

Lesson Plan 1: In detail

<i>(The Agricultural and Industrial Revolution / 2 days)</i>	World History	Mr. Jon Frederick	November 1st-2nd
Lesson Essential Question (LEQ):	What impact did new technology have on a changing society?		
NC Essential Standard(s)	<ul style="list-style-type: none"> • WH.H.6.3: Explain how physical geography and natural resources influenced industrialism and changes in the environment • WH.H.6.4: Analyze the effects of industrialism and urbanization on social and economic reform 		
Activity	Details: Activities & Setting	Purpose (Rationale)	Time
Pre-Lesson <i>(Prior Knowledge, Prepare Content)</i>	<p>Day 1:</p> <p>Ask students to give a short definition of a revolution based on what they have learned in class or knowledge that they have.</p> <p>Day 2:</p> <p>The teacher informs students that revolutions can have both positives and negatives. The teacher asks the class what they thought the positives of the two revolutions were.</p>	<p>Day 1:</p> <p>This is meant to check on what knowledge students have gained over the unit. Given the previous lessons, some students may believe revolutions only consist of the ideological and political kinds. This will lead to this lesson which showcases other types of revolutions.</p> <p>Day 2:</p> <p>This is meant to serve as a refresher of the day before. It also allows students to begin to think of positives vs negatives when it comes to history.</p>	<p>Day 1:</p> <p>5 minutes</p> <p>Day 2:</p> <p>10 minutes</p>
Acquisition / Teacher Input <i>(Establish objectives, LEQ, and learning parameters / Introduce Content)</i>	<p>Day 1:</p> <p>The teacher uses the board to demonstrate the effects of the agricultural and industrial</p>	<p>Day 1:</p> <p>This is meant to introduce content about the two revolutions to</p>	<p>Day 1:</p> <p>15 minutes</p> <p>Day 2:</p>

	<p>revolutions. This should include what things were like back when most everybody farmed. Then include new inventions in agriculture and their effects. Then the same should be done for the migration to cities and the new inventions of the industrial revolution.</p> <p>Day 2:</p> <p>The teacher breaks the students up into groups of four. They are each then given an article about a different problem with the revolutions. These include: deforestation, pollution, poor working/living conditions, and child labor. Each student will read about the causes and effects of their problem and then share with their group.</p>	<p>students. Using the board is meant to help visual learners and to provide a different type of content introduction.</p> <p>Day 2:</p> <p>This is meant to introduce students to negatives from the time period. It also allows them to interact with documents and then to learn by teaching one another.</p>	<p>25 minutes</p>
<p><i>Extending & Refining</i> <i>(Guided Practice)</i></p>	<p>Day 1:</p> <p>The teacher breaks students up into groups of four or five. Each group then has to create a list of ways in which the two revolutions may have changed an entire country or society. They should write this list down and be prepared to share with the class.</p> <p>Day 2:</p> <p>The teacher gives students a worksheet of a T-chart that has the positives and negatives of the revolutions. Students should fill this</p>	<p>Day 1:</p> <p>This is meant to get students working together to dissect ways in which societies change. The teacher should be walking around and assisting students as well.</p> <p>Day 2:</p> <p>This is meant to help students organize their thoughts about positives and negatives on the topic. It also lets them work in groups, and</p>	<p>Day 1: 20 minutes</p> <p>Day 2: 20 minutes</p>

	out in their groups from before. The teacher should walk around and help groups, and then collect the work.	provides a way for the teacher to check on knowledge.	
Adjusting/Re-Centering <i>(Assess student progress, make adjustments, clarify)</i>	<p>Day 1:</p> <p>Each group should report to the class with a couple of items from their list. A large list of the class' ideas should then be made.</p> <p>Day 2:</p> <p>The teacher now explains to students that some believe we are living through a similar revolution today, dealing with rapidly advancing digital technology. The teacher can provide a few quick examples of how things like the internet and computers have changed lives. The teacher should then ask students to provide examples themselves, leading to a discussion.</p>	<p>Day 1:</p> <p>This is meant to help students gain knowledge from one another's ideas and different ways of thinking. It also allows the teacher to add any other crucial information, as well as to check student knowledge.</p> <p>Day 2:</p> <p>This is meant to serve as a Segway between parts of the lesson and to connect what students have learned to today.</p>	<p>Day 1:</p> <p>20 minutes</p> <p>Day 2:</p> <p>10 minutes</p>
Extending & Refining II <i>(Independent practice)</i>	<p>Day 1:</p> <p>Students will now have to demonstrate what it would be like to move from working as a farmer in the country side, to working in a factory in the city. They must demonstrate how an individual's life is changing because of the advancements around them. They can chose to show this in any way they like, such as a fake letter to</p>	<p>Day 1:</p> <p>This activity is meant to help students see from the perspective of someone alive during the time. While earlier parts of the lesson focused on the society as a whole, this part is focused on individuals. This also allows creative students to use their imaginations in an attempt to learn.</p>	<p>Day 1:</p> <p>25 minutes</p> <p>Day 2:</p> <p>20 minutes</p>

	<p>a relative, a comic strip, a scene from a movie script, etc.</p> <p>Day 2:</p> <p>Students should write a short essay (2-3 paragraphs) comparing the agricultural and industrial revolutions to the digital revolution we are currently living through. They can argue that the two times are similar or different. Knowledge of what they have learned should be present, and there should be a discussion on how societies and lives have been affected.</p>	<p>Day 2:</p> <p>This is meant to relate what students have learned to their lives today. It also helps them to work on their writing skills and demonstrates what they have learned.</p>	
<p>Closure <i>(Student-driven + teacher directed summary to the lesson, review LEQ)</i></p>	<p>Day 1:</p> <p>The teacher ends class by collecting the previous assignment. Then the teacher explains to students that revolutions change lives in a variety of ways.</p> <p>Day 2:</p> <p>The teacher ends the lesson by collecting the essays and giving a brief explanation on how revolutions change societies.</p>	<p>Day 1:</p> <p>This is meant to wrap up the day by tying back to the intro of the day. It also slightly previews the second day of the unit.</p> <p>Day 2:</p> <p>This ends the class period and gives a slight review, which would be expanded on later as students review for the end of unit test.</p>	<p>Day 1: 5 minutes</p> <p>Day 2: 5 minutes</p>
<p>Assessments</p>	<p><i>Formative</i></p> <ul style="list-style-type: none"> • Lists on effects of two revolutions • "T-chart" worksheet 	<p><i>Summative</i></p> <ul style="list-style-type: none"> • Creative assignment on life in the country vs city • Essay comparing two revolutions to digital revolution of today 	

<p>Notes <i>(History content resources, research notes, lesson plan ideas, comments for supervisor, notes to self)</i></p>	<ul style="list-style-type: none"> • World Together, Worlds apart Textbook • HIS-2315 notes 	<p>Materials & Supplies</p>	<ul style="list-style-type: none"> • Board and markers • Colored pencils/ crayons may be of help depending on student choices in day 1 activity 	<ul style="list-style-type: none"> • Articles on problems of two revolutions • "T-chart worksheet"
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