

Unit Title: Chapter 11: Flour, Lumber, & Iron

Grade Level: (example: 9, 10, 11, 12 or 7-8) 6th Grade

Subject Area: (example: Science, Physics; English, Short Stories) Social Studies (Minnesota History)

Duration/Length/Number of class periods: (example: 5 class periods) 10 class periods

Description:

Students will understand how flour, lumber, and iron were the first three major industries that led to the development of Minnesota's economy.

Established Goals (National, State, Local):

Minnesota 6th Grade Social Studies Standards

MN G 6.3.1.1.1

Create and use various kinds of maps, including "TODALSS" map basics, of places in Minnesota

MN H 6.4.4.20.1

Analyze how the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy

MN E 6.2.3.5.1

Describe the movement of goods and services, resources, and money through a market based economy

What Enduring Understandings are desired?

- An understanding of history is important for students and their identity as Minnesotans.
- Knowing the state's geography, climate, and natural resources can help students understand the value of their state.
- Knowledge of economics helps students understand how decisions and choices are made regarding scarce resources.

What Essential Questions will be considered?

How did industrialists use natural resources to create the foundational industries of Minnesota's economy?

Students will know / be able to:

- Important events and people
- Sequence and timelines
- Critical details
- Investigation skills

- Group skills
- Technology skills
- Study skills

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo rm ati ve	Su m m ati ve	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno logy Use d	Teac her Tec hno logy Used	ISTE Standar ds
DAY 1 -- Industrialism & The Industrial Revolution - Video, Padlet discussion <ul style="list-style-type: none"> ● Intro to the new chapter ● Video explaining the transition to production in the 1800's <ul style="list-style-type: none"> ○ Padlet Video + discussion 			X				1A
DAY 2 -- Industrial Revolution Quiz, Chapter 11 Map Activity, GIS Activity <ul style="list-style-type: none"> ● Quiz - Google Forms ● Map Activity - students familiarize themselves regions in Minnesota 	X			X		X	
DAY 3 -- Chapter 11 Comprehension Group Textbook Activity <ul style="list-style-type: none"> ● Students spend time reading in textbook & answering questions 	X			X			2D
DAY 4 -- FLOUR - Discussion, Textbook reading, MNHW Cartoon Website, Padlet Industry Summary <ul style="list-style-type: none"> ● In-Class Textbook Reading ● Students must visit MNHS cartoon website, read cartoon, answer a question on Padlet ● Create Industrialist ID Cards (Big Huge Labs.com) 	X			X	X	X	3C
DAY 5 -- LUMBER -- Discussion, Textbook reading, MNHW Cartoon Website, Padlet Industry Summary <ul style="list-style-type: none"> ● In-Class Textbook Reading ● Students must visit MNHS cartoon website, read cartoon, answer a question on Padlet ● Create Industrialist ID Cards (Big Huge Labs.com) 	X			X	X	X	3C
DAY 6 -- IRON -- Discussion, Textbook reading, MNHW Cartoon Website, Padlet Industry Summary <ul style="list-style-type: none"> ● In-Class Textbook Reading ● Students must visit MNHS cartoon website, read cartoon, answer a question on Padlet 	X			X	X	X	3C

• Create Industrialist ID Cards (Big Huge Labs.com)							
DAY 7 -- Chapter 11 Review -- Study Guide & Kahoot				x			
DAY 8 -- Assessment -- Multiple Choice & Essay Question		x					

Materials, tools and resources -- Video, Google Classroom, Google Forms, GIS website, online textbook, MNHS website, Padlet, Big Huge Labs, study guide, assessment
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) -- Brian Snyders / Luverne Middle School / b.snyders@isd2184.net
Additional credit given to Jen Legatt, Wendy Wolfe, Brenda Diekman, Shana Crosson