

# 06 Industrial Revolution

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **10 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- 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.

## **CONTENT AREA STANDARDS**

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

**RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- concepts related to the Industrial Revolution such as industrialization, railroads, mass production, child labor, monopolistic, technological advances, and other important facts from this time.
- the the benefits and problems of industrialization.

### **Procedural Knowledge**

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Students will be able to:

- with guidance and assistance, investigate how democracy and social reforms influenced industrialization and government.
- with guidance and assistance, evaluate the relationship between the agricultural revolution, population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- with guidance and assistance, develop arguments for how industrialization and urbanization affected class structure, family life, individuals, and the environment.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

### **Benchmark Assessments**

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Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

### **Formative Assessments**

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- Students will read primary source documents related to the Industrial Revolution that began in England.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

### **Summative Assessments**

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End of Unit assessment or project

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- King and Lwenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [Industrial Revolution/Happy Learning](#)
- [Crash Course Industrial Revolution](#)
- [History.com Industrial Revolution](#)
- [PBS World History](#)

## **INTERDISCIPLINARY CONNECTIONS**

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Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classtoom content.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.