Unit Plan: Industrial Revolution

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Grade Level: 10th

Date: 12/05/2012
Length of lessons: 45 min.

Days: 10

Title and Focus of Unit: Industrial Revolution

Standards: 10.3-Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

Rational: The Industrial revolution has helped shape the modern world and has had various implications on the development of production. It is important that students can understand the factors and effects of the Industrial Revolution. Many major changes occurred during the Industrial Revolution and it is a significant period in history. From this unit, students will be able to understand and link together the developments of the Industrial Age.

Unit Goals: Student will understand how and why the Industrial Revolution occurred. They will analyze how this period affected the environment, society, and the world. Students will learn the effects of the revolution and the changes to the cultural development. Students will also be able to connect the developments and how they have shaped the world today.
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**Lesson 1: Introduction to the Industrial Revolution**

**Objectives:**

By the end of the class students should be able to:

1. Broadly understand the Industrial Revolution
2. List advantages and disadvantages of the assembly line
3. Explain changes in Britain before and after the Industrial Revolution

**Resources:**

- Maps and images of the Industrial Revolution
- Online representation of the assembly line
- Wordle

**Activities:**

1) **DO-NOW:** Write the word Materialism and have students discuss (5 min):
   a. Is it a negative thing?
   b. What would be something good that could come out of materialism?
      i. Innovation?
      ii. Drive to work and get wealth?
      iii. Unskilled labor being used?

2) Have a slideshow of pictures related to the Industrial Revolution and ask them to guess what era it is (2 min):
   a. Show a picture of the cities, the workers, and the factories

3) Write the word Revolution on the board and ask them what it means (5 min):
   a. What is an industrial revolution?
   b. What would cause this type of revolution?
   c. How will this change Britain?

4) Slideshow of pictures of Britain before and after the Industrial Revolution. Ask students what they notice and what differences they see as students use the BEFORE/AFTER worksheet to take notes (20 min):
   a. Population growth
   b. Country to city
   c. Transportation
   d. Agriculture to factory
   e. Individual to machines and assembly lines

   → From the slideshow, give students background to the industrial revolution: population growth, agriculture to industry, rural to urban living, cottage industry to production line industry

5) Production line simulation (10 min):
   a. Creating a paper airplane
   b. Two groups: One group is the cottage industry production and one is assembly line
c. Have the assembly line in a few rows of 4 and have a few bosses to watch them
d. Have the cottage industry production one their own and at their own pace

6) Debrief the simulation and have students discuss the pros and cons of the cottage industry production and the assembly line production.
   a. What were the benefits of each?
   b. What did the students prefer and why?
   c. What has the production made easier for the factory owners?
      i. What has it created for the workers? Who are the workers now? How does that differ from the cottage production?

Assessment:

- “Before and After” worksheet
- Class discussion
- **Homework:** Student define vocabulary associated for the unit and create a visual to represent the vocabulary word
  - Create a wordle that represents the main vocabulary from this era

Materials:

- PowerPoint presentation
- Paper and pens
- “Material Girl” song

Room Environment:

- Students will be seated in rows facing the front of the class so they can see the board and PowerPoint.
- As the simulation starts, students will create production lines in lines of 5.
- Daily agenda written on board and homework

Modifications for Diverse Learners:

- English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics
- Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs- slower pace that allows them time to process and understand the information
- GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson #2: Why did it happen? Why in Britain?

Objectives:

By the end of the lesson students will be able to:

1) Explain 6 reasons why the Industrial Revolution started in Britain

Resources:

- PowerPoint for reasons that Britain was the first to industrialize

Activities:

