

# Unit C -- Industrial Revolution

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **November**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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This unit will explain what happened during the Industrial Revolution. Students will learn how new technologies can change cultures and will one day lead to imperialism. The unit will include the following:

- \* Dawn of the Industrial Age
- \* Agricultural Revolution
- \* Population Growth
- \* Britain Leads the Way
- \* New Forms of Transportation
- \* Harships of Early Industrial Life
- \* Urban Migration
- \* Working Conditions for Men, Women, and Children
- \* New Ways of Thinking

## Enduring Understandings

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- Progress is defined by cultural interpretation.
- Scientific and technological developments affect people's lives, the environment and transform societies.
- Speeches are an effective way to demonstrate what you know.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

## Essential Questions

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- How do new technologies result in broader social change?
- How do the various levels of technological development affect different cultures?
- How does who you are help determine your perception of progress?
- Is new technology always better than that which it will replace?
- What are the benefits and limitations of using technology?

- What is the impact of technology on research and communication?
- Why is giving a speech an important skill to acquire?

## Lesson Titles

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- Industrial Revolution Group Activity
- Industrial Revolution Hand-Outs
- Union Video
- Review Game
- Marking Period Review
- Speech Project
- Assembly Line Activity

## Standards/Indicators/Student Learning Objectives (SLOs)

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\*Explain the impact of industrialization on population growth, urbanization, and the environment by evaluating the quality of life in this time period.

\*Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.

\*Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).

## Standards/Indicators

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SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.C.3.a	Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global

Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

## 21st Century Skills and Career Ready Practices

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- Communication and Collaboration
- Critical Thinking and Problem Solving
- Information Literacy

PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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ELA

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several

	primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.3	Culture shock
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

## **Modifications:**

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## **ELL Modifications**

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- Provide learning objective and skill objective
- Assess ELL students continuously using formative assessment methods
- Delsea One
- Front load information
- Offer alternate/or modify assessments

- Provide ELL students with multiple literacy strategies
- Repeat, reword, clarify
- SWAG
- Use visuals

## **IEP & 504 Modifications**

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- Options for type of project relating to content
- Political cartoons and other images/graphics should include a synopsis
- Projects can be submitted digitally or paper
- Use visuals
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- DBQs and RAFTs will include highlighted segments
- Delsea One
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- Repeat reword and clarify
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- SWAG
- Test in small groups

## **G&T Modifications**

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- Annotating
- Argumentation and debate
- Delsea One
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two).
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Generating and testing hypotheses
- Media literacy to evaluate credible sources

- SWAG

## **At Risk Modifications**

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Blooms:

Students will define new vocabulary terms for the unit (Remembering).

Students will discuss how the Industrial Revolution has changed the modern world (Understanding).

Students will choose which inventions have had the biggest impact on society today (Applying).

Students will be able to distinguish the difference between 19th and 20th century industry (Analyzing).

Students will argue if the Industrial Revolution had a positive or negative effect on society by giving a speech(Evaluating).

Students will invent new inventions that could benefit society today (Creating).

- Analyzing Primary Sources
- Delsea One
- Group Collaboration
- Internet
- Learning Teams
- Oral Presentation
- Peer Evaluation
- Review Game
- Rubrics
- SWAG
- Video Analysis
- Vocabulary Exercise

## Technology

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- Chromebooks
- DVD -- 10 Days That Changed the World
- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Student Created PowerPoints
- Turnitin.com

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

## Formative Assessment

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### Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

### Anticipatory Set:

France today

How do inventions effect change in society?

How to give a good speech

Importance of Learning Teams

Prepare and Motivate students for their Test/Quiz

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on Industrial inventions

Self Assessment

Whip Around

Turn To Your Partner

### **Summative Assessment**

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- DBQ
- Essays
- Independent Assignment
- Notebook
- Speech
- Test

### **Benchmark**

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Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

### **Alternative Assessment**

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Alternative Assessment(s):

Performance tasks



Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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- Chapter Primary Sources --Communist Manifesto
- GoGaurdian
- Historical Maps on the growth of Industry
- Kahoot
- Quizlet
- Textbook -- World History Connections To Today