

World History

quarter 3

Essential Understanding

- **World History** is an overview of the major events, people, and institutions that have shaped our world.
- Through **historical analysis** of the past, students **better understand the present** and foster a **more intelligent approach to our future**.
- Students explore texts for **questioning during Socratic Dialogue**.



*Every industrial revolution brings along a learning revolution.
-Alexander De Croo*

Overview

In this quarter, students will learn about the Industrial Revolution, which began in Great Britain and spread to countries throughout the world. Industrialization fundamentally transformed the way people worked and lived. In addition, students will study the social and political consequences of that came with the Industrialization of the world.

Guiding Question 1: Were the gains of the Industrial Revolution from the late 18th to the late 19th Centuries worth the pain that was caused to working class people?

Lessons

1. Industrial Revolution in Europe
2. Industrial Revolution Spreads
3. Economic Transformation of the Industrial Revolution
4. Social and Political Consequences of the Industrial Revolution

Group Work

____ **Due: January 24th or January 25th**

Brainstorm Prior Outside Knowledge (You know this!): In groups without using google, recall what you already know. Based on what you've learned in class and out (TV, internet, reading, newspaper, relatives, friends, etc.), make a list of all that you know about the Industrial Revolution in England.

Use a post-its to write down something meaningful to place on our classes K-W-L chart.

AND

Answer the following questions as a group on a google document: **What was life like in England before Industrial Revolution? What were some changes that the Industrial Revolution brought?**

____ **Due: February 7th or February 8th**

Was It Worth It? Group Project & Presentation

Groups answer Guiding Question 1, complete a pre-reading SOAPStone graphic organizer of three primary source documents **AND** support their claims by analyzing three primary source documents (above) **AND** make a presentation.

Project Format Choices:

AUDITORY:

Interview someone from the Industrial Revolution and ask them questions

VISUAL:

Create a political cartoon, a propaganda poster or an illustrated children's book

related to Guiding Question #1 and the three primary source documents.	related to guiding question #1 and three primary source documents.
KINESTHETIC: Create, write and perform a play or simulation related to Guiding Question #1 and three primary source documents.	PRESENTATION: Create an interactive presentation with an activity for your audience (Not a Kahoot) related to Guiding Question #1 and three primary source documents.

Individual work

Due: January 24th or January 25th

Vocabulary Assignment: Each student must individually complete either vocabulary cards or dynamic presentation slides, including definition, synonym, antonym, and a no relation word for the following vocabulary words:

- | | |
|-------------------|---------------------|
| 1. Industrial | 11. Productivity |
| 2. Urbanization | 12. Revenue |
| 3. Raw Material | 13. Mechanize |
| 4. Transportation | 14. Entrepreneur |
| 5. Innovation | 15. Interchangeable |
| 6. Laborious | 16. Assembly |
| 7. Import | 17. Mass Production |
| 8. Labor Union | 18. Strike |
| 9. Monopoly | 19. Artisan |
| 10. Manufacturer | 20. Craftsman |

Due: January 28th or January 29th

Evidence/Argument T-Chart: Next, to help visualize your thoughts, use your prior knowledge to create a T-chart with evidence and/or supporting reasons for both sides of the argument. After you are done filling it out we will walk around the class to compare t-charts with classmates and argue points of disagreement. After returning to your seat fill free to make edits to your T-chart. You will be able to use this on your assessment.

Due: February 4th or February 5th

Assembly Line Simulation: Students will participate in an assembly line simulation in order to understand the changes that took place during the

transition from the domestic system to the factory system that occurred during the Industrial Revolution.

Assessment

____due: February 4th or February 5th

Assembly Line Simulation Reflection Answers: Students will reflect upon the assembly line simulation and answer follow up questions to the activity.

____Due: February 14th or February 15th

Graphic Organizer: Students will complete the “Worth Not, Worth It” graphic organizer for each primary source document (8). They will began filling out the graphic organizer during the group presentations.

____Due: February 14th or February 15th

Socratic Seminar: Students will complete participate in a Socratic Seminar and answer the guiding question.

Extensions

-Create a supplementary, interactive lesson plan or a short film to teach the class about a topic related to lessons and Guiding Question 1 principles **OR** Create a simulation game related to guiding question #1.

*Discuss presentation date with teacher to correspond with lesson topics order.

Readings/Socratic Seminars

Testimonies from South Wales Mines from Children Working Underground, March 1831

The Factory Act of 1833

Films

Mary Shelley's Frankenstein (1994)

The Social Network (2010)

Links

--History Crash Course by John Green

<https://www.youtube.com/user/crashcourse>

-KQED's News Education Project www.kqed.org/newsED

-NewsELA: Non-fiction Literacy and Current Events – www.newsela.com