



## Grade 8, Quarter 4, Landmark 19th Century Inventions that Changed the World

Lessons: 3+Presentation Day

Allotted time: Approximately 4-50 minute class periods

### 19th Century Inventions that Changed the World Presentation Project

**Landmark Overview:** The purpose is for students to demonstrate their understanding of the Second Industrial Revolution, how inventions of the era transformed American society and how businessmen learned to limit competition and maximize profits during the late 19th century.

[WIDA STANDARDS:](#)

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

**Content: Social Studies**

**Audience: 8th Grade Social Studies Teachers**

**Standards:** (*Content, WIDA, and SEL standards*)

**National Standards for History(U.S. History, Grades 5-12)**

**Era 6: The Development of the Industrial United States (1870-1900)**

*Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.*

1A The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

1B The student understands the rapid growth of cities and how urban life changed.

1C The student understands how agriculture, mining, and ranching were transformed.

1D The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement

**Common Core State Standards for Literacy in History/Social Studies Reading**

**Integration of Knowledge and Ideas**

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Writing Research to Build and Present Knowledge**

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Learning Targets/Objectives:** (*Standards written in student friendly language*)

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**Essential Question(s):**



What comparisons can be made between then and now in terms of concentration of wealth, monopolization of industry, and technological advancement?  
How can technology be both beneficial and detrimental?

How does the economic and equality issues of the past parallel today's technological revolution?

Vocabulary: Consolidation; Bessemer Process; "Captain of Industry"; "Robber Baron"; monopoly; trust; corporation; "free enterprise"; collective bargaining; technology

Anticipated Misconceptions, if applicable.

Materials/Resources/Community Partners (Please list all resources and provide community contact):  
Activity: "Captains of Industry or Robber Barons"

file:///D:/Landmarks/COI%20vs%20RB%20Summary%20Sheet%2018.pdf

<https://www.newportmansions.org/>

[crash course world history #32](#)

[A List of Inventions of the 19th Century](#)

[Other examples of Inventions of the 19th century](#)

[4th quarter research report directions](#)

[Rubric for Research Report](#)

[Rubric for Oral Report](#)

Field trip to The Breakers

Access points to consider: (UDL\*)

- Multiple means of representation to give diverse learners options for acquiring information and knowledge
- Multiple means of action and expression, to give diverse learners options for demonstrating and acting upon information and knowledge
- Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

\*[www.udlcenter.org](http://www.udlcenter.org)



## LESSON 1: Duration 50 minutes

Learning Targets	Focus of Instruction for Learning	
	Students will investigate the connection between the mansions in Newport, RI to the leading Industrialists of the 2nd Industrial Revolution. Technological development spurred the transformation of American Society as new inventions facilitated the rise of urbanization and the development of big business.	
<b>Lesson 1</b>  <b>NHS</b> I can discuss how the industrial revolution changed the lives of Americans.  <b>WIDA:</b> I can match complex oral descriptions to images.  I can use appropriate nonverbal behaviors to show engagement and listening  I can Identify responses to Wh-questions in charts or illustrated text.	<b>Opening: Engage (5–10% of instructional time)</b>  <a href="#">Best 2019 Invention Hook/Do Now</a>  <ul style="list-style-type: none"> <li>● <b>Activate and Connect:</b> Teachers will engage students by accessing prior knowledge about the first industrial revolution, the rise of mechanization of industry and rapid growth of cities.</li> <li>● <b>Setting the Purpose:</b> Teachers will set the purpose for the language and learning of student exploration of the learning target by reviewing the worksheet, terms and explanation of the worksheet and how to fill it out. In addition, the teacher will go over their protocol of how the Gallery Walk will proceed. (there is a suggested Gallery Walk Protocol in the lesson plan)</li> </ul>	
	<b>Teacher Actions</b>	<b>Student Actions</b>
	<b>Set up Gallery Walk of photographs</b> <a href="#">Gallery Walk Slide deck</a> <a href="#">Suggested: Gallery Walk Teacher Protocol</a>	<b>Students will view the photos and complete a photograph analysis tool</b> <a href="#">Analyze a Photo Worksheet</a>
	<b>Work Time: Explore, Explain, Elaborate</b> <ul style="list-style-type: none"> <li>● <b>Active Student Inquiry:</b> <ul style="list-style-type: none"> <li>● suggested groups are mixed ability since they will be walking in groups around the room.</li> <li>● Rich discussion can happen. Students at a higher level can answer some qualifying questions for students at a lower level. In addition students at a lower level will benefit from discussions about the topic especially if they have difficulty with writing skills. This will allow them to express their thoughts verbally then document them on the worksheet once the group discusses it.</li> </ul> </li> </ul>	
	<b>Reflection of Learning: Evaluate (10–15% of instructional time)</b> <ul style="list-style-type: none"> <li>● <b>Assessment:</b> Students' worksheets and exit slips will be examined by the teacher to check to see how lesson went and if there were any misconceptions.</li> <li>● <b>Shared Reflection:</b> This will allow students to start thinking about different events and ideas of the industrial revolution which will allow them to start to get ideas about what they may write about in their project.</li> </ul>	
	<b>Teacher Actions</b>	<b>Student Actions</b>
	<a href="#">Exit Slip</a>	<b>Complete Exit Slip</b>



