

Name: Justice Woosley

Title: The Industrial Revolution: Building America

Subject Area: History

State: Missouri

Description: This lesson will focus on the life of Andrew Carnegie and what it's like to run a business during the Industrial Revolution.

1. For this project students will put themselves in the position of Andrew Carnegie, they will become Andrew Carnegie but will use their real names for the purposes of this assignment. Students will have to create a PowerPoint for this assignment, minimum number of slides being 15 to 25 slides. The slides must include a story about how they got started into the steel business, where are they going to live? who's going to run their business while they're away, who are their enemies and their competitors? Like Andrew Carnegie where will they spend their time over seas (What countries and why are they there?), Will their employees work 5 or 7 days a week? Will their employees work 8-, 10-, or 12-hour days? Will you be supportive of the union?
2. The goal of this project is for students to understand the efforts of running a business and how you have to make sacrifices and can't please everyone. I allow them to portray themselves for this assignment in order to make it relatable to them and help them remember easier who plays what role.
3. State Standards: Tools 9-12.AH.1.CC.BB. Explain connections among historical context and peoples' perspectives at the time in United States' history.RIG.6. LRIG.6. MEGS.5. C. bEGS.5. C. cEGS.5. DRIG.6.0Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. Describe the major social institutions (family, education, religion, economy, and government) and how they fulfill human needs. Explain how and why places change. Explain how and why different people may perceive the same place in varied ways. Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world Determine the causes, consequences, and possible resolutions of cultural conflicts.
4. This assignment will be worked on in class over 5 days.
Day 1: On the first day I will present the assignment to the students give them the chance to ask questions and I will provide them with examples and resources through the Pittsburgh University Library and the Rivers of Steel website.
Day 2: Students will begin working on their story line and picking roles for their characters.
Day 3: Students will decide whether they will support the union and other key details of the assignment.

Day 4: Students will have more class time to work and start their bibliography to prove where they got their information, this will include primary and secondary sources.

Day 5: Students will finish their project and any final questions. Students will submit project by the end of the semester.

5. Formal Assessment: The project will be worth 95 points
 - 50 points- information is accurate and matches the bibliography
 - 20 points- Bibliography is completed and has at least 5 primary and 5 secondary sources
 - 20 points- The project is well put together, accurate information, and authentic to the storyteller
 - 5 points- PowerPoint is clean and well put together.Informal Assessment: Students will receive 10 points participation for each day it's worked on in class.

6. Technology: Computer needed for this assignment; each student will have one provided by the district.