

Industrial Revolution Unit

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Target	Identify what the Industrial Revolution and the factors that lead to it.	Make connections between how changes in agriculture & technology contributed to the Industrial Revolution	Make connections between how changes in agriculture & technology contributed to the Industrial Revolution	Make connections between how changes in agriculture & technology contributed to the Industrial Revolution	Determine and explain the benefits and costs of industrialization.
Idaho Standard	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.
Agenda	<ol style="list-style-type: none"> Visual Walkabout Background prior to “Life before Industrialization” PowerPoint or Industrial Revolution (18-19th Century) Video 	<ol style="list-style-type: none"> Revolution Begins Cause & Effect Graphic Organizer 	<ol style="list-style-type: none"> Timeline of Inventions Overview Changes in Agriculture & Technology 	Continue changes in Agriculture & Technology	<ol style="list-style-type: none"> Read article “Industrialization, Labor, & Life” Industrial Factories & Immigration
Visuals/ Materials	<ul style="list-style-type: none"> Picture of your choice on Industrial Revolution PowerPoint: “Life before Industrialization” Video: “Industrial Revolution (18-19th Century) Video 	<ul style="list-style-type: none"> Article: “Industrial Revolution and Technology” PowerPoint: “The Revolution Begins” Graphic Organizer: “Cause and Effect of the Industrial Revolution” 	<ul style="list-style-type: none"> Timeline Handout: Industrial Revolution Computer or textbook for research Graphic Organizer: “Cause and Effect of the Industrial Revolution” Graphic Organizer: “Industrial Revolution Invention” 	<ul style="list-style-type: none"> Timeline Handout: Industrial Revolution Computer or textbook for research Graphic Organizer: “Industrial Revolution Invention” 	<ul style="list-style-type: none"> Article: Industrialization, Labor, & Life Graphic Organizer: Industrialization, Labor, and Life

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Mini Lesson/ Essential Question	<p>EQ: What was life like prior to the Industrial Revolution?</p> <p>What factors led to the Industrial Revolution?</p> <ul style="list-style-type: none"> Select three to six images about the Industrial Revolution. Place them around your classroom. Have students in small groups walk around and make inferences about each picture. Give students background of what life was like prior to the Industrial Revolution from “Life Before Industrial Revolution” PowerPoint Show Industrial Revolution (18-19th Century) Video 	<p>EQ: What factors led to the Industrial Revolution?</p> <ul style="list-style-type: none"> Review “The Revolution Begins” PowerPoint and have students take notes highlighting the following key ideas: <ul style="list-style-type: none"> Beginning in Britain in 18th Century Advances in farming made food production faster Inventors made machines to make processes faster such as the Spinning Jenny, steam engine etc. Factories built to manufacture goods Landowners created large commercial farms by enclosing land Cities grew rapidly as people moved for factory/industry jobs <p>Social Mobility: new working class, wealthy class, urbanization</p>	<p>EQ: What advances occurred in agriculture and technology during the time period?</p> <ul style="list-style-type: none"> In small groups have students discuss the invention timeline 	<p>EQ: What advances occurred in agriculture and technology during the time period?</p>	<p>EQ: What impacts did industrialization have on society?</p>
Independent Work	<p>Take notes on background from “Life before Industrialization” PowerPoint</p>	<p>Have students work in pairs to complete the “Cause and Effect” Graphic Organizer after reading the article</p> <p>Exit Ticket: Summarize in a detailed paragraph, How the Industrial Revolution change people’s lives?</p>	<p>Have students choose one invention and research the following using the “Industrial Revolution Invention” Graphic Organizer</p> <ul style="list-style-type: none"> What is the invention? Why is it important? What impact did it have on society? What changes did it bring about? Draw a picture Map of city/country where it was invented with title, key, compass etc. Summarize in two paragraphs your historical findings. 	<p>Have students choose one invention and research the following:</p> <ul style="list-style-type: none"> What is the invention? Why is it important? What impact did it have on society? What changes did it bring about? <p>Have students draw a picture of the invention and do a round robin sharing their findings</p> <p>Exit Ticket: Which advancement in technology or invention do you think brought about the most change for people? Why?</p>	<p>Have students read and annotate the article or do it as a class. Thinking about the impact industrialization had on society (both benefits and costs).</p> <p>After reading the article complete the writing prompts on “Industrialization, Labor, and Life” Graphic Organizer that highlight the benefits and costs of Industrialization.</p>

