

Unit 4--Beginnings of the Industrial Revolution

| General Information | | | | | |
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| Grade | 11 | Class | Modern World History | Length of Unit | 3 weeks |
| Unit Title | Beginnings of the Industrial Revolution | | | | |
| Sequence (How does this unit fit within the course?) | This unit follows the unit on the Atlantic Revolutions. The time period of this unit overlaps with the previous unit, but the focus of this unit is on the start of the Industrial Revolution in Britain. This unit is followed by a unit on 19th century imperialism, and the content of Unit 4 is needed to understand the material in Unit 5. | | | | |
| Unit Overview | This unit focuses on the changes caused by the Industrial Revolution. The changes examined include those in the workplace with the introduction of new machinery and methods of organization and those in society with the creation of new social classes and new relations among the social classes. One area of emphasis focuses on the debates over the role of government in regards to society and the economy. | | | | |
| Unit Standards and Learning Targets | | | | | |
| Iowa Core in Social Studies Standards (Identify which standards will be taught through this unit.) | Inquiry Standards: <ul style="list-style-type: none">● SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.● SS9-12.3: Gather relevant information from multiple sources representing a wide range of views, while using the origin, authority, structure, context, | Content Standards: <ul style="list-style-type: none">● SS-WH.9-12.15 Compare and contrast various economic and labor systems within and across societies.● SS-WH.9-12.16 Examine the ways in which trade, commerce, and industrialization affected societies.● SS-WH.9-12.21 Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.● SS-WH.9-12.22 Analyze the influence of social, political and economic developments on gender roles and social status. Historical Thinking Standards <ul style="list-style-type: none">● SS-WH.9-12.23 Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history. | | Literacy Standards: <ul style="list-style-type: none">● (RH 11-12.1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.● (RH 11-12.8) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.● (RH 11-12.2) Determine the central ideas or information of a | |

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| | <p>and corroborative value of the sources to guide the selections.</p> | <ul style="list-style-type: none"> • SS-WH.9-12.24 Examine and explain how the perspectives of individuals and societies impact world history. • SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history. | <p>primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> • (WHST 11-12.8) Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <p>Unit Objective(s)/ Target(s) (What is/are your learning targets? What does proficiency look like?)</p> | <ul style="list-style-type: none"> • | <p>Students will be better able to</p> <ul style="list-style-type: none"> • Explain why the Industrial Revolution began • Describe the social and economic changes of the Industrial Revolution • Evaluate the effects of the Industrial Revolution (social, political, and economic) • Source and annotate a variety of primary and secondary sources | |

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| Assessing and reporting | <p>Report card statement:</p> <ul style="list-style-type: none"> • Student can accurately and effectively use historical content for a variety of purposes. • Student can examine and explain how the perspectives of individuals and societies impact world history. [SS-WH.9-12.24] • Student can critique primary and secondary sources with reference to the sourcing, context, accuracy and usefulness of the source. [SS-WH.9-12.23] • Student can determine multiple and complex causes and effects of historical events in world history. [SS-WH.9-12.25] • Student can construct an explanation of events, using appropriate information and evaluating various explanations. [RH 11-12.3, RH 11-12.6, SS.90-12.8] • Student can effectively gather relevant information from a variety of sources (print, audio, and visual) and which is appropriate for the purpose. [RH 11-12.7, WHST 11-12.8, SS.9-12.3] <p>Link to proficiency scale: Content Standards Historical Thinking Standards</p> <ul style="list-style-type: none"> • Perspectives • Cause and Effect • Primary/Secondary Sources <p>Literacy/Inquiry Standards</p> <ul style="list-style-type: none"> • Gathering Information • Explanations/Points of View | <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students will create and present a speech, based on their own research, which explains the effects of the Industrial Revolution on a particular group of people. • Students will participate in a scored discussion on the compelling question. |
| Unit Overview | | |
| General Resources | | |
| Unit Compelling Question | Can everyone benefit from progress? | |
| How will you stage the compelling | Day 1--Students will examine a series of images to develop an understanding of the term progress and then watch the introduction of a video on the Industrial | |

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| question? | Revolution. (Use this presentation) Day 2--Finish watching the Crash Course European History episode on the Industrial Revolution (start at 2:10) | | | |
| Supporting Questions | Question 1: What was the Industrial Revolution and why did it start? | Question 2: How did the Industrial Revolution change Britain's economy? | Question 3: How did the Industrial Revolution change Britain's society? | Question 4: How did people and the government respond to the social and economic changes? |
| Formative Performance Tasks | | | | |
| Sources | | | | |
| Sequence of Lessons within the Unit | | | | |