



Unit Planner: Industrial Revolution

U.S. History 2

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High School > 2018-2019 > Grade 11 > Social Studies > U.S. History 2
(C) > Week 20 - Week 25

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Industrial Revolution

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Big Ideas / Enduring Understandings

Industries grow and expand due to ingenuity, and human desire to motivate and expand beyond what is normal and possible, the results impact all level of the social, economic and political ladder.

Essential Questions

- How did the Industrial Revolution transform businesses and government?
- What changes did the Industrial Revolution bring to society?
- How did Government respond to these changes that brought social and other economic problems?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Andrew Carnegie
Henry Ford
John D. Rockefeller
John P. Morgan
Assembly Line
The Automobile
Factories
Child Labor
Women
Immigration
Urbanization

Skills / Strategies

Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

Conduct a project that requires specifying a problem, analyzing its data, and reporting results/solutions.

Interpreting Primary and Secondary sources and writing a Document Based Question Essay utilizing M.E.A.L Template

Group collaborative work to encourage creative thinking

Key Terms / Vocabulary

Entrepreneur
Social Darwinism
Corporations
Monopoly
Philanthropists

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Analyzing primary source documents about individuals
Work in groups to answer questions
Answer Document based Questions
Write a DBQ essay using the M.E.A.L. template
Daily Exit Slips for Assessment of the topic being discussed
Weekly Multiple Choice Questions

Adaptations and Modifications

Students will be grouped heterogeneously based on their learning styles (VARK scores and identified areas for skill improvement in baseline exam) and classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.

Short movie clips as well as iconic photographs (including historical graphs, artwork, diagrams and political cartoons) are utilized to provide multiple entry points.

Interactive Maps such as Google Earth used to help facilitate synthesis of geographic concepts.

Reciprocal teaching - students come to the board to lead instruction for do-now activities.

Extended time, directions and questions read aloud (where appropriate) for ICT students.

Assessments

Depth of Knowledge (DOK) Levels

DBQ & DBQ essay

Formative: DOK 3 Strategic Thinking: Written: Persuasive Essay

DBQ essay on the impact of the automobile

Industrialization Assessment

Summative: DOK 3 Strategic Thinking: Test: Standardized

Assessment on the Industrial Revolution

Resources

