SAMPLE LESSON PLAN: Lesson 1

Lesson Title	LESSON 1: Introduction to the 2nd Industrial Revolution	Class Level/ GLE	Intermediate (Pre-ASE)/ 4-8 GLE (STAR)
Unit Title	Innovations & Society (FOCUS: Second Industrial Revolution)	Teacher Name	Maura McCabe

CCRSAE *(use notation & shorthand)*	ELA Learning Objectives *By the end of this lesson, students will be able to:*	Evidence of Learning *Students will show their learning by:*
R2D: main ideas, development, & summaries **R7D:** integrate info from diverse formats	With support, Identify the main idea of a timeline infographic and track the development of the ideas presented	Submitting responses to Guiding Questions: Infographics as a group
W6C: use technology to publish	Identify and assess design features of timeline infographics	Submitting responses to Guiding Questions: Infographics as a group
L6D: vocabulary acquisition & use	Define and connect the *2nd Industrial Revolution* and the *Gilded Age*	Responding to questions in the Wrap-Up
RF4C: fluency	Read text accurately, at an appropriate rate, with good expression.	Reading aloud and being assessed with a Fluency Checklist by the teacher on a rotating basis

Student Texts and Other Resources

- *Include authentic print and/or digital texts that are appropriate for adults.*
- *Include texts that accurately and respectfully represent diverse identities, cultures, and perspectives.*
- *Include text complexity level for each text.*
- *List instructional videos, websites, and handouts for students.*
- *Include hyperlinks.*

- Essential Questions, posted on a whiteboard or chart paper
- VIDEO: *Defining an Era: The Gilded Age* or the Edpuzzle.com version with embedded questions
- Definitions for "Second Industrial Revolution" and "Gilded Age" prepared on Jamboard/whiteboard
- Infographics gathered from the community and local workplaces ahead of time
- Guiding Questions: Infographics
- CHECKLIST: Timeline Infographic Project
- Knowledge Rating Scale (BLANK) / Knowledge Rating Scale (TEACHER)
- Fluency texts (choose one):
    - *Expansion and Reform: Technology of the 1800s* (Newela text available at 5 levels)
    - *The Gilded Age* (GLE 7) - short excerpt; good for echo/repeated reading
- (Optional) CHECKLIST: Fluency
- Prepared questions for the Wrap-up (with optional prep of an online poll)
- Exit Ticket: Two Roses and a Thorn (#4 on handout), on Google Survey, index cards, or email

Instructional Shifts *(Which ones are addressed in this lesson?)*	X	Engage with **complex text** and its academic language.
	X	Ground reading, writing, and speaking in **evidence** from literary/informational texts.
	X	Build **knowledge** through content-rich nonfiction.

Instructional Process

Sequence and concisely describe culturally-responsive and evidence-based instruction.

- *Incorporate the "I do," "We do," "You do" model.*
- *Contextualize skill instruction within authentic texts and tasks.*
- *Incorporate a variety of tasks and interactions that foster engagement.*
- *Support learners in making connections to their lives.*
- *Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content.*
- *Include choice and flexibility where appropriate to meet diverse needs.*
- *Provide additional modifications as needed for English Learners, students with learning disabilities (LD), and students at different levels.*

TIME ESTIMATE: 2 hours

TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION *(e.g., EL, LD, different levels)*

Warm-Up/Introduction
- *Review unit goal/cumulative project.*
- *Review key learnings from previous lesson(s)/Activate prior knowledge.*
- *Introduce the objectives -- and address why they are important.*

TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION
(20 min) VIDEO: *Defining an Era: The Gilded Age* [2:32] or the Edpuzzle.com version with embedded questions	1. Introduce the unit by leading a discussion around the questions: *What do we mean by "invention"? What inventions do you see around you right now? (cell phones, SMART Board, laptop, lights, etc.). Which one of these has had the most impact on you?* 2. Say something like: *The U.S. has had several different periods in which a great many new inventions were created. The "First Industrial Revolution" happened after the American Revolutionary War, around 1800. It included such things as the steam engine and the cotton gin. But we're going to focus on what was called the "Second Industrial Revolution" because we still use versions of many of the inventions of that era.* *The Second Industrial Revolution happened around the end of the 1900s. Why is it important that we study this Industrial Revolution? It will help us see what kinds of things drive the creation of new ways of doing things and what the impacts can be. This is also an important part of our history, one in which the rich grew very rich but the country had a good deal of poverty. Some historians call this era the Gilded Age.* 3. Ask: *Does anyone know what "gilded" means?* Make connections from student comments to the two relevant definitions. [Merriam-Webster defines *"gilded"* as "covered or tinged with gold or a golden color" or "having a background of wealth and luxury."] Invite students to watch the upcoming video to see if they can figure out why the era they'll be discussing in this unit was called "The Gilded Age." 4. View the video *Defining an Era: The Gilded Age*. 5. Debrief the video. Discuss how the use of the word "gilded" might just be seen as emphasizing the wealth of the era, ignoring the fact that many groups in society were taken advantage of. However,	For additional support, the Edpuzzle.com version of the video has embedded questions that prompt

