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 **LLED 360 Unit Plan: Industrial Revolution** S.A Roma Picard/ F.A Isobel Willard

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| **Subject / Grade**: Social Studies 9 | **Length of Period:**80 minutes  | **Class composition:** 30 students. (Only 29 in the second half) A least half of the students have English as a second language, while most are highly fluent. One student is Autistic and another student is nearly blind. | **Corresponding Textbook(s):**-Crossroads: A Meeting of Nations. By Michael Cranny-Expansion, Trade and Industry. By James Mason. | **Corresponding Chapter:**-Crossroads: Chapter 5 -Expansion, Trade and Industry: Chapters 1-4. -Patters of Civilizations. Chapter 5.  |
| **Unit Critical Challenge:** Were the gains of the Industrial Revolution worth the costs? What is the significance of the Industrial Revolution to present day? | **Summative Assessment**-Unit Test will be completed before the two-week break to assess the first half of the unit. Unit Test will be made up of multiple choice questions and short and long answer questions. -Presentations will assess the second half of the unit after two-week break. Presentations will be marked on a rubric that is provided to the students in advance. (Presentation outline and rubric attached)-The unit uses a “understanding by design” method of assessment.  |
| **PLO focus for the unit:**-Identify factors that influences growth and development of industry -Evaluate the effects of the Industrial Revolution on society and the changing nature of work -Analyse roots of present-day regional, cultural, and social issues within Canada |
| **Unit Objectives:**Subject Specific***:*** 1. *Content knowledge*: Examine, through a variety of activities, the benefits and consequences of industrialization while drawing connections to modern day.
2. *Critical thinking*: Analyse the historical significance of industrialization and implications it has on modern day.
3. *Information gathering and reporting*: Select and summarize information from primary and secondary print and non-print sources, including electronic sources in order to plan, revise, and deliver formal oral and written presentations
4. *Personal/ Social values*: Take pride in high quality academic and creative work. Engage with present-day social /economic /environmental issues.
5. *Individual and collective action*: Participate in class discussions, collaborative activities and peer evaluations. Respectful to student’s class contributions.

English Language Arts Focus:A4 select and use a range of strategies to interact and collaborate with others in pairs and groups, including; selecting methods for working together effectively, listening actively, contributing ideas and encouraging the ideas of others, demonstrating awareness of diverse points of view, reaching consensus or agreeing to differ. B10 synthesize and extend thinking about texts, by personalizing ideas and information explaining relationships among ideas and information, applying new ideas and information, and. transforming existing ideas and information. C5 select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including, making connections, setting a purpose and considering audience and gathering and summarizing ideas from personal interest, knowledge, and inquiry. | **Unit Rationale:** It is easy to find reasons why to teach the Industrial Revolution to high school students simply because the Industrial Revolution transformed the way we think and live in the today world. Daily life remained the same for a long time period of time for most people before the unprecedented explosion of ideas and inventions that transformed our use of energy and notions of wealth. People all the sudden changed how they would think about their futures as power, tradition and social class we all being undermined in significant and consequential ways.  This unit offers insight into the causes of current global disparity between North and South, and between the West and “the Rest”, along with nearly every other contemporary social issue. British imperialism has had massive consequences across the globes that still burden countries today. Students from countries who were under British colonial rule may be able to make meaningful connection with this unit as they examine how one country became very wealthy off the backs of many others.  Since the beginning of the Industrial Revolution our modern landscape socially, geographically and economically has changed. The world became recognizable as “modern,” in terms of both the global economy and liberal democratic states during this period and therefore it is essential that students understand the causes and consequences of actions during the Industrial Revolution.  This unit attempts to develop historical understanding through the key concept of cause and consequence and more specifically attempts to demonstrate that events in history are not inevitable but informed by what came before them. Finally, through the study of this time period students will hopefully gain an appreciation of where the goods they buy come from and encourage them to be responsible consumers.  |

**LESSON PLAN GRID:**

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| **Lesson Topic** | **Subject PLO’s & Specific Lesson Objectives**  | **English Language Arts PLO’s** | **Methods/ Activities** | **Resources/ Materials** |
| **1. What was the industrial revolution and why was Britain the birthplace?** *(February 10)* | -Define revolution. -List factors why Britain was the birthplace of the industrial revolution.-Analyse factors that contribute to a revolutionary period. | A1 interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information.C3 write effective imaginative texts to explore ideas and information to make connections and develop insights. | -Introduce myself to the class! -Class brainstorm: What does ‘revolution’ mean? Teacher will write down ideas on the board.-Now that we know what a ‘revolution’ is in groups of four (students can pick their own groups for this exercise) make mind maps using the prompts:* What makes a time period revolutionary?
* What do we already know or think the industrial revolution was about?

