

Unit Title:	Unit 11: Industrial Revolution
Unit Vocabulary:	Proletariat, Bourgeoisie, Migration, Steam Power, Child Labor, Agricultural Revolution, Urbanization, First Industrial Revolution, Second Industrial Revolution, Industrial Revolution, Eli Whitney, tenant farming, Results of Industrial Revolution, Capitalism, Assembly Line, Adam Smith, Social Revolution, Spinning Jenny, James Watts, tenements

	Learning Target <i>(All Teachers)</i>	Instructional Plan <i>(Core Teacher)</i>	Differentiation <i>(ELA/Math Inclusion Teacher)</i>	Advisory/Level Up Plans	Teacher Tips & Notes <i>(All Teachers)</i>
M O N	<u>Learning Target:</u> I can use evidence to show the negative and positive consequences of the Industrial Revolution by completing a slideshow using primary sources.	<u>Opening Strategy:</u> Students will watch the video Impact of Industrial Rev. and record five facts to discuss with the class after the video. <u>Core Lesson Activities:</u> Students will complete the slideshow ☐ Impacts of the Industrial ... This will be a two-day assignment. Teachers may choose to allow students to work in groups, or the teacher may choose to allow students to complete the assignment together via a class discussion.	<u>SWD Differentiation Strategy:</u> • SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	<u>Unit 11 Vocabulary Workshop</u> • Vocabulary Slides w/ Pictures • Vocabulary Sheet • Vocabulary Answer Key • Vocabulary Blooket <u>Advisory Lesson:</u> ☐ Karl Marx and Friedrich E...	Notebook Check - Major Grade

		<u>Summarizing Activity:</u> What impact of the Industrial Revolution do think has the longest lasting consequences, and explain why using evidence.			
T U E	<u>Learning Target:</u> I can use evidence to analyze the working conditions for children during the Industrial Revolution by examining the primary documents at stations and discussing similarities and differences.	<u>Opening Strategy:</u> Sound Smart: Child Labor in the Industrial Revolution History video- Students should label their notebooks with the title of “Industrial Rev.- Child Labor” with today’s date. The historian on the video lists several reasons employers during the Industrial Rev. preferred to hire children. Students should record this list in their notebooks while watching the video. <u>Core Lesson Activities:</u> Students will be provided with stations on the topic of Child Labor during the Industrial Revolution. Students will work in groups of 3-5 (depending on class size) and cycle through the stations in 4 to 6 minute (depending on class size)	<u>SWD Differentiation Strategy:</u> ● SWD Differentiation Strategy: ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample	<u>Unit 11 Vocabulary Workshop</u> ● Vocabulary Slides w/ Pictures ● Vocabulary Sheet ● Vocabulary Answer Key ● Vocabulary Blooket <u>Advisory Lesson:</u> ☐ Karl Marx and Friedrich E...	I have paper copies and I use paper copies in class. It makes the process go quicker. If you all want to borrow these to make paper copies for the stations, you are welcome to do so. Volkmar Additional Resources: ☐ Child Labo... ☐ Industrial ... ☐ The North ... ☐ Negative ...

		increments. They will complete the  Child Labor Graphic Organi... They may work within their groups to answer the graphic organizer. Stations: 1) Picture analysis - Can be divided into sets of pictures to speed up the process. Students will be provided with pictures of child laborers (description of job labeled on picture) and political cartoons of the era for analysis. (Teachers will be provided copies of the pictures by Volkmar before the date of the lesson). 2) Article analysis with job descriptions, working hazards, etc The articles (with primary sources) are provided in this doc.:  Industrial Revolutio... 3) Quotes and statistics charts (primary sources)-the quotes and stats are provided in this		
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		doc: - Industrial Revolution... Student Strategy: Students will complete the - Child Labor Graphic Organi... Resources: - Industrial Revolution: Child ... - Industrial Revolution: Child ... - Child Labor Graphic Organi... Summarizing Activity: Exit Ticket: What were three of the primary reasons employers hired children? The teacher may choose to grade the graphic organizer. Homework- This is an in-class assignment.			
W E D	Learning Target: I can use evidence to analyze the impact of the Industrial Revolution on everyday life by reading an	Opening Strategy: (wk 10-25/26 start here) Students will watch the video What Life Was Like in th... And be able to answer the following questions:	SWD Differentiation Strategy: SWD Differentiation Strategy: - Simplified Instructions and Clear Visual Aids - Use Visuals: Create visual aids such as graphic organizers and anchor	Unit 11 Vocabulary Workshop Vocabulary Slides w/ Pictures Vocabulary Sheet Vocabulary Answer Key Vocabulary Blooket Advisory Lesson:	

	article and answering questions.	1. In what country did the Ind. Rev. begin? 2. Why was their population growth during the Industrial Rev.? 3. Why did people move to cities? 4. How did people's lives change because of the Ind. Rev.? <u>Core Lesson Activities:</u> The teacher will read the Nat Geo article with the class. The students will complete the worksheet by answering in at least two complete sentences. •  Industrial Revolut... • Industrialization, Labor, and Life <u>Summarizing Activity:</u> Exit Ticket listed on worksheet.	charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	 Karl Marx and Friedrich E...	
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T H U	<u>Learning Target:</u> I can examine evidence to understand the impact of the Industrial Revolution on the world.	<u>Opening Strategy:</u> Students will watch the video  Socialism Vs Communis... and be able to discuss socialism and communism after viewing the video. <u>Core Lesson Activities:</u> The teacher will use the slideshow  Industrial Revolution and... to discuss the political & economic theories of the Industrial Revolution. While discussing the slideshow, students will answer the worksheet. Students will complete  Industrial Revolution and... Additional Resources: Ind. Rev. & Polt. Theory. <u>Summarizing Activity:</u> • .	<u>SWD Differentiation Strategy:</u> • SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	<u>Unit 11 Vocabulary Workshop</u> • Vocabulary Slides w/ Pictures • Vocabulary Sheet • Vocabulary Answer Key • Vocabulary Blooket <u>Advisory Lesson:</u>  Karl Marx and Friedrich E...	
F R I	<u>Learning Target:</u> I can demonstrate my learning	<u>Opening Strategy:</u> No warm up- students may begin working on a project. Or	<u>SWD Differentiation Strategy:</u> • SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids	<u>Unit 11 Vocabulary Workshop</u> • Vocabulary Slides w/ Pictures • Vocabulary Sheet • Vocabulary Answer Key	Project Workday

	concerning the Industrial Revolution by completing an individual and group project.	Teacher can choose to play some clips from <i>North and South</i>- movie video clips of Industrial Rev. ☐ The North and the South <u>Core Lesson Activities:</u> • The teacher will read the guidelines and rubric for the project. The teacher will answer student questions. Students will begin working on projects. ☰ Industrial Revolutio... • <u>Student Strategy:</u> Students will choose one topic from the four and complete a one-pager which will be part of a larger four square / Frayer model graphic organizer poster on the Industrial Revolution. Topics for project: • <u>Child labor</u> • <u>Causes of the Industrial Pollution</u> • <u>Inventions</u> • <u>Urbanization</u> • ☰ Ind. Rev. Resources • <u>Planning Document</u> Additional Resources:	• Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	• Vocabulary Blooket <u>Advisory Lesson:</u> ☐ Karl Marx and Friedrich E...	
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		Ind. Rev. & Polt. Theory <u>Summarizing Activity:</u> Finalize and answer student concerns and questions.			
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