	"gilded" can alternatively be seen as appropriate, because it emphasizes that the wealth of a few was nothing but a shiny exterior covering up an altogether different reality (poverty; exploitation) experienced by many (i.e. African-Americans, women, immigrants). Highlight the point that income inequality marked the era. Emphasize that lesson 1 sets the stage by introducing the era as a time fraught with inequities.	comprehension in process. The teacher may use this version with the whole class or have each student view the video and answer the questions on their own.
Essential Questions, posted on a whiteboard or chart paper.	6. Explain that **this unit** will focus on the inventions and advances that led to this boom in wealth and to the U.S. moving from an agricultural-based economy to one based on industry. Emphasize that students will also explore the men and women behind these inventions and advances, including the societal and personal challenges some of them faced in getting their ideas accepted.	
	7. Explain that the culminating activity will engage students in creating a **timeline infographic** of inventions and advances from this period as well as the people behind them. Explain that you chose this kind of project because infographics are a common way of presenting information in today's world. The skills they will learn will be transferable to their careers and communities.	
	8. Share the Essential Questions:	
	○ What societal factors lead to technological advances and inventions?	
	○ How do advances and inventions impact society, for good and for bad?	
	○ What kinds of societal and personal challenges did innovators of the era experience?	
	9. Explain that today students will explore examples of infographics and get familiar with the expectations for the unit, while also continuing to learn about words and building fluency in their reading.	

Body
- *Explain and model 1) the target knowledge or skill and/or 2) processes to follow to accomplish tasks.*
- *Provide scaffolded practice and feedback.*
- *Engage learners in inquiring, exploring, and problem-solving.*
- *Include multiple kinds of interactions (e.g., whole group, small group, pairs).*
- *Pose questions that require critical thinking and evidence from text.*
- *Use technology appropriate to the task(s).*

(40 min) Infographic examples from the community, workplace, and/or ABE program.	## A. DIGITAL LITERACY/COMPREHENSION: [R2D, R7D] 1. Briefly **show examples** of infographics that have been or might be used at work, in the community, and/or in the ABE program. (See Infographic Resources for tips and some possible examples.) Provide guidance on how each is formatted and how to read them, focusing especially on **timeline infographics**. (Include "good" and "bad" examples.) 2. **I DO/WE DO:** Explain/review that a timeline is a graphic organizer that puts events in chronological order. Lead the class in analyzing one timeline infographic of your choosing, explaining as you go that	These should be accessible by all students in the class—not too complicated, unless the point is to draw attention to how *in*accessible a specific timeline is!

	when reading or designing an infographic, you pay attention to the following criteria: ○ *Can you tell what the infographic is about (the main idea)?* ○ *Is the information easy to follow?* ○ *Is formatting consistent?* ○ *Is the text easy to read?* ○ *Is color used effectively?* ○ *Do images enhance the information? Are distractions minimized?*	
Simpler and more complex examples of timeline infographics (1 per group). Guiding Questions: Infographics CHECKLIST: Timeline Infographic Project	3. **YOU DO:** Divide students into groups and have them analyze another timeline (groups may use different timelines), answering the questions on the Guiding Questions: Infographics. 4. Debrief by having the class look at each group's infographic while a spokesperson from the group shares their critique. 5. Introduce the final project by distributing and briefly going over the CHECKLIST: Timeline Infographic Project, answering questions. Explain that as students read about innovations, they will want to pay attention to which ones seem especially interesting—these innovations may be the ones they want to include on their timeline. And, as they look at different kinds of timelines, they will want to keep an eye out for ideas they might want to use in their own infographic. **Emphasize that the purpose of the timeline infographic is to help their classmates learn about and remember their particular set of innovations.**	Lower-performing students should review simpler infographics; higher-performing students may be given more complex infographics. For large classes, multiple groups may critique the same timeline, to save time in the debrief.
(25 min) Definitions prepared on Jamboard or whiteboard.	**B. WORD STUDY:** [L6D] 1. Provide formal definitions for the *2nd Industrial Revolution* and the *Gilded Age*, something like: *Second Industrial Revolution (approx. 1870-1914): A time period in American history in which technological advances, inventions, and processes changed the economy within the United States. Advances included electricity, railroads, skyscrapers, the telegraph, the telephone, and the assembly line. The inventions, technologies, and advances of the Second Industrial Revolution led to the Gilded Age.* *Gilded Age (approx 1870-1900): A time in which the growth within the US economy helped to create great wealth among a small number of people. A majority of Americans did not share in this wealth but worked long hours in dangerous conditions for little pay.*	
Knowledge Rating Scale (TEACHER)	2. Explain that they will use the set of vocabulary words for the unit to read, write, and discuss the Second Industrial Revolution. 3. Show each of the vocabulary words for the unit on the Knowledge Rating Scale (TEACHER), pronounce it, and have students write the	You may choose to hand out the teacher version of the KRS that already has words written (to save time or for