-Teacher led- discussion- Introduction to the Industrial Revolution and the unit inquiry question.-Teacher hands out charts for students to fill out as they go through the unit: Benefit/ Cost/ Significance. A vocabulary list will be provided on the back of the chart. Teacher will explain expectations of students for filling out the chart. -Think/ Pair/ Share- Why did the industrial revolution begin in Britain? Use your textbooks for ideas-Teacher led discussion using the overhead of why the industrial revolution began in Britain. Students will make a list of reasons in their note books: (availability of raw resources, markets and governmental supply)-Exit slip: students will do a 5 minute timed write and hand it in. \*\*Teacher will hint at the technological revolution.  | -Chalk and chalk board-Benefit/ Cost/ Significance Charts-Vocabulary list -Students will need paper for notes and their textbooks.-Graphic organizers-Transparency of graphic organizer -Overhead Projector.  |
| 2. **How did the agricultural revolution** **lay the groundwork for what was coming?***(February 12- Half Class-35 mins)* | -Define the Enclosure Act-Explain why and how new breeds and new technology came into being and their significance to the foundation of industrialization-Examine a primary source to draw historical conclusions.  | B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as photographs and art.  | -Teacher led inquiry discussion using a graphic organizer and the overhead covering: strip farming, enclosure act, private property, new breeds, and new technologies. What was the significance?? Greater food production and population increase. (15 mins)-Primary source analysis with scaffold questions. Looking at historical picture to conclusions (picture from p. 131 Crossroads) (20 mins) \*\*\*Due to the short class this assignment may need to be completed for homework.  | -Overhead projector-Transparency of graphic organizer-Graphic organizers for students-primary sources for students-Worksheets to answer questions about the primary source.  |
| 3. **How did an agricultural society quickly develop into an industrialized one?** *(February 16)* | -Explain how the steam engine facilitated the movement of goods and people and helped to create new markets.-Identify factors that influences growth and development of industry-Discuss what is meant by “the steam engine was the backbone to the Industrial Revolution” | A1 interact and collaborate in pairs and groups to – support the learning of self and others, explore experiences, ideas, and information, understand the perspectives of others and comprehend and respond to a variety of texts.B6 during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including making connections, making inferences and drawing conclusions, differentiating main ideas and supporting details, and summarizing.  | -Go over the primary source analysis with students. -Class brainstorm: What conditions must exist in order for an agricultural society to develop into an industrial industry?-Jigsaw reading of textbook:* Divide students up into 5 groups. Get each group to read different sections of the textbook.: An economic revolution, The textile industry, the steam machine, the iron and coal industries, and Transportation- from market to market. Get students to discuss their reading with each other- become experts!
* Once students are done reading move students to new groups where they can explain their section- team teaching.

-Have a class discussion on each section and create a class timeline of the early economic revolution.-Get students to Add to Cost/ Benefit/ Significance chart as they discuss with other groups-Finish Cost/ Benefit/ Significance chart for homework.  | -Collect question on the primary source from last class. -Overhead projector-Students need to bring their Cost/ Benefit/ Significance chart.-Students need to bring their textbook.  |
| 4. **Did capitalism influence society for the better?***(February 18)* | -Differentiate between the economic theories of capitalism, socialism and communism -Discuss notions of wealth in relation to Britain as a capitalist country/ imperial empire.-Draw and explain a political cartoon. | A7 use listening strategies to understand, recall, and analyse including identifying main points, generating thoughtful questions and clarifying and confirming meaning.A2 express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain.  | -Homework check on Cost/ Benefit/ Significance chart-Carousel brainstorming of capitalism, communism and socialism using chart paper and markers. -Teacher lead discussion using a graphic organizer and overhead projector discussion: Capitalism vs. communism vs. socialism* Entrepreneurs of middle class Whigs, influenced Government economic policy-laissez faire
* Laissez-faire policy: businesses and industry free from government regulation and therefore competition and self-interests would serve the greatest good.
* Show the communist manifesto

