Unit 07: The Industrial Revolution

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
	Resources impact what is produced and employment opportunities.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

- Students will be able to identify and explain how the Agricultural Revolution led to the Industrial Revolution.
- Students will be able to understand and explain why Great Britain was the first to undergo the Industrial Revolution.
- Students will be able to analyze the reasons for and effects of the spread of the Industrial Revolution throughout Europe.
- Students will be able to analyze the new ideological ideas that were formed as a result of the Industrial Revolution.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- How did the Agricultural Revolution in England evolve into the Industrial Revolution?
- Why did the Industrial Revolution occur in Great Britain's prior to the rest of Europe?
- What were the major ideologies that formed as a result of the Industrial Revolution?
- In what ways did life change for the individual in Europe as a result of the Industrial Revolution?

Knowledge and Skills

Objective: How did the Agricultural Revolution led to the Industrial Revolution and why did it happen in England first?

- The Agricultural Revolution
- Why did it start in England?
- 7 Factors of Production
- The Cottage Industry
- The Textile Industry
- Role of women : private vs. public spheres

Objective: How did the Industrial Revolution and its continual progression alter the everyday lives of the people? and how was that reflected in the creative outlets of society?

- Literature - Charles Dickens
- Living Conditions
- Working Conditions
- The Sadler Report

Objective: How did the issues of the Industrial Revolution spark the creation of new ideologies?

- Socialism
- Communism - Marx and Engels
- Utilitarianism - John Stuart Mill and Jeremy Benthem

- Malthus

Transfer Goals

- Students will be able to independently identify the various reasons why the Industrial Revolution started in Great Britain.
- Students will be able to independently analyze how the Industrial Revolution led to the establishment of new ideologies such as Communism, Utilitarianism, and Socialism.

Resources

News publications, including but not limited to NYTimes, Washington Post.This Unit is aligned with Hunt, *The Making of the West*, chapter 21

Sources of the Western Tradition 5th Edition

Florence Nightingale's *Rural Hygiene*

- Charles Dickens' *Hard Times*
- Interviews from Michael Sadler's Report to Parliament

Excerpts from Marx and Engels' *Communist Manifesto*

Samuel Smiles Self Help and Thrift

1844 Factory Rules

Sadler Commission Report on Child Labor

Thomas Malthus On the Principle of Population

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

News publications, including but not limited to NYTimes, Washington Post.

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Crash Course

https://www.youtube.com/watch?v=zjK7PWmRRyg

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit