**Section 6. Detailed lesson Plan 4/1/14**

**Title:** Inventors and Entrepreneurs

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 8c | **NCSS Theme:** | VII, VIII |

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| What is the **guiding question** for this lesson?Must be presented in the lesson to students | What is the difference between an inventor and an entrepreneur? |
| How will student understanding be **assessed**?-include assessments.  | Student understanding will be assessed through a quiz from last week’s material. Student understanding from this lesson will be assessed through the questions from the reading, pictures, concept mastery routine, and a map review from concepts learned a couple of weeks ago.  |

**Key Concepts (no definition necessary):**

Invention Inventor Entrepreneur

Steam Locomotive Steamboat Robert Fulton

John Fitch Mechanical Reaper Cyrus McCormick

Jo Anderson Cotton Gin Eli Whitney

**SWBAT (as many as required by lesson):**

**#1** Students will be able to identify the major inventions of the early 1800s and who invented them.

**#2** Students will be able to explain the difference between an entrepreneur and a inventor.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

Quiz Concept Mastery Pictures of inventions and inventors/entrepreneurs

Map for geography, territorial gains, trails review Smartboard

*Our America* Textbook

# Just Do It (hook): Quiz 10 min- Students will take a quiz on the Abolitionist and Women’s Suffrage Movements from last week

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| Obj # | Description of Lesson Procedure | **Check for Evidence of Understanding** |
| 1 | 10 min- Silent Reading on *Our America* pg. 134-135 after their quiz  | Ask questions about reading once students finish |
| Transition: 5 min- show pictures of inventions  |
| 2 | Concept Mastery 15min- on inventors | Ask students during the concept mastery what they consider to be an entrepreneur and a inventor |
| Transition: 10 min- map review of Geography, Territorial Gains, Trails |
|  |  |  |

**Closure (How does this come back to the guiding question):** 4 min and Finish for Homework- Question 3 on pg. 141 of *Our America*, this assignment helps students in knowing the difference between an entrepreneur and inventor

**Modifications/Differentiation:** Some classes may need a word bank for their Quiz. Some classes may need a guided reading on *Our America* and a completed concept mastery map.

**Section 6. Detailed lesson Plan 4/2/14-4/4/14**

**Title:** Invention Skits

**Grade and Subject:6th Grade US History to 1865**

**Time Allotted: 3 to 3 1/2 class periods**

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| **SOL #:** | USI 8c | **NCSS Theme:** | VII, VIII |

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| What is the **guiding question** for this lesson?Must be presented in the lesson to students | What is the significance of the four major inventions of the early 1800s. |
| How will student understanding be **assessed**?-include assessments.  | Student understanding will be assessed through their ability in groups to create a skit, game show, or presentation on an invention. |

**Key Concepts (no definition necessary):**

Invention Inventor Entrepreneur

Steam Locomotive Steamboat Robert Fulton

John Fitch Mechanical Reaper Cyrus McCormick

Jo Anderson Cotton Gin Eli Whitney

**SWBAT (as many as required by lesson):**

**#1** Students will be able to construct a presentation in which they research and collect information on the invention they are assigned.

**#2** Students will be able to present their findings on the invention in front of the class.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

Invention Project Sheet Laptop Computers

Internet *Our America* textbook

*Why We Remember: United States History* Through *Reconstruction* Textbook (known as Big Blue) Slot Notes Completed notes on Smartboard

# Just Do It (hook): 5 min- get students into groups of 3-4 for the Invention Project

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| Obj # | Description of Lesson Procedure | **Check for Evidence of Understanding** |
| 1 | Research/Creation 2 full class periods- students will look up in books, handouts I give them, and on the internet information about the invention they are given, then they created their presentation | Go around and check on group progress in terms of their research, as well as creation of presentation. |
| 2 | Presentation of findings 1 full class period- groups will present their findings to the class, and the class will take slot notes in-between presentations  | The information groups provide during presentation. Will be graded by rubric.  |

**Closure (How does this come back to the guiding question):** 5 min**-** check on group progress at end of class

**Modifications/Differentiation:** I need to make sure certain students are paired with certain students to maximize their abilities during the project. I will also need to check on and provide more help to certain groups than others. Some students may need to be provided fully completed slot-notes.

**Abolitionist and Women’s Suffrage Movement Quiz**

**Directions:** For the following questions list your answers below the question. Each question is worth six points, as partial credit can be earned on each question. The quiz is worth twenty-five points, as you get one point for putting your name on this Quiz. Good luck!

1. List three reasons why abolitionists were against slavery.

2. Who were the three major leaders of the abolitionist movement?

3. List three things people involved in the women’s suffrage movement were fighting for.

4. Who were the three major leaders of the women’s suffrage movement before the Civil War?

**Word Bank**

Elizabeth Cady Stanton Cruel

Frederick Douglass Equal voting rights

Undemocratic Susan B. Anthony

Equal education William Lloyd Garrison

Morally Wrong Equal property rights

Harriet Tubman Sojourner Truth

Equal business opportunities Inhumane

**Invention Project (worth 50 points)**

For this project, groups of three to four students will be given one invention from the early 1800s to research and present for 2-5 minutes on Friday April 4th. The four inventions that you could be given include the steam locomotive, steamboat, mechanical reaper, and cotton gin. This project will be similar in nature to the Presidential Skit you did a few weeks ago. You need to come up with a skit, game show, PowerPoint presentation, or other creative way of presenting the information to the class. Here is a list of resources below that will help you in creating your presentation.

* *Our America* textbook
* Big Blue Textbook
* Cotton Gin- <http://www.history.com/topics/inventions/cotton-gin-and-eli-whitney>
* Steamboat- <http://www.americaslibrary.gov/jb/nation/jb_nation_fitch_1.html>
* Mechanical Reaper- <http://www.pbs.org/wgbh/theymadeamerica/whomade/mccormick_hi.html>
* Steam locomotive- <http://www.uh.edu/engines/epi835.htm>
* All inventions- <http://web.mit.edu/invent/i-archive.html>
* All inventions- PBS

I will hand each group a slip of paper with the essential amount of information on each invention you have include in your presentation. I will also provide each group a rubric on what is expected of you in order to do well on this project. Feel free to ask me any questions while you are preparing your presentation and I will be walking around class to assist you in designing your presentation.

**Invention Project Slips/Slot Notes**

**Steamboat**

* Invented by John Fitch in 1787.
* Improved by Robert Fulton in 1807.
* Provided faster river transportation.
* Invention resulted in connecting Southern plantations/farms to Northern industries and the West.

**Steam Locomotive**

* Invented by George Stephenson from Great Britain in 1814.
* Peter Cooper built the first steam locomotive in America in 1830 known as the “Tom Thumb”.
* Invention resulted in providing faster land transportation.

**Mechanical Reaper**

* Invented by Cyrus McCormick and his slave Jo Anderson in 1831
* Invented in the Shenandoah Valley of Virginia.
* McCormick became an entrepreneur as well by moving to Chicago and selling his invention.
* Resulted in increasing the productivity of the American farmer.

**Cotton Gin**

* Invented by Eli Whitney in 1794.
* Cotton Gin speed up the process of removing seeds from the cotton.
* Invention resulted in increased cotton production which led to an increase in slave labor in the South.

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**Persuasive Essay #2**

In a 1-2 paragraphs argue whether you believe the abolitionist movement or the women’s suffrage movement had the biggest impact on American history. You can only choose one event you believe to be the most significant and there is not a wrong answer. The key here is to explain why you believe the event you choose is most important and support it with evidence.