-Students create a political cartoon on capitalism; teacher will show students some examples and explain the nature of political cartoons. -Short teacher led discussion on mechanization and the factory system, Changing in family and home, and increasing living standards, increase connection because of railways, roads and canals. -Exit slip: if you were to create a perfect Country, would it be a capitalist, Communist or socialist country?-Homework: Add to Cost/ Benefit/ Significance chart | -Overhead projector-Graphic organizers-Transparencies of graphic organizers -Chart paper-Markers- Political cartoon from: http://int.danville.k12.pa.us/teacherweb/aberkey/US\_History/Effects\_of\_Industrial\_Rev\_Display.html |
| 5.  **Is the cost of life in factories and towns worth the benefits of production?***(February 23)* | -List factors of production and discuss their relationship to industrialisation -Explain how unions were brought about and why were/ are necessary.-Analyze a contemporary social issue.  | A7 use listening strategies to understand, recall, and analyse a film, including identifying main points, generating thoughtful questions and clarifying and confirming meaning.A9 speak and listen to interpret, analyse, and evaluate ideas and information, by making and supporting judgments, describing perspectives, identifying bias, contradictions, and non-represented perspectives. | -Homework check on Cost/ Benefit/ Significance chart-Short teacher led discussion on factory life and production using overhead projector and graphic organiser -Watch a short film on production/ life in factories during the Industrial Revolution. *Movie is not picked yet, but will be chosen in January when I go back to practicum school.* -Class discussion on film-Workers on the Line- set up activity for next class: craft simulation activity.-Homework: Add to Cost/ Benefit/ Significance chart. | -Overhead projector-Transparency of graphic organizer -Projector for film-Dongle for computer-Graphic organizers for students to use when watching film -Workers on the line pre-activity photocopies -Pencil crayons |
| 6. **Are unions really worth having?***(February 25)* | -Discuss the emergence of labour unions during the industrial revolution-Consider varying perspectives on the issue throughout the simulation-Argue in a personal reflection whether unions are necessary and make a present-day connection-Draw connections on unit exam between the causes and nature of conflict between workers ad owners that grew out of the industrial revolution  | A9 speak and listen to interpret, analyse, and evaluate ideas and information from the simulation, by making and supporting judgments, examining and comparing ideas, describing perspectives, identifying bias, contradictions, and non-represented perspectives.C8 write to explain and support personal responses to simulation, by making connections with prior knowledge and experiences, describing reactions and emotions, generating thoughtful questions, and developing opinions using evidence.  | -Homework check on Cost/ Benefit/ Significance chart-Teacher led discussion setting up the game with some background information. -Students participate in the “Workers on the line” simulation which demonstrates causes and natures of the conflict between workers and owners that grew out of the Industrial Revolution-Teacher will assign homework: Students will write a reflection on the game using the prompt “Argue whether unions were necessary then and whether they are necessary now?” Due next class, only needs to be 4 or 5 sentences. | -Workers on the line simulation (provided by Karla Kirmis- Teacher at Churchill Secondary)-Students need to bring their Cost/ Benefit/ Significance chart.  |
| 7. **How does child labour then compare to child labour today?***(February 27)* | -Explain how the factory system affected the lives of people, especially those of children. -Identify factors that influenced growth and development of industry -Evaluate the effects of the industrial revolution on society and the changing nature of work -Analyze the changing nature of law and its relation to social conditions of the times | B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as articles and reports.  A4 select and use a range of strategies to interact and collaborate with others in pairs and groups, including demonstrating awareness of diverse points of view, and contributing ideas and encouraging the ideas of others.   | -Hand in reflections from “Workers on the Line” simulation -Short teacher led discussion on child labour. (10 mins)* Poor children, education not compulsory and to survive poor families needed all members to work, children were useful but small, children suffered pollution, noisy, forced to take wages in form of poor quality food, long shifts, beaten and short life spans, stunted growth.

-Jigsaw reading in groups of 4 (assigned by teacher) using 2 articles from the time of the Industrial Revolution and 2 articles around child labour today. Each student should take 2- 3 notes on each of the readings. (50 mins)-Short teacher led class discussion on the Factory Acts using a graphic organizer and the overhead projector. (10-20 mins)* Social reformers try to improve conditions
* Workers tried to band together similar to guilds that government declared these associations illegal As it would damage the economy
* Factory act of 1802-illegal for children to work more than 12 hours straight at in a cotton mill
* 1819- illegal to hire children under nine and textile mills
* 1824 Union labours became legal
* Upper-class- workers should work as much as possible as leisure was bad anyway fall into drinking and gambling

