Ideas for Assessment

▪ The closure activity to each lesson could easily be turned into an assignment or activity for assessment.

▪ Each lesson contains numerous primary sources to be analyzed. Teachers can always choose a source for students to analyze on their own or with a partner for assessment. The use of primary sources when teaching history is to teach both content and skills; therefore, students can be assessed on both content and skills by analyzing and interpreting sources.

▪ **Medium-sized project:** Since almost all of the concepts in the unit relate to industry both on the local and national levels, students could be assigned a company or person to research before the unit starts. They research background on this company or person before the unit starts so that they are able to contribute more to class discussions based on their knowledge. During the unit, students will then have to come up with at least 5 ways in which what they learned in the lessons relates to their company / person.

▪ **Large-sized project:** Students create a mock company. For each day’s lesson, students will have to write down in a company journal, what they learned and how it applies to their business. In the process, students will be writing down details about their product(s) and all of the other aspects of industry and innovation learned in this unit. The directions for what to write can be as guided as the teacher prefers from having a premade journal with questions to simply giving time at the end of each lesson to write about the ideas discussed in class. At the end, students will have to create an advertisement for their company that presents the company, its product, how the product is made, and how the product is sold. If desired, after viewing the ads students could vote on business awards such as “product I’m most likely to buy,” “most creative product,” “most useful product,” “best explanation of how product is made,” “best improvements on innovation,” “best company name,” “best product name,” “most visually attractive advertisement,” “best sales ideas,” “company most likely to succeed,” etc.
Suggestions for Grade Level Adaptations

This unit, although designed with 8th grade students in mind, is easily adaptable for a variety of grade levels simply by selecting the desired sources to analyze and by changing the amount of guidance for the activities. There are a variety of resources and exercise in this unit designed specifically to provide teachers with numerous options. Teachers in the higher grades would probably want to go more in depth with the activities and have a greater number of student-led activities. Teachers in the lower levels would probably have more teacher-guided introduction of the skills and practice as a class. In the lower levels, the expectations for the conclusions students are able to make would also be more basic. The closure activities and assessment options would also vary with grade level; however, they also have been designed to be easily adaptable for a range of learning levels.