

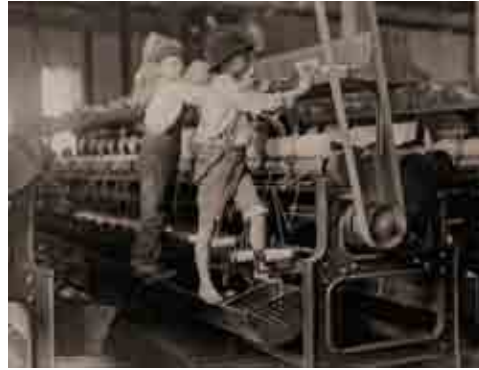
## **Lesson One: British Industrial Revolution**

### Lesson Planning:

The focus of this lesson will be to introduce students to the „Dawn of the Industrial Age’ with a focus on Britain. The social aspect of the industrial revolution will take focus during the pre-assessment in which students will be prompted to react to a series of images portraying early factory conditions. Students will then be given an outline map of Britain and Ireland so they develop an early understanding of the region we will be talking about over the course of the unit. Guided reading of the first section of the textbook will then be conducted to give students an overview of the subject before we go more in depth into the topic. The section summary questions will then be given to either complete in class or for homework so that students get a full review of the lesson for the day.

### Assessment:

Pre-Assessment: During the introduction to the lesson, students will be presented with several images from the Industrial Revolution, including scenes from early factories, as well as images showing the quality of life of common factory workers. Students will then be prompted to react to the images they see in a class discussion.





Formative Assessment: 1. Students will be given an outline map to complete detailing „Industrial Cities in Great Britain and Ireland, 1800-1850’ to be completed using their books.

2. Throughout all guided readings, students will be prompted to provide definitions for key terms on their own, as well as answering any pertinent questions asked during the course of the reading.

Post Assessment: Completion of the Section Review questions found at the end of the section.

Assessment Rationale:

1. The pre-assessment will be used to stimulate student interest in the topic, as well as draw attention to the direction of the unit. Answers they give during the discussion will demonstrate any prior knowledge they have on the subject.

2. The formative assessment will be used to gauge students abilities to properly read a map. The assessment will help focus students attention on major industrial areas and then allow for discussion on the importance of location in the development of industry. The guided reading is meant to engage students by prompting various students to read, as well as form their own definitions for key terms and identifications.

3. The post assessment will be used to ensure students are reading along during class and following direction. Understanding the key words and phrases, as well as ideas, promoted within the text is vital to student success in later forms of summative assessment.

Guiding Question: What type of conditions did industrialization create for the working class populations of the world?

Lesson Objectives:

1. Students will be able to analyze images from the industrial revolution for the social implications present.
2. SWBAT to locate and label a map of the British and Irish industrial revolutions.
3. SWBAT define the key terms and phrases.
4. SWBAT complete the section summary questions. (The questions are structured in a manner to provide higher level thinking including analysis.)

Materials Needed: An overhead projector and screen, overhead transparencies, outline map handout, classroom books and section summary handout.

Standards:

NCSS: Era 7: An Age of Revolutions, 1750-1914; 2A The student understands the early industrialization and the importance of developments in England.

RI GSE's: HP 2-3 Students show understanding of change over time by (a.) tracing patterns chronologically in history to describe changes on domestic, social, or economic life.

Motivational Activity: Students will be shown transparencies with images from the Industrial Revolution and asked for reactions to the images.

Teaching Activity: Students will be given the „Industrial Cities in Great Britain and Ireland, 1800-1850’ handout to complete and will then be engaged with guided reading of the first section of the chapter.

Summary Activity: The final activity is very basic. The class will be given the section summary questions and will be asked to either complete them in pairs, or if time is limited, to complete the questions for homework.

