

<b>YOUR NAME:</b> Ms. Jessica Durinsky	
<b>LESSON TITLE:</b> Industrial Inventions: How the Railroad Conquered the West	<b>SUBJECT AREA:</b> History
<b>GRADE LEVEL:</b> 9 <sup>th</sup> grade	<b>TIME ALLOCATION:</b> 50 min
<b>OBJECTIVES:</b> 1. The students will evaluate and analyze how the construction of railroads during the Industrial Revolution contributed to the industrialization of Europe and America. 2. The students will evaluate both the positive and negative effects that the invention of the railroads had on industrialized societies.	
<b>STANDARDS:</b> <u><b>History (Grade 9)</b></u> 3. Explain the causes and effects of the Industrial Revolution with emphasis on: <ol style="list-style-type: none"> <li>How scientific and technological changes promoted industrialization in the textile industry in England;</li> <li>The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe;</li> <li>The changing role of labor and the rise of the union movement</li> <li>Changes in living and working conditions for the early industrial class, especially women and children;</li> <li>The growth of industrialization around the world.</li> </ol>	
<b>GROUPING OF STUDENTS:</b> Students will work individually on the assignment and during lecture.	<b>PRIOR KNOWLEDGE NEEDED:</b> The students have just learned about the causes of the Industrial Revolution and the living and working conditions during the Industrial Revolution. Students will also use their prior knowledge of Enlightenment ideals, such as equality and natural rights.
<b>MATERIALS:</b> Video: History Channel <i>Modern Marvels: How Railroads Conquered the West</i> Video #181 Notes Sheet for Video Lecture Notes	<b>MODIFICATIONS FOR SPECIAL NEEDS:</b> <ol style="list-style-type: none"> <li>The content and strategies will be modified based on the individual students' IEPs.</li> <li>Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time.</li> <li>All notes will be posted online.</li> </ol>
<b>INSTRUCTIONAL MODELS:</b> Document Based Questions/Modified Interactive Lecture	
<b>PROCEDURES AND ACTIVITIES:</b>  <b>SET:</b> Review working conditions/spread of Industrialization with class. Pass out notes sheets and introduce video to class.  <b>Activity</b> <b>Video:</b> <ul style="list-style-type: none"> <li>Students will be instructed to watch a video on the construction of railroads during the industrial revolution.</li> <li>Students will be given a notes sheet to use for notes during the movie.</li> </ul>	<b>TIME:</b>  5 min  20-25 min

<ul style="list-style-type: none"> <li>• After finished with viewing the video the teacher will guide the class through a discussion about the video using the questions on the students' note sheets.</li> </ul> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Teacher will present lecture notes along with critical thinking questions to help students connect video topic to lecture topic.</li> </ul> <p><b>Close:</b>  <b>Teacher will review main topics of the day, leave students with inquiry as to what the future has in store for industrialized countries.</b></p>	<p>5-10 min</p>
<p><b>EVALUATION AND ASSESSMENT:</b>  Lesson evaluation and assessment: The students notes will be checked during a regular notebook check.  Authentic assessment: Student participation: the students will participate in class discussion after the video and in discussion during lecture.  Formal assessment: At the end of the unit the students will complete a 65 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>	

History Channel

Modern Marvels: RR the conquered the west

Video #181

What were some of the general dangers associated with this new innovation in transportation the RR?

List and describe new inventions and innovations within the RR industry? What was the motivation for inventors to come up with these new inventions?

Describe some of the jobs in the RR industry. Wages?

Describe working conditions?

What were some of the reforms that benefited the RR industry?

What was the result of the reforms?

The University of Akron



The Office of Student Teaching

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: RON SKELLEY Lesson Topic: INDUSTRIAL INVENTIONS HOW RAILROADS CONQUERED THE WEST Date: 10/19/10

<p><b>Observation Notes:</b></p> <p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> <li>- STUDENTS EVALUATE + ANALYZE HOW CONSTRUCTION OF RAILROADS DURING IND REV CONTRIBUTED TO INDUSTRIALIZATION OF EUROPE + AMERICA</li> <li>- STUDENTS EVALUATE POSITIVE + NEGATIVE EFFECTS THAT RAILROADS HAD ON INDUSTRIALIZED SOCIETIES-</li> </ul> <p><u>PROCEDURE</u></p> <ul style="list-style-type: none"> <li>- INTRO - REMIND ABOUT ASSIGNMENTS + REVIEW WORKING CONDITIONS/ SPREAD OF IND. HAND OUT NOTE SHEETS + INTRO VIDEO "HOW RAILROADS CONQUERED THE WEST" 20-25 MIN</li> <li>- GUIDE CLAS THROUGH DISCUSSION ABOUT VIDEO</li> <li>- LECTURE NOTES - ORGANIZED ON SMART BOARD</li> </ul>	<p><b>Strengths:</b></p> <p><u>ORGANIZATION</u> JESSICA ALWAYS HAS WELL WRITTEN AND APPROPRIATE LESSON + UNIT PLANS A-2 A-3 - GOOD INTRO (ASSIGNMENT REMINDERS) + REVIEW PREVIOUS KNOWLEDGE</p> <p><u>GOOD CHOICE OF VIDEO</u> (WENT WELL WITH TOPIC) A-4</p> <p><u>ENVIRONMENT</u> JESSICA WALKED AROUND ROOM + MONITORED NOTE TAKING DURING VIDEO. B-4</p> <p><u>TEACHING</u> GOOD HAVING QUESTIONS FOR NOTES WITH VIDEO</p> <p>JESSICA HAS SEVERAL ACTIVITIES AND USES ENTIRE CLASS PERIOD (ON TASK) C-5</p>	<p><b>Recommendations:</b> JESSICA HAS MANY, VARIED + TIMELY FEEDBACK OF STUDENTS KNOWLEDGE (QUIZ, NOTE CHECKS, EXAM, PROJECT, + GOOD PARTICIPATION QUESTIONS) C-4 A-1 A-5</p> <p><u>PROFESSIONALISM</u> JESSICA HANDLED PARENT/TEACHER CONC FOR HER CLASSES AND ATTENDED SOCCER GAME. D-4 WRITES SELF-EVALUATION EACH VISIT (GOOD) TO ASSESS LESSON D-1</p> <p><u>RECOMMENDATIONS</u> SOME GOOD QUESTIONS - BUT SOME TIMES SLOW DOWN + PULL FROM MORE DESCRIPTION FROM STUDENTS</p> <p>- STUDENT BEHAVIOR GOOD (START TO ADD LITTLE HUMOR ETC.)</p> <p>- WALK AROUND ROOM MORE STUDENTS RESPECT YOU BUT IT WILL HELP WITH RAPPORT.</p> <p>- GET CLOSURE IN (TIME)</p>
<p><b>Goals for Student Teacher:</b></p> <ul style="list-style-type: none"> <li>- GOOD RESEARCH PROJECT ON INVENTIONS! RESEARCH + CREATE ADVERTISEMENT FOR 3 INVENTIONS + INCLUDE PRRACANDA IN AO.</li> </ul> <p>RUBRIC (GOOD) C-3</p>		

Next Observation Date: \_\_\_\_\_

Focus: \_\_\_\_\_

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

Timely lesson plans

Dispositions

Attendance