



Grade 5 Unit 4 - Industrialization and Innovation

Unit Focus

This Industrialization and Innovation unit will focus on how 19th and early 20th century industrialization revolutionized the economic and social conditions in the United States. Changes began in the late 1700's when innovation impacted both how products were made and how Americans lived and wanted to live. After the Civil War, further advances would occur in the areas of technology and transportation, changing the economic landscape of the nation. An exploration of how and why the Industrial Revolution began and "gained steam" in late 19th century America will help to introduce major concepts in the unit. Student learning will focus on innovation, inventions, and industrialization and their impact on citizens' lives. Students will be asking and answering questions based on how nations use resources to achieve their goals and how industrialization changed the way Americans lived. Examples in New England and Connecticut will help students make local connections to this time period. Along with industrial growth came many social and economic issues tied to labor and the rights of workers. This increased demand for workers led to child labor and unsafe working conditions. The life of a child laborer will serve as a model which allows students to understand the time period directly from their historical peers. Students will experience life in a New England factory as an example of this experience of an industrial worker. Photography and other primary sources will also expose students to many of the realities of the industrial age in America. Students will be asked to connect their understanding of this massive progression in 19th and 20th century industry, technology, and society to the rapid changes that are occurring in the United States today. As a transition to the subsequent themes in the course, students will make the connection between the need for labor and an expanding economy with waves of immigration in the later part of the 19th and beginning of the 20th century. Through an analysis and presentation of information and ideas, students will promote a collective understanding of the continuing influence of this period in American history.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 5</i> 1010881 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.3--5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. 	<p>T1 Evaluate how creation and participation in an economy impacts groups of people and their world. (<i>Analyzing</i>)</p> <p>T2 Trace key events, statistics, and development of ideas/innovations over time to determine patterns. (<i>Analyzing</i>)</p> <p>T3 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Presentation</i>)</p>	
<ul style="list-style-type: none"> • INQ.3--5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS <i>1010888 Civics</i></p> <ul style="list-style-type: none"> • CIV.5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations and families. <p><i>1010893 Economics</i></p>	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies.</p> <p>U3 Humans beings have basic needs and rights.</p>	<p>Q1 How and why did the Industrial Revolution occur in the United States?</p> <p>Q2 How do people/nations use resources to achieve their goals?</p> <p>Q3 How did industrialization change the way Americans lived?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<ul style="list-style-type: none"> • ECO.5.1 Identify positive and negative incentives that influence the decisions people make. • ECO.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. 	<p>U4 Historians develop a sense of empathy for people.</p> <p>U5 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p>	<p>Q4 Why is being mindful of others important?</p> <p>Q5 How does my question help me better understand and explain interpretations and the importance of the information?</p>																								
<p><i>1010901 History</i></p> <ul style="list-style-type: none"> • HIST.5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. • HIST.5.4 Explain why individuals and groups during the same historical period differed in their perspectives. • HIST.5.3 Use information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic. • HIST.5.2 Compare life in specific historical periods to life today. <p><i>1010912 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i></p> <ul style="list-style-type: none"> • INQ.3--5.9 Use evidence to develop claims in response to compelling questions. <p><i>1010917 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> • INQ.3--5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports) and digital technologies (e.g., Internet, social media, digital documentary). <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. 	<p>ACQUISITION OF KNOWLEDGE AND SKILL</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">KNOWLEDGE</th> <th style="width: 50%; text-align: center;">SKILLS</th> </tr> </thead> <tbody> <tr> <td>K1 the changes brought about to Americans by Industrialization</td> <td>S1 identifying concepts and ideas through inquiry that present alternate perspectives</td> </tr> <tr> <td>K2 the impact of innovation and inventions on industrialization</td> <td>S2 determining the kinds of sources that will be helpful in answering compelling and supporting questions.</td> </tr> <tr> <td>K3 the impact of the assembly line on productivity and efficiency</td> <td>S3 creating and using a timeline to compare developments that happened at the same time.</td> </tr> <tr> <td>K4 the impact of industrialization on specific service jobs (i.e. selling, transporting and marketing).</td> <td>S4 comparing life in specific historical periods to life today.</td> </tr> <tr> <td>K5 how industrialization would impact large companies and corporations</td> <td>S5 using information about a historical source to determine its usefulness</td> </tr> <tr> <td>K6 why the development of world trade leads to a global economy</td> <td>S6 explaining why individuals and groups during the same historical period differed in their perspectives.</td> </tr> <tr> <td>K7 Vocabulary: mill, corporation, division of labor, industrialization, innovation, mass production, productivity, urbanization, union, spinners, doffers, breaker boys, cannery, migrant, newsies, cottage industry, child labor</td> <td>S7 describing ways in which people benefit from and are challenged by working together.</td> </tr> <tr> <td></td> <td>S8 identifying positive and negative incentives that influence the decisions people make.</td> </tr> <tr> <td></td> <td>S9 identifying examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td> </tr> <tr> <td></td> <td>S10 using evidence to develop claims.</td> </tr> <tr> <td></td> <td>S11 presenting a summary of arguments and explanations to others outside the classroom.</td> </tr> </tbody> </table>	KNOWLEDGE	SKILLS	K1 the changes brought about to Americans by Industrialization	S1 identifying concepts and ideas through inquiry that present alternate perspectives	K2 the impact of innovation and inventions on industrialization	S2 determining the kinds of sources that will be helpful in answering compelling and supporting questions.	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