Unit C -- Industrial Revolution

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

Unit Overview

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

* Brritain Leads the Way

* Textile Industry

* New Forms of Transportation

* Harships of Early Industrial Life

* Urban Migration

* Working Conditions for Men, Women, and Children

* New Ways of Thinking

* Socialism/Communism

Enduring Understandings

- 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

- 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

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

Standards/Indicators/Student Learning Objectives (SLOs)

*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

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.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
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

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy
- Media Literacy

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
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

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.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
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.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.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.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
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

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

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).

SWAG

Meetings at Delsea One

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

Modifications:

ELL Modifications
- SWAG
- Meetings at Delsea One

- Assess ELL students continuously using formative assessment methods
- Front load information

- Offer alternate/or modify assessments

- Provide academic (Tier III) vocabulary

- Provide ELL students with multiple literacy strategies

- Provide learning objective and skill objective

- Repeat, reword, clarify

- Tap prior knowledge

- Use visuals

IEP & 504 Modifications

- SWAG
- Meetings at Delsea One

- breaking larger assignments/projects into shorter tasks with clear deadlines for each section

- DBQs and RAFTs will include highlighted segments

- direct teaching and/or assistance for organization, social skills/peer interactions

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content

- 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

- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet

- 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)

- Test in small groups

- Use graphic organizer

- Use visuals

G&T Modifications

- SWAG
- Meetings at Delsea One

- Annotating

- Argumentation and debate

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.

- 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

- Modeling

At Risk Modifications

- 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

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

Anticipatory Set:

France today

How do inventions effect change in society?

How to give a good speech

Importance of Learning Teams

What inspires people to invent new technologies?

Prepare and Motivate students for their Test/Quiz

Closure:

Debriefing

Exit Card

Homework Assignments

Quizzes on Industrial inventions

Self Assessment

Linkage

Whip Around

Turn To Your Partner

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

MPA

- DBQ on Industrial Inventions
- Notebook

- Speech

- Test on the Industrial Revolution

Resources & Materials

- Chapter Primary Sources --Communist Manifesto

- GoGaurdian

- Historical Maps on the growth of Industry

- Kahoot

- Quizlet

- Textbook -- "World History : The Modern Era"

Technology

- Chromebooks

- DVD -- 10 Days That Changed the World

- GoGuardian.com

- Google Classroom

- Internet -- http://mentalfloss.com/article/30248/depressing-stories-behind-20-vintage-child-labor-pictures

- 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.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.