

Jessica Durinsky

Impact on Student Learning

**Section I: Contextual Factors**

Highland High School:

Modern World History

Introduction to the Industrial Revolution – Factors of Industrialization

Ninth Grade

Lesson Taught Wednesday October 6, 2010

Highland High School is a rural school district located in Medina County.

Highland Local School district serves seven townships in Medina County. Highland is not a very diverse community. Of the 3,333 students in the district, 97% are Caucasian. Highland is labeled as having moderate to high median income. In the district, 8.8% of the students are labeled as economically disadvantaged. Disabled students make up 13% of the student population.

The community that makes up Highland Local School district draws from seven townships in Northeast Ohio: Hinckley, Granger, Sharon, Montville, Copley Medina, and Brunswick. For the most part parents in this community are very involved in their student's academic progress.

Highland High School is located in a newer building, only about 8 years old. The building provides for a clean and organized learning atmosphere for students. Each classroom is equipped with a Smart board projector, DVD/VCR, computer, Internet access, and telephone. My own classroom has a set of clickers; each classroom is equipped with sufficient technology to aid instruction.

The average class size in the Highland Local School District is 21 students. In my classroom the average number is 30. My largest class has 32 students, and there

are not enough regular desks in the classroom, but there are tables and chairs in the back of the room to accommodate for extra students. The desks in my classroom are arranged in six rows, three rows of five, two rows of six in the middle, and a row of four on the end. Such a large class size means that some students will be forced to sit in the back of the classroom. This means that instructions and notes posted on the projector must be large enough for students to view from the back of the room.

My classes are a pretty even mix of males and females, all ranging from age 14 to 15. Developmentally, my students are in the Adolescent stage. According to Erikson, prior to this stage development is based on what is done to us, now development is based on what we do, or in other words, our experiences. So it is very important to incorporate activities into my lessons that provide an active learning environment for my students. My students are also at the stage of development when they are searching for their own identity and role in society. Social relationships are very important to foster at this stage. A lot of my students participate in sports and band or choir. It is important, as a teacher, to foster these relationships in an academic setting, such as allowing students to work on projects in groups.

Out of 150 students, five are on IEP's and require adjustments to instruction and assignments. I have three students with Learning Disabilities in reading, one student with an impulse control disorder, and one student with Aspergers Syndrome. All of these students are fully integrated into the regular curriculum, although they do meet daily with tutors. Most adjustments are minor, such as extended time on tests or projects and shortened assignments. The main goal for

these students in their first year of high school is to stay organized and complete assignments on time.

The curriculum being taught is ninth grade Modern World History. The objectives and goals for the class follow closely with the Ohio Academic Content Standards for the Social Studies, Grade Nine. This lesson begins a new unit on Industrialization, the previous unit being on Enlightenment ideas. The two units are connected through the Scientific Revolution. The students already know that the Scientific Revolution paved the way for Enlightenment ideas, now they will see how the ideas and inventions from the Scientific Revolution also lead to the Industrial Revolution. The lesson being taught for this project will introduce the students to the Industrial Revolution and they will discover the causes that lead to industrialization in Europe. This lesson is important for students because it is an example of how events do not just happen, it takes a multitude of different factors combined to make change. This lesson will help student develop critical thinking and evaluating skills by providing them with the building blocks necessary to form a single, complex idea.

There are multiple assessments and activities in this lesson. The students will be taking a short pre-test, there will be short lecture to introduce the standards and the definition of industrialization, then the students will be assigned different topics to take notes on and share their notes with the class. The students will be tested during the pre-test, their notes will be checked for completion, and their comprehension of the subject will be tested on a future quiz and unit test. Also, feedback during class discussion will be taken into account for participation.

The Ohio Academic Standards addressed in this lesson include Grade Nine, History 3, Explain the causes and effects of the industrial revolution with emphasis on how scientific and technological changes promoted industrialization in England and the impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe. The standards book used is Academic Content Standards, K-12 Social Studies, distributed by the Ohio Department of Education. Standard: History; Benchmark: grades 9-10 B. Explain the social, political, and economic effects of industrialization; Grade level 9, History indicator 3.

## **Section II: Pre-assessment and Learning Outcomes**

I designed a ten question multiple choice quiz to assess my students prior knowledge of the content standards listed above. I chose these questions because they all dealt with a few important causes of the Industrial Revolution: the Agricultural Revolution, the Factors of Production, and key inventions that fueled the growth of the Industrial Revolution. The questions below reflect these important aspects of the Industrial Revolution. The pre-assessment was given to the class in the form of a clicker quiz in a slide show format. I read each question and answer option aloud for the class and allowed ample time to answer. This type of quiz format allows each student to answer anonymously; only the teacher has a list of the students' feedback. Reading each question aloud and giving sufficient time to answer the question also helps those students with accommodations that usually take tests or quizzes with a tutor.

