

TAH 2010: A Professional Lesson Plan

Name: Madeline J. Stroble

School: McMinn Senior High School

Title of Lesson: Becoming and Industrial Nation

Amount of time required to complete lesson 1 90 minute block

Do Now: Answer questions while viewing film clips. (see attached)

Lesson Objective: Students will be able to interpret and evaluate historical documents.

- Standard: H-1A-H3, H-1A-H4, H-1B-H6
- Benchmark:
- Grade Level Expectation (GLE):

{SOC.9-12.H-1A-H3} interpreting and evaluating the historical evidence presented in primary and secondary sources;

{SOC.9-12.H-1A-H4} utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;

{SOC.9-12.H-1A-H5} conducting research in efforts to analyze historical questions and issues;

{SOC.9-12.H-1B-H6} analyzing the development of industrialization and examining its impact on American society;

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Anticipatory Set/Essential Question: How does one's concept of history develop from seeing history through the lenses of others?

Materials Required: America in the 20th Century: The Progressives Segment on Suffrage (2: 49 minutes) United Streaming.

Chinatown: Strangers in a Strange Land (100 minutes) History Channel.com(Teacher selects the segment that is most relevant)

American Industrial Revolution: Segment on Steel Industry (2:08) Min. United Streaming.

“The Incorporation of American” Andrew Carnegie

“Lee Chew, Experiences of a Chinese Immigrant, 1903”

“M. Carey Thomas, Higher Education for Women 1901”

(copies of readings are attached to lesson plan)

Instructional Strategies Used: Facilitation of discussion, video, small group

Guided Practice or Mini Lesson:

This is a lesson to introduce a unit on Industrialization and the Progressive Era.

1. Upon entering room students are given the Do Now Quiz
2. Teacher introduces video clips

3. Teacher plays the video clips (students answer the questions while watching clips)
20-25 minutes of time
4. Teacher divides class into groups (I prefer at least 6 groups so that when discussing the documents there are two different groups working on each document)
5. Each group is given a copy of one of the documents and a copy of the document analysis sheet (see attachments). Together the group will read discuss and answer the questions about their document

30 minutes

Process or Activity Period:

Groups will report to class and answer question from non group members. Groups will turn in to teacher the document analysis sheet.

About 30 minutes

Assessment: Document Analysis Sheets, Do Now Quiz, Exit Slips

Closure Activity:

Teacher will lead closure activity by giving students “Exit Slips”

Attachments: Primary sources used, teacher-developed worksheets, rubrics for student assessments, student directions sheets, etc...

Do Now Quiz

During the urban transformation, what geographical segment of the population grew the most?

- a. rural
- b. city
- c. suburban
- d. farmers
- e. miners

_____ Scottish-born American business tycoon known for his control of the steel industry

Describe one of the three ways that the National American Women's Suffrage Association attempted to get the right to vote for women.

List one reason that Chinese immigrate to America.

Which of the Video segments did you like the best and why?

Document Analysis Sheet :

1. Who wrote the document?
2. Who was the intended audience?
3. What was the story line?
4. Why was the document written?
5. What type of document was it, or what was its purpose?
6. What were the basic assumptions made by the author?
7. Can I believe this document?
8. What can I learn about the society that produced this document?
9. What does this document mean to me?

Exit Slip:

Document My Group analyzed was _____

One thing I learned from reading the document _____

One thing I learned from class discussion _____

One thing I learned from videos _____

Exit Slip:

Document My Group analyzed was _____

One thing I learned from reading the document _____

One thing I learned from class discussion _____

One thing I learned from videos _____

Exit Slip:

Document My Group analyzed was _____

One thing I learned from reading the document _____

One thing I learned from class discussion _____

One thing I learned from videos _____