	Day 6	Day 7	Day 8	Day 9	Day 10
Learning Target	I can design an advertisement to recruit factory workers in the 1800's.	I can analyze working conditions of factory workers and coal miner to determine their living and economic conditions.	I can understand the impact and development of Henry Ford's assembly line on labor, productivity, and the economy.	I can analyze working conditions of factory workers to determine their living and economic conditions.	I can analyze the lasting impact the Triangle Shirtwaist Factory had on working conditions in America.
Idaho Standard	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems. Objective Level: WHC 3.2.1 – Analyze the impact of economic growth on society WHC 1.8.3- Describe how the structure of family changes in relation to socioeconomic conditions.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.	Standard 3: Economics (WHC/GEH) Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.
Agenda	Factory Worker Ad	<ol style="list-style-type: none"> 1) Working Conditions Reading and/or clip 2) I Love Lucy Video 3) Assembly Line Project (U Pitt) 	<ol style="list-style-type: none"> 1) Ford's Assembly Line with Notes (pgs. 41-44) 2) Individual/Group Picture Analysis (pgs. 45-50) 3) "4 Corners Review" PPT 	<ol style="list-style-type: none"> 1) Student Poll 2) "Triangle Shirtwaist Factory Fire" (History Channel) Video 3) Article: Triangle Shirtwaist Factory Fire (History Channel) 	<ol style="list-style-type: none"> 1) Assign Press Conference Roles 2) Hold a Press Conference
Visuals / Materials	Paper, Color Pencils, Graphic Organizer: "Factory Worker Ad"	Living & Working Conditions Article (Oxford Big Ideas) , computer, scissors, paper	Fill in the blank notes (pgs. 43-44), Picture Analysis (pgs. 45-50), PPT: "4 Corners"	Factory Fire Article (History Channel) Graphic Organizer: Factory Fire	Graphic Organizer: Press Conference Role

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<p>Mini-Lesson / Essential Question</p>	<p>Imagine you are a factory owner in Europe during the 1800's and your factory is continually growing, and you are need of factory. You need to design an advertisement to persuade people to work at your factory.</p> <p>Brain storm ideas on the Factory Worker Ad Graphic Organizer about:</p> <ul style="list-style-type: none"> • What type of factory do you own? • What products do you make? • What types of skills and workers do you need to produce your product? • How will you recruit workers? • Where is your factory located? <p>What will you pay workers?</p>	<p>1)Read the section titled "Living and working conditions" (pgs. 249-250 in "Introduction to the Industrial Revolution Unit) and/or watch "Industrial Revolution Working Conditions" clip (made by a student but done well).</p> <p>Have students discuss what working conditions were like for women and children in factories vs coal mines.</p> <p>What were some difficulties they faced? How were women and children treated?</p> <ul style="list-style-type: none"> • Prior to showing the I Love Lucy clip, explain to students that assembly line is the concept of each worker being responsible for only one or two tasks, repeated over and over. Then show video. <p>Have students discuss the questions on the Do-Now Activities suggested on the University of Pittsburgh PDF linked</p>	<ul style="list-style-type: none"> • Handout fill in the blank notes about Henry Ford and his assembly line • Give students the notes or cut up and make them stations for students to complete • Place the six pictures around the room (pgs. 45-47) with matching facts and questions (pg. 50-51) in their notebook <ul style="list-style-type: none"> ◦ Students will analyze the pictures, draw conclusions about the process of building cars • Have students discuss benefits of assembly line for workers? For the employees? • What are some negatives or downsides of an assembly line for the worker? The employer? • 4 Corners Review PPT • Give questions (PPOINT) about working conditions and assembly line will serve a formative assessment/wrap up 	<ul style="list-style-type: none"> • Ask students to brainstorm ideas on the question: What do you think would be a safe and comfortable working environment? • Tell students: Imagine working 14-16-hour days with very little pay, few breaks or safety precautions were in place. Often factories were unsanitary with extreme temperatures. • Show Triangle Shirtwaist Factory video (History Channel) as an intro 	<p>Assign students their roles in the press conference</p> <ul style="list-style-type: none"> • ½ the class will be attending as reporters asking questions • Blanck & Harris (Factory Owners) • At least 5-7 family members of a factory worker who died in the fire • 3 factory workers who survived (Ms. Alterman, Ms. Cohen, and Ms. Johnson) • 1 representative from the International Ladies Garment Workers Union <p>Press Conference Graphic Organizer</p> <ul style="list-style-type: none"> • Give students about 5 to 10 minutes to brainstorm their ideas and perspectives at their new roles • If students are reporters, have them come up with quality questions to ask
<p>Independent Work</p>	<ul style="list-style-type: none"> • After students brainstorm and write down their ideas. Have them design an advertisement to recruit workers to their factory. Your advertisement must include the following: <ul style="list-style-type: none"> • Be historically accurate • Include a picture of the product (s) made • Pay (accurate amount for the 1700's) • Skills needed for the position <p>On the back of your advertisement summarize in two paragraphs:</p> <ul style="list-style-type: none"> • How will you recruit workers? • What you will produce and how it will help society in the 1700's? • Who will help run your factory? 	<ul style="list-style-type: none"> • Split the class into half artisan workers and half factory workers, pick 2 managers. Factory workers need to be split into groups of 5. • Hand out two different instructions from the pdf linked above. • Remember to give students only 5 minutes to complete. • After complete having students walk around the room to compare snowflakes while writing down their observations. <p>Exit Ticket: Have students answer the seven reflection questions in detail. You can do this on paper or as a class discussion. They are located on the last page of the pdf.</p>		<ul style="list-style-type: none"> • In small groups or individually have them read the article from History.com on the factory fire and complete the following questions with supporting details in their notebook or on the Triangle Shirtwaist Note Catcher • What were the working conditions in the Triangle Shirtwaist Factory? Give a least one piece of textual evidence to support your answer • What caused the fire? What safety precautions were in place? Or failed? Give one example from the text • What were the lasting impacts of the factory fire? Give at least two and support with textual evidence <p>How did the owners of the factory handle the tragedy?</p>	<ul style="list-style-type: none"> • Set expectations for press conference, taking turns talking etc. <p>Once students have had a few minutes to brainstorm have the key players (non-reporters) sit in front of the classroom.</p> <ul style="list-style-type: none"> • You may need to start with a simple question to model how it will work. Such as... "Mr. Blanck can please explain how this tragedy happened? "or "Ms. Harris, can you tell us your experience or what happened on March 25, 1911?" <p>Spend 20-30 minutes in the press conference format.</p> <p>Exit Ticket: What law or safety measures could have prevented the Triangle Shirtwaist Factory fire?</p>