### **Industrial Revolution Pre-Assessment**

1. A benefit of crop rotation is?
  - a. All the land is used
  - b. It puts nutrients back into the soil
  - c. It improves the amount of crops that are produced
  - d. All of the above
  
2. Which of the following was a resource that helped Britain to industrialize?
  - a. Water and coal power
  - b. Iron ore to construct machines, etc.
  - c. Rivers for inland transportation
  - d. All of the above
  
3. The first nation to industrialize was?
  - a. US
  - b. France
  - c. Great Britain
  - d. Germany
  
4. The Enclosure Movement resulted in
  - a. New agricultural methods
  - b. More small farmers moving to cities
  - c. More crops produced
  - d. All of the above
  
5. All of the following are factors of production except...
  - a. Land
  - b. Labor
  - c. Goods
  - d. Capital (money)
  
6. Which industry was the first to be transformed by the Industrial Revolution?
  - a. Transportation
  - b. Textile
  - c. Steel
  - d. Meat packing
  
7. An entrepreneur is a person who
  - a. Invents something new for the Industrial Revolution
  - b. Has a great idea for a new business
  - c. Manages a business that someone else owns
  - d. Organizes, manages, and takes on the risks of a business
  
8. The expansion of railroads during the Industrial Revolution
  - a. Increased crop production
  - b. Took away vital resources needed for production of goods
  - c. Enlarged the market for industry

d. Forced small farmers to move to factory jobs

9. Jethro Tull is the inventor of the

- a. Seed drill
- b. Spinning jenny
- c. Steam engine
- d. Telegraph

10. All of the following innovations from the Industrial Revolution improved communication except

- a. The telephone
- b. The cotton gin
- c. Better transportation
- d. The telegraph

Answer Key:

- 1. D
- 2. D
- 3. C
- 4. D
- 5. C
- 6. B
- 7. D
- 8. C
- 9. A
- 10. B

### Section III: Design for Instructional Experiences

#### Modified Praxis III Lesson Plan

<b>YOUR NAME:</b> Ms. Jessica Durinsky	
<b>LESSON TITLE:</b> Introduction to the Industrial Revolution - Factors of Industrialization	<b>SUBJECT AREA:</b> History
<b>GRADE LEVEL:</b> 9 <sup>th</sup> grade	<b>TIME ALLOCATION:</b> 50 min
<b>OBJECTIVES:</b> Set the stage for studying the Industrial Revolution and analyzing its causes and effects. Students will understand and be able to explain the scientific and technological changes that promoted industrialization in England.	
<b>STANDARDS:</b> <b>History (Grade 9)</b> 3. Explain the causes and effects of the Industrial Revolution with emphasis on: <ul style="list-style-type: none"><li>a. How scientific and technological changes promoted industrialization in the textile industry in England;</li><li>b. The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe;</li><li>c. The changing role of labor and the rise of the union movement</li></ul>	

- d. Changes in living and working conditions for the early industrial class, especially women and children;
- e. The growth of industrialization around the world.

<p><b>GROUPING OF STUDENTS:</b> Students will work individually for most of class time. For homework they will be assigned to groups and given different assignments but each student will work independently</p>	<p><b>PRIOR KNOWLEDGE NEEDED:</b> The students have just learned about the scientific revolution, the Enlightenment, and the American and French Revolutions. They will need to be able to recall the effects of the scientific revolution.</p>
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<p><b>MATERIALS:</b> Textbook, <i>Patterns in World History</i>, McDougall – Littell. Lecture notes</p>	<p><b>MODIFICATIONS FOR SPECIAL NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. The content and strategies will be modified based on the individual students’ IEPs.</li> <li>2. Reading learning-disabled children will be given modified assignments with shorter requirements or longer completion time.</li> <li>3. All notes will be posted online.</li> </ol>
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**INSTRUCTIONAL MODELS:** Inquiry Lesson