## **Lesson Seven: Spread of the Sugar Industry**

### Lesson Planning:

The focus of this lesson will be to demonstrate to students the interconnected nature of British industrial production and the nations producing raw materials. The lesson will begin with a series of transparencies being shown depicting work in sugar cane fields, and work in industrial factories. Students will be prompted to explain what they see, highlight differences in conditions and ask which type of work they believe seemed preferable. Students will also be asked what connections they believe might exist between sugar cane fields and industries. A transparency/ handout will then be given providing the ancient Roman definitions of slavery so student can develop a deeper historical awareness of the topic and role in history. A handout entitled *Spread of the Sugar Industry* which will be used to provide background information on the spread of the sugar trade from the Mediterranean to the „New World.’ After reading the worksheet as a class, students will be presented with a map detailing the coastal regions surrounding the Atlantic and asked to „Draw lines, arrows, and dots to map the spread of sugar plantations from Afroeurasia to the Americas.’ Following the completion of the map, students will be given a handout entitled *Were Sugar Plantations Early Factories?* Working in pairs, or small groups, the students will read the handout together and then debate if they believed the plantations were early factories. They will each be asked to write their own response down and turn it in at the end of class as an exit slip.

### Assessment:

Pre-Assessment: During the introduction to the lesson, students will be presented with images from sugar cane fields, as well as industrial factories. Students will be prompted to explain what they see, highlight differences in conditions and ask which type of work they believe seemed preferable. Students will also be asked what connections they believe might exist between sugar cane fields and industries.





Formative Assessment: The handout *Spread of the Sugar Industry* will be given to students, along with a map detailing the coastal regions of the Atlantic Ocean. After reading the handout as a group, students will be asked to complete the map.

Post Assessment: Students will be given a handout entitled *Were Sugar Plantations Early Factories?* Working in pairs, or small groups, the students will read the handout together and then debate if they believed the plantations were early factories. They will each be asked to write their own response down and turn it in at the end of class as an exit slip.

Assessment Rationale:

1. The pre-assessment will be used to measure students understanding of the production process between the procurement of raw materials, to their refinement in industrial factories. The assessment will demonstrate if students already understand the connection or if it will need greater emphasis during the lesson.

2. The formative assessment will be used to gauge students' ability to use a written document to extract pertinent information for the completion of a map exercise.
3. The post assessment will be used to ensure students have made the connection between the production of raw materials, and the production of refined goods in factories.

Guiding Question: How might a sugar plantation in the Caribbean be connected to a British factory?

Lesson Objectives:

1. Students will be able to analyze cause-and-effect relationships between countries that industrialized versus countries that produced raw materials for industrialized countries.
2. SWBAT evaluate the impact of industrialization in Britain on trade with continental Europe, India, and the Caribbean.
3. SWBAT explain the causes of the trans-Atlantic slave trade by Britain, the United States, and France.

Materials Needed: An overhead projector and screen, overhead transparencies, outline map handout, *Spread of the Sugar Industry* handout, and *Were Sugar Plantations Early Factories?* handout.

Standards:

NCSS: Era 7: An Age of Revolutions, 1750-1914; 2A The student understands the early industrialization and the importance of developments in England.

RI GSE's: HP 2-3 Students show understanding of change over time by (a.) tracing patterns chronologically in history to describe changes on domestic, social, or economic life.

Motivational Activity: Students will be shown transparencies with images from the Industrial Revolution and asked for reactions to the images.

Teaching Activity: Students will be given the *Spread of the Sugar Industry* handout, along with the accompanying map handout.

Summary Activity: Students will be given *Were Sugar Plantations Early Factories?* and asked to complete an exit ticket.



## Lesson Nine: Social Impact of the Industrial Revolution Continued

### Lesson Planning:

The focus of this lesson will be used to expand upon lesson eight which focused on the „Social Impact of the Industrial Revolution.’ Upon entering the class, students will be prompted to open their books to pg. 619 to focus on the primary source reading. The quote, from James Kay-Shuttleworth in 1832 states “Whilst the engine runs, people must work – men, women, and children are yoked together with iron and steam. The animal machine is chained fast to the iron machine, which knows no suffering and weariness.” After reading and reflecting on this the students are asked to answer a question which asks “How was work in factories and mines different from work on the farm?” After asking for student responses, the class will be presented with a primary source reading entitled *Two Views on Child Labor in Factories*. Working in pairs, each student will read a view to their partner, and vice versa, they will then answer the questions provided on the worksheet regarding child labor in factories. Following this activity, the class will come together to provide responses as a group before moving onto a note taking guide for the entire section.

