

Molloy College
Division of Education

Lesson Plan Instructions

Student: William Stiklickas
Course EDU 316
Grade: 8th Topic: Industrial revolution

Professor: Sheehan
Date: 8 November 2017
Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE(s) (*Lesson Objective(s) **)

After the students listen to a song, they will be broken into groups and given primary sources. They will need to Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support whether the source supports the grit or growth mindset. For homework, the students will create a Flipgrid pretending to be one of the four primary sources. They will need to defend their stance.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

ELA & Literacy Standard (NYS-CCLS)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Indicator: This will be evident when students make logical inferences from the text to prove whether the inventors and entrepreneurs were fueled by a growth mindset.

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. 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.

Indicator: This will be evident when the students read closely and determine how inventors and entrepreneurs mindset helped full the industrial revolution.

NCSS C2:

D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Indicator: This will be evident when the students read closely through sources to answer questions based on evidence.

INSTRUCTIONAL RESOURCES

- Edison record
- Copies of primary sources
- PowerPoint
- Article on R.L.A.H

MOTIVATION (*Engaging the learner(s)**)

The students will listen to a song that was recorded on an Edison Phonograph. I have two original Edison cylinder records that I will pass around the room. (*Questions: What did you think of the song? Do you think technology like this was built because Edison was fueled with a growth mindset?*).

DEVELOPMENTAL PROCEDURES

1. The students will listen to a song that was recorded on an Edison Phonograph. I have two original Edison cylinder records that I will pass around the room. (*Questions: What did you think of the song? Do you think technology like this was built because Edison was fueled with a growth mindset?*). (5 min)
2. The students will be broken up into four groups and each group will be given a different source. Each student will read their source independently. (10 min).
3. When the students are done reading, they will discuss and answer 3 questions in their assigned groups. (*Questions: Who wrote this source? their motivation? Do they take a positive of negative stance on the industrial revolution? Do you think this relates to the grit or growth mindset ?*). The students will write the answers in their notebooks. (15 min). I will be walking around making sure each group is moving in the right direction
4. Once all the students have figured out the answers, they will present them to the rest of the class. They will basically be summarizing their source and if they feel it was grit or growth. (5 min).
5. For homework, the students will use flipgrid and oppose or defend the Industrial Revolution. They will act out how the author of their source would have felt.

INSTRUCTIONAL STRATEGIES (*Learning Strategies**)

- **Cooperative Learning** (engaging groups of students in working together on a structured activity)

Indicator: This will be evident when students work in groups to discuss their primary sources.

- **Discussion** (engaging in meaningful discussions about the content)

Indicator: This will be evident when students are discussing what their primary sources mean.

ADAPTATIONS (*Exceptionality**)

- The student who struggles to focus and attend will be re-focused and re-directed through the use of specific non-verbal cues.
- The student who struggles to work in small groups will be encouraged to select his/her own peer group.
- The student who is an English learner be paired up with another student to help them read the source.

DIFFERENTIATION OF INSTRUCTION

Kinesthetic – For learners who thrive with movement, there is a jigsaw activity where the students will go into groups and discuss answers.

Auditory- For students who thrive through listening, there is a song that is going to be played as well as, a lecture to follow it up.

Visual- For students who thrive through seeing, there will be a PowerPoint to satisfy their needs.

ASSESSMENT (*artifacts* and assessment [formal & informal])**

The students will need to be able to answer the “thinking like a historian” questions with clear answers based on sound evidence from the text. There should be at least 80% of valid information.

INDEPENDENT PRACTICE

For homework, the students will create a Flipgrid. Each student will pick one of the four people that were talked about in class. The objective is to act what that historical figure would have felt about the industrial revolution.

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*edTPA academic language

**FOLLOW-UP ACTIVITIES:
DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: If there are any students that do not understand the techniques of reading like a historian, the teacher can meet up with them for extra help and go through one of the documents.

Academic Enrichment: Students who finish this lesson and has a greater understanding than the other students will be given an article on reading like a historian.

Name:

Read and answer the questions.

The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. ... This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves. ...

[The] best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise—parks, and means of recreation, by which men are helped in body and minds; works of art, certain to give pleasure and improve the public taste; and public institutions of various kinds, which will improve the general condition of the people—in this manner returning their surplus wealth to the mass of their fellows in the forms best calculated to do them lasting good. ... The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; intrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself. ... Such, in my opinion, is the true Gospel concerning Wealth, obedience to which is destined some day to solve the problem of the Rich and the Poor, and to bring "Peace on earth, among men Good-Will."