-Ask students to brainstorm in pairs what they imagine workers’ rights should be. Share these ideas with the class. -Homework: Add to Cost/ Benefit/ significance chart  | -Collect reflections from the workers on the line simulation.-Overhead projector-Jigsaw readings (4 readings)1. <http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html>2. <http://www.historylearningsite.co.uk/children_industrial_revolution.htm>3. <http://fullcomment.nationalpost.com/2014/08/13/national-post-editorial-board-canadas-child-labour-crisis/#__federated=1> 4. <http://www.canadianlabour.ca/action-center/minimum-age-campaign/minimum-age-laws-canada> -Worksheet for jigsaw readings.-Graphic organizer for the factory acts.  |
| **8. How did** **technology, scientific and medical achievements impact society?***(March 3)* | -List technology, scientific and medical achievements of the Industrial Revolution. -Describe a key technological, scientific and medical advancement and explain how it is significant to society then and now. -Evaluate the effects of the Industrial Revolution on society.  | A1 interact and collaborate in pairs and groups to – support the learning of self and others explore experiences, ideas, and information, understand the perspectives of others, comprehend and respond to a variety of texts, and create a short presentation.  | -Homework check on Cost/ Benefit/ Significance chart-Teacher will hold up an older-style telephone and then show a new-style hand-held cell phone. Ask the students what the difference is between the two. Ask how the difference can affect daily activities. (List the responses.)-Ask questions like how is our society dependent on technology? Is technology always a positive factor? How did the world function prior to technological advancements? Are there still areas that live in a similar way to pre-technological western societies? -Teacher lead discussion on how the changes in science and technology have accelerated rapidly during the 1800’s which have virtually affect all aspects of the human experience. Do example with students using the steam engine. -Split students up into teacher assigned groups and assign an innovation and some associated information on the achievement. Get someone in the group to be the recorder. Groups will be asked to answer specific question for example: assess if and how the innovation improved quality of life, if it allowed for people to have longer life spans, whether it inspired new ideas on the nature of humans and society, or moved production out of private homes. Once completed students will be asked to briefly present their advancement to the class and why it is significant. -If time allows: teacher will lead a “Hot Seat” review. -Homework: Add to Cost/ Benefit/ Significance chart due next class. | -Overhead projector -Old telephone and a cell phone. -Transparencies for discussion visuals -Selected technological, medical and scientific innovations for groups to discuss, with corresponding worksheets/ questions.-resource: <http://resourcesforhistoryteachers.wikispaces.com/WHII.5> -Sticky notes with vocabulary terms on them stuck to the bottom of 5 chairs for “hot seat” review  |
| 9. **Unit Test**  *(March 5- last day before spring break)* | -Demonstrate an understanding of the Industrial Revolution in regards to the benefits, cost and significance to modern society through answering multiple choice, vocabulary, short and long answers.  | C9 write and represent to interpret, analyse, and evaluate ideas and information on a unit test.  | -Students will hand in charts that they started on the first day. -Teacher led short review. Teacher will hand out test and as students to read over the entire test before they begin. Then students will be allowed to ask any clarifying questions or vocabulary questions. Once the test is clarified the students will write the test. Extension: Once students have completed the test they are to write a KWL chart of the unit so far.Teacher will monitor the students and answer further questions if necessary. All tests will be collected at the end.  | - A test for each student: test will consist of 20 multiple choice, 5 short answers and 1 paragraph. -KWL charts for students who are finished early. -Collect students cost/ benefit charts.  |
| 10. **Why and how are social classes being affected as society industrialises? Is this change beneficial to people from lower classes?***(March 23)* | -Define social class-Explain how new innovations and industry created new standards of living for urban and rural people -Evaluate the effects of the industrial revolution on society and the changing nature of work -Assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity, and nationality.  | A2 express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain persuade and support, engage and entertain. B7 after reading and viewing, select and use a range of strategies to extend and confirm meaning, including responding to text, asking questions, reviewing text and purpose for reading, making inferences and drawing conclusions, summarizing, synthesizing, and applying ideas.  | -Teacher will hand back student charts- students will be asked to continue to add to these for their own learning progress. -Class Brainstorm: What is social class? -Jigsaw reading: one third of the students will read about what life was like for the rich, one third of people will read about what life was like for the middle class and one third will read what life was like for the poor. Once students are done reading they will get into groups of three with people from different classes. The students are going to teach each other about their reading.-Teacher led discussion: Why and how are social classes being affected as society industrialises? Is this change beneficial to people from lower classes?* Education
* Urbanization
* Leisure activities
* Romanticism
 | -Hand back student charts.-Copies of the three readings- will need a set for each student. Readings from BBC: <http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/industrial_revolution_life/revision/10/>  |
| **11. How did new technology and industry affect the everyday lives of women?***(March 25- Marks Due)* | -Evaluate the effects of the industrial revolution on society and the changing nature of work -Assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity, and nationality.-Analysis the gains of women during the Industrial Revolution and how women’s rights are similar and different today. | A3 listen to comprehend, interpret, and evaluate ideas and information considering purpose, messages, effects and bias. C1 write meaningful personal texts that explore ideas and information to make connections, reflect and respond, and remember and recall.  | -Assign groups for summative assessment and explain the project requirements in depth. Teacher will assign groups (will decide how to assign groups for this project once I know the students better). -Teacher led discussion using graphic organizer: * Ask the students to describe how the inventions changed life at home. Discuss the difficulties of people who left the farms and came to the city to find work. -Introduce the role of women in society and how their lives were changed by the Industrial Revolution and working in the factories. (They had to work up to 16 hours a day and then go home to care for the family. Conveniences we have now did not exist at that time, loss of cottage industry meant women became servants, women gangs for agricultural work, factory work- were paid less)
* Positives: had money of their own and some independence

-On the chalkboard develop a list related to the role of women in society. (They lack general rights. They either belong to the husband or, if not married, to their father. They cannot vote and cannot be heard if they go to political assemblies.) Discuss how it would have felt to live in that time as a woman. Ask how women's rights are different now. -Short in-class writing exercise in which students have to make an argument whether they think women made significant gains during the Industrial Revolution, if so what? Students must draw a connection to modern day forms of production (using knowledge they already know) Students can use notes and graphic organizer. | -Handout of group assignments-Overhead projector-Transparency of graphic organizer for taking notes during teacher led discussion-Chalkboard -Chalk-Paper for in class writing exercise.  |
| 12. **Library research day/ Project collaboration time.** *(March 27)* | -Select and summarize information from primary and secondary print and non-print sources, including electronic sources -Corroboratively plan a formal oral presentation-Analyse roots of present-day social issues | A4 select and use a range of strategies to interact and collaborate with others in pairs and groups, including;Selecting methods for working together effectively, listening actively, contributing ideas and encouraging the ideas of others, demonstrating awareness of diverse points of view, reaching consensus or agreeing to differ. A9 speak and listen to interpret, analyse, and evaluate ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, describing perspectives, identifying bias, contradictions, and non-represented perspectives.  | -Students will go to the library and work in their assigned presentation groups to look for information regarding their project.-Students will do guided research using a worksheet provided by the teacher. -Teacher will monitor students in the library and help with any group questions and concerns.  | -Book the library for 80 minutes -Guided research worksheets-Support from teacher-librarians -Copy of the assignment for the teacher librarians  |
| 13. **Why did some populations have to move due to the industrial revolution?** *(April 2)* | -Assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources -Explain reasons why populations were on the move during the Industrial Revolution-Discuss the implications and hardships of populations who are forced to migrate/ immigrant.  | B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as biographies and autobiographies.  | -Teacher led inquiry discussion using graphic organizer: how and why did the industrial revolution spread throughout Europe and other parts of the world and why populations of people decided/ were forced to move.* People moved to colonies for a better life
* Land Speculators promoted the colonies- lies
* Irish potato famine: potatoes a staple, absentee landlords grew cash crops to sell to Europe/ Britain, 1845 Potato Blight- millions starving, driven from land because no crops- immigrated
* Clearances: part of enclosure policy, got rid of poor tenant farmers- “crofters” so they could raise sheep- immigrated.
* Rapid urbanization that created slums, health problems. Unemployment, crime, exploitation of the worker, unfair imprisonment, prostitution, etc.
* Steam ships and railways facilitated the movement of people and goods across and between continents. Populations moved away from rural areas to the cities, initiating mass migrations that saw urban areas increase dramatically in size. This was also a period of intense global migration as some Europeans sought to escape famine, poverty, oppression, and political instability at home–it is thought that some 70 million people left Europe during the 19th century, establishing themselves primarily in North America and Australia.

-Primary source exercise using Angela’s Ashes. Students will read an excerpt of his story and answer question on the source-Class discussion on primary source analysis. -Think/ Pair/Share to wrap up class using prompt from Angela’s Ashes.  | -Overhead projector- Graphic organizer-Transparency of graphic organizer-Primary sources and scaffold questions- from the novel Angela’s Ashes.  |
| 14. **What are the costs of low priced goods in our society? How does this relate to the Industrial Revolution?***(April 8)* | - Evaluate the effects of the industrial revolution on society and the changing nature of work -Analyse roots of present-day social issues -Consider varying perspectives on a controversial issue  | A7 use listening strategies to understand, recall, and analyse a film, including identifying main points, generating thoughtful questions and clarifying and confirming meaning.A9 speak and listen to interpret, analyse, and evaluate ideas and information, by making and supporting judgments, describing perspectives, identifying bias, contradictions, and non-represented perspectives. | -Watch film: Wal-Mart: The High Cost of Low Prices -Fill in a worksheet while watching the movie (60 mins)-Teacher will watch the movie with students and lead a discussion after the movie is over while going over the worksheet with the students on the overhead projector. (20 mins)**DUE:** All written work for the presentations  | -Movie- Wal-Mart: The High Cost to Low Prices -Worksheet for students-Overhead of worksheet-Projector -Collect all written work for presentations.  |
| 15. **Group Presentations: Cost and Benefits of the industrial revolution/ significant to today.** *(April 10)* | -Summarize information from primary and secondary print and non-print sources, including electronic sources -Plan, revise, and deliver formal oral and written presentations -Analyse roots of present-day social issues  | A5 select and use a range of strategies to prepare oral communications, including; interpreting a task and setting a purpose, considering audience, generating ideas, making connections among relevant knowledge and experiences, planning and rehearsing presentations A6 select and use a range of strategies to express ideas and information in oral communications, including;vocal techniques, style and tone, nonverbal techniques, visual aids, organizational and memory aids. | -Students will present or be watching other students present. After presentations presenters will ask for questions from peers/ led a discussion with the class.-5 groups are scheduled to present -Teacher will assess presentations using a rubric.-Peers will assess each other’s presentations-Student will fill in a self-evaluation once they have completed their presentation.  | -Groups will let the teacher know ahead of time what sort of resources/ technology they will need.  |
| 16. **Groups Presentations:****Cost and Benefits of the industrial revolution/ significant to today.***(April 14)* | - Summarize information from primary and secondary print and non-print sources, including electronic sources -Plan, revise, and deliver formal oral and written presentations -Analyse roots of present-day social issues | A5 select and use a range of strategies to prepare oral communications, including; interpreting a task and setting a purpose, considering audience, generating ideas, making connections among relevant knowledge and experiences, planning and rehearsing presentations A6 select and use a range of strategies to express ideas and information in oral communications, including;vocal techniques, style and tone, nonverbal techniques, visual aids, organizational and memory aids. | -Students will present or be watching other students present. After presentations presenters will ask for questions from peers/ led a discussion with the class.-5 groups are scheduled to present -Teacher will assess presentations using a rubric.-Peers will assess each other’s presentations-Student will fill in a self-evaluation once they have completed their presentation. | -Groups will let the teacher know ahead of time what sort of resources/ technology they will need.  |
| 17. **How has the environment changed since the revolution?** *(April 16)* | -Discuss how industrialization has created problems for the environment -Analyse roots of present-day issues within Canada.-Plan a course of action that addresses the problem of environmental impacts.  | A2 express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain persuade and support.  | -Teacher led discussion-using graphs show how pollution has impacted the environment since the industrial revolution-Class Discussion: How does this challenge our notions of progress?-Students will fill out a worksheet to see what their ecological footprint is.-Class brainstorm on how we can lower on environmental impact as a class? As individuals? Teacher will write up all the responses on the board in a big class mind map. -Get into groups of 4 and create a Venn diagram using chart paper on all the costs and benefits of the industrial revolution (teacher numbering off students will create groups). Post posters up in the room.  | -Pollution maps and information from <http://www.eh-resources.org/timeline/timeline_industrial.html> and <http://rainforests.mongabay.com/09-carbon_emissions.htm> -Worksheets for students to calculate their ecological footprint -Chart paper-Markers  |

