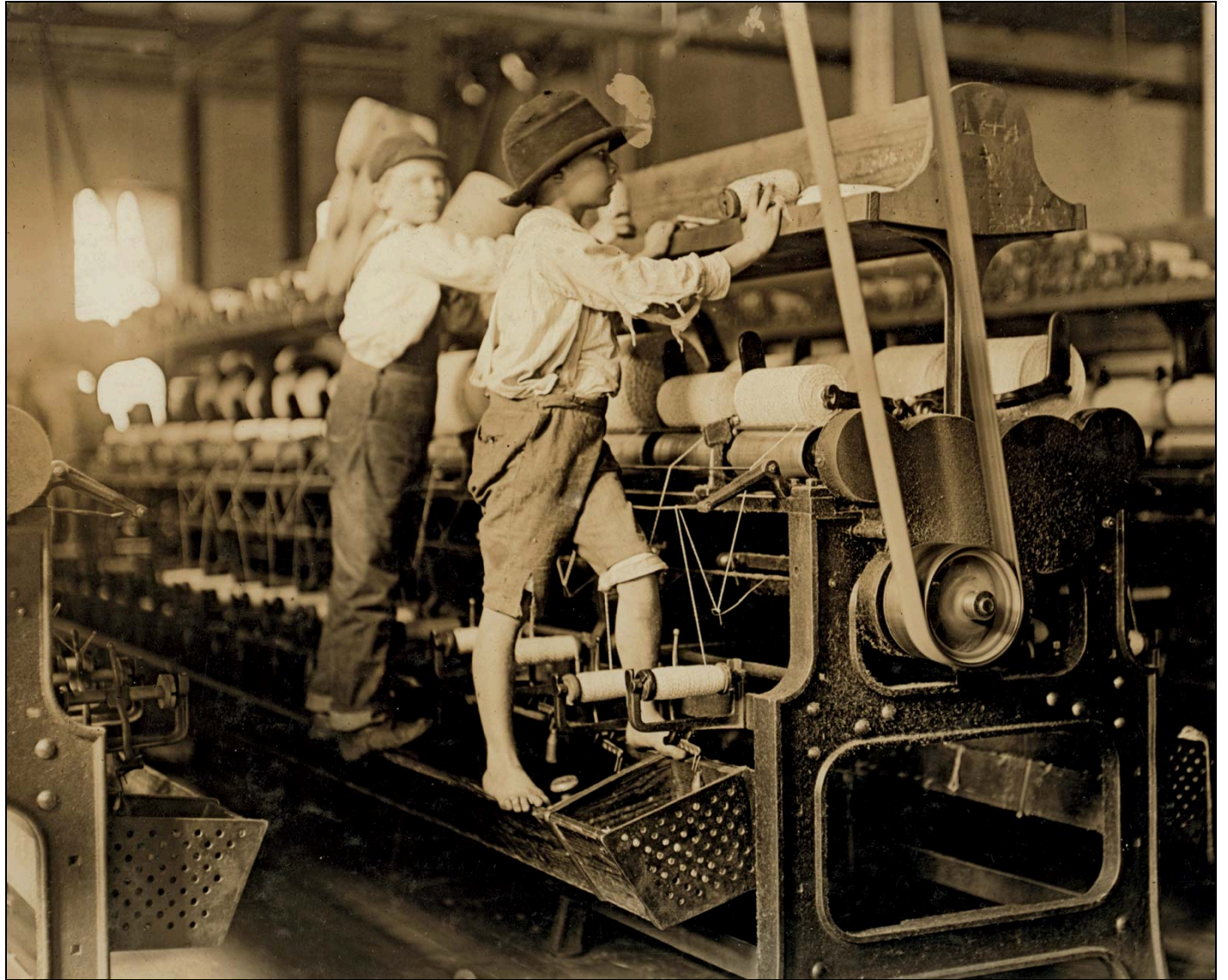


# Industrial Revolution



# Unit Introduction

This quarter will be focused on change and economics, specifically how historic economic events changed the lives of humans on this planet. For this quarter, we will focus on the Industrial Revolution of the 19th century. Our historical study will take us on the full journey from the beginnings of the industrial revolution and through its global impacts on society. In doing so, we will focus on social systems, groups of people, and how an economic change impacts the lives of people around the world.

# Unit Priority Standards

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources
- D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
- D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.
- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

# Unit Transfer Goals

- To actively participate as an informed global citizen by applying knowledge of various political, economic, and social structures with an emphasis on civil discourse in order to ensure a sustainable future.
- Explain how the perspectives of people in the present shape interpretations of the past and demonstrate an acceptance toward multiple cultural and social perspectives/norms on a local, regional, & global scale/contexts.

Unit Essential Questions	
<ol style="list-style-type: none"><li>1. What is nationalism? What impact can it have on a country?</li><li>2. What impact do personal identity, ethnicity, and religion have on the development of national identity/citizenship?</li><li>3. How did the Industrial Revolution bring about political and economic changes to the western world?</li></ol>	
Acquisition of Knowledge Skill	
<i>Students will know...</i> <ol style="list-style-type: none"><li>1. Students will know that the Industrial Revolution changed the way people lived and worked.</li><li>2. Students will know that during the 1830s and 1840s, liberals and nationalists rebelled against the conservative order in Europe.</li><li>3. Students will know that Italy and Germany achieved unification in the</li></ol>	<i>Students will be skilled at...I can...</i> <ol style="list-style-type: none"><li>1. Map Skill: interpret maps to explain relationships between landforms, water features, climatic characteristics, and historical events.</li><li>2. Critical Thinking: reading timelines to chart the rise of nationalism in Europe.</li><li>3. Primary Source Analysis: examine artifacts to discover the history of a civilization; write hypotheses and</li></ol>

mid-1800s, but not all national groups were able to accomplish their goals.	<p>support opinions with detailed evidence.</p> <p>4. Note Taking Skills: determine main idea and supporting details in an organized manner.</p>
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## Unit Plan

