

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Reformers of the Industrial Revolution	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: Set the stage for studying reforms of the Industrial Revolution by reviewing negative effects of the Industrial revolution using Walmart comparison chart. Identify reformers of the Industrial Revolution and describe their reform actions.	
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 be grouped in groups of 4 for both activities. Students will be able to confer and discuss within their own group and with the entire class as a whole during discussion.	PRIOR KNOWLEDGE NEEDED: The students have just learned about the effects that the Industrial Revolution has had on the working population. The students already have some knowledge of industrial reforms. The students build upon this knowledge by discovering what the reformers took to solve these problems. The students have just watched the video <i>Walmart: the High Cost of Low Prices</i>
MATERIALS: Textbook, <i>Patterns in World History</i> , McDougall – Littell.	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: Inquiry Lesson	
PROCEDURES AND ACTIVITIES: Set: Students view and explain political cartoon about Industrial Revolution Activity 1: <ul style="list-style-type: none"> Teacher puts students into groups of 4 or 5. In groups, students review comparison chart of Industrial Revolution and Walmart (Notes from video <i>Walmart: the High Price of Low Cost</i>) Students compare issues from video and during Industrial Revolution (Working Conditions, Wages, 	TIME: 5 min 15 min (5 min)

<ul style="list-style-type: none"> • Unions, Discrimination, Effects on Communities, and Effects on Environment) within groups • Class discussion on comparison chart 	(10 min)
<p>Activity 2</p> <ul style="list-style-type: none"> • Students remain in groups • Students are given notes sheet with the industrial reformers listed • As a group and using their textbooks, students search and discover the actions that each reformer did to correct the problems of the Industrial Revolution. • Class will go over each reformer during whole group discussion. • Each group will turn in one copy of their work, randomly chosen by the teacher. 	25 min
<p>Close:</p> <ul style="list-style-type: none"> • Discuss different perspectives on the Industrial Revolution. • Introduce homework: Document based questions – students are to read four different perspectives on the industrial revolution and answer critical thinking questions. 	5 min
<p>EVALUATION AND ASSESSMENT: Lesson evaluation and assessment: Each group will turn in one notes sheet. Authentic assessment: Student participation: The students will share their comparisons and notes sheets with the class. Formal assessment: Homework: Document based questions. At the end of the unit the students will complete a 65 question multiple choice test with a take home essay.</p>	
<p>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. 	

Reforms of the Industrial Revolution

Abolition of Slavery (England)

William Wilberforce – parliament abolitionist

Others in parliament – wanted free white labor

Slave trade and slavery in British Empire

1807 Slavery outlawed in West Indies

1833 Slavery fully abolished

1865 – US

1873 - Puerto Rico

1886 – Cuba

1888 – Brazil

Women's Rights

Paid 1/3 men's wages

Mid 1800's women unionize in female dominated industries

1848 Seneca Falls Women's Rights Convention

– Declaration of the Rights of Women

1888 International Council of Women

Reps from 27 countries

Education Reforms

- more relevant curriculum
- Make more accessible to lower classes
- McGuffey's Reader: teaches reading in incremental stages
- Compulsory education
- Students divided by learning stages (grades)
- Modern Schools

Prison Reforms

Increased Suffrage

Charist Movement: England

People's charter of 1838

Small percentage of males could vote

Extend suffrage to all men

Vote by secret ballot

End property requirements for members of parliament

Pay parliament

Parliament rejected
Slow change

1884 most males could vote
1900 all demands met



Student Teacher Name: JESSICA DURINSKY University Supervisor Name: Ron Skelley Lesson Topic: _____ Date: 10-28-10

Observation Notes:

OBJECTIVES SET STATE STUDYING REFORMS OF IND REU BY REVIEWING NEGATIVE EFFECTS OF IND REU USING WALMART COMPARISON CHART. IDENTIFY REFORMERS & DESCRIBE REFORM ACTION.

PROCEDURES + ACTIVITIES

INTRO (HOOK) VIEW & EXPLAIN P&L CAPTION ABOUT IND REU. + NAT GEO ARTICLE SMIN

ACTIVITY 1 GROUPS 4-5 COMPARE CHART ON IND REU + WALMART CHART (VIDEOS) COMPARE ISSUES. (CONDITIONS, UNIONS, WAGES ETC.) DISCUSS

ACTIVITY 2 ISOLATE USE TEXT BOOKS (LOCATE ACTIONS THAT EACH REFORMER DID TO CORRECT PROBLEMS) GROUP TURN IN 1 COPY RANDOMLY CHOSEN BY TEACHER. FRQ

CLOSE EXPLAINS HOMEWORK AND ORGANIZES CLASSROOM B/LK.

Strengths:

ORGANIZATION GREAT INTRO

COMIL DISCUSSED DEALING WITH WAL-MART VIDEO SHOWN EARLIER IN WEEK. STUDENT BROUGHT IN ARTICLE IN NAT GEO MAG ON CHINA LABEL. (HOOK)

A-3 JESSICA IS VERY ORGANIZED + LESSON + UNIT PLANS WELL WRITTEN + CONNECT. A-2 A-3

ENVIRONMENT JESSICA ALWAYS HAS MODIFICATIONS FOR SPECIAL NEEDS IN LESSON + NOTES PASTED ON LINE B-3 BROUGHT CLIPS BACK TO FOCUS + MANAGED GROUPS WELL. B-2 B-4

RELEVANT - THE IND REU + WALMART COMPARISON GOING TO

Goals for Student Teacher: TO RELATING TO THEIR LIVES. A-2

Recommendations:

MADE

TEACHING LIST OF CONDITIONS FROM STUDENTS ON SMART BOARD (GOOD) JESSICA USES MANY ^{TEACHING} TECHNIQUES ACTIVITIES IN PERIOD WITH C-3

GOING TO TRANSITION. ALSO PROCEDURES + GOALS WELL COMMUNICATED C-1 STUDENTS ON TASK ALL PERIOD. C-5

PROFESSIONALISM JESSICA D-1 EXCEPTS + WORKS ON RECOGNITION WELL. HAS WORKED WELL WITH COOPERATING TEACHER. D-3

RECOMMENDATIONS

- JESSICA DOING VERY WELL!!

- HAS GOOD SENSE HUMOR BUT USE TO ^{STATE} COUNTER STUDENT COMMENTS

Supervisor's Next Steps: (FOCUS) SETTING CHART ETC

- RELATE CONDITIONS AT WALMART TO OTHER CONDITIONS TOGET STUDENTS EXP.

✓ GRADES (STUDENTS)

Next Observation Date: _____

Focus: - QUESTIONS - WAITING TIME

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 ✓	

Timely lesson plans

Dispositions

Attendance