Houston Baptist University

**School of Education**

**Lesson Plan Format**

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Subject: Social Studies Grade Level: 8th Time Estimate: 50 min.

Unit: Industrial Revolution in America Topic: Introduction of Unit

Goals: TLW learn the big ideas about the Industrial Revolution in America to

 create curiosity and interest in learning about the Industrial Revolution.

Objectives: TLW identify technological and scientific innovations of the Industrial Revolution.

 TLW analyze and classify pictures and documents from the Industrial Revolution.

 TLW evaluate why the Industrial Revolution should be studied.

TEKS: 8.28a, 8.28b, 8.28c, 8.28d, 8.29a, 8.29b, 8.29c, 8.30b

Materials/Resources/Technology needs:

* Pictures
* Printed documents
* Tape
* Markers
* Paper

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**Instructional Procedures**

 Focusing Event: Team Brainstorm

 The students will be divided into groups and investigate given packets with pictures and documents from the Industrial Revolution to and discuss.

 Teaching/ Learning Procedures:

Observe the groups working together and offer suggestions as needed. Ask for vocabulary to access prior knowledge.

Place headings around the room for the students to tape pictures and documents under as they classify the materials, they have analyzed.

After 10 minutes of brainstorming, students will tape the materials from the packets under the headings, South,North,Slave-based Economy, Factory Families, Child Labor, Textiles, Transportation, and Agriculture.

Students will explain why they place a specific item under a heading. Students will write answers to the following questions, using correct grammar and complete sentences.

* + - What was the most interesting idea I learned about the Industrial Revolution?
		- What inventor, invention or facts would I like to learn more about?

These questions and answers will be used to put groups together for the final group project at the end of the unit.

 Formative Check:

 Check for understanding as the students classify the items under the headings. Allow them to describe why they classified the picture the way that they do.

 Reteach:

 Reinforce vocabulary through usage. Guide discussion as the items are placed under headings.

 Closure: Ask the question, “How does the Industrial Revolution concern me?

Assessment/Summative Evaluation:

Formative: I will use continual feedback throughout this activity.

Summative: Test and a final group project related to the material covered in this unit.

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ESL & SE: Assist with activities as needed.

GT: Encourage these students to help others in their groups.

Reflection: