

TEACHING AMERICAN HISTORY PROJECT

Day 1 - Initiation - Industrial Revolution

Grade – Sixth Grade

Length of class period – 45 minute class

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How are our modern day inventions connected to the discoveries and successes of the Industrial Revolution?

Objectives (What content and skills do you expect students to learn from this lesson?)

1. Listen, discuss, and list personal thoughts of the historic period known as the Industrial Revolution.
2. Use manipulatives (historic artifacts) to gain interest of unit of the Industrial Revolution. .

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Carding brushes, computers, cotton spinner and other historical tools found in the local historic societies or mill museums.

Activities (What will you and your students do during the lesson to promote learning?)

- A. Class will begin with a question written in the board. (What is the Industrial Revolution?)
- B. Carding Brushes and Spinning machine will be shown after the question is discussed.
- C. Using the hand tools the teacher will ask how the two items relate to the Computer in the classroom.
- D. After a class discussion the teacher will explain that what happened in 1750-1914 changed what the world became.
 - 1500 years of the same type of farming and culture.
- E. Class will end with a quick closure reiterating the key points of the lesson, i.e. the importance of the time period.
- F. For homework, students are to interview their parent or grandparents to determine their personal thoughts and feelings of the changes that occurred in the 1990's. How did they or do they feel about the sudden introduction of computers and the internet to their everyday lives.

How will you assess what student learned during this lesson?

- ✓ Students will be assessed on the classroom participation and discussion of their thoughts on the Industrial Revolution.
- ✓ Students will also be assessed on their interviews with their relatives or adult friends/neighbors.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;

- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;