prove that Tesla's AC design worked better and was safer than Edison's DC design. The United States began using the design that Tesla created and it is the same design that lightbulbs follow today.

Statement: Tesla's AC lightbulb design is the same lightbulb design that is used in modern day.

Agree _____

Disagree _____

Evidence: _____

Statement: Edison felt threatened by Tesla's AC design for lightbulbs because he thought it was better than his. Embarrassed he decided to try and make a joke of Tesla by denying his design and bonus.

Agree _____

Disagree _____

Evidence: _____

Statement: If you were in Tesla's shoes you would have left Edison's company after he denied your design.

Agree _____

Disagree _____

Evidence: _____

TRAIN TOUR INDUSTRIAL REVOLUTION LINE



NAME _____

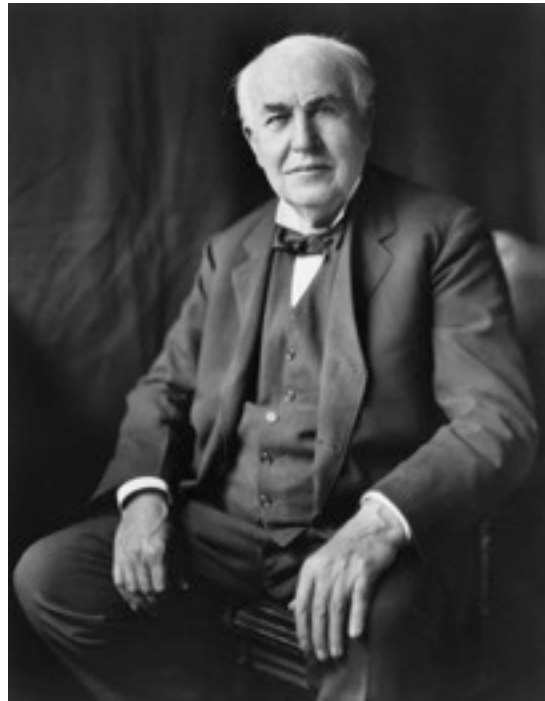
FIRST STOP



WHO: _____

WHAT: _____

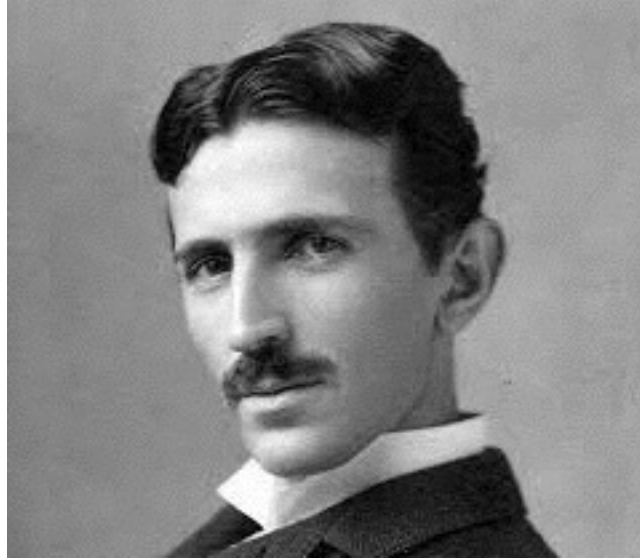
SECOND STOP



WHO: _____

WHAT: _____

THIRD STOP



WHO: _____

WHAT: _____

FOURTH STOP



WHO: _____

WHAT: _____

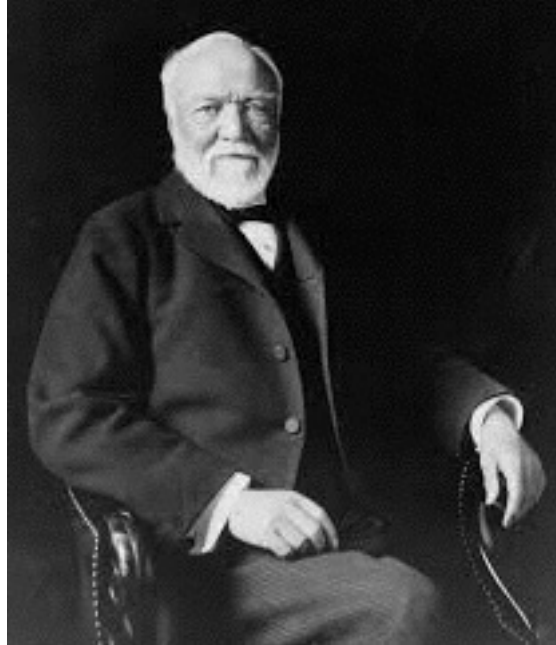
FIFTH STOP



WHO: _____

WHAT: _____

SIXTH STOP



WHO: _____

WHAT: _____

Train Tickets