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| TOTAL MARKS:1. Unit test- 10 multiple choice; 5 Vocabulary terms with one sentence each to states significance; 3 short questions; 1 paragraph question on cost/ benefits/ of the steam engine to the industrial revolution and people’s lives. Total 40 marks
2. Summative Presentations- Total 40 marks
3. Cost/ Benefit/Significance Charts- Total 20 marks
4. Reflections from workers on the line game- Total 5 marks
5. In class writing exercise- 5 marks
6. Participation- 5 marks
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*1867- Seth Taylor unveils and drives his Steam Buggy, Canada's first automobile, at the Stanstead Fair, Quebec.*

**============================== BELOW: Summative Presentation Assessment and Lesson 1 with Resources =======================**

Summative Presentation Assessment:

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| **Were the gains of \*\*\*\*\* during the Industrial Revolution worth the costs? What is the significance of \*\*\*\* to current day?**Create a **presentation** in a creative way! Can be in the form of a game show, a TV talk show, a journalist report, a news report, a poster board presentation …You can do a standard presentation to if you like too. Remember- Your project needs to relate to modern day- you need to draw connections from the past to current society. Your group will need to create a detailed outline of your presentation- your outline should state your **thesis statement**, a bibliography of all your sources (minimum of 4 reliable sources), and presenting materials i.e. PowerPoint’s, poster boards, handouts…\*\*\*All outlines, bibliographies, and presenting materials are due **April 8.** Presentations will be held in class on **April 10 and April 14**General Details:* Give your presentation a name.
* Each presentation will be **7-8 minutes** in length. Afterward your group will field questions from your peers for **2-3** minutes.
* There are 9 topics: (7 groups of 3/ 2 groups of 4) you will draw a number out of the hat, this number will correspond with the numbers listed below- this will be your topic and will form your groups!
1. *Women and Children*
2. *Technological Advancements – Pick 2 or 3 innovations*
3. *New industries*
4. *Capitalism and the lassie faire policy*
5. *Britain*
6. *Labour Reforms*
7. *Transportation*
8. *Mass production*
9. *Middle Class*
 |
| **Grading:** Please see the rubrics below.\*\*\*Make sure to read the rubric’s before you begin and while you are revising. Breakdown:* Teacher assessment- 80% of mark
* Self-assessment- 10% of mark
* Peer assessment- 10% of mark
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| PLO focus/ Objectives: 1. Select and summarize information from primary and secondary print and non-print sources, including electronic sources
2. Plan, revise, and deliver formal oral and written presentations
3. Analyse roots of present-day regional, cultural, and social issues
4. Evaluate the effects of the industrial revolution on society

ELA Objective:A5- Select and use a range of strategies to prepare oral communications, including; interpreting a task and setting a purpose, considering audience, generating ideas, making connections among relevant knowledge and experiences, planning and rehearsing presentations.  |

Teacher Assessment: Worth 80%

TOPIC: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GROUP MEMBERS: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CRITERIA | 5 MARKS | 4 MARKS | 3 MARKS | 1-2 MARKS |
| VISUALS | Visuals are clear and easy to follow. The visuals add to the audiences understanding of the issue. The visuals are referred to during the presentation.  | Visuals are clear and easy to follow. The visuals add to the audiences understanding of the issue. The visuals are not referred to sufficiently during the presentation. | Visuals are clear. The visuals add to the audiences understanding of the issue. The visuals are not referred to during the presentation.  | Visuals may not be clear. The do not add to the audiences understanding of the issue.  |
| ORAL REPORT | Within the given time limit. All members participated. No reading off notes. Clear voice and projection.  | Within the given time limit. All members participated. Some reading off notes. Voices and projection may be hard to hear. | Over or under the given time limit by less than one minute. All members participated. Some reading off notes. Voices and projection may be hard to hear. | Over or under the given time limit. Not all members participated. Reading off notes. Voices and projection may be hard to hear. |
| GROUP WORK | Share in research. Share in presentation. Share in organizations/preparation. Well research. | Mostly shared research, presentation, organization and preparation. Showed sufficient research.  | Some students took on more work than other students. Showed sufficient research | Unequal share of research. Unequal share in presentation. Unequal share in organizations/ preparation. Did not show sufficient research  |
| ISSUE | Students identify and clarify the issue. Have a strong thesis statement. Show and analyze main arguments. Students relate their argument to modern-day | Students identify and clarify the issue. Have a thesis statement. Show main arguments. Students relate their argument to modern-day | Students identify and clarify the issue. Lack a thesis statement. Show main arguments. Make weak connections to modern-day | Students somewhat identify and clarify the issue. Lack a thesis statement. Show main arguments. Make no connections to modern-day |

Peer Assessment: Worth 10%

TOPIC\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GROUP TITLE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CRITRIA | Yes, very much so. | Yes, to some extent. | Yes but very little. | No not at all. |
| Organization: clearly identifies and clarifies the issue early in the presentation. |  |  |  |  |
| Clear and orderly development of arguments throughout presentation. |  |  |  |  |
| Interest: presenters speak comfortably and seemed at ease. |  |  |  |  |
| Presenters effectively used class members in presentation, you felt that they directed their presentation to you |  |  |  |  |

PLEASE CIRCLE ONE:

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| I am a HARSH FAIR GENEROUS marker |

Self-Assessment: Worth 10%

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BLOCK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOPIC/ GROUP NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE ANSWER AS HONEST AS POSSIBLE!