1) Ask students to discuss with a partner what is needed to cause an Industrial Revolution (5 min):
   a. What is needed to advance a society?
   b. What countries would be able to advance?
2) Discuss as a class what makes a country good for industrialization (5 min):
   a. Location?
   b. Resources?
   c. Population?
   d. Ports (trade)?
3) PowerPoint presentation (25 min):
   a. Students use the graphic organizer to take notes on the reasons Britain was the first to industrialize as the teacher goes through the PowerPoint
      i. Capital
         1. Ask students why money matters?
      ii. Colonies and markets
         1. What is important about having the colonies around?
      iii. Raw materials for production
         1. What does this imply about Britain and the use of all the raw materials?
            a. Is it a good or bad thing?
            b. Able to be renewed?
      iv. Workers
   v. Merchant marine
   vi. Geography
      1. What is important about Britain location that makes it a good place to start the Industrial Revolution?
      2. Does it have influence?
4) Quick Write (10 min):
   a. Students create a quick write explaining why Britain was the first to Industrialize.
      i. Student can pick one of the six reasons and defend why it would have the most impact for industrialization.
*Students will turn this in to the teacher as an Exit Slip

5) Closing Comments (5 min):
   a. Review any last questions students have about the lesson and any information that has been taught
   b. Show a picture of a steam engine and express to the students how invention exploded during this era and next class will be about the inventions that were created because of the Industrial Revolution

Assessment:

- Quick Write
- Class participation

Materials:

- PowerPoint
- Paper/pens
- Map of Britain

Room Environment:

- Students will be seated in rows facing the front
- Agenda written on board with daily homework

Modification for Diverse Learners:

- English Language Learners - speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics
- Multiple Intelligence - different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs - slower pace that allows them time to process and understand the information
- GATE - allow for a more challenging assessment if needed that will push their thinking ability
Lesson# 3: Invention and Machines

Objectives:

By the end of the lesson students will be able to:

1) Know main inventions and machines that developed during the Industrial Revolution
2) Verbally explain the inventions impact on society

Resources:

- Internet

Activities:

1) Cell Phone vs. Old Phone (10 min)
   a. Have a cell phone and a very old phone in front of the class and ask students what one they would want for their birthday
      i. Why?
      ii. What makes it more appealing than the other?
      iii. How has it changed the world today?
      iv. What would it be like without this invention?

2) Introduce some key innovations during the Industrial Revolution (10 min):
   a. Steam engine
   b. Movable text
   c. Telegraph
   d. Light bulb
   e. Radio

3) Computer Lab (20 min):
   a. In groups, have students research the impact the inventions had on the country and the individuals
   b. Set up students with internet access for students to look at and analyze the machines that they find most interesting

4) Exit Slip (5 min):
   a. Have students write down one fun fact they learned about the machine they were researching

Assessment:

- **Homework**:
  - Student Posters that will be presented next class
    - Have students work on designing a poster, which persuasively advertises an invention from this period. Students are to draw the invention and list some key
characteristics of the invention. In addition, they should address how it will change the lives of individuals and the world itself.

Materials:

- Cell phone
- Old phone
- PowerPoint
- Computers
- Paper/pens

Room Environment:

- Students will sit in rows during the presentation
- Once in the computer lab, students will be able to work in groups or individual to find information and research their machine/invention of choice
- Daily agenda and homework written on board

Modifications for Diverse Learners:

- English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics
- Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs- slower pace that allows them time to process and understand the information. The sources will be edited to allow them to understand and have the ability to read the information
- GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson # 4: Invention Presentations

Objectives:

By the end of the lesson students will be able to:

1) Verbally explain the impact of the machines on the world
2) Debate and defend an opinion

Resources:

- Student Posters
- Internet

Activities:

1) Students present their poster and explain their inventions and the reasons behind choosing it as the other students takes notes about each invention (30 min):
   a. Makes sure students discuss how this invention impacts the world today
   b. What are benefits of each invention?

