Unit 07: A New Industrial Revolution

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 25**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will explore the changes America was undergoing as the nineteenth century came to a close. Due to new technological developments and a transformation of how Americans conducted business, America began to develop into a modern, industrial nation.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details,

	quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Essential Questions

- How has new technology played a continous role in America's development?
- How has the relationship between big business and the average American changed over time?
- Why were the changes wrought by the Industrial Revolution both good and bad?

Application of Knowledge and Skills...

Students will know that...

- 1. Of Thomas Edison's over one thousand inventions, his four most well known are the lightbulb, the electrical power station, the phonograph, and the motion picture machine.
- 2. The assembly line was an industrial innovation, which increased the mass production capacity of factories.
- 3. As industry became more concentrated in factory labor, the cities of the United States became rapidly denser and larger at the turn of the Nineteenth century.
- 4. Urbanization led to overcrowded cities, inadequate sanitation, and higher crime rates, but occurred at a time of tremendous growth in the overall wealth of the country.
- 5. Ellis Island was the primary center for processing new immigrants into the country.
- 6. Common Core Focus: Industrialization came with the cost of harm to the environment, human labor, and civil rights.

Students will be able to...

- a. Compare and contrast the legacy of Thomas Edison's inventions.
- b. Explain how an assembly line works.
- c. Evaluate the factors contributing to urbanization at the turn of the nineteenth century.
- d. Describe the problems associated with urbanization.
- e. Summarize the practical and symbolic importance of Ellis Island.
- f. Common Core Focus: Experience Industrial Revolution factories and reflect upon those experiences critically.

Assessments

- Unit Test Summative: Written Test Test encompassing the major people, events, causes, and results of America's industrialization at the turn of the nineteenth century. Writing assignments will require students to write short responses focuses on supporting a claim as well as explanatory prompts. 6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.A.5.c 6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.C.5.c 6.1.12.D.5.a 6.1.12.D.5.d RH.6-8.4 RH.6-8.10 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9
- Assembly Line Formative: Other oral assessments Students will be organized into groups for building paper cars. Each group will build its cars by a different management style. The groups will attempt to build as many cars as possible in a five minute timed session. The object of the lesson should demonstrate the assembly line as the most effective industrial method. After the activity, students will reflect on the limitations of each method. 6.1.12.C.5.a 6.1.12.D.5.a WHST.6-8.2a WHST.6-8.2b WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f
- Comparing Inventions Diagnostic: Other written assessments Students will write a paragraph comparing a twenty-first century invention to the lightbulb. How did each item fundamentally change life in its time? 6.1.12.C.5.c WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4
- Critical Thinking Formative: Other written assessments Students will watch a video about Thomas Edison and answer questions about Edison's inventions that which they believe to be most important. 6.1.12.C.5.c 6.1.12.D.5.a RH.6 8.7 WHST.6 8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d

WHST.6-8.1e WHST.6-8.4.

- Ellis Island Research Questions Formative: Other written assessments Students will answer ten comprehension questions, while on a field trip to Ellis Island/American Museum of Natural History. Students will need to read placards with information and reflect on the meaning of the information in order to answer the comprehension questions. 6.1.12.A.5.c 6.1.12.D.5.d RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.2 WHST.6-8.4 WHST.6-8.8 WHST.6-8.9

- Political Cartoons Formative: Other written assessments Students will look at political cartoons regarding the urbanization and industrialization of the late 1800s and early 1900s and interpret their meaning by writing a reflection paragraph for each cartoon. 6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.B.5.b RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

Activities

- Watch a video on the inventions of Thomas Edison; answer questions and discuss his inventions, justify which should be considered the most important
- Using glue, scissors, and paper models complete an activity creating paper cars by using different management methods including the assembly line
- Evaluate the popular opinions in America regarding urbanization and industrialization by studying political cartoons of that time
- Take a field trip to Ellis Island and complete comprehension questions about different displays while on the trip
- Complete a current United States citizenship test to better understand the pressures immigrants encounter
- Use the Maps101 Alaska thematic map set to inform a one page letter to Secretary of State Seward about the wisdom or "folly" of his purchase (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3272%3Aalaska-grades-6-8&cid=164%3A6-8&Itemid=11

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Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials

- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Preview political cartoons of the late nineteenth century to build background for students on the common symbols to look for, before the students interpret the political cartoons on their own
- Preview political cartoons of the late nineteenth century that portray government corruption and big business in a negative manner; then ask students to interpret political cartoons that criticize violence by workers and workers' strikes (intermediate activity)
- Pair mixed ability students together to work together creating paper cars
- Provide a completed copy of questions and answers for the Thomas Edison video
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class

- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: lightbulb, phonograph, assembly line, mass production, urbanization, sanitation, immigration, invention

Content specific modifications to extend learning for gifted students may include:

- The students will interpret political cartoons about immigration; first they will evaluate the politics of immigration in the early twentieth century, next they will evaluate the politics of immigration in the early twentieth-first century; then the students will use the cartoons for a comparison of the two time periods (challenge activity)

Integrated/Cross-Disciplinary Instruction

During the latter years of the Industrial Revolution, the car became the iconic symbol of the time. In science class, students can explore the physics of motion using plastic cars with strings and washers attached to provide a pulling force. The students will test the speed of the vehicles and explain what forces bring the vehicles to a stop, as the cars collide with and displace barriers at the end of their run. Furthermore, the students will discuss their findings to help solidify their understanding of the forces that affect motion.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "Edison and the Age of Electricity" video - United Streaming, http://player.discoveryeducation.com/index.cfm?guidAssetId=aa99c1c2-7393-4bd0-baa2-20b89d034cf7
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.