
Urbanization-Inquiry Lesson Plan

Goals & Objectives

Students will view and interpret several different types of sources relating to rapid urbanization that occurred with industrialization. They will be able to determine any bias that may exist and make cases for argument. Students will be able to interpret and present knowledge derived from primary sources in a tangible form.

California State Content and Common Core Standards

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Lesson Introduction

Teacher will show images pertaining to urbanization in the 19th century. Students will analyze the images and make connections to prior lessons in the unit. Teacher will explain why these images are primary sources and how they speak a great deal to the time period. The teacher will use 5 minutes to give background information about the cities that sprung up next to factories. 5 minutes will be dedicated to teacher led discussion of the images and 5 minutes will be spent as students are given the opportunity to share their thoughts.

Vocabulary

Vocabulary list will be given right after introductory activity. Terms will be used in the flow of this lesson and will be highlighted as they come up naturally. Students will be encouraged to write definitions when given the chance.

Terms:

- Urbanization
- Agrarian society
- Primary Source
- Secondary Source
- Frederick Engels
- Charles Dickens

Content Delivery

The introductory lesson sets the table for the type of questioning that is expected of the students when dealing with primary and secondary sources. Students will be given 3 interrelated primary and secondary sources to analyze in groups of 3-4. Projector will display “W” Questions* that should be asked when working with sources. After this initial questioning, the teacher will encourage students to answer deeper level questions that will relate to the content of their textbooks. The teacher at the conclusion of the lesson will tie loose ends and remaining questions together.

* “W” Questions

- Who wrote it? Why was he significant, if at all?
- What is being talked about in the document?
- When was it written?
- Where is the location mentioned in the document?
- Why was this written or recorded?

Student Engagement

Students will remain in groups as the teacher goes over this set of questions and request answers from each group. Each question will open up short discussions that students will continue. Students must be able to understand the documents beyond the basic “W” questions and make connections between all documents.

Lesson Closure

Teacher will lead a Whip Around activity. Questions will ask students to define key terms, concepts such as primary sources, and content knowledge about urbanization.

Assessment

Entry Level – Image analysis, setting the table with questioning

Progress Monitoring – Students will work in groups but respond to questions in a whole class setting

Summative - Students will be asked to write a short essay to compare and contrast 2 of the documents in combination with their textbook. 1 page minimum requirement and the grade will depend on how well they understood each document independent and dependent of each source.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Students who struggle with the English language in an academic context will be strategically placed in groups with bilingual students and strong readers. Their assignments will also be simplified. The one page essay can be substituted with a fill in the blank short answer format.

Lesson Resources

Why use Primary sources:

<http://www.fordham.edu/halsall/source/robinson-sources.asp>

John Atkins:

<http://college.cengage.com/history/west/resources/students/primary/manchester.htm>

Frederick Engels:

<http://www.fordham.edu/halsall/mod/1844engels.asp>

Charles Dickens:

<http://www.uncp.edu/home/rwb/coketown.html>

Images:

http://www.mtholyoke.edu/courses/rschwartz/ind_rev/images/indust.html.htm

http://www.uncp.edu/home/rwb/pugin_contrasts1.jpg