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| **Looking at the Teacher Rubric how do you think your group did?**Visuals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Oral Reports: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Group Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **What was your share? What were you in charge of completing?**  |
| **Describe any challenges, problems or frustrations that you experienced.** |
| **Describe successes that you experienced.**  |
| **If you had one week to revise your presentation, what could you do to improve your performance or final result?** |

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|  | **Lesson 1: Industrial Revolution****Unit Critical Question:** Were the gains of the Industrial Revolution worth the costs? What is the significance of the Industrial Revolution to present day?

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| **Subject:** Social Studies 9 | **Lesson Number:** 1 of 17 | **Time:** 80 minutes |
| **Critical Question/ Challenge for the Lesson:** What was the industrial revolution and why was Britain the birthplace? |
| **PLO focus for this lesson:**  -Identify factors that influences growth and development of industry -Analyse factors that contribute to revolution and conflict  |
| **Objectives:** -Define revolution. -List factors why Britain was the birthplace of the industrial revolution.-Analyse causes that contribute to a revolutionary period.  |
| **Content and Language Objectives:**A1 interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information.C3 write effective imaginative texts to explore ideas and information to make connections and develop insights.  | **Skill/Strategies Required:**-Collaborative Brainstorming-Critical thinking skills-Interpersonal/social skills-Writing skills for short timed write  |
| **Materials/equipment needed:**-Chalk and chalk board-Benefit/ Cost/ Significance Charts-Vocabulary list -Students will need paper for notes and their textbooks.-Graphic organizer for note taking- Why Britain.  | **Assessment Plan:** Formative:* Participation in creating mind maps
* Participation in Think/pair/share
* Exit slip: 5 minute timed write.
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| **Modifications:**-Students who cannot copy down the notes will be given a copy of them- but will have to copy them down at home and bring the teacher copy back. -Students who do no finish their timed write can finish it for homework. | **Adaptions:**-Students will be given a vocabulary list of all the new/challenging words for the unit.-Students will get graphic organizers to take notes-Students will work in groups so that they can participate without having to take in front of the whole class.  | **Extensions:**-Students can use their devices to get more information on the terms we are brainstorming-Students can go through the chapter in the textbook to find and add key terms that are not on the vocabulary list but are confusing or challenging.  |

**===========================================================================****Introduction:**

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| Teacher Activities | Student Activities | Time |
| -Introduce myself to the class! Explain who I am and my interests.-Class brainstorm: What does ‘revolution’ mean? Teacher will write down ideas on the board.  | -Students raise their hands and give examples of what the term revolution means.  | 2-5 mins5 mins |

**Body of Lesson:**

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| Teacher Activities | Student Activities | Time |
| -Now that we know what a ‘revolution’ is in groups of four (students can pick their own groups for this exercise) make mind maps using the prompts:* What makes a time period revolutionary?
* What do we already know or think the industrial revolution was about?
* Does what you know about the industrial revolution match the words we thought of when we brainstormed industrial revolution?
 | Students will take markers and chart paper and make mind maps with their peers using the prompts provided.  | 20 mins |
| -Teacher led- inquiry discussion: Introduction to the Industrial Revolution Teacher notes for discussion:* Not all revolutions are violent!
* The industrial revolution transformed the way we think and live. Things remained the same for a very long time before the revolution brought about an unprecedented explosion of ideas and inventions that transformed our use of energy. (1760-1820)
* The industrial revolution is being of the modern world and landscape.
* What are some words we would use today to describe the modern world?
* Made countries, notably Britain richer than any other country, especially with an engagement with the new imperial power
* Changed how people think about their future- a new environment.

Introduction to the unit inquiry question: Were the gains of the Industrial Revolution worth the costs? What is the significance of the Industrial Revolution to present day? Students will write this question down on a graphic organizer. | -Students will write this question down in a graphic organizer provided by the teacher-Students will answer questions and participate in the class discussion.   | 10 mins |
| -Teacher hands out charts for students to fill out as they go through the unit: Benefit/ Cost/ Significance. A vocabulary list will be provided on the back of the chart. Teacher will explain expectations of students for filling out the chart. * The charts will be filled out throughout the unit and handed in before the exam. Worth 20 marks
 | Students will receive a chart that they will be working on for the rest of the unit.  | 5 mins |
| -Teacher will direct students to Think/ Pair/ Share using the prompt: Why did the industrial revolution begin in Britain?  | -Think/ Pair/ Share- Why did the industrial revolution begin in Britain? What sorts of conditions do you think were needed to lay the groundwork for the industrial revolution to take off? Use your textbooks for ideas | 5 mins |
| -Teacher led discussion using the overhead and graphic organizer of why the industrial revolution began in Britain: * Availability of raw resources: Up to this time wood was used for energy, yet wood was bulky, difficult to transport and expensive. Coal could provide 3 times more energy than wood. Coal was carried in ships cheaply. Britain had 2/3 of the world’s known coal supply.
* Climate for new innovations: Britain was in the Age of Reason- there was a thirst for scientific reasoning and for the free exchange ideas. People would meet in coffee houses to share ideas and knowledge- people were coming up with new inventions.
* Shallow coal was being used but Britain needed to pump water out of the mine to get deeper coal out- who ever could figure this out (flooding mines) would make a lot of money- created a steam engine. Did the work for many horses. Allowed to dig deeper and have nearly limitless cheap energy- backbone of the industrial revolution.
* Steam engines meant that factories could exist- first manufacturing in Birmingham. The population exploded in Birmingham -things are made cheaper and faster- changed the nature of labour- factory workers!
* Expansion of trade: Britain’s royal navy- protected trade routes; trading empire expanded and flourished through the 18th century- India, China, Americas...etc. Britain stated exporting manufactured goods- explosion of wealth flooding into London. Helped to set up the stock exchange and the financial market- so people could invest in companies and trade.
* Economic conditions were right**:** Britain was a parliamentary monarchy: which meant that the parliament passed the laws.- monarch had less control over political and economic life. For example parishes used to be responsible to maintain roads which created terrible roads however in 1706 parliament passed an act that could build roads with tolls (turnpike act) the country needed reliable roads for trade. Lead to a huge increase in roads that created intricate trading centers. In France roads connected military centers not economic centers- less wealthy. The country and parliament wanted trade. Everything was for trade and wealth. People started to change the idea that wealth was finite (there for you had to steal it from others if you want more) to infinite- new wealth could actually be created. Canals were built to reduce the cost and increase the capacity of movement of materials. Britain entrepreneurship was at the heart of the British economic successes- political environment allowed it, unlike French government who wanted to hold on to its monopoly.
* Rise of the middle class: people had extra money to spend from increase wealth, which created the middle class. People wanted to buy new luxuries that came from the trading empire. The power of marketing appealed to the social aspirations of the middle classes.
 | -Students will use their graphic organizers to take notes.-Students will ask questions and discussion with class as we go through the factors of why Britain was the birthplace of the industrial revolution. | 15 mins |