2) After presentations have a discussion about what invention had the most impact and what ones they would pick as the number one invention (5 min):
   a. Create a chart to see the number one invention of the Industrial Age

3) Representation (10 min):
   a. Have three students come to the front of class to create stationary
      i. Give one student a pen
      ii. Give another student a single hole puncher and a pen
      iii. Give the 3rd student a 3-hole hole punch and pen
   b. Have the first student start making stationary and pretend to pay this student for an order
      i. Have student express that this is their only income and they depend on the money to support their families
   c. Keep replacing each student for the better advancement
      i. Express the desire to save money, time, and people don’t matter

4) Closure (5 min): Ask- Is advancement always good? Is technology and invention always helpful for everyone?
   a. Students do a quick write as an Exit Slip to turn in at the end of class

This will be a discussion that will carry over to the next class as a way to get students curious about the next lesson and the social changes

Assessment:

- Posters
- Exit slip
- Class participation
Materials:

- Student posters
- Paper/pen
- Hole punches

Room Environment:

- Students are sitting in rows to listen to presentations
- Daily agenda and homework on board

Modifications for Diverse Learners:

- English Language Learners: speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics. Provide sentence starters that they can read if they have difficulties speaking in public
- Multiple Intelligence: different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs: slower pace that allows them time to process and understand the information. Read the information that has been adjusted for their benefit
- GATE: allow for a more challenging assessment if needed that will push their thinking ability
Lesson 5: Social Change

Objectives:

By the end of the lesson students will be able to:

- Understand social changes from the Industrial Revolution
- Use primary sources to analyze Britain’s city life during the Industrial Revolution

Resources:

- “City Life Assessment” worksheet

Activities:

1) Do-Now: Show students a picture of the streets of Britain during the Industrial Revolution that shows the city slums and the streets being dirty (10 min):
   a. Have students write their reactions to the picture and what they think of the city.
      i. Would they want to visit that place? Why or Why not?
      ii. What would living in these conditions be like?

2) Student Group Work (30 min):
   a. Pass out “city life assessment” primary sources and have students work through the sources and answer the questions that go with it
      i. Have them read the disruptions and answer the questions on a separate page so they can be collected

3) As a class, discuss the sources and what the students found from them (10 min):
   a. Fill in information where needed
   b. Express the fact that cities were:
      i. Dirty
      ii. Crowded
      iii. Full of disease
      iv. Falling apart

Assessment:

- “City Life Assessment” worksheet
- Homework:
  o Students read and complete “The Factory System” worksheet as a preview and preparation for the next lesson on the factory life for women and children

Materials:

- Primary sources and worksheet for “City Life Assessment”
- Paper/pen

Room Environment:
• Students will be set up in groups to encourage peer help as they analyze the primary sources
• Daily agenda and homework on the board

Modifications for Diverse Learners:

• English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics. Provide a handout that will help direct the information they need to find
• Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
• Special Needs- slower pace that allows them time to process and understand the information. Scaffold the assignment for them to focus only on a few of the sources instead of pushing them to do all
• GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson #6: Factory Life - Role of Women and Children

Objectives:

By the end of the lesson students will be able to:

1) Explain through writing, the factors of factory life
2) Understand how women and children were treated in the factories

Resources:

- “Life in the factory” sources
- *Oliver Twist*

Activities:

1) Play a clip from *Oliver Twist* (10 min):
   a. Have students focus on these questions:
      i. How is the Industrial Revolution depicted?
      ii. What are some ordeals Oliver encounters?
      iii. Are these problematic?
   ➤ Discuss as a whole class the answers that they come up with
2) Bring students up to read primary sources out loud (15 min):
   a. As students read the sources have other students write down anything that they find interesting and shocking
3) Discuss what the primary sources are expressing about factory life and the treatment of women and children (10 min):
   a. Were there good jobs for these two groups?
   b. How were they treated in the factory?
   c. Were they highly thought of?
4) Explain the emergence of women and children in the Industrial Revolution (15 min):
   a. Students take notes and add to their primary source notes as you discuss working conditions and effects it had on women and children
      i. Show some pictures of women and children working
         1. What type of working are they doing?
         2. How problematic is that?
         3. What dangers do you see with the jobs?
      ii. Go over some specific numbers of women and children who were working and how many died due to their jobs
5) Closure (5 min):
   a. Ask students if child labor is still in the world today.
      i. What parts of the world?
      ii. How does it compare to the child labor from that Industrial Age?
      iii. What is your opinion about the issue?
Assessment:

- Class participation and answering questions

Materials:

- *Oliver Twist*
- Paper/pens
- Primary sources
- PowerPoint

Room Environment:

- Students are seated in rows and facing the front
- Daily agenda and homework written on board

Modifications for Diverse Learners:

- English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics
- Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs- slower pace that allows them time to process and understand the information
- GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson# 7: Luddites

Objectives:

By the end of the lesson students will be able to:

1) Understand who the Luddites were
2) List reasons for the uprising and results of it
3) Define what the Power Loom is

Resources:

- Power Loom Article-> Library.thinkquest.org/05aug/01419/powerloomtext.html
- Luddite cartoon

Activities:

1) Anticipatory Set (5 min)- Protest
   a. Give students a script to read that would represent some of the grievances the Luddites would have with the Industrial Revolution
   b. Have some students come to the front to create a protest and read the scripts out loud
      i. One script about wages
      ii. One script about unapprenticed workmen
      iii. Ask what should be done
         1. Gives reasons why it can’t work
2) Discuss information about the Luddite attacks and the response to the attacks (10 min):
   a. Show picture of the Luddite cartoon on the projector
   b. Show a map of the attacks
   c. Explain reasons why they attack
      i. Repeat information from the scripts
   d. Discuss the reactions
      i. Outlaw of unions
      ii. Reformed criminal code
      iii. Introduced free trade
3) Quick Write (5 min):
   a. Have students write a quick response to the question: Were the Luddites justified in their actions? Why or Why not?
   b. Have students turn this in as a way to check for understand
4) Introduce the Power Loom and show pictures of the machine (10 min):
   a. Explain the advancements from the machine and how it impacted the factory work
   b. Have students write the definition of the Power Loom and what the machine did for production
5) Trial (20 min):
a. As the finishing part of this class, explain to students about putting the Power Loom on trial for the next class
   i. Explain the court process
   ii. Pick students to take roles as the lawyers, judge, jury, witnesses (Luddite member and a factory owner) and Power Loom
      1. Lawyers: write speeches to defend or prosecute the Power Loom
      2. Judge: research and write down trial process to direct for the next class
      3. Jury: take notes about the speeches and key points of the trial
      4. Witnesses:
         a. Luddite member: write a speech explaining the problem with the Power Loom
         b. Factory Owner: write a speech defending the Power Loom
      5. Power Loom: Write a speech to defend yourself as the Power Loom

b. Divide the rest of the class into two groups: Defendant and Prosecution
   i. They are to research and brainstorm questions that could be asked during the trial to help the lawyers defend their side.
   ii. Have students read questions to those on trial and create answers for the questions that they will say in the trial when asked

c. Give students time to start brainstorming with others in their group on what to say for the next class
   i. They should find information from class and extra research about some positives and negatives that were associated with the Power Loom
   ii. Should include examples from view point of the Luddites as well

Assessment:

- Quick Write
- Class discussion
- **Homework:**
  - Preparation for Trial
  - Extra research

Materials:

- PowerPoint
- Pens/paper
- Scripts
- Luddite image

Room Environment:

- Students are set up in rows facing the board for the notes and dialogue
- Daily agenda and homework written on board
**Modifications for Diverse Learners:**

- English Language Learners: speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics.
- Multiple Intelligence: different forms of activities that allow different learners the opportunity to gather the information in the way they like.
- Special Needs: slower pace that allows them time to process and understand the information.
- GATE: allow for a more challenging assessment if needed that will push their thinking ability.
Lesson #8: Power Loom on Trial

Objectives:

By the end of the lesson students will be able to:

1) Defend a position of an opinion with evidence
2) Verbally express and write the pros and cons of the Power Loom

Resources:

- Internet
- Lesson plan adaptation from Melanie Jacobson

Activities:

1) Student Trial (40 min):
   a. Have students come in and sit on the side of defendant or prosecutor
   b. Judge should be up front with a stand ready to direct the trial
   c. Have the first round of students come up to defend the Power Loom or try to defend why it is guilty
      i. Each side should have a 2 minute opening speech
   d. Questioning
      i. Each side gets 5 minutes to ask questions of the other side and bring up a witness to put on the stand
      1. Students should be using the questions and answer from the previous class and create counter questions to those asked
   e. Counter Questions
      i. Each side gets 5 minutes to ask counter questions of the witnesses from the questions before
   f. Power Loom representative gives a 2 minute speech for freedom
   g. Give 5 minutes for final comments and closing remarks
      i. Each side gives 1 minute closing speech
   h. Have jury leave class to discuss and find verdict

*students should be taking notes on the speeches and writing down key points of the debate and if they agree or not

2) Quick Write (5 min):
   a. Have students write a summary about the trial and what they think about the verdict
      i. Do they agree or not? Why?
      ii. What were key points that influence your thinking?
   b. Turn this and the notes and work from the night before at the end of class for assessment
Assessment:

- Student written notes
- Quick write
- Student participation

Materials:

- Student work from the night before
- Paper/pens

Room Environment:

- Set up the room like a courtroom
  - Have a row up front for lawyers and witnesses
  - Have the rest of students split in two groups facing the front of the room, towards the judge

Modifications for Diverse Learners:

- English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary. Provide examples of questions that could be asked and scaffold their questions to a limited amount to help. Use the notes for assignment and not the public speaking if it creates anxiety
- Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs- slower pace that allows them time to process and understand the information
- GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson# 9: Effects of the Industrial Age

Objectives:

By the end of the lesson students will be able to:

1) Write and define effects of the Industrial Revolution
2) Understand some benefits of the Industrial Revolution

Resources:

- Graphic organizer
- Internet

Activities:

1) Video (5 min): http://flocabulary.com/industrial-revolution/
   a. Have students watch video and pick out key points about the Industrial Revolution and the points of the video
2) Have students discuss in pairs their opinion of the Industrial Revolution (5 min):
   i. Was it a good thing or a bad thing?
   ii. What are pros and cons of the Age?
3) Discuss as a class (5 min)
4) Graphic Organizer (20):
   a. Have students fill in a graphic organizer that goes over the effects of the Industrial Revolution (short and long term)
      i. Working conditions
      ii. Social classes
      iii. Size of cities
      iv. Living conditions
      v. Benefits:
         1. Jobs, enriches nations, encourages technological advances
         2. Education, cheaper things, diet and housing
         3. Improved working conditions
5) Quick Write (10 min):
   a. Have students write a response to the pair-share and examples/reasons why they believes what they believe

*All students should be able to write a response from discussion and pair-share

Assessment:

- Homework:
  o Newspaper assignment
- Quick write
• Class discussion

Materials:

• Video
• PowerPoint
• Graphic organizer
• Paper/pens

Room Environment:

• Students will sit in rows facing the front
• Daily agenda and homework written on board

Modifications for Diverse Learners:

• English Language Learners- speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics
• Multiple Intelligence- different forms of activities that allow different learners the opportunity to gather the information in the way they like
• Special Needs- slower pace that allows them time to process and understand the information
• GATE- allow for a more challenging assessment if needed that will push their thinking ability
Lesson 10: Review - Jeopardy!

Objective:

By the end of the lesson students will be able to:

1) Review information about the Industrial Revolution
2) Gain a better understand about information from the unit

Resources:

- Online Jeopardy

Activities:

1. Students will review the unit with a group game of Jeopardy
   a. Divide class into 6 groups

Assessment:

- Student participation
- Answers from the game
- Homework:
  o Newspaper project - Due on Monday

Materials:

- Mini whiteboards
- Pens
- Jeopardy game

Room Environment:

- Students are set up in teams to play the game and chairs are in groups
- Daily agenda and homework on board

Modifications for Diverse Learners:

- English Language Learners - speak slowly and clearly. Make sure to define difficult vocabulary and have visuals that go along with the topics. All others in the group to help with the answers when needed
- Multiple Intelligence - different forms of activities that allow different learners the opportunity to gather the information in the way they like
- Special Needs - slower pace that allows them time to process and understand the information. Have help to answer questions from group members
• GATE - allow for a more challenging question if needed. Ask them to answer the question a step further and give more detail for bonus points.