	Day 11	Day 12
Learning Target	I can investigate various roles from the Industrial Revolutions to understand how industrialization was helpful and harmful to various people.	I can determine and explain the lasting impacts of the Industrial Revolution
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Agenda	Review/share 4 historical perspectives & narrative	1) Pros & Cons of revolution 2) Article: The Rise of Machines Wrap-Up: How did the Industrial Revolution change people's lives?
Visuals / Materials	Computer, Paper, Pencil, Graphic Organizer: Historical Perspectives	Graphic Organizer Article: The Rise of Machines T-chart
<i>Lesson Overview</i>	Day 11	Day 12
Mini-Lesson / Essential Question	<ul style="list-style-type: none"> Divide the class into equal groups to research/assume the role of the following: <ul style="list-style-type: none"> Steel Workers (PBS) Child Labor (History Crunch) <ul style="list-style-type: none"> Infographic (History Crunch) Farmers (Foundations of Western Culture) Women (Foundations of Western Culture) Have each group analyze the articles/website about their assigned group and use the Historical Perspectives Graphic Organizer to organize/capture their ideas 	<ul style="list-style-type: none"> Have student discuss with a partner what pros and cons came out of the Industrial Revolution. Have students share their thoughts as a class discussion
Independent Work	<ul style="list-style-type: none"> After reading their assigned article and completing the graphic organizer. Have students write a one-page diary entry from that person's perspective. They must include: <ul style="list-style-type: none"> What problems did they have? What actions were taken personally or by another coworker or manger? What positive and negatives came about? 	<ul style="list-style-type: none"> Have students read through the article Have them summarize 3 pros and 3 cons in their own words using the t-chart and complete the exit ticket portion of the t-chart.

Links:

Day 1

- Video: Industrial Revolution (18-19th Century) Video <https://www.youtube.com/watch?v=xLhNP0qp38Q>

Day 2

- Article: Industrial Revolution and Technology <https://www.nationalgeographic.org/article/industrial-revolution-and-technology/7th-grade/>

Day 5

- Article: Industrialization, Labor, and Life <https://www.nationalgeographic.org/article/industrialization-labor-and-life/7th-grade/>

Day 7

- Video: I Love Lucy Video <https://www.youtube.com/watch?v=K3axU2b0dDk>
- Assembly Line Project https://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation_0.pdf
- Article: Living and working conditions https://www.oup.com.au/_data/assets/pdf_file/0018/58230/Chapter-7-Introduction-to-the-Industrial-Revolution.pdf
- Video: Industrial Revolution Working Conditions <https://www.youtube.com/watch?v=6ZFUkENEOI>

Day 8

- Article: Ford's Assembly Line with Notes (pgs. 41-44) & Individual/Group Picture Analysis (pgs. 45-50) <https://www.filepicker.io/api/file/lm1ppDwnQ46DybLWIV2O>

Day 9

- Video: The Triangle Shirtwaist Factory Fire <https://www.youtube.com/watch?v=FguWSsW21CQ>
- Article: Triangle Shirtwaist Factory Fire <https://www.history.com/topics/early-20th-century-us/triangle-shirtwaist-fire>

Day 11

- Article: Steelworkers <https://www.pbs.org/wgbh/americanexperience/features/carnegie-steel-business/>
- Article: Child Labor <https://www.historycrunch.com/child-labor-in-the-industrial-revolution.html#/>
 - Infographic: Child Labor <https://www.historycrunch.com/industrial-revolution-child-labor-infographic.html#/>
- Article: Farmers <http://foundations.uwgb.org/agriculture/>
- Article: Women <http://foundations.uwgb.org/womensroles/>

Day 12

- Article: The Rise of Machines: Pros & Cons of the Industrial Revolution <https://www.britannica.com/story/the-rise-of-the-machines-pros-and-cons-of-the-industrial-revolution>

Sources

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Videos

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