## LESSON 2: Duration 50 minutes

Learning Targets	Focus of Instruction for Learning Presenting Your Invention	
<p><b>Lesson #</b></p> <p><b>CCSS</b> I can engage in collaborative discussions.</p> <p>I can present a claim and support it.</p> <p><b>WIDA</b> I can make presentations with multimedia components to clarify claims and emphasize salient points.</p> <p>I can connect ideas with supporting details or evidence.</p> <p>I can contribute to conversations by sharing own work (e.g., pictures, posters, graphics).</p>	<p><b>Opening: Engage (5–10% of instructional time)</b></p> <ul style="list-style-type: none"> <li>● <b>Activate and Connect:</b> Teacher will ask students to recall a presentation or speech that they felt was engaging and effective either in school, online or on television. Then the teacher can show a short video demonstrating an effective presentation and a short video demonstrating an ineffective presentation.</li> <li>● <b>Setting the Purpose:</b> How will you set the purpose for language and learning through student exploration of the learning target? (another question may be needed here) What is the criteria for an effective presentation of your invention?</li> </ul>	
	<p><b>Teacher Actions</b></p>	<p><b>Student Actions</b></p>
	<p>Teacher shows the video and then leads a discussion comparing and contrasting an effective presentation and an ineffective presentation</p> <p><a href="#">Comparing Presentations Example 1</a> <a href="#">Comparing Presentations Example 2</a></p>	<p>In pairs, students complete a graphic organizer comparing and contrasting the two presentations they viewed.</p> <p><a href="#">Presentation Comparison Graphic Organizer</a></p>
	<p><b>Work Time: Explore, Explain, Elaborate</b></p> <ul style="list-style-type: none"> <li>● <b>Active Student Inquiry:</b> Students will work in pairs to discuss their observations of the videos they just saw. The class will come back together for a whole group discussion. Students will then take 5 minutes to do a personal reflection of their own to write down what they personally learned and need to adjust for themselves for their future presentations in the takeaway section of the graphic organizers.</li> </ul>	
	<p><b>Teacher Actions</b></p>	<p><b>Student Actions</b></p>
	<p>Teacher will lead a discussion about what criteria the students believe should be met in their oral report. They will also show a model of a rubric for an oral report.</p> <p><a href="#">Rubric for Oral Report</a></p> <p>Teacher will write all of their ideas on the board to consider in the rubric.</p>	<p>Students discuss possible criteria with their partners, view the sample rubric and then share out ideas for their rubric.</p> <p><a href="#">Rubric for Oral Report</a> <a href="#">Blank Rubric Worksheet</a></p>
	<p><b>Reflection of Learning: Evaluate (10–15% of instructional time)</b></p> <ul style="list-style-type: none"> <li>● <b>Assessment:</b> Students will use graphic organizer to take notes and compare the different presentations.</li> <li>● <b>Shared Reflection:</b> Students will share out ideas for which will be used by the teacher to create the rubric for their project.</li> </ul>	



