Industrialization Spreads

## Goals & Objectives

Given the class period students will describe how industrialization transformed both the United States and Europe. Students will identify the effects that industrialization had on the world and will debate their thoughts on the effects using the assigned chapter, presentations, and prior knowledge as resources. Students will understand how industrialization changed the world.

## California State Content Standard

###### 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
2. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
3. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Lesson Introduction (Anticipatory Set)

The teacher will show a video called: The Industrial Revolution: Changes in Socitey on the pull down screen for all students to view. Students will complete guided notes as they watch the short video. The guided notes will highlight the major effects that the industrial revolution had on Europe. Student will then refer back to their notes during discussion to reference the examples presented in the video as support for their discussion. The teacher will inform students that their notes will be used later to ensure that students complete the guided notes.

### Vocabulary (Content Language Development)

The teacher will pre-read the chapter: Industrialization Spreads with the entire class. The teacher will point out and briefly explain each heading and sub-heading. As the teacher continues through each section she will note the following two key terms: stock and corporation. The key term definitions are provided on each students handout.

### Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, Concept Formation, Simulation, Problem-Based Learning)

The teacher will introduce the lesson by pre-reading chapter 9 section 3 of the textbook with students. The teacher will then instruct students to work in pairs to complete the provided handout. Student will be instructed to take turns reading out-loud to one another and to answer the questions that follow the reading. Once students have completed this task the teacher will instruct students to open their textbooks to page 299 and each student will read independently the section titled: The Impact of Industrialization. The teacher will explain to students that once they have completed the reading they will partner up and discuss the following questions that the teacher will write on the board.

**Critical Thinking/Discussion Questions**

**1. What are your opinions on the following excerpt taken from your text?**

**"To keep factories running and workers fed, industrialized countries required a steady supply of raw materials from less-developed lands" (Littell, 299).**

**2. Can a price be placed on the hardships that workers endured as their cities became industrialized? Or were the effects of the industrial revolution so wonderful to dismay the hardships felt by many?**

### Student Engagement & Critical Thinking (Student Activities)

Students will be engaged into the lesson as they take part in a snowballing discussion answering the two critical thinking questions stated above. Once the students have discussed the questions with a partner the teacher will group pairs of students together to form small groups of 4-5 students. The teacher will then instruct students to discuss the questions with everyone in their group given approx. 10 minutes. While the students are talking amongst themselves in their groups, the teacher will walk around the room and listen in to each groups discussion to ensure that the conversations are answering the questions. Once the time is up the teacher will instruct each group, one at a time, to share their personal responses to the class. Each student will be asked to contribute and participate in the discussion and to give his or her feedback.

### Demonstrated Learning (Formative & Summative Assessments)

Formative-Students will be assessed throughout the lesson based on their ability to complete their guided notes. The teacher can