



Lesson Title	Differences between the Southern and Northern Economies in the Early 19 th Century	Teacher	Morgan O'Grady
Grade Level	11th	Duration of Lesson	One to two fifty minute class periods
LESSON TOPIC	The differences in economy during the early nineteenth century.		
SC Standards & Indicators	<p>Standard USHC 3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.</p> <p>Indicators:</p> <p>Indicator USHC 3.3: Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.</p>		
Academic Vocabulary	Culture Economy Primary Source		
Lesson Materials	http://lowcountrydigital.library.cofc.edu/u/?/KVC_196		
Lesson Set			
Content Objective(s)	Students will: Analyze historic texts and mediums. Describe the different types of economy of separate regions of the United States.		
Literacy Objective(s)	Students will create a written piece to explain their thoughts.		
Lesson Importance	To allow students to compare and contrast the differences in economies.		
Connections to prior and future learning	Students have previously learned about economies on different parts of the world. The economy plays a large part in one's lifestyle, employment options, and regional infrastructure. Students will be able to explore the economy and see how it impacts their life.		
Anticipatory Set/ Hook (Engage)	1. Teacher will open the link to the picture. 2. Teacher will read aloud the following directions to the class: <ul style="list-style-type: none"> • Examine this photograph • This photograph is called a primary source. A primary source is a document or text made of written during the period being studied. • This is a primary source of a factory in Massachusetts • This photograph shows an important time in our Nation's economic development. • Have students write down what they see in the photograph and take time to answer their questions. 		

Skill Development

Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.
The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

Introduce content components

To introduce the content components, the teacher will play this video on the American Industrial Revolution from www.discoveryeducation.com:
<http://player.discoveryeducation.com/index.cfm?guidAssetId=3BEC8E51-6DD6-480B-8CBB-57D477C6A1C3>

"I do" Skill from literacy objective

introduce/explain/model

1. Teacher will begin lesson by asking, "What is an economy?"
 - "What makes up an economy?"
 - "How does the economy effect individual lives?"
 - The Teacher will allow time for students to brain storm and write down their ideas.
2. Teacher will discuss the main points of a 19th century U.S. economy.
3. For students to have a discussion on the economy they need to watch the video segment on the American Industrial Revolution from www.discoveryeducation.com.
4. Teacher will put up this outline on the board to guide students in note-taking through the video segment:
 - Areas
 - Types of economies
 - Large changes in structure
5. Teacher will ask students, "Why were there different types of work being done in different regions?"
 - Resources
 - Population
 - Demand
6. Teacher will use these answers to explain the differences between the economies in the North and the South.
7. Teacher will ask, "What were the two largest producing areas of raw and factory materials in America in the early 19th century?"
8. Teacher will allow students to answer and further discussion by talking about the major points they took notes on during the video segment.

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

"We do" Activity Description

Include student "explore" components and opportunities for them to explain their learning.

1. Teacher will begin guided practice by returning to the original picture.
2. Teacher will say, "Now that you have information about the Industrial Revolution, take a second look at this picture. Write down anything new you see. What types of physical labor can be seen in each picture? Which genders are seen in these pictures?"
3. Teacher will allow a few minutes for brainstorming. Teacher will then ask students, "What is happening in this picture?"
4. Students will discuss what they think is happening in the picture.

Checking for Understanding- "Informal" Assessment

- Throughout the activity the Teacher will check for understanding by the students' examination of the photograph.
- Point students to looking how labor differs in each region, and which genders seem to be more prevalent in each type of labor.
- Teacher will tie these regional products to how this shaped the Northern and Southern economies during the 19th century.

Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified	<p>1. Teacher will close the lesson by recapping on different points:</p> <ul style="list-style-type: none"> • What is a primary text? • What can primary texts show in regards to the time period they are from? • What is economy? • What types of economy emerged during the early nineteenth century? • What were some differences in economy between the North and the South?
Independent Practice	
"You do"	<ul style="list-style-type: none"> • Teacher will give students a blank map of the United States. • Teacher will hand out Map Rubric attached below. • Students will use this blank map to color, write, and illustrate the different regions and their economies. • Teacher will hand out coloring supplies. • Students will explain their maps in small group of four students.
Summative/ "Formal" Assessment	
Assessment	<ul style="list-style-type: none"> • Students will be assessed by their explanation of their maps. They will name the differences of the economies. • A rubric can be found attached as Map Rubric.
Differentiation	
During Lesson	<ul style="list-style-type: none"> • Students may answer questions on a piece of paper instead of discussion.
Assessment	<ul style="list-style-type: none"> • Option 1: Students may write an explanation of their map. • Option 2: Students way write two paragraphs comparing and contrasting the different economies.

Map Rubric

1. Map is colored	5 points
2. Different regions are labeled	5 points
3. Different economies are labeled	5 points
4. Student's name is on map	5 points