

# Unit 7: Industrialization

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 7: Industrialization

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### Learning Objectives

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- Analyze why the population grew dramatically in Europe during the 1800s
- Describe how industry affected people's daily lives
- Explain why Karl Marx advocated doing away with the capitalist system
- Explain why the Industrial Revolution began in Great Britain
- Identify working hazards and discuss modern workers rights

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

### Standards

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**NJ Student Learning Standards for High School Social Studies**

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.EconGI.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.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

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.HistoryCC.3.a: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

## **Career Education/Life Skills Standards**

9.4.12.CI.1  
9.4.12.CI.3  
9.4.12.CT.2  
9.4.12.CT.3

## **Performing Arts Standards**

1.1.12 A,B  
  
1.4.12 A  
1.5.12 A,B

## **Technological Literacy Standards**

9.4.12.IML.2  
9.4.12.IML.7  
9.4.12.TL.1

SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

## **Instructional Tasks/Activities**

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- Create a comparison powerpoint on mine and factory workers and working conditions
- Examine the change in society from an agricultural to industrial society and complete the Agricultural Vs. Industrial lifestyle essay
- Examine the role of women and children in the workforce and complete an activity that reviews statistics
- Explore the changes that led to an industrial revolution and create a 5 paragraph research essay of a key invention that revolutionized the textile, farming, or transportation industries
- Guided Reading / outline / Notes
- Review Game
- Watch the video The Industrial Revolution and identify key changes, inventions, and events

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Comparison Powerpoint
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print

- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ). Those DBQs include the following primary sources and an essay.

## **Resources**

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- ABC-CLIO online textbook
- AVA Video – The Industrial Revolution
- Film – Twist

- Internet research
- Teacher created notes and resources