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Content Area(s): Social Studies - Industrialization

Grade(s): 4<sup>th</sup>

<b>Learning Goal(s)/ Standard(s)</b>	<p>A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters</p> <p>D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient</p> <p>D.4.6 Identify the economic roles of various institutions, including households, businesses, and government</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment</p> <p>SLS.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly</p>
<b>Instructional Objectives</b>	<p>Students will learn through readings and discussions about economics and industrialization in Milwaukee and other areas of Wisconsin in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Students will apply their learning of these two topics by having a debate and writing individual opinion pieces about whether they would want to live in the city and work in a factory or the country and work on a farm; while providing supporting details for their responses.</p>
<b>Assessment (Criteria/Look Fors)</b>	<p>Students are active participants in discussions.</p> <p>Students provide reasons for their opinion during the debate.</p> <p>Students reflections are clear, detailed, and display good writing techniques.</p>
<b>Academic Language Focus</b>	<p>Economics</p> <p>Industrialization</p> <p>Urbanization</p> <p>Wages</p> <p>Debate</p>
<b>Questions</b>	<p>What is industrialization and urbanization?</p> <p>What did Wisconsin look like before the industrialization era?</p>

	<p>What were major industries in Milwaukee in the 19<sup>th</sup> and early 20<sup>th</sup> centuries?</p> <p>What geographical features in Wisconsin contributed to industrialization?</p> <p>How are industries different now compared to those of the 19<sup>th</sup> and early 20<sup>th</sup> centuries?</p>
<b>Materials</b>	<p><u>Wisconsin: Our State, Our Story</u> by Bobbie Malone, Kori Oberle, and Susan O'Leary</p> <p><u>Learning from the Land, Wisconsin Land Use</u> by Bobbie Malone and Anika Fajardo</p> <p>Map of Wisconsin Sheet</p> <p>Chart paper and markers</p> <p>Computer (for research)</p>
<p><b>Instruction Procedures</b> <b>Time (Total &amp; Specific)</b></p> <p><b>Day 1:</b></p> <p><b>Day 2:</b></p> <p><b>Days 4-5:</b></p>	<p><b>Time:</b> Approximately 10 days</p> <p>View Webquest (<a href="http://explorewisconsinhistory1820-1914.weebly.com">http://explorewisconsinhistory1820-1914.weebly.com</a>) prior to lesson segment.</p> <p>Introduction of industrialization and urbanization and the time period these were most prevalent. Brainstorm what these words mean and what they meant in the past. Challenge your students and activate prior knowledge of these topics. Create an ongoing list of ideas (chart paper) to revisit throughout the lesson. Provide students with definitions of industrialization and urbanization.</p> <p>Read together <u>Wisconsin: Our State, Our Story</u> chapter 9, lessons 1-3 to help introduce topics. What geographical features were an important part of these industries? Why was Milwaukee a main location for industries? Each student will have a basic Wisconsin map. They can work to draw features such as Lake Michigan, the Mississippi River, Milwaukee, Madison, farmland, mining, logging, and write industries/factories in their proper locations. Reflect as a class on why industries may have thrived due to their geographical location.</p> <p>Read <u>Wisconsin: Our State, Our Story</u> chapter 9 lessons 4, 5, and 7. Discuss industries of Milwaukee and Wisconsin.</p> <p>Revisit Milwaukee and Wisconsin industries list and maps. Are these industries still present today? Make a past and present list of industries of Wisconsin. You may take the time to research as a whole class or be able to generate a list based on knowledge. Begin discussion of industrialization and wages. Who worked in factories? Why? What was</p>

<p><b>Days 6-7:</b></p>	<p>their pay like? Note that children as young as 8 worked alongside adults. Ask students why that may be. Students can compare life as a child then and now. Have students discuss as a group what they think it was like to work at their age and have them provide opinions on whether they think they could or could not do it.</p> <p>Activate prior knowledge of farming and logging in Wisconsin. Begin to compare and contrast working in factories to working on a farm or at a lumber mill. Introduce debate and reflection. Provide students with time to choose whether they would rather work in the city or in the country and then divide students into debate teams. Ensure students have time to discuss among groups and generate ideas as to why they would rather work in a specific location.</p>
<p><b>Days 8-9:</b></p>	<p>Debate, each student must take turns arguing for his or her side. They must provide specific examples and reasons they chose the city or the country for work. They must be able to show their learning through engaging in a speaking debate and convince you, or the other debate team as to why their choice is better.</p>
<p><b>Closure</b> <b>Day 10</b></p>	<p>In class reflection day. After the past two weeks and the debate students are expected to write a reflection about industrialization in Wisconsin. They are expected to provide examples and details of what they learned and explain their opinion of why, as a child, they would rather live in the city or the country during that time period.</p>

Name: \_\_\_\_\_

## Wisconsin Geography and Industries



## Wisconsin - The Badger State

## Reflection Criteria

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Requirements	1 – Below Requirements 2 – Meets Requirements 3 – Beyond Requirements
Student writes a detailed reflection providing opinion and supporting sentences reflecting on whether they would rather live and work in the city or the country as a child.	
Student's reflection includes an introduction, body, and conclusion that restates their opinion.	
Student's sentences are clear and fluent with proper mechanics and grammar.	

Teacher Comments: