

My News of the Industrial Revolution

Teacher:

Leslie Klug

Lesson Title:

My News of the Industrial Revolution

Grade Level:

5th grade

Lesson Time Length:

Four 45-minute class periods

Big Idea:

Different forms of media such as newspapers can provide a way to analyze different viewpoints of a specific event.

Lesson Abstract:

This lesson is designed to give students an in depth knowledge of the Industrial Revolution by understanding how propaganda plays a role in many revolutions

Standards Alignment:

Kansas, United States, and World History:

The student examines a topic in World History to analyze changes over time and make logical inferences concerning cause and effect.

Economics:

The student explains how scarcity of resources requires communities and nations to make choices about goods and services.

Civics-Government:

The student identifies the basic features of systems of government

Objectives:

The students will understand that themes in history across scientific, economic, and cultural boundaries. They will discover how opinions and propaganda can sway logical thoughts and understand how the media played a major role in war. The students will also be more fully immersed in the material because it touches on their emotions.

Students will practice summarizing two newspaper articles by finding key words.

Teaching Materials:

Computer for each student

Small posterboard

Colored pencils/markers

Textbook: Build Our Nation (Houghton Mifflin)

Wordle (app on their iPad, or internet)

ProQuest12.com (ProQuest Historical Newspapers)

Any online database for researching newspaper articles

Vocabulary (terms and concepts will students learn):

Revolution

Mass Production

Free-Enterprise

Reform

Entrepreneur

Assembly Line

Boom Economy

Propaganda

Dividend

Lesson Implementation and Procedures:

Review various topics with your students to get basic understanding of the history of the Industrial Revolution. Read/discuss Chapter 14, "People in a Growing Community" from their textbook. Have a non-biased discussion of the facts about the Industrial Revolution. Analyze charts and graphs in their textbook looking at statistical and factual data prior to Day 1 of this three-day lesson.

DAY 1: Have students read as many articles as they can from the Proquest Website concerning the Industrial Revolution. Encourage them to share their stories/articles with others in their groups (I would have the kids grouped in quads, even though they will do their own research.) Begin asking students to be aware of the different viewpoints and to try to find one positive viewpoint of the Industrial Revolution, and one viewpoint that makes the time period seem more dismal. Also, point out how this information seems quite different from the information presented in their textbooks.

DAY 2: Have students narrow in on two viewpoints, one positive and one negative. Ask them to find 12-20 key words (depending on the size of the article) that stick out to them. Then ask the students to use only these keywords to summarize the articles they read. Make sure that they do this individually and do not have the opportunity to share.

DAY 3: Have the student log on to wordle.com or the Wordle app. Have them type in their keywords and allow the computer to jumble the words into a Wordle. The students are then going to be expected to write the two authors of the articles they are analyzing at the top of their posterboard with a brief description of both people. They then will put the Wordles on the posterboard, along with any other graphics, or pictures the students would like to create. Make sure that the students do not put the correct Wordle directly underneath the article from which it was created. Also, on their Wordle, have the students put A on one and B on the other.

DAY 4: Display all of the posterboards around the room and have each student go around and try to guess which Wordle goes with each author of the newspaper articles. I would have the students do this independently on paper and then discuss the answers together as a class. Remember, students will not have the article summaries to look at, but instead just a short description of the person writing the article.

Technology Integration:

Web sites listed under “Resources” at the beginning of this lesson plan.

Evaluation and Assessment:

Students will be able to recall various facts about the Industrial Revolution. Students will show that they can read a newspaper article and summarize it.

Students can empathize with those that lived and experienced the Industrial Revolution.

Students will be able to compare the differing viewpoints of the Industrial Revolution.

Extension and Enrichment:

Watch various videos on the Industrial Revolution

Create a Venn Diagram comparing both sides of the Industrial Revolution.

Discuss the different economic terms that arise from discussion of the Industrial Revolution.