**Closure:**

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| Teacher Activities | Student Activities | Time |
| Exit slip: students will do a 5 minute timed write and hand it in. Use prompt: Are we currently in a revolutionary period? If so what would we call the revolution?\*\*Teacher will hint at the technological revolution/ food revolution.  | 5 minute timed write using the prompt: Are we currently in a revolutionary period? If so what would we call the revolution? | 5-7 mins |

**Reflection / follow-up/ next steps:**

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**RESOURCES FOR LESSON:**

Benefit/ Cost/ Significance Chart: (Chart will be given to students on 11’’by 17’’ paper)

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| FACTOR  | BENEFIT  | COST | SIGNIFICANCE  |
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| **Outsources:** a company/ organization purchases goods or subcontract services from an outside source **Imperialism:** the policy of extending the rule of an empire and nation over foreign countries**Capitalism:** an economic system in which investment in and ownership of the means of production, distribution, and exchange of wealth is maintained chiefly by private individuals or corporations**The market:** those wishing to purchase goods **Toll**: a fee for using a road**Domestic system:** manufacture of products like textiles was done at home and on a small scale**Enclosure:** the separation and appropriation of land by means of a fence.**Factory system:** the use of machinery, originally powered by water or steam and later by electricity. **Communism:** a theory of social organization based on the holding of all property in commons**Socialism:** the idea that wealth and benefits should be shared equally **Trade union:** organization to get rights and benefits for working people **Locomotive:** a steam engine designed to pull cars on a railway **Revolution:** a complete change in something, the overthrow of a government**Laissez Faire policy:** businesses and industry free from government regulation and therefore competition and self-interest would serve the greatest good. **Turnip Townshend**: crop rotation no longer needed to leave land fallow because planted nitrogen fixating species (turnips and clover) which could also be used to feed animals**Whigs:** members of a political party that held liberal principles and favored reforms.**Textile:** cloth or fabric **Interchangeable parts:** parts made by a machine to be exactly the same size and shape **Mass production**: making many products at once **Productivity**: the amount of goods and services made by a worker in a certain amount of time **Entrepreneur**:a person who takes risks to start a new business **Parliament:** the legislative body in Great Britain**Natural resources:** the natural wealth of a country, consisting of land, forests, mineral deposits, water, etc.**Guild system:** groups of self-employed skilled craftsmen with ownership and control over the materials/tools needed to produce their goods, said to be the precursors of modern [trade unions](http://en.wikipedia.org/wiki/Trade_union)**Fodder:** coarse food for livestock, people considered as readily available and of little value**Manure:** animal dropping used to fertilize land**To broadcast**: to sow seeds by throwing them over a field by hand**Global:** world-wide**“Mother” country:** in the language of colonizing power was often referred to as the “mother” country- a sexist reference no longer in use**Industrialized:** an economy based on industry, not agriculture**Exploit:** to use**Commons**: land held to be used by everyone**Raw** **materials**: the essential materials needed in an industry to make a product**Breed:** a group of animals distinguished by particular characteristics**Clothier:** a capitalist who invests money in textile-making **Supply:** the amount of goods available**Demand:** the desire of people to buy a certain good or product**Social reformers:** people who wish to change the nature of society**To speculate:** to buy land in the expectation that its value with increase |

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| Keys words that describe the industrial revolution? |

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| Unit Inquiry Question:  |

Why Britain???

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| Factors: | Notes: |
| Availability of Raw Resources: COAL! |  |
| Climate for New Innovations: |  |
| Expansion of Trade: |  |
| Economic conditions were right-Britain was a parliamentary monarchy: |  |
| Rise of the middle class: |  |