

Shutterfly Photo Story Lesson Plan

Subject: Emerging Modern America

Grade level: 7

Lesson Title: Shaping a Nation

Common Core/State Curriculum Standards:

SS07-S01-C07-04

Discuss the relationship between immigration and industrialization.

SS07-S01-C07-07

Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.

SS07-S01-C07-08

Identify the following groups' contributions to the changing social and political structure of the United States

- labor Leaders (e.g., Samuel Gompers, Mother Jones)
- social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton)
- industrialists (e.g., Andrew Carnegie, John D. Rockefeller)
- inventors (e.g., Thomas Edison, Henry Ford)
- Populists (e.g., William Jennings Bryan)
- financiers (e.g., J.P. Morgan, Jay Gould)

SS07-S01-C07-05

Analyze the impact of industrialization on the United States

- growth of industrial cities- rural to urban migration
- factories - labor conditions
- unions - workers' interests
- growing influence of big businesses- controls and productivity

Language Arts

LA7-W-2

Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

AZ Art Standards:

Strand 1: Create

Concept 2: Materials, Tools, and Techniques

- **The student will use materials, tools, and techniques in his or her artwork.**

PO 201. *Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her artwork*

ISTE STUDENT STANDARDS:

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

Learning Objectives:

1. Students will understand the major players in the Industrial Age
2. Students will begin to understand the impact that the Industrial Age has on our government today
3. Students will communicate their findings within Shutterfly Photo Story.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*

1. Students will be able to take their research data and explain how the Industrial Age shaped our nation.
2. Students will use their imagination to compare and contrast using electricity vs. steam
3. Students will be able to explain the new words learned in this lesson.
4. Students will follow the rubrics provided

Instructional Strategies: *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

Students will understand the steps in the Inquiry Process and be able to demonstrate what they have found using their “voice”, communicating this information through the use of Shutterfly Photo Story.

How Students Will Use Shutterfly Photo Story:

They will communicate their findings and research by photographs, drawings and research written.

Required Materials/Lesson Length:

iPads and computers will be used as well as textbook, supplements, and online information. This lesson should last nine weeks.

Resources: (*Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation*)

Original materials, student drawings and photos, research data from textbook, online social studies sources, outside local and online experts.

<http://www.history.com/topics/industrial-revolution>

What if:

(Steampunk) <http://www.steampunk.com/what-is-steampunk/>

Questions to answer:

- What effects did the Industrial Revolution have on political, social, and economic aspects of society?
- How did the Industrial Revolution positively and negatively impact American society?

Procedures/Activities: (*What will the teacher and students do?*) (*Prior Knowledge, Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection*)

Prior Knowledge: Review of what we know so far about our nation's growth after WWII.

Opening Activity: As a class discussion, will view information online about the Industrial Age. What changes do you think occurred that may have influenced new century tools?

I show my teacher-made Shutterfly book showing the steps of creating a reflection an industry that began during the Industrial Age and contrast it to a "what if" it was run by steam instead.

Learning Activities:

1. Paired (or 3 in a group) students will choose from the hat an industry or major player of the Industrial Age they will research.
2. Students are given the rubric and vocabulary list, and collectively reading.
3. Teams plan out how to demonstrate what they have learned and leader assigns jobs to document it.
4. Teams collaborate on finding images and creating drawings, research and writing an outline and storyboard to be followed when creating the 20-page Shutterfly Photo Story.
5. Teacher guides students in developing a clear photo essay of their project.
6. Now student teams work with other teams to edit and refine their reports. Double-checking spelling of terms is required.
7. Once the report is planned out, the students create and input data into the Photo Story and record an audio narration.
8. Have students pick out one key picture important to their research, and put a short paragraph with the picture on the student webpage.
9. Have students create QR codes in their book leading to the student webpage.

Closure:

In small groups of 4, have students share their final products. As time permits, have each team nominate one person to share with the whole class. (Optional: give a vocabulary quiz over the new words)

Reflection:

Discuss with the students how well they rate their knowledge about the Industrial Age and the new words learned. Ask what they felt about the writing process. What was the most fun/difficult aspect?

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

The nature of the class provides help with specific student needs through individual talks with the teacher, collaboration with a partner or team. There are checkpoints throughout the lesson to make sure there is an understanding of what is required. Quizzes are part of half of the checkpoints.

Special Education/ESL Accommodations & Modifications:

- Assign students specific people and help with the research words
- Have them work closely with the teacher during sentence construction using the new words
- Guide the research
- Have the students work on the storybooks collaboratively, rather than independently

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

The books will be shown to parents at the student-lead conferences as well as being e-books available for other students in the school to view. The QR codes leading to the student created web pages will be posted in the school library.

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

This is projected based following assessments:

Write at least a two-paragraph essay for each question. (50 points each)

- What effects did the Industrial Revolution have on political, social, and economic aspects of society?
- How did the Industrial Revolution positively and negatively impact American society?

Rubric for Shutterfly Photo Story

Criteria	1	2	3	4	Score
Page Design	Many pages are either cluttered or empty. There is no text/image balance. No attention paid to variation in design.	Some pages are either cluttered or empty. Inconsistent attention paid to sizing of graphics, placement of graphics and text, and text wrapping.	Most pages contain well-placed objects, with thoughtful text/image balance. Inconsistent text wrapping.	Objects on all pages are well placed and sized. Pages are not cluttered or empty. Imaginative and logical text wrapping.	
Mechanics	Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.	Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.	Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style.	Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.	
Graphics	Images do not connect to text and/or are not relevant.	Images are not always relevant. Text citations are not always present and do not connect to images.	Images are mostly relevant. Text citations are usually present and identify the images.	Images are relevant, and complement the text. Each image is cited in the text and identified. The number of images is appropriate.	
Planning	Storyboard is incomplete. Little or no details about graphics, content, formatting, or effects are provided.	Storyboard lacks some important details about graphics, content, formatting, and effects.	Storyboard is mostly complete. Includes many important details about graphics, content, formatting, and effects.	Storyboard is complete. All necessary information about graphics, content, formatting, and effects is included.	

Content	Information is cursory or incorrect. Little understanding of content is evident from presentation.	Some solid information presented; however, some information is incorrect or cursory.	Information is clear and correct throughout most of presentation.	Information is well presented, clear, and correct throughout.	
Effects	Effects are limited or not present.	One or more than one type of effect is used; however, some or all effects detract from presentation.	More than one type of effect is used. Effects enhance presentation.	Effects are varied, yet cohesive, and they significantly enrich the presentation.	
Image Size	Photo or art image too large for the allotted space.	Some images fit well in the allotted space.	Most of the images fit well in the allotted space.	Image layout works well on the page.	