
Industrialization and Innovation

Goals & Objectives

Students will learn about industrialization during the Gilded Age. Students will identify the factors that contributed to the rapid growth in industrialization during the Gilded Age. Students will compose a short essay arguing whether or not industrialization was good for the American society.

California State Content and Common Core Standards

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.2.5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

Common Core:

WHST.11-12.1 Write arguments focused on discipline-specific content.

Lesson Introduction

The teacher will lead a discussion on innovators and innovations. The teacher will give students time to list as many inventors/innovators - and what they invented - as they know in their history journal. Every student will share one item they were able to list.

Vocabulary

Industrialization
Entrepreneur
Vertical integration
Horizontal integration
Monopoly
Trusts

Content Delivery

The teacher will deliver a lecture presentation focusing on the rise of industrialization and innovations that captured this era. Topics to be discussed in the lecture are: surge in technological innovations, talented/ruthless entrepreneurs, the role of geography, natural resources, and Railroads. A graphic organizer will accompany the lecture.

Student Engagement

During the lecture, students will fill in the graphic organizer to help them understand key points throughout the lecture. The graphic organizer will include the vocabulary, graphs, and critical thinking questions. After the lecture, students will have a section that they need to complete in collaboration with students. This section will ask them to write an argument that supports a claim.

Lesson Closure

Students will predict in small groups what they think could be possible negatives of industrialization and innovation. This will help them connect between this lesson and the next lesson.

Assessment

Formative assessment: During the lecture, the teacher will ask questions to check for understanding and ask critical thinking questions.

Summative: The teacher will evaluate the graphic organizer focusing on the section that asks them to, “Develop a claim of whether or not industrialization and innovation was good for America, argue your claim using vocab words from the lesson.”

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

During the lecture, the graphic organizer will help students scaffold the information being presented. The graphic organizer will contain a vocab section for students to write down the definition and illustrate the term. Charts, graphs, and figures are interspersed throughout the lecture to aid students with special needs and English learners.

Lesson Resources

Foner, Eric. Give Me Liberty! An American History. W.W. Norton & Co.: New York, 2011.

Industrialization Lecture, Greg Marshall

<http://www.aasd.k12.wi.us/staff/hermansenjoel/Notes2/Industrialization%20and%20the%20Gilded%20Age.pdf>



www.shmoop.com