Unit # 6: World History Accelerated - Industrial Revolution

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

Unit Introduction

This unit marks a break in the course as the focus shifts away from political and religious developments into economics and the social and environmental repercussions. New technologies and their impacts on production, labor, migration, domestic life, and gender will be deeply discussed. The unit serves as an examination into comparative economic systems as capitalist free market and socialist systems will be investigated.

Standards

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.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Common Core Standards

CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar

CCSS.ELA-Literacy.RH.9-10.7	topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- Was the Industrial Revolution a positive or negative experience?
- What changes came about as a result of the Industrial Revolution?
- What factors caused Great Britain to be the first to industrialize?

Goals/Objectives

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction.* Orlando, FL: Holt McDougal, 2012.

- Agricultural Revolution
- Cottage Production to Factory Production
- Expansion of Global Markets
- Laborers' rights
- Theories of Adam Smith and Karl Marx

Skills

- Analyze charts and tables
- Analyze political cartoons
- Assessing validity of sources
- Critical thinking
- Data analysis
- Distinguish facts and opinions
- Drawing inferences
- Identify main ideas and details
- Read for content mastery
- Recognize bias

Assessment of Learning

- Debate
- Discussion/Questioning
- Graphic Assessment
- Mapping
- Primary Source Analysis
- Projects
- Quizzes
- Statistical Analysis
- Unit Test
- Writing

Instructional Strategies

- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

Differentiation

- Alternative assessments
- Choice of activities
- Flexible grouping
- Guided reading
- Homework options
- Independent research and projects
- Modified materials
- Multiple texts
- Multi-sensory
- Pre-teach
- Re-teach
- Stations/Centers
- Supplemental materials
- Supplemental teaching

Technology

- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.A.CS1	The characteristics and scope of technology.
TECH.8.2.12.A.CS2	The core concepts of technology.
TECH.8.2.12.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
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.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

Interdisciplinary Connections

- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages