

Teacher: Frances Solorio

Title: The World's Fair		Subject: Social Studies, L.A., P.E.	
Topics: Focus on Political, Cultural, Social, and Economics		Grade: 9th	
Lesson Duration:		School: P.W.H.S.	
Education Designs Lesson/ Unit Plan			
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Have the students learn and be able to know how the world's fair played a crucial part in the reconstructing of the United States. Students will learn that this period became a historical part played during the reconstruction. They will learn that there was more than one World's Fair and each one was different in the respect that each state you could say was almost in competition of presenting there displays about technology. Also about biases when it cam for the black people to be represented at the fairs. The fair is a good teaching tool for the political, cultural and social aspects during this period in 18 76 to 1893□		
<b>National Standards for History Era:</b> <a href="#">Link</a>			
<b>Standard(s):</b> <i>State, Local or National</i>	<b>Analyze and explain the ways groups, societies, and cultures address human needs and concerns.</b>		
<b>Themes/Concept:</b>	To create in the students a sense of connecting more intimately with the past, in a sense of being there.		
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	What are some of the reasons that the World's Fair was created? What has everyone learned because of the World Fair? Be able to write a short essay discussing the similarities and differences between the 1876 Centennial Exposition in Philadelphia and the 1893 World's Fair in Chicago.		
<b>Elements</b> <i>(What you want the students to understand)</i>	To help the students how world's fairs played a crucial role in culturally reconstructing the United States. To consider the intersection of politics and cultural in the period directly after the Reconstruction. To understand historical revisionism		
<b>Launch Activity (Hook)</b>			
<b>Knowledge &amp; Skills</b>  <i>(People, Places, times and vocabulary-what the student should</i>	<u>Vocabulary</u>		<b>Skills</b> <b>Interpret how the people were able to all get along.</b> <b>Draw conclusions</b>

<i>be able to do. What skills will they use?)</i>			
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
Identify as many of the nations represented as visitors to the 1893 fair in Uncle Sam's Grand Finale.			
<b>Portfolio Assessment</b>			
Be able to read with understanding of a time line and important dates and names.			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
Power Point, debates, convey similarities and differences more clearly expository writing to assess their understanding. Venn Diagram			
<b>Student Self-Assessment</b>			
Check for understanding during the discussions. Re read and edit all your notes and portfolio.			
<b>Differentiation Associated with this unit</b>			
<b>Resources and instructional tools:</b> ( <i>Including Video Sources, Text Resources, Research Strategy</i> )			
<b>Books, videos, tapes, articles, journals</b>			