Lesson Planning Template

In developing the lesson plan, this format must be used. It is a slightly-modified version of the format required in student teaching (available on the College of Education website via the "student teaching" link), to which annotation has been added. Copy and paste this template into a file for your use. Delete the annotation (but leave the headers intact) as you complete your lesson plan.

YOUR NAME: Ms. Jessica Durinsky				
LESSON TITLE: Introduction to the Industrial Revolution – Factors of Industrialization	SUBJECT AREA: History			
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min			

OBJECTIVES: 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.

STANDARDS:

History (Grade 9)

- 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;
 - b. The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe;
 - c. The changing role of labor and the rise of the union movement
 - d. Changes in living and working conditions for the early industrial class, especially women and children;
 - e. The growth of industrialization around the world.

GROUPING OF STUDENTS:	PRIOR KNOWLEDGE NEEDED:		
Students will work individually for most of class time.	The students have just learned about the		
For homework they will be assigned to groups and	scientific revolution, the Enlightenment, and the		
given different assignments but each student will work	American and French Revolutions. They will		
independently	need to be able to recall the effects of the		
	scientific revolution.		
MATERIALS:	MODIFICATIONS FOR SPECIAL NEEDS:		
Textbook, <i>Patterns in World History</i> , Mcdougall –	1. The content and strategies will be		
Littell. Lecture notes	modified based on the individual		
	students' IEPs.		
	2. Reading learning disabled children will		
	be given modified assignments with		
	shorter requirements or longer		
	completion time.		
	3. All notes will be posted online.		
INSTRUCTIONAL MODELS: Inquiry Lesson	-		

PROCEDURES AND ACTIVITIES: Motivational Opening/Engagement Set: Introduce standards to students • Review Scientific Revolution with students • Connect Scientific Revolution to Industrial Revolution

Pretest: students will take a short quiz to determine their prior knowledge about the scientific revolution (ISL requirement)	10 min
Developmental Activity/Exploration	
Activity: Guided note-taking	25.20
 Teacher connects Scientific Revolution to Industrial Revolution, Introduces definition of Industrial Revolution 	25-30 min
Students use graphic organizer to take notes.	
• Students will be divided into three groups, each group is assigned a section of the chapter to outline notes.	
 Students will first share and compare notes within their groups 	
Students will share notes with entire class	
Developmental/Closing Activity/Explanation	•
Discussion guided by teacher, includes critical thinking questions.	
Closing/Transfer/Elaboration	5-10 min
Close: critical thinking and evaluating questions	

EVALUATION AND ASSESSMENT:

Lesson evaluation and assessment: The students graphic organizer will be checked during a regular notebook check. Authentic assessment: Student participation: The students will share their notes with the class

Formal assessment: At the end of the unit the students will complete a 50 question multiple choice test with a take home essay.

SUPPORTING MATERIALS

- ✓ 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.
- ✓ 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.

Industrialization

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;
- b. The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe;
- c. The changing role of labor and the rise of the union movement
- d. Changes in living and working conditions for the early industrial class, especially women and children;
- e. The growth of industrialization around the world.

Scientific and technological changes: Scientific Revolution Review How did the Scientific Revolution impact Europeans?? How were their lives changed by the Scientific Revolution?

Industrial Revolution

Great greatly increased output of machine made goods Machines did many jobs that were once done by hand (ex. weaving textiles) Started in England in 1700's quickly spread to Continental Europe and N America

Factors that led to Industrialization: what they did, effect Agricultural Rev

Enclosure – experiments with larger fields = more production, ppl move to cities

Crop rotation – more crops

Livestock breeding

Seed drill

Critical thinking: why might it be easier for large farmers to experiment than for family farmers?

How is population increase connected to improved conditions?

Factors of Prod

Land, labor, money Great Britain – map, resources, banks, people

Inventions

Textile – flying shuttle, spinning jenny
Steam engine – transportation
Why do you think one invention led to another?
How were englands cotton industry and Americas cotton growers linked?

Close: was the revolution in agriculture necessary to the industrial revolution? Which was the most important invention, why?

Student Teacher Observation Form

Visit # __9 __10 __11 __12 __13 __14 __15 __16

The University of Akron



The Office of Student Teaching

INTRODUCTION FO

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: REN SKELLEY Lesson Topic: INDUSTRIAL REVOLUTION Date: 16/6/10

Observation Notes:	Strengths:	Recommendations:
OBJECTIVES: SET STAKE FOR STUDING	ORGANIZATION-LESSON P	USED SAPRIBUPED FOR QUIZ
INDUSTRIAL REVOLUTION + ANALTZING	UNIT PLAN WELL CREAMITED	COOD USE OF LEVEL OF
ITS CAUSES & EFFECTS, STODELTS	PHROUGHOUT PERIOD, CHAPE	LA THE STATE OF TH
LINDERSTOND I EVOLUNI SI TITLE		
PROMOLOGICAL CHANGES THAT	- SEVERAL POLOTS OF PERSON 12-5	FEEDBACK TO STUDENTS 0-2
PROMOTED INDUSTRIPLIZATION IN ENGL	PROSPECIAL NEEDS - NOTES	ATTENDED A ATT COMPERENCE 90/36 - HOME COMING
PRETEST - TOKE SHORT QUIZ TO DETERMI	BEHAVED AND COUDER HELPH	COPNICE D-4
PRICR KNOWLEDGE ABOUT SCIENTIFIC REUGLUTION (ISL REGURENEUT) 5 MIN		PROBLEMS DREAS TO WORK ON
SET REVIEW SCIENTIFIC REU ITM STUDENTS CONNECT " TO INDUSTRIAL REU.	CHURS PROBLEM (GOOD)	- VARY UGILE
ACTIVITY STUDENTS DIVIDED INTO 3 GRUUPS	Goals for Student Toecher:	Supervisor's Next Steps:
STUDENTS SMARE NOTES WITH CLASS	EFFECTIVE PRO STUDENTS KEDT ON TASK C-5	
Next Observation Date:	- JESSICA HAD BB DISPLAT	ET COAD STUDENT

		AD-O NEWPONER PROJECT FOR	C-3 FEOBOCK
Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction FRENCH REU.	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students:	B1 Demonstrates and encourages fairness	C1 Communicates coals, 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 1	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	C5Manages time effectively during the lesson	

Timely lesson plans

Dispositions

Attendance