

## **Instructional Activities for America Gears Up**

### **Days 1-3**

#### **Diagnostic Assessment**

##### **Diagnostic Description**

Students' factual knowledge concerning the Industrial Revolution in the United State is assessed through a multiple-choice test.

### **Lesson Plan 1**

#### **From the Farm to the Factory**

##### **Lesson Description**

Students practice reading skills by reading a primary document that provides an account of an individual living in this period. Having students listen to a PowerPoint presentation on the early Industrial Revolution reinforces listening skills. They practice the listening skills that were introduced prior to the presentation. The students practice their writing skills through a writing exercise preparing them for the first summative assessment. Writing skills are further reinforced by a journal writing activity that focus on the essential questions for the unit. The final summative assessment, an individual project that answers the essential questions of the unit, is introduced at this time. This allows the students to gather information for their project as the unit lessons unfold.

### **PowerPoint Presentation**

#### **From the Farm to the Factory**

##### **Description**

This presentation serves two purposes. First, it provides an introduction to the whole unit and background on the Industrial Revolution in the United States. Second, the presentation is presented in a way that allows the students to practice the listening skills reinforced in the lesson.

### **Day 4**

#### **Summative Assessment**

##### **Summative Assessment 1: Letters from the Factory**

##### **Description**

This assessment as a writing assignment where students take on the personality of an individual working in an early factory before the Civil War. They write a series of letters or diary or journal entries that show empathy for the factory workers of the period as well as an understanding of the content of the lesson.

## **Days 5-8**

### **Lesson Plan 2**

#### **Big Business Monkey Business**

##### **Lesson Description**

Students interpret political cartoons concerning “Big Business” during the period between (1860-1910). This activity serves to generate interest and stimulate prior knowledge of the period. Next, students work in cooperative groups to research and hone their presentation skills by presenting visual and oral presentations on business organization and Big Business during this period.

### **PowerPoint Presentation**

#### **Big Business Monkey Business**

##### **Description**

This presentation provides an overview of the industries and historical circumstances focused on in this lesson. Students practice the listening skills introduced in the previous lesson during this presentation.

## **Days 9-12**

### **Lesson Plan 3**

#### **Labor Pains**

##### **Lesson Description**

This is an inquiry lesson where students read an account of the Chicago Haymarket Riot of 1886 and identify questions that need to be addressed to understand the historical circumstances surrounding the event. Student groups then research individual questions and present answers to the whole class, thus explaining the labor and social situation during this time.

## **Days 13-16**

### **Lesson Plan 4**

#### **Inventing a New Life**

##### **Lesson Description**

Students research information on selected inventions of the latter part of the Industrial Revolution in the United States. They then write persuasive essays on which invention they consider to be the most important. Using their essays as reference, each student attempts to sway a talk-show audience toward his/her choice for the most important invention.

##### **PowerPoint Presentations**

###### **Inventing a New Life**

###### **Description**

This PowerPoint presentation is used to stimulate interest in the lesson. Many of the inventions featured in the lesson are shown in an intriguing way before class begins. Curiosity and interest are aroused in this way. The PowerPoint is revisited during the lesson and explanations of the featured inventions are discussed with the students.

###### **Image Gallery**

###### **Description**

This PowerPoint presentation features all of the inventions covered in the lesson. It is used to illustrate the inventions as they are discussed with the class during the lesson.

## **Day 17**

### **Review**

#### **Summative Assessment 2: Jeopardy Review**

##### **Description**

Review for the second summative assessment is accomplished by setting up the answers to questions similar to those that are found on the multiple-choice assessment. Students act as contestants in a Jeopardy game show and provide the questions that match the answers as a way to review.

## **Day 18**

### **Summative Assessment**

#### **Summative Assessment 2**

##### **Description**

This is the second summative assessment. It is a multiple-choice assessment covering the content from lessons 2, 3, and 4.

## **Day 19-22**

### **Summative Assessment**

#### **Summative Assessment 3**

##### **Description**

The third summative assessment for the unit, America Gears Up, takes the form of a project. Students are allowed to choose from many different types of presentation methods. This allows them to apply their knowledge using a method corresponding to their learning style. Students are asked to present their projects to the rest of the class using the oral presentation methods reviewed during lessons within the unit.