<p><b>PROCEDURES AND ACTIVITIES:</b></p> <p><b>Motivational Opening/Engagement</b></p> <p>Set: Introduce standards to students</p> <ul style="list-style-type: none"> <li>• Review Scientific Revolution with students</li> <li>• Connect Scientific Revolution to Industrial Revolution</li> </ul> <p>Pretest: students will take a short quiz to determine their prior knowledge about the scientific revolution (ISL requirement)</p> <p><b>Developmental Activity/Exploration</b></p> <p>Activity: Guided note-taking</p> <ul style="list-style-type: none"> <li>• Teacher connects Scientific Revolution to Industrial Revolution, Introduces definition of Industrial Revolution</li> <li>• Students use graphic organizer to take notes.</li> <li>• Students will be divided into three groups; each group is assigned a section of the chapter to outline notes.</li> <li>• Students will first share and compare notes within their groups</li> <li>• Students will share notes with entire class</li> </ul> <p><b>Developmental/Closing Activity/Explanation</b></p> <ul style="list-style-type: none"> <li>• Discussion guided by teacher, includes critical thinking questions.</li> </ul>	<p><b>TIME:</b></p> <p>5 min</p> <p>10 min</p> <p>25-30 min</p>
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<p><b>Closing/Transfer/Elaboration</b></p> <p>Close: critical thinking and evaluating questions</p>	<p>5-10 min</p>
<p><b>EVALUATION AND ASSESSMENT:</b></p> <p>Lesson evaluation and assessment: The students' graphic organizer will be checked during a regular notebook check.</p> <p>Authentic assessment: Student participation: The students will share their notes with the class</p> <p>Formal assessment: Students will take a 10-question clicker quiz over the material covered in the lesson.</p> <p>At the end of the unit the students will complete a 50 question multiple-choice test with a take home essay.</p>	
<p style="text-align: center;"><b>SUPPORTING MATERIALS</b></p> <ul style="list-style-type: none"> <li>✓ Attach, in sequential order, the supporting materials, the actual documents (e.g., lecture notes, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson.</li> <li>✓ The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use.</li> </ul>	

**Post-Assessment/Evaluation**

**Diagram A**

Question	Standard	Percentage (%) of students that answered correctly on the Pre-test	Percentage (%) of students that answered correctly on the second test.
1	Ohio Academic Content Standards K-12 Social Studies, Grade Nine History Standard: 3. Explain the causes and effects of the Industrial Revolution with emphasis on: a. How scientific and technological changes promoted industrialization in the textile industry in England	61%	96%
2	Grade Nine History 3.a.	43%	78%
3	Grade Nine History 3.a.	70%	96%



4	Grade Nine History 3.a.	26%	70%
5	Grade Nine History 3.a.	35%	87%
6	Grade Nine History 3.a.	22%	83%
7	Grade Nine History 3.a.	70%	96%
8	Grade Nine History 3.a.	78%	78%
9	Grade Nine History 3.a.	22%	74%
10	Grade Nine History 3.a.	83%	100%

Diagram A shows the standard associated with each question and how well the class as a whole performed on that particular question. For nine out of the ten questions on the pre-assessment, the class showed improvement after taking the assessment the second time around.

### Diagram B

<u>Student Pre-Assessment</u>											<u>Student Post-Assessment</u>												
ID	1)	2)	3)	4)	5)	6)	7)	8)	9)	10)	% Correct	ID	1)	2)	3)	4)	5)	6)	7)	8)	9)	10)	% Correct
a	D	D	C	B	A	C	D	C	C	A	50%	a	D	D	C	B	C	B	D	C	A	B	90%
b	D	A	C	B	C	A	D	C	C	B	60%	b	D	D	C	D	C	B	D	C	A	B	100%
c	D	A	C	D	C	B	D	C	C	B	80%	c	D	D	C	D	C	B	D	A	D	B	80%
d	D	B	C	B	B	C	B	C	C	B	40%	d	D	D	C	D	C	B	D	C	C	B	90%
e	B	B	A	B	A	B	D	C	B	B	40%	e	D	D	C	D	C	A	D	C	A	B	90%
f	D	D	C	A	A	C	D	C	C	B	40%	f	D	D	C	D	C	B	D	C	A	B	100%
g	B	A	A	B	C	D	C	C	C	B	30%	g	D	D	C	D	C	A	D	C	A	B	90%
g	B	A	C	B	A	C	D	C	D	A	30%	h	D	D	C	D	C	B	D	C	A	B	100%
i	D	D	A	D	A	B	D	A	A	B	70%	i	D	D	C	D	C	-	D	C	A	B	90%
j	D	D	C	D	C	C	C	B	C	B	60%	j	D	D	C	B	C	B	D	B	A	B	80%
k	B	D	A	B	C	B	D	C	A	B	70%	k	D	D	C	B	C	B	D	C	A	B	90%
l	D	A	C	B	A	A	C	B	-	B	30%	l	D	D	C	D	C	B	D	C	A	B	100%
m	D	D	C	C	A	A	D	C	A	B	70%	m	D	D	C	D	C	B	D	C	A	B	100%
n	D	D	C	B	D	A	D	C	A	B	70%	n	D	D	C	D	C	B	D	C	A	B	100%
o	B	C	C	D	B	A	C	A	C	B	20%	o	B	D	C	B	C	B	D	C	B	B	70%
p	B	D	B	A	D	B	D	C	A	B	60%	p	D	D	C	D	-	B	D	A	A	B	80%
q	D	D	C	D	D	C	D	C	C	B	70%	q	D	D	C	B	C	B	D	C	A	B	90%
r	D	A	C	A	A	B	C	D	C	B	30%	r	D	A	C	D	C	B	D	C	A	B	90%
s	D	A	C	A	C	C	D	C	C	B	60%	s	D	D	C	D	C	B	D	C	C	B	90%
t	B	C	C	C	C	C	D	C	B	B	50%	t	D	D	C	B	C	B	D	C	A	B	90%
u	B	B	C	B	C	C	D	C	C	B	50%	u	D	A	C	D	C	B	C	D	B	B	60%
v	C	B	D	B	D	C	D	C	C	D	20%	v	D	C	B	B	C	B	D	C	A	B	70%
w	D	D	C	D	A	A	B	C	C	-	50%	w	D	B	C	B	A	B	D	C	A	B	70%

