

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: Unionization During the Industrial Revolution	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: The students will understand how unsatisfactory living and working conditions in the Industrial Revolution inspired different groups to appeal for more rights and better conditions.	
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"> 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: Students will be grouped into different teams of Factory owners and Workers. There will only be a few Factory owners and many Workers. Groups will change according to “hiring” and “firing” of workers by the factory owners.	PRIOR KNOWLEDGE NEEDED: 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.
MATERIALS: Paper clips, fake money Textbook, <i>Patterns in World History</i> , McDougall – Littell. Lecture notes	MODIFICATIONS FOR SPECIAL NEEDS: <ol style="list-style-type: none"> 1. The content and strategies will be 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: Set: Students will role-play in a simulation game to help understand the reasons behind unionization in the workforce <ul style="list-style-type: none"> • Students will be divided into two groups: Factory owners and workers. There will only be four factory owners, each factory owner can hire only five workers at a time. This will leave about ten students in the unemployment line at all times. Factory owners can hire and fire workers as they 	TIME: 15- 20 min

<p>please, they can also pay them whatever they please.</p> <ul style="list-style-type: none"> Workers will create paper clip chains in order to earn wages, factory owners will “sell” the paper clip chains to the teacher in order to get money to pay their workers. The worker and factory owner with the most money in the end will be the “winners” The objective is for the workers to organize their efforts in order to gain better wages and working conditions The teacher may guide the students to the objective with leading questions and instigative comments. <p>Lecture:</p> <ul style="list-style-type: none"> Teacher will transition from activity to lecture with guided discussion about the results from the simulation. Teacher will present notes to students in lecture format with discussion questions inserted into lecture. <p>Close/Homework:</p> <ul style="list-style-type: none"> The class will relate the reaction of workers to harsh living and working conditions during the industrial revolution to reactions of other groups, such as abolitionists, women, and educational reformers. Students will complete graphic organizer for homework: Relating abolition, women’s rights, and educational reform to the industrial revolution 	<p>15- 20 min</p> <p>10 min</p>
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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 participate in the simulation activity and in discussion
Formal assessment: At the end of the unit the students will complete a 65 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.

The University of Akron



The Office of Student Teaching

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: RON SKELLEY Lesson Topic: UNIONIZATION DURING THE INDUSTRIAL REVOLUTION Date: 10-13-10

Observation Notes:

OBJECTIVES STUDENTS UNDERSTAND HOW UNSATISFACTORY LIVING & WORKING CONDITIONS IN INDUSTRIAL REVOLUTION INSPIRED DIFFERENT GROUPS TO APPEAR FOR MORE RIGHTS & BETTER CONDITIONS.

PROCEDURE

- STUDENTS DIVIDED INTO 2 GROUPS FACTORY OWNERS & WORKERS: 4 OWNERS HIRE 5 WORKERS AT TIME. HIRE & FIRE AS THEY PLEDGE. MAKE PAPER CLIP CHAINS & SELL TEACHER TO GET MONEY FOR WAGES. FACTORY WITH MOST MONEY AT END "WINNERS!"
- TEACHER TRANSITION ACTIVITY TO LECTURE WITH GROUP DISCUSSION.
- THINK PAIR-SHARE
- CLOSURE - EXPLAINED HOMEWORK ASSIGNMENT (LINK REFORMS TO INDUSTRIALIZATION)

Strengths:

ORGANIZATION LESSON PLANS, UNIT PLAN & CONNECTIONS VERY WELL DONE A-Z ALWAYS HAS SEVERAL FORMS OF EVALUATION & ASSESSMENT: NOTEBOOK, PARTICIPATION, EXIT A-5 HOMEWORK & GOOD ASSIGNMENT. ON REFORMS: CONTRIBUTES TO LESSON WELL.

ENVIRONMENT JESSICA HAD ALL MATERIALS & NOTES WELL PREPARED B-5 MONITORS STUDENTS ACTIVITIES & STUDENTS ARE WELL BEHAVED AND RESPECT EACH OTHER B-7 B-4

PROFESSIONAL

Goals for Student Teacher: PUTS A LOT OF THOUGHT INTO HER WRITTEN REFLECTIONS FOR ME. D-1

Recommendations:

TEACHING GOOD SIMULATION PROJECT ON UNIONIZATION. STUDENTS WERE ENTHUSIASTIC & INVOLVED. C-7 EARLIER IN WEEK ASSIGNED INVENTION PROJECT. CREATIVE LESSONS & CHALLENGE STUDENTS. C-3 ISSUED CHANCES ACTIVITIES DURING CLASS AND GOOD AT TRANSITION C-5

GOOD VISUAL NOTES (LECTURE) ON SMART BOARD C-2

RECOMMENDABLES (ADDED IDEAS FOR UNIT)

- ON BOARD LIST UNIONS (UNIT)
- GOOD / BAD - PUBLIC (COOP TEACHERS)?
- CONNECT TOPICS

Supervisor's Next Steps: TO PRESENT DAY (WAL MART) (TEACHERS) (CHINE)

ADDED MATERIAL

MUSIC (HOMESTEAD STRIKE) RECORDS (PAGES FROM THE SONIC) - DISCUSS OTHER TECHNIQUES

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 <u>✓</u>	B1 Demonstrates and encourages fairness <u>✓</u>	C1 Communicates goals, procedures and content clearly and accurately <u>✓</u>	D1 Reflects, self-evaluates and assesses effectiveness of student learning <u>✓</u>
A2 Selects appropriate instructional goals/objectives <u>✓</u>	B2 Creates an environment of respect and rapport <u>✓</u>	C2 Makes content comprehensible to students <u>✓</u>	D2 Demonstrates efficacy, or capacity to make an impact <u>✓</u>
A3 Designs coherent instruction <u>✓</u>	B3 Expresses positive and challenging learning expectations <u>✓</u>	C3 Uses strategies and discussion techniques to extend student thinking <u>✓</u>	D3 Establishes supportive and cooperative relationships with colleagues <u>✓</u>
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning <u>✓</u>	B4 Manages student behavior <u>✓</u>	C4 Checks student understanding through consistent, varied and timely feedback <u>✓</u>	D4 Establishes supportive and cooperative relationships with families <u>✓</u>
A5 Assesses student learning of goals and objectives <u>✓</u>	B5 Organizes physical space <u>✓</u>	C5 Manages time effectively during the lesson <u>✓</u>	<u>BLANKLISTS, SIT DOWN, VIOLENCE, LOGOUT ETC (COONS) OWNERS VS WORKERS.</u>

Timely lesson plans

Dispositions

VIOLENCE, LOGOUT ETC (COONS) OWNERS VS WORKERS.