### Assessment:

Pre-Assessment: During the introduction to the lesson, students will be directed to page 619 of their textbook to read a primary source from James Kay-Shuttleworth. After the reading they will answer the question listed above the quote asking “How was work in factories and mines different from work on the farm?”

Formative Assessment: Students will be broken up into pairs and given a handout entitled *Two Views on Child Labor in Factories*. Each person will read one of the given passages to their peer and they will then answer the questions on the handout to prepare them for a class discussion on the readings.

Post Assessment: The post assessment for this lesson will come in the completion of the note taking graphic organizers on the “Social Impact of the Industrial Revolution.”

### Assessment Rationale:

1. The pre-assessment will be used to measure students understanding of the overall transition of society from a rural based economy to an industrial economy. It will measure their understanding from previous lessons on the social impact of the movement from the farms to the factories.

2. The formative assessment will be used to measure how well students are analyzing primary source materials. The viewpoints will build upon one of the essential questions for the lesson that asks: “Why does industrialization have negative social consequences?”

3. The post assessment will be used to further reinforce the social implications of the Industrial Revolution and highlight main ideas from the era for students.

Guiding Question: Why does industrialization have negative social consequences?

Lesson Objectives:

1. Students will be able to assess the impact of industrialization on Britain.
2. SWBAT evaluate the lasting impact of the industrial revolution on the world today from the perspective of different societies.
3. SWBAT understand the progress and influence of industrialization on the countries involved.

Materials Needed: Classroom books, handout: *Two Views on Child Labor in Factories*, note taking transparency and partial graphic organizer.

Standards:

NCSS: Era 7: An Age of Revolutions, 1750-1914; 2A The student understands the early industrialization and the importance of developments in England.

RI GSE's: HP 2-3 Students show understanding of change over time by (a.) tracing patterns chronologically in history to describe changes on domestic, social, or economic life.

Motivational Activity: Students will be asked to read a primary source and answer a selected question.

Teaching Activity: Students will be given the *Two Views on Child Labor in Factories* handout.

Summary Activity: Students will be given a partial graphic organizer and be asked to complete it from an overhead transparency.

<p>4. Exploitation of child labor</p> <p>FX3-</p>	<p>because they did not need  it because they could have  been paying adults more</p>
<p>5. Industrial (Factory) Conditions</p> <p>FX2-</p>	<p>because when it started in  a factory there wasn't a 100%  chance that you would be okay  working there  Why? what I was like?</p>
<p>6. Innovation of technology (New inventions)</p> <p>BT</p>	<p>because they invented what  we use now stuff that we still  use today  I. Ke what?</p>

B

Name: [Redacted]

Date: //

Industrial Revolution in Britain Report Card

**Directions:** Place yourself in the position of a teacher and complete a report card for the British during the Industrial Revolution for the following criteria. Include an explanation of why Britain received each grade (A, B, C, F) for each criteria.

<u>Grade</u>	<u>Explanation</u>
<p><b>1. Leadership</b></p> <p>C</p>	<p>they was strong but they weren't          force enough they had strong          and could hear</p>
<p><b>2. Planning/ Organization</b></p> <p>B</p>	<p>because they were the first to          be organized but weren't perfect</p>
<p><b>3. Treatment of non-industrialized countries/          people</b></p> <p>F</p>	<p>because they were the first to          be organized but weren't perfect          they should have been helping the          world to that the first didn't help to          solve the problems because they          could be first the "issues" at least          to solve and that would make them</p>

Incomplete

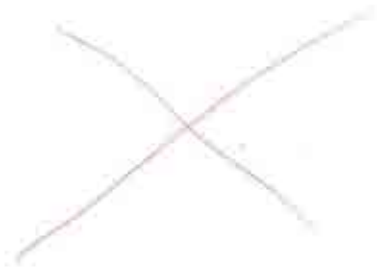
D

Name: [redacted] Date: 11/3/11

Industrial Revolution in Britain Report Card

*Directions:* Place yourself in the position of a teacher and complete a report card for the British during the Industrial Revolution for the following criteria. Include an explanation of why Britain received each grade (A, B, C, F) for each criteria.