[Knowledge Rating Scale (BLANK)](#)	word on their blank version of the [Knowledge Rating Scale (BLANK)](#), filling in the applicable column.	students who have difficulty with fine motor skills).

(25 min)
 	
Copies of the following, or access to electronic versions:
 	
[Expansion and Reform: Technology of the 1800s](#) - use correct levels for students
 	
Students in the same pair/triad should read from the same level of text and each have their own copy.
 	
Alternative Text:
[The Gilded Age](#) (GLE 7)—short, good for repeated or echo reading (audio available)
 	
(Optional) [CHECKLIST: Fluency](#)
	### C. FLUENCY: (20 min) [RF4C]
	
	1. Explain that in this lesson, students will (continue to) work on their reading fluency—the ability to read accurately, at a good pace, and with appropriate expression. This kind of reading supports comprehension.
	
	2. Set up the fluency lesson by explaining that students will be reading an article that provides an overview of the era.
	
	3. **I DO:**
	  ● Before students receive their text, display the lowest level text to be used by a group in the lesson. Draw students' attention to the <u>title</u> and <u>illustration</u>, reminding them that good readers preview the text before diving in and think about any prior knowledge they have about the topic. Have them read the <u>caption</u> to the picture and predict what the article will be about. Ask: *What do you know about this topic?*
	
	  ● Remind students that in their fluency lessons, they are focusing on word accuracy, reading at a good pace (one that sounds like normal talking), attending to punctuation, and having appropriate expression. **Model fluent reading with the first three paragraphs,** either having students reread each sentence or two after you (echo reading) or rereading the paragraphs with you in unison after you've read them through once (choral reading).
	
	  ● Assign pairs or triads their version of the text, with students having their own copies. Explain that since each group will be reading a slightly different version, they will share with each other afterwards about what they learned.
	
	4. **WE DO (OR YOU DO):** Students use [collaborative oral reading](#) in pairs or triads to read the text. If another teacher/volunteer is not available to lead student groups, visit each group periodically to model fluent reading, invite them to circle names or inventions that sound familiar/interesting, and/or to do quick comprehension checks.
	
	    *You may use the [CHECKLIST: Fluency](#) to assess 1 or a few students during this lesson, to gain information to use during conferencing with students, or to inform instruction. Make notes on different students each day.
	
	5. Provide general feedback on students' fluency and explain that building fluency takes practice, which they will have during each lesson in the unit.
	
	6. Discuss what students found interesting or surprising about the content. Encourage cross-group sharing.
		A class of intermediate readers often has students reading at very different fluency levels. NEWSELA provides 5 levels of text on the same topic. Assign students the text that is close to the level indicated by their MAPT scores.
		
		When possible, assign a teacher/volunteer to each group for extra modeling.
		
		Instead of reading in pairs/triads, students may individually read along with the audio provided by Newsela, slowing and speeding up the pace and reviewing specific sections. Encourage students to read through the text twice, if there's time.

Wrap-Up/Reflection ● *Lead reflection in what students learned and how they might use what they learned in their lives.* ● *Preview the next lesson.*		
(10 min) Prepared questions Google Forms, email, or index cards	1. Briefly review the lesson objectives and how they were accomplished. 2. Use polleverywhere.com or some other polling platform to get a sense of where students are with their knowledge. Show/ask each question, solicit responses, and then discuss answers: *Sample questions:* ○ *What era of U.S. history are we studying in this unit?* ○ *When does this era occur?* ○ *Why is it called the Gilded Age?* 3. Two Roses and a Thorn (# 4 on the handout): Using Google Forms, email, or index cards, each student lists **2 things they learned** in the lesson and **1 thing they have a question abou**t. Collect responses and use them for review in the next lesson.	Multiple-choice questions can be posed, for support.