

INDUSTRIAL REVOLUTION/ERIE CANAL

Course Name: Social Studies

Time Frame (in minutes): 120 minutes
(3 40-minute classes)

Unit/Theme: Industrial Revolution/Erie Canal

Grade Level: 4th

CONTENT AND SKILLS
Learning Objectives: - Students will be able to identify what the Industrial Revolution was. - Students can explain the progression of the Industrial Revolution and changes that occurred overtime. - Students can explain the impact of the Industrial Revolution on New Yorkers. - Students will describe how the Industrial Revolution impacted our society today.
Essential Questions (optional): How did the Industrial Revolution impact life in New York?
Students I can statements . . . - I can identify what the Industrial Revolution was. - I can explain the progression of the Industrial Revolution and changes that occurred overtime. - I can explain the impact of the Industrial Revolution on New Yorkers. - I can describe how the Industrial Revolution impacted today's society.
How will you meet the needs of SWD and ELL/MLL students? - I will make sure to have the accommodations needed to meet my students' needs. - Visual and oral presentations will be utilized. - Provide students with a copy of the PowerPoint presentation ahead of time to use as resources. - Work collaboratively with the learning specialist to modify the final project as needed.
Content Standards List all standards
4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. 4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails. - Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes. 4.6c Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State,

and the world.

- Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.
- Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world.
- 4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.
 - Students will examine how the economic activities in their local community have changed over the last 50 years.

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- 4-6.CT.1 – Develop a computational model of a system that shows changes in output when there are changes in input
- 4-6.IC.1 – Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices
- 4-6.IC.5 – Explain how computer systems play a role in human decision-making
- 4-6.IC.6 – Identify and explain ways to improve the accessibility/usability of a computing device/software application for the diverse needs and wants of users
- 4-6.DL.2 – Select appropriate digital tools to communicate and collaborate while learning with others

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 1A.3b – Identify a range of increasingly complex emotions and possible causes
- 1C.2a – Set a short-term goal and begin working toward it
- 1C.2b – Identify steps in working toward a goal
- 2B.2a – Identify contributions of individuals and social and cultural groups across lines of difference
- 2C.2b – Engage in strategies to work effectively and cooperatively across lines of difference
- 2D.2b – Apply simple approaches to navigating conflicts

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

*Prior to this lesson, students will have learned about the Industrial Revolution and its impact on New York State, including the building of the Erie Canal and railroads. Students will have learned what the Industrial Revolution was and the progression of different technologies, the benefits and disadvantages of them, and their overall impact on New York in the 1800's. Students will also have seen the embedded PowerPoints and can utilize those as additional resources to support their learning. Students will then connect this knowledge to technologies

we have today and continue to explore the progression.

- Share with students that, over the course of the next three days, they will be working together in small groups to create a visual model that displays the progression of technologies from the Industrial Revolution (1800's) and describe their impact on society. Students will have the opportunity to choose their final product where they will answer the essential question, "How did the Industrial Revolution impact life in New York?"
- Expectations of the Final Product:
 - Students will work together to create a model showing the progression of technology during the 1800's (early roads, stagecoach, canal, wagon and mule, steamboat, railroads). The model could be utilizing technology, creating a poster, creating a timeline, etc. (4-6.CT.1, 4-6.DL.2)
 - Within the model, using words or pictures, students will need to (4-6.IC.1, 4-6.IC.5, 4-6.IC.6):
 - Identify the changes they were made in manufacturing during the 1800s
 - Describe how changes in technologies helped or hindered society (EX: The Erie Canal helped New York's economy by creating boom towns, new jobs, easier trade, etc.)
 - How did New Yorkers benefit from industrialization? □ Explain how the changes in technology affected day-to-day life for New Yorkers and why people wanted change
 - Explain how the changes in technology offered New Yorkers new opportunities and what those opportunities were
 - What were the challenges New Yorkers faced during industrialization?
- Students will then present these models to their peers

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. *Including Instructional Technology Tools*

- Industrial Revolution PowerPoints – [Industrial Revolution](#), [New Ways to Travel](#), [Canals and Railroads](#)
- Access to technology (laptops, iPads, Chromebook)
- Any additional learning resources the students have access to as they learned about the Industrial Revolution