<u>Grade</u>	<u>Explanation</u>
1. Leadership  D	This country became stronger. But they had poor care for the workers.
2. Planning/ Organization	X
3. Treatment of non-industrialized countries/ people	X

<p>4. Exploitation of child labor</p> <p>F</p>	<p>horrible, children should not be doing hours of harsh labor.</p>
<p>5. Industrial (Factory) Conditions</p> <p>F</p>	<p>People get hurt and lose <del>to</del> <del>for</del> fingers. And it's not safe also it was harsh conditions.</p>
<p>6. Innovation of technology (New inventions)</p>	

(B)

More Data Needed

Name: \_\_\_\_\_

Date: ~~11/3/10~~ 11/3/10

**Industrial Revolution in Britain Report Card**

**Directions:** Place yourself in the position of a teacher and complete a report card for the British during the Industrial Revolution for the following criteria. Include an explanation of why Britain received each grade (A, B, C, F) for each criteria.

<u>Grade</u>	<u>Explanation</u>
1. Leadership B	cuz what they did was good. How?
2. Planning/Organization A	what they did was great because they did it to help the people, community
3. Treatment of non-industrialized countries/people F	Because, they didn't even pay the people for what they did. they were slave, and they treated them bad.

<p>4. Exploitation of child labor F</p>	<p>Because that abuse and they are just kids.</p>
<p>5. Industrial (Factory) Conditions F</p>	<p>It was dirty and dangerous in the way of "dangerous" I mean that people didn't have shoes, or gloves or any protection.</p>
<p>6. Innovation of technology (New inventions) B</p>	<p>Because the inventions were good and it made life easier. How?</p>



Name: [REDACTED]

A

Great Job

Date: 11/3/10

Industrial Revolution in Britain Report Card

**Directions:** Place yourself in the position of a teacher and complete a report card for the British during the Industrial Revolution for the following criteria. Include an explanation of why Britain received each grade (A, B, C, F) for each criteria.

<u>Grade</u>	<u>Explanation</u>
1. Leadership C+	Britain showed a lot of leadership, but taking over people's property was not a sign of leadership at all. Because it made family lives difficult.
2. Planning/Organization B	The planning process was outstanding (not saying it was a good thing, but I give them credit). But the organization was not as prevalent, even at the factories.
3. Treatment of non-industrialized countries/people C+	Even though anti against slavery, in Britain slaves were treated, I'd say fairly, because they ate had sheep, and they weren't as tortured as slaves in other places.

<p>4. Exploitation of child labor</p> <p>F</p>	<p>Child labor is like a needle to my ears, especially when their profit is smaller than the hours they worked, and the fact that the factories were dirty, unsafe. A child living an adult labor life is unfair, so it deserves an F.</p>
<p>5. Industrial (Factory) Conditions</p> <p>F</p>	<p>The factories were located near like dumpsters, the machines were unsafe, dirty, and when there's dust, the oxygen becomes unhealthy. Working in these conditions, is extremely dangerous.</p>
<p>6. Innovation of technology (New inventions)</p> <p>A</p>	<p>I celebrate Britain for its advancement of technology, they went from old, unsafe machines (such as cotton machines) to new tools, later transportation to new machines, that is really important, because it increased their sales and profit.</p>

# Laissez-Faire = 3 1/2

- Laissez faire was a policy allowing business to operate with little or no government interference
- they believed that that the government should not interfere of the economy
- Both Malthus and Ricardo opposed any government help for the poor
- They thought the best cure for poverty was not government relief but the unrestricted "Law of the Free Market"
- they felt the individuals should be left to improve there lot through thrift, hard work and limiting the size of there families



# Socialism

\* system in which the people as a whole rather than private individuals ~~own~~ own all property and all businesses.

\* He thinks that they're going to revolt and become classless, everyone is going to lead something

\* People took pieces that they liked from the Marxism. 

# Socialism

Karl Marx made a new theory called Scientific Socialism which he claimed was based on a scientific study of history. Socialism is a solution to end poverty and injustice.

Robert Owen was the guy who set up a model community in New Lanark, Scotland to put his own ideas into practice. Utopians. Social democracy is a political ideology in which there is a gradual transition from capitalism

# UTILITARIANISM

- Was advocated by Jeremy Bentham.
- Saw the need for government to become involved under certain circumstances
- Utilitarianism is the idea that the goal of society should be "the greatest happiness for the greatest number" of its citizens.
- All laws or actions should be judged by their "utility"