Week 1	Beginnings of Industrial Revolution
<b>Learning Target(s):</b>	<input type="checkbox"/> Describe the changes brought about by the Agricultural Revolution in Great Britain.  <input type="checkbox"/> Explain how political stability led to a more liberal Great Britain
<b>Acquired Knowledge:</b>	What historical circumstances and geographic context led to the Industrial Revolution in Great Britain?
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>• Review Quarter 4 Assignment</li> <li>• Video on the causes of the Industrial Rev.</li> </ul>

Week 2:	Industrial Revolution in GB
<b>Learning Target(s):</b>	<input type="checkbox"/> Describe what the Industrial Revolution was.  <input type="checkbox"/> Summarize ways in which the Industrial Revolution heightened interest in scientific research.
<b>Acquired Knowledge:</b>	Why did the Industrial Revolution begin in Great Britain?

<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Urban Game</u></a> : Simulation of the Industrial Rev.</li> <li>• Content Quiz</li> </ul>
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<b>Week 3:</b>	<b>Industrial Revolution in the US and Other Countries</b>
<b>Learning Target(s):</b>	<input type="checkbox"/> Describe how industrialization and urbanization affected other parts of the world.  <input type="checkbox"/> Compare and contrast the industrialization of western nations and Japan
<b>Acquired Knowledge:</b>	<ul style="list-style-type: none"> <li>• How did industrialization and urbanization affect the rest of the world?</li> </ul>
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Industrialization of Japan</u></a></li> <li>• <a href="#"><u>Meiji Restoration</u></a></li> <li>• Primary source analysis</li> </ul>

<b>Week 4&amp;5:</b>	<b>Industrial Revolution Project</b>
<b>Learning Target(s):</b>	<input type="checkbox"/> Analyze and explain the political and economic changes due to the Industrial Revolution
<b>Acquired Knowledge:</b>	1. How can innovation affect ways of life?
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Industrial Rev. Project</u></a></li> </ul>

<b>Week 6:</b>	<b>The Fall of Napoleon and the European Reaction</b>
<b>Learning Target(s):</b>	<input type="checkbox"/> Explain what nationalism is and what effect it can have on individuals and on society.
<b>Acquired Knowledge:</b>	<ul style="list-style-type: none"> <li>What is nationalism? What impact can it have?</li> </ul>
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>The Revolutions of 1848 primary source readings/political cartoons</li> <li><a href="#">Compare and contrast</a> nationalism of the 1800s to modern day nationalism</li> </ul>

<b>Week 7:</b>	<b>Unification of Germany and Italy</b>
<b>Learning Target(s):</b>	<input type="checkbox"/> Explain the historical circumstances that led to the unification of Germany and Italy.
<b>Acquired Knowledge:</b>	<ul style="list-style-type: none"> <li>What historical circumstances led to the unification of Germany and Italy?</li> </ul>
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li><a href="#">Italian and German Unification: Crash Course European History #27</a></li> </ul>

<b>Week 8&amp;9:</b>	<b>Finals Preparation</b>
<b>Learning Target(s):</b>	<input type="checkbox"/> Utilize the skills and knowledge acquired through the course to successfully pass the exam.
<b>Acquired</b>	<ul style="list-style-type: none"> <li>Utilize the skills and knowledge acquired through the course to successfully</li> </ul>



<b>Knowledge:</b>	pass the exam.
<b>Skills, Activities, and Due Dates:</b>	<ul style="list-style-type: none"> <li>• Review games</li> <li>• Study guides</li> </ul>

# Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
<b>Summative</b> <ol style="list-style-type: none"> <li>For our Industrial Revolution Unit, you will be required to show an expansion of your knowledge through a group research presentation. <ul style="list-style-type: none"> <li>Your class presentation should be 5-6 minutes long.</li> <li>You will need a minimum of five sources.</li> <li>You will need to submit your graphic organizer with all of your research.</li> <li>You will need a Google Slide to report on your project. Your report will have the following elements: <ul style="list-style-type: none"> <li>10 slides of content (information) excluding introduction &amp; bibliography</li> <li>At least one quote from a primary source pertaining to your topic.</li> <li>At least 8 images.</li> <li>A connection between your topic and modern day, or the historical significance of your topic.</li> </ul> </li> </ul> </li> </ol>	<b>Formative</b> <ul style="list-style-type: none"> <li>Various quizzes that check to ensure students understand essential skills for Social Studies. For example, understanding sources, reading strategies, mapping, etc.</li> <li>Checkpoints will also be used throughout the quarter to ensure that students complete the desired requirements.</li> <li>Answer short questions and multiple choice questions</li> <li>Answer Bell Ringers with Q1-Q4 questions</li> <li>Participate in historical based debates in class</li> <li>Be able to answer random questions based on the topics, oral or written</li> <li>Be able to contextualize an image through critical thinking</li> <li>Create their own questions and be able to answer using evidence</li> <li>Demonstrate curiosity using research for projects and be able to explain their results in</li> </ul>



<ul style="list-style-type: none"> <li>○ You will need an MLA formatted bibliography page of your sources. (final slide)</li> <li>● <a href="#"><u>Industrial Revolution Project</u></a></li> </ul> <p>2. Formal summative assessment on all content covered in Quarter 3&amp;4. Students will be given study guides and time to study in class.</p>	<p>an understandable manner.</p>
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