

TEACHING AMERICAN HISTORY PROJECT

Lesson 3 - Industrial Revolution - Inventor's Exposition

Grade – Sixth Grade

Length of class period – two to three 45 min. classes

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

How did The Industrial Revolution bring great changes to different types of industries including textiles, medicine, and science?

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

1. Select an inventor/invention from the Industrial Revolution.
2. Research information on their assigned inventors and explain what, where, when, how their inventions were invented.
3. Demonstrate, in written form, connections between the inventions of the Industrial Revolutions and their effects on the present time.

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

Access to the library/media center, reference materials, computers. [Inventors of the Industrial Revolution](#), [More inventors and inventions of the Industrial Revolution](#), [National Inventor's Hall of Fame](#), [KidsInfo on Industrial Revolution](#)

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

I. Initiation

- A. Class should meet in the library/media center.
- B.** Explanation of their assignment will be given: Assignment - The students will be given an assignment as a newspaper reporter for the *School Herald*. Their job is to help the editor (teacher) create a newspaper edition (bulletin board) by writing article for the edition. They will be assigned to go to an inventor's exposition. At this exposition they are to select an inventor from the

Industrial Revolution they are to utilize resources both traditional and online. They are to write a newspaper article answering who the person was, what he/she invented, why it was invented, when it was invented, and how it affected life then and how it affects us now. In addition to writing the article, they must be prepared to present the key points of their article to the editor and their fellow reporters. In the presentation they are to present it in a manner that is both informative and visually appealing to the group. Students may utilize PowerPoint, posters, etc. to help in meeting this requirement.

C. Media Specialist will follow with directions on media resources

II. Class will use the a couple of class period for research.

- Teacher will be a facilitator for this assignment providing guidance as students research.
- Lists of inventors will be made available from the websites ([Inventors of the Industrial Revolution](#), [More inventors and inventions of the Industrial Revolution](#), [National Inventor's Hall of Fame](#)). Some students may have an inventor in mind while others may not know what was invented in the time period. The site above will assist in determining who they wish to research.

III. This inquiry activity will take several days in class and out. When the assignment is done on the due date, students may want to present or share their findings. The School Herald (bulleting board) will display reports and inventions.

How will you assess what student learned during this lesson?

- ✓ Students will be assessed on how well they are able to completely answer the who, what, where, when, and how questions in their articles.
- ✓ Students will also be assessed on their presentations using the [presentation rubric](#).

Connecticut Framework Performance Standards –

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making;
- explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods;