Unit 01: The Industrial Revolution

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 1**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Within this unit the students will review their knowledge of early American history up to and including the presidency of Andrew Jackson. This unit will also introduce the concept of the Industrial Revolution and the challenges and benefits that resulted from it.

Standards

LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.

LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Essential Questions

- What role did geography play in the founding of the United States?
- What regional conflicts were present in early US history?
- Which early American leaders are still remembered for their contributions to the formation of the country more than two hundred years later?
- What changes resulted from the Industrial Revolution?

Application of Knowledge and Skills...

Students will know that...

- 1.Key inventions of the early Industrial Revolution were textile machines, the telegraph, railroads, steamboats, and mechanical reapers.
- 2. Generally, conditions in early factories were appalling.
- 3. New inventions of the Industrial Revolution improved transportation tremendously.
- 4. The Missouri Compromise was passed in 1820 and attempted to limit the spread of slavery in America.
- 5. Between 1800 and 1860 the number of slaves in America quadrupled.
- 6. In the early 1800s many millions of Irish and German immigrants came to the United States.
- 7. Common Core Focus: The economic relationship between the North and South and its reliance on slavery.

Students will be able to...

- A. Examine and explain how new inventions changed life in America.
- B. Describe the benefits and problems of factories.
- C. Explain the ways in which travel improved in America in the early 1800s.
- D. Identify the free and slave states after the Missouri Compromise.
- E. Create a bar graph comparing and contrasting the growth of slavery and increased cotton production in the early 1800s.
- F. Analyze the impact of immigration in the 1800s on American society.
- G. Common Core Focus: Develop an argument for or against the Louisiana Purchase using knowledge from class.

Assessments

- Industrial Revolution Test Summative: Written Test Test encompassing changing American culture during the time of the early Industrial Revolution. Specific topics included are: the Missouri Compromise, the growth of slavery, effects of immigration, Industrial Revolution inventions, and factory conditions. 6.1.8.A.3.b 6.1.8.A.3.f 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.3.c 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c RH.6-8.3 RH.6-8.4 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2d WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10
- American Origins Diagnostic: Other written assessments Write a paragraph summarizing the growth of America from colonies to the Louisiana Purchase. Defend President Thomas Jefferson's purpose and method in purchasing the Louisiana Territory. 6.1.8.A.3.b WHST.6-8.1, WHST.6-8.1b, WHST.6-8.1c, WHST.6-8.2, WHST.6-8.2c, WHST.6-8.2f.
- Free State/Slave State Map Formative: Other visual assessments Create a color-coded map with a key of free states and slave states circa 1820. 6.1.8.B.4.a 6.1.8.B.4.b RH.6-8.7

- Industrial Revolution Project Summative: Visual Arts Project Industrial Revolution pamphlet: Advertise the benefits of the Industrial Revolution including, new transportation, new sources of power, new methods of manufacturing, and new inventions. Also, include the hazards of the Industrial Revolution. 6.1.8.C.3.c 6.1.8.C.4.b 6.1.8.C.4.c 9.1.12.A.1 9.1.12.E.1 RH.6-8.3 RH.6-8.4 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2d WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Pre-write/Post-write Formative: Other written assessments Pre-write: Why did people immigrate to the USA in the early 1800s? Comparison post-write: How did the immigrants affect America? 6.1.8.D.4.a WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

- Slavery Chart Formative: Other visual assessments Create a bar graph comparing and contrasting the growth of slavery and increased cotton production in the early 1800s. Write a brief explanation as to why the growth of slavery and cotton production was so abrupt in the early 1800s. 6.1.8.C.3.c RH.6-8.7 WHST.6-8.2 WHST.6-8.2b WHST.6-8.2f

- Ticket-to-Go Formative: Other written assessments Describe one change in manufacturing brought on by the Industrial Revolution. Explain how one change in manufacturing effected the outcome of the Industrial Revolution. 6.1.8.C.4.b 6.1.8.C.4.c WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2f WHST.6-8.4

Activities

- Watch "Growth of a Nation" video and revise the paragraph summarizing the growth of America from colonies to the Louisiana Purchase
- Create a map of America divided into four regions: the Thirteen Colonies, land claimed at the conclusion of the American Revolution, the Louisiana Purchase, and land gained after the Louisiana Purchase
- Watch the "The Industrial Revolution" video and work with a partner to define the Industrial Revolution; then discuss the definitions with the class
- Pre-write: Why did people immigrate to the USA in the early 1800s?; watch "19th Century Immigration" video, then comparison post-write: How did the immigrants affect America?
- Interpret bar graph data regarding Irish immigration to the United States
- Divide the class into groups, complete debate worksheets, then debate the spread of slavery from the perspective of various groups of Americans in the mid-1800s
- Complete research for the Industrial Revolution pamphlet by using the textbook and Internet
- Using the free state/slave state map, explain why the states wanted to maintain a balance of power in the number of states that were free and slave
- Use theMaps101 GeoQuizGameshow to pre-assess student knowledge of U.S. geography (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=11&Itemid=12#WIN

http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=11&Itemid=12#WIN

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide students with a bar graph grid that has a completed x and y axis, then students will use the data to graph the growth of slavery and increased cotton production in the early 1800s
- Provide students with graph paper that does not have a completed x and y axis, then students will use the data to graph the growth of slavery and increased cotton production in the early 1800s

(intermediate activity)
- Students will complete a graphic organizer before creating the Industrial Revolution pamphlet
- Students will use the template of a computer publication program to create the Industrial Revolution pamphlet (intermediate activity)

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: telegraph, railroad, steamboat, mechanical reaper, factory, invention, slavery, immigrant

Content specific modifications to extend learning for gifted students may include:

- Give students data regarding the growth of slavery and increased cotton production in the early 1800s, they will graph the databased on previous lessons(challenge activity)
- Students will use a computer publication program and create their own format to design the Industrial Revolution pamphlet (challenge activity)

Integrated/Cross-Disciplinary Instruction

The pamphlet that students will create to summarize the Industrial Revolution will first incorporate student skills in navigating available resources and selecting the best possible materials. Next, writing mini-summaries of the technological, transportation, and manufacturing changes wrought by the Industrial Revolution will require students to use a significant amount of their language arts educational skills. It would be ideal if language arts teachers could spend time in class editing and revising the mini-summaries which will appear on each page of the pamphlet.

Resources

- America-History of our Nation textbook - Prentice Hall (c)2007
- America-History of our Nation teacher's edition- Prentice Hall (c)2007
- "Growth of a Nation" video - http://www.animatedatlas.com/movie2.html
- "The Industrial Revolution" video - http://player.discoveryeducation.com/index.cfm?guidAssetId=81034c72-3034-47e6-9924-3e1e18c3cca6
- "19th Century Immigration" video - http://player.discoveryeducation.com/index.cfm?guidAssetId=0ef7de3c-6989-44c5-ad93-ca08bc45a36d&blnFromSearch=1&productcode=HUB

- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.