“Wealth” Andrew Carnegie

- 1) Who wrote this source? What might have been his purpose in writing this? Do you trust this ?

- 2) What does Carnegie mean by “The problem of our age is the proper administration of wealth”? What is the duty of the wealthy? Find evidence that supports your claim.

- 3) Based on this passage, do you believe Carnegie wanted to spread his own wealth to people less fortunate? Find evidence to support your claim.

- 4) Do you feel that this supported Rockefellers point of view in Document one?

Name:

Read and answer the questions.

A Ford car contains about five thousand parts—that is counting screws, nuts, and all. Some of the parts are fairly bulky and others are almost the size of watch parts. In our first assembling we simply started to put a car together at a spot on the floor and workmen brought to it the parts as they were needed in exactly the same way that one builds a house. When we started to make parts it was natural to create a single department of the factory to make that part, but usually one workman performed all of the operations necessary on a small part. The rapid press of production made it necessary to devise plans of production that would avoid having the workers falling over one another....The first step forward in assembly came when we began taking the work to the men instead of the men to the work. We now have two general principles in all operations—that a man shall never have to take more than one step, if possibly it can be avoided, and that no man need ever stoop over. ...In short, the result is this: by the aid of scientific study one man is now able to do somewhat more than four did only a comparatively few years ago. That line established the efficiency of the method and we now use it everywhere. The assembling of the motor, formerly done by one man, is now divided into eighty-four operations—those men do the work that three times their number formerly did.

Henry Ford on the production of the assembly line

- 1) Who wrote this document and why do you think they wrote this piece?
Could he have a bias ?

- 2) Was the production line a good development? For whom? Give textual evidence to support your claim

- 3) Does Henry Ford believe that production line has helped industry or slowed it down? Does he explain how this will change the factory worker's jobs?

- 4) Does Ford in this document seem to be more like Rockefeller or Hershey?

Name:

Read and answer the questions.

Before there was chocolate

Philadelphia, Jan 14 1881

Dear Uncle,

You letter received am sorry to have disappointed You but money matters are so tight with me that it is impossible to comply with your request for it takes considerable money to Get up a Cabinet which I am introducing an which will bring me some money back if wrightly Handled so You have to excuse me till I can Give it Back if aunt Martha is satisfied

Your Respects,

Nephew M S Hershey- Hershey Diaries

- 1) Who wrote this? What type of document is this?

- 2) Who said this in the letter? “*Sorry to have disappointed you but money matters are so tight with me*”. What are they saying in your own words?

- 3) From what you know about Hershey’s life has he suffered failure? Why is he writing to his uncle?

- 4) How does Hershey’s life seem to compare to Rockefeller’s from the first document?

Name:

Read and answer the questions.

Among other things, I find that I gave a cent to the Sunday school every Sunday. That is not a very large sum, is it? But that was all the money I had to give for that particular object. I was also giving to several other religious objects and what I could afford to give regularly, as I was taught to do, and it has been a pleasure to me all my life to do so. "I had a large increase in my revenue the next year. It went up to \$25 a month. I began to be a capitalist, and had I regarded myself then the same way as we regard capitalists now, I ought to have felt like a criminal because I had so much money. But we had no trusts or monopolies then. I paid my own bills, and always had a little something to give away, and the happiness of saving some. In fact, I am not so independent now as I was then. It is true I could not secure the most fashionable cut of clothing. I remember I bought mine then of a cheap clothier. He sold me clothing cheap, clothing such as I could pay for, and it was a great deal better than buying clothing that I could not pay for. I did not make any obligations I could not meet. I lived within my means, and my advice to you young men is to do just the same. John D. Rockefeller- Personal Journal entry

- 1) Who wrote this source and why? Do you think there was any reason for him to lie?

- 2) What line in the piece explains what he thought of himself?

- 3) After reading what Rockefeller said, do you believe he supported the idea of donations? What evidence is there to support that?

4) Do you believe Rockefeller's ideals would help stimulate the economy in that era? Which line supports that?

5) Do you believe this is a credible source? Why

Name:

Create a sourcing question, close reading, perspective, and context question.

I regard my people as I regard my machinery. So long as they do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they fare outside my walls I don't know, nor do I consider it my business to know. They must look out for themselves as I do for myself.

Source: *Massachusetts Bureau of Statistics of Labor, Thirteenth Annual Report*, 1883.

Business owner in Massachusetts

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