**Lesson Four**

**Molloy College**

**Division of Education**

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Course: EDU 5090 Date: December 5th, 2019

Grade: 4 Topic: Industrial Revolution Content Area: Social Studies & ELA

**STANDARDS AND INDICATORS**

**4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)**

**4.6e** Entrepreneurs and inventors associated with New York State have made important contributions to business and technology. Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.

Indicator: *This will be evident when the students are able to research different inventors and their inventions from the Industrial Revolution with primary resources by using ‘USER’ to determine whether the resources are reliable sources.*

**ELA Standard:**

**Domain:** Reading

**Cluster:** Key Ideas and Details

**Standard:** 4R3: In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.

Indicator: *This will be evident when the students are able to discuss inventors and their inventions with details and reasoning on the primary source by using ‘USER’ to determine the sources reliability.*

**Social Studies Practice Habits of Mind: Gathering, Interpreting and Using Evidence**

Indicator: *This will be evident when students recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).*

**Inquiry Arcs Standard: Evaluating Sources and Using Evidence**

Indicator: *This will be evident when the students are evaluating whether their resources are reliable sources.*

**INSTRUCTIONAL OBJECTIVE(S)**

Students will be able to use ‘USER’ (**U**nderstand **S**ourcing **E**laborate **R**eliable) in order to determine how primary documents on inventors of the industrial revolution are reliable. At the end of the lesson, students will be able to give a reflection on our compelling question, “How do we know what we learned about the inventors during the American Industrial Revolution is true?” Students will be able to give at least two examples from the week’s lessons.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION** Teacher will have students turn and talk about what kind of articles they looked at yesterday. *(Who were the inventions? What were the inventions? What kind of articles were we looking at?)*
2. Teacher will review what a reliable source consists of and will go over ‘USER’ (**U**nderstand **S**ourcing **E**laborate **R**eliable) using primary resources. *(Can you find any clues on what it is about? Who wrote the document? What is some important detail? Is this a reliable/credible source?)*
3. Students will get into cooperative learning groups with a partner and handed a primary resource on inventors from the industrial revolution.
4. Students will use ‘USER’ to take notes on each of the resources just how we did as a class. (*What do you understand is going on in this article? When was it written? Are there any facts? Is this a reliable/credible source? Why?)*
5. Papers will be collected for teacher to make sure students have a clear understanding on how to find out if a source is reliable on the industrial revolution.
6. The correct answers for the classwork will be reviewed as a class.

**ASSESSMENT *(formal & informal)***

Informal assessment

· Group discussion and group interaction while completing the ‘USER’ worksheet on primary resources during the industrial revolution.

Formal assessment

· Student’s complete ‘USER’ worksheet

· Reflection on our compelling question, “How do we know what we learned about the Industrial Revolution is true?”

**INSTRUCTIONAL STRATEGIES**

Demonstration

Indicator: This will be evident when the teacher explains to the students the term, ‘USER’, and does an example together with them as a class.

Turn and Talk

Indicator: This will be evident when the students have a turn and talk with their neighbors on what they learned yesterday and are able to tell the teacher about reliable and credible sources.

Cooperative Learning

Indicator: This will be evident when the students work with a partner to look over their primary resource and work together to take notes using ‘USER’.

Scaffolding

Indicator: This will be evident when the teacher walks around to the different groups helping the students with any questions that they have on their specific primary source.

**INDEPENDENT PRACTICE**

Students will go home and write a one page reflection on our compelling question, “How do we know what we learned about the inventors during the American Industrial Revolution is true?” Students will be required to give at least two examples from the week’s lessons.

For struggling students, they will be able to record their reflection on flipgrid.

**REFERENCES**

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Directions: Use ‘USER’ (**U**nderstand **S**ourcing **E**laborate **R**eliable) to determine if your document is reliable and credible?

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| --- | --- |
| **U (Understand)**  What do you understand?  What is the title/heading?  What stands out? | **S (Sourcing)**  Who wrote the document?  What is the author’s purpose?  Why was it written?  When was it written? |
| **E (Elaborate)**  What are the important details?  What are the facts?  What can you conclude? | **R (Reliability)**  Is the source reliable?  Is the source credible?  Why? |

|  |  |
| --- | --- |
| **U** | **S** |
| **E** | **R** |