### LESSON # 3: 50 minutes

Learning Targets	Focus of Instruction for Learning Introduce Invention Research Report and begin research	
<b>Lesson #</b>  I can statement.... (connected to the content standards) I can statements... (connected to the language standards; link to WIDA)	<b>Opening: Engage (5–10% of instructional time)</b> <ul style="list-style-type: none"> <li>• <b>Activate and Connect:</b> Students will watch SchoolHouse Rock video as a “Do Now” to remind them of some of the inventions they have learned about during the 4th quarter <ul style="list-style-type: none"> <li>◦ Students will write down one they feel has made the most change to society from the past and the present and explain why from the video.</li> </ul> </li> <li>• <b>Setting the Purpose: This lesson is to introduce students to the invention research project</b> <ul style="list-style-type: none"> <li>◦ <b>Which of these inventions from the video do you feel is still in use today and has made the most effective change to society? Explain.</b></li> </ul> </li> </ul>	
	<b>Teacher Actions</b>	<b>Student Actions</b>
	<ol style="list-style-type: none"> <li>1. The teacher will show students the SchoolHouse Rock video : <a href="#">Mother Necessity SchoolHouse Rock Video</a></li> <li>2. The teacher will instruct: “Please write down one of the inventions that are shown in the video and think about how it might have changed the lives of the people in the 19th century AND how it has affected society today. “</li> </ol>	<u><b>Students will do a Think, Pair, Share</b></u> <ol style="list-style-type: none"> <li>1. Students will write down one of the inventions mentioned in the video and will brainstorm what effect that invention has had on society from the past and today. Explain.</li> <li>2. Students will turn to their neighbor and share what they wrote down for 2 minutes each</li> </ol>
	<b>Work Time: Explore, Explain, Elaborate</b> <ul style="list-style-type: none"> <li>• <b>Active Student Inquiry:</b> Students will work independently and then in pairs</li> <li>• The <u>Do Now</u> should take about 10 minutes in total</li> </ul>	
	<b>Teacher Actions</b>	<b>Student Actions</b>
	<ol style="list-style-type: none"> <li>1. The teacher will introduce the invention research project and oral report using the resources below to the students: <ul style="list-style-type: none"> <li>• <a href="#">A List of Inventions of the 19th Century</a></li> <li>• <a href="#">Other examples of Inventions of the 19th century</a></li> <li>• <a href="#">Rubric for Research Report</a></li> <li>• <a href="#">Slide Deck for sample 3-D Models</a></li> <li>• <a href="#">Cover Page Sample</a></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to directions for report and take notes on direction sheet about the report</li> <li>2. Students can begin research in class (if teacher has built in time) using the graphic organizer provided) to start answering the questions about their</li> <li>3. Students must okay the invention with the teacher to make sure it is made in the USA and during the 19th century <ul style="list-style-type: none"> <li>• <a href="#">5 Paragraph Essay Graphic Organizer</a></li> <li>• <a href="#">4th quarter research report directions</a></li> </ul> </li> </ol>



		<ul style="list-style-type: none"> <li>• <a href="#">Video How to write a research report with Easy Bib</a></li> </ul>
	<b>Reflection of Learning: Evaluate (10–15% of instructional time)</b> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Students will use the graphic organizer to collect their information. The teacher may use this as an informal assessment of the progress of the report. They may also have check-ins to outline the report.</li> <li>• <b>Shared Reflection:</b> Students will present their report (see lesson number ____ ) students will take notes on the presentations and also score their peers on the presentations.</li> </ul>	

LESSON #4: 50 minutes		
Learning Targets	Focus of Instruction for Learning Presentation Day	
<b>Lesson #</b>  WIDA I can produce oral content-related reports based on research from multiple sources  I can evaluate oral presentations of peers based on criteria for success	<b>Opening: Engage (5–10% of instructional time)</b> <ul style="list-style-type: none"> <li>• <b>Activate and Connect:</b> Showcase of Student Work</li> <li>• <b>Setting the Purpose:</b> Showcase of Student Work</li> </ul>	
	Teacher Actions	Student Actions
	Teacher will share the presentation rubric prior to this day and review the criteria. <b>Presentation Rubric</b>	Students make their presentations.  Peer assessment rubric
	<b>Work Time: Explore, Explain, Elaborate</b> <ul style="list-style-type: none"> <li>• <b>Active Student Inquiry:</b> Showcase of Student Work</li> </ul>	
	Teacher Actions	Student Actions
	<b>Reflection of Learning: Evaluate (10–15% of instructional time)</b> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> How will learning be demonstrated? How will students evaluate and make meaning of their learning?</li> <li>• <b>Shared Reflection:</b> How will they share their learning with each other? How will they plan for next steps and synthesize their own learning?</li> </ul>	