Diagram B above depicts the students' outcomes for the pre-assessment and the assessment. On the pre-assessment 74% of the class got a 60% (a failing grade) or lower. From the pre-assessment I learned that most of my students have some knowledge of the Industrial Revolution or some knowledge of the effects of the Industrial Revolution. I determined from the reassessment that my students needed to learn the general causes of the Industrial Revolution; including the Agricultural Revolution, the Factors of Production, and a few of the key inventions and innovations that fueled the Industrial Revolution.

From the students performance on the pre-assessment I was able to determine the learning outcomes that I wanted the class to achieve. The students will understand the causes of the Industrial Revolution, including the Scientific Revolution; the Agricultural Revolution; Factors of Production; and key inventions that helped spread the Industrial Revolution. These learning goals directly reflect the Ohio Academic Content Standards for the Social Studies. The students need to learn this content in order to completely understand how the Industrial Revolution impacted our society, economics, and politics today. After the lesson, I used the same format for assessment that I used for the pre-assessment. I did this to see how much the lesson impacted my students' knowledge of the material.

After taking the test again, 94% of the students that failed the pre-assessment received a grade of 70% (a passing grade) or higher. Out of the entire class, 96% passed the second assessment. 50% of the students improved their scores by 40% or more; 65% of the students improved their scores by 30% or more; and 90% of the students improved their scores by 20% or more.

There are three students with IEPs in the class that was tested. Student d has Aspergers syndrome, Student k has an emotional disorder, and Student r has a learning disability in reading and writing. All three of these students are accommodated for by giving shortened assignments or longer completion time and the option to take tests and quizzes with a tutor. Student d and Student r both failed the pre-assessment; their scores were a 40% and a 30% respectively. Student k did not fail the pre--assessment, but only score a 70%. All three students scored a 90% on the second assessment, a passing grade and a large improvement from their previous scores.

#### **Section IV: Analysis of Student Learning and Success of Teaching**

##### **A. Student Learning**

For the most part, my students learned the content goals that I set for them. I can see this when comparing each students pre-assessment test score with their post assessment test score. Every student improved his or her score from the pre-assessment to the post assessment, even if only a little bit. Most of the students greatly improved their scores after the lesson I taught, which leads me to believe that they did indeed learn the goals and objectives that I set for the lesson.

The activity was very effective for the students. The class worked very well in their groups and as individuals as well. The students were able to discuss the answers with groups before discussing with the class as a whole; I find that this greatly improves participation for the class as a whole. The students willingly shared the information that they found on their own, essentially teaching their classmates the content.

## **B. Reflection on Teaching**

If I were to teach this lesson plan again there would be just a few changes that I would make. The form of pre-assessment that I used, a quiz using a class clicker set, I really liked and the students like it as well. I would keep the objectives the same and the prior knowledge needed would not change. I used a lecture and inquiry model of instruction for this lesson and I would only make a few changes to the actual instruction. I would like to make the student's note-taking more clarified, instead of having the students just outline the chapter or section I would give them a few of the notes or important ideas to look for and identify. These important ideas would coincide with the learning goals. The grouping worked very well with the students working individually at first and then with groups. Accommodations would stay the same for students with the same needs as this class, as would materials and safety issues. The procedure would not change. The summative assessment would stay the same as well. Overall this lesson went over very well with the class and it was effective in accomplishing the objectives. The instructional strategies I employed in this lesson will definitely be used in future lesson plans for this class, as they were very effective.

The University of Akron



The Office of Student Teaching

INTRODUCTION TO

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: REN SKELLEY Lesson Topic: INDUSTRIAL REVOLUTION Date: 10/6/10

<p><b>Observation Notes:</b></p> <p><u>OBJECTIVES:</u> SET STAGE FOR STUDYING INDUSTRIAL REVOLUTION + ANALYZING ITS CAUSES &amp; EFFECTS. STUDENTS UNDERSTAND &amp; EXPLAIN SCIENTIFIC &amp; TECHNOLOGICAL CHANGES THAT PROMOTED INDUSTRIALIZATION IN ENGLAND</p> <p><u>PROCEDURE</u></p> <p><u>PRETEST</u> - TAKE SHORT QUIZ TO DETERMINE PRIOR KNOWLEDGE ABOUT SCIENTIFIC REVOLUTION (15L REQUIREMENT) 5 MIN</p> <p><u>SET</u> REVIEW SCIENTIFIC REV WITH STUDENTS CONNECT " " TO INDUSTRIAL REV. 10 MIN</p> <p><u>ACTIVITY</u> STUDENTS DIVIDED INTO 3 GROUPS DISCUSS SECTION OF CHAPTER TO OUTLINE STUDENTS SHARE NOTES WITH CLASS.</p>	<p><b>Strengths:</b></p> <p><u>ORGANIZATION</u> - LESSON + UNIT PLAN WELL ORGANIZED</p> <p>- MANY DIFFERENT ACTIVITIES THROUGHOUT PERIOD, CHANGE ACTIVITIES SMOOTH. A-1 A-4</p> <p>- SEVERAL FORMS OF ASSESSMENT, ENVIRONMENT. A-5</p> <p>- SPECIAL NEEDS - NOTES ONLINE + MODIFIED ASSIGNMENTS</p> <p>- STUDENTS ARE WELL BEHAVED AND GOOD JOB HELPING STUDENTS TO FOCUS B-2 B-4</p> <p>WAS ABLE TO ADAPT TO CLICKER PROBLEM (GOOD)</p> <p><u>TEACHING</u> DOES GREAT JOB OF ARTICULATING GOALS + PROCEDURES</p> <p>Goals for Student Teacher: C-1</p> <p>- LESSONS ARE VERY TIME EFFECTIVE AND STUDENTS KEPT ON TASK. C-5</p>	<p><b>Recommendations:</b></p> <p>- USED SMARTBOARD FOR QUIZ</p> <p>- USED TURNPOINT SOFTWARE FOR CLICKER C-1</p> <p>- GOOD USE OF LEVEL OF QUESTIONS AND CONNECTING TO PRIOR KNOWLEDGE. C-3</p> <p><u>PROFESSIONALISM</u> - GIVES POSITIVE FEEDBACK TO STUDENTS OR ATTENDED A MT CONFERENCE 9/130 + HOME COMING DANCE D-4</p> <p><u>RECOMMENDATIONS</u> NO MAJOR PROBLEMS. AREAS TO WORK ON</p> <p>- VARY VOICE</p> <p>- HUNGER</p> <p>- MOVE FROM ROOM</p> <p>- INTRB / CLOSURE</p> <p>Supervisor's Next Steps:</p>
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Next Observation Date: \_\_\_\_\_

- JESSICA HAD 33 DISPLAY  
 Focus: OF COUNTRY (LATIN AM) PROJECT  
 AD-D NEWSPAPER PROJECT FALL C-3 GOOD STUDENT FEEDBACK

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students: ✓	B1 Demonstrates and encourages fairness ___	C1 Communicates goals, procedures and content clearly and accurately ✓	D1 Reflects, self-evaluates and assesses effectiveness of student learning ✓
A2 Selects appropriate instructional goals/objectives ✓	B2 Creates an environment of respect and rapport ✓	C2 Makes content comprehensible to students ___	D2 Demonstrates efficacy, or capacity to make an impact ✓
A3 Designs coherent instruction: ✓	B3 Expresses positive and challenging learning expectations ✓	C3 Uses strategies and discussion techniques to extend student thinking ✓	D3 Establishes supportive and cooperative relationships with colleagues ___
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning ✓	B4 Manages student behavior: ✓	C4 Checks student understanding through consistent, varied and timely feedback ___	D4 Establishes supportive and cooperative relationships with families ✓
A5 Assesses student learning of goals and objectives ✓	B5 Organizes physical space ___	C5 Manages time effectively during the lesson ✓	