

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Effects of the Industrial Revolution	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: Students will take a quiz on the material learned in the previous lesson The students will create a list of the positive effects that the Industrial Revolution had on society, economics, and politics The students will work collaboratively to create a thesis and outline for a five paragraph essay	
STANDARDS: <u>History (Grade 9)</u> 3. Explain the causes and effects of the Industrial Revolution with emphasis on: <ol style="list-style-type: none"> How scientific and technological changes promoted industrialization in the textile industry in England; The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe; The changing role of labor and the rise of the union movement Changes in living and working conditions for the early industrial class, especially women and children; The growth of industrialization around the world. 	
GROUPING OF STUDENTS: Students will work individually for the clicker quiz. Students will form groups of four to brainstorm the positive effects of the Industrial Revolution. Students will stay in those groups to work on essays.	PRIOR KNOWLEDGE NEEDED: The students have just learned about the effects that the Industrial Revolution has had on the working population and the reforms that came as a result. The students have also learned about inventions from the Industrial Revolution and how they impact society today.
MATERIALS: Textbook, <i>Patterns in World History</i> , McDougall – Littell. Lecture Notes Essay Questions handout.	MODIFICATIONS FOR SPECIAL NEEDS: <ol style="list-style-type: none"> The content and strategies will be modified based on the individual students' IEPs. Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time. All notes will be posted online.
INSTRUCTIONAL MODELS: interactive lecture	
PROCEDURES AND ACTIVITIES: Set: Students review previous day's lesson through clicker quiz Activity 1: <ul style="list-style-type: none"> Teacher puts students into groups of 4 or 5. Within groups students are given the task of creating a list of the positive effects of the Industrial Revolution. Students may use their notes and textbook. The class will regroup as a whole to create a list of positive effects of the Industrial Revolution using the lists that the students made in groups Additional material for the list will be provided by the teacher in the form of Lecture Notes on the 	TIME: 10 min 10 min 10 min

<p>board.</p> <p>Activity 2</p> <ul style="list-style-type: none"> • Students remain in groups • Students are given a prompt for a five paragraph essay • As a group, students will work collaboratively to brainstorm and create a thesis statement for the essay prompt. • The students will individually write their own essays using the thesis created in their group. <p>Close:</p> <ul style="list-style-type: none"> • Show students test review on class website. Homework is to work on essay and study for test and test review. 	<p>15 min</p> <p>5 min</p>
<p>EVALUATION AND ASSESSMENT:</p> <p>Lesson evaluation and assessment: Each student will participate in a clicker quiz.</p> <p>Authentic assessment: Student participation: The students will share their group lists with the class.</p> <p>Formal assessment: Homework: study for test review. Five paragraph essay and 50 question unit test.</p>	
<p style="text-align: center;">SUPPORTING MATERIALS</p> <ul style="list-style-type: none"> ✓ 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. 	

Industrial Revolution 5 Paragraph Essay

Many changes occurred in the world due to the industrial revolution. What social, economic, and political changes did the industrial revolution bring. Give Specific examples.

P1 Introduction and Thesis statement

P2 Social Changes

P3 Economic Changes

P4 Political Changes

P5 Conclusion

The University of Akron



The Office of Student Teaching

Student Teacher Name: JESSICA DORINSKY University Supervisor Name: RON SKELLEY Lesson Topic: DRESS IT ACTS AS Date: 11-2-10

<p>Observation Notes:</p> <p><u>OBJECTIVES</u> QUIZ ON MATERIAL LEARNED PREVIOUS LESSON. CREDIT LIST OF POSITIVE EFFECTS AND REV ON SOCIETY; ECONOMICS & POLITICS. WORK COLLABORATIVELY TO CREATE A THESIS + OUTLINE 5 PARAGRAPH ESSAY.</p> <p><u>PROCEDURES & ACTIVITIES</u></p> <ul style="list-style-type: none"> - CLICKER QUIZ (PREVIOUS DAY) 10 MIN - <u>ACTIVITY 1</u> GROUPS 4-6 CREDIT LIST OF POSITIVE EFFECTS (USE NOTES + TEXT) GROUPS PRESENT LISTS ADDITIONAL MATERIAL PROVIDED BY TEACHER 6:12 LECTURE NOTES. <u>CLOSURE</u> PARAGRAPH BUT ESSAY QUESTIONS BRING HW TO TO CLASS WED. 	<p>Strengths:</p> <p><u>ORGANIZATION</u> CLICKER QUIZ AND DISCUSSION SHOWS STUDENT KNOWLEDGE A-1 A-5 LESSON WELL WRITTEN + CONTINUES TO CONNECT TO UNIT. A-3 ALL ENVIRONMENT WALKS AROUND AND HELPS GROUPS, CALLS ON MANY DIFFERENT STUDENTS IN DISCUSSION B-1 AND ASKED PROBS</p> <p><u>TEACHING</u> SETS DURING LECTURE BY ALWAYS REFLECTING D-2 AND WORKS TO IMPROVE LESSON. D-1</p> <p>4 LEVELS OF CRITICAL THINKING QUESTIONS: WELL (KNOWLEDGE, COMPREHENSION APPLICATION AND ANALYSIS) C-3 ESSAY QUESTION GOOD, ORGANIZE KNOWLEDGE + WRITE C-3</p> <p>Goals for Student Teacher: STARTING TO RELATE LESSON TO TODAY C-2</p>	<p>Recommendations:</p> <p><u>PROFESSIONAL D-2</u></p> <p><u>PROFESSIONALIST</u> HAS PARTICIPATED IN DEPT. MEETINGS, TEXTBOOK ADOPTION. AND WORKS WELL WITH COOPERATING TEACHER D-3</p> <p>JESSICA STAYS ON TASK AND WORKS HARD TO HELP STUDENTS (STUDIES STUDENT BACKGROUNDS, IEPs ETC.)</p> <p><u>RECOMMENDATIONS:</u></p> <p><u>INTR OR CLOSURE:</u> USE OF SYNTHESIS OR EVALUATION (ELECTION, IND REV, UNIONS. GIVE SITUATION (TRAVEL W/ TRIP, TRAIN ACROSS COUNTRY AND</p> <p>Supervisor's Next Steps: HAVE STUDENTS STORY FOR (DESCRIBE) PAINT PICTURE TO COMPARE - HAVE STUDENTS WRITE LIST ON SMART BOARD SO YOU CAN LEAD DISCUSSION.</p>
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Next Observation Date: 11-10-10

Focus: ASSESSMENTS

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 checked="" 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 type="checkbox"/>	B2 Creates an environment of respect and rapport <input checked="" type="checkbox"/>	C2 Makes content comprehensible to students <input checked="" type="checkbox"/>	D2 Demonstrates efficacy, or capacity to make an impact <input checked="" type="checkbox"/>
A3 Designs coherent instruction <input checked="" type="checkbox"/>	B3 Expresses positive and challenging learning expectations <input 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 checked="" 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 type="checkbox"/>	D4 Establishes supportive and cooperative relationships with families <input 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

White copy: Teacher candidate

Yellow copy: Cooperating Teacher

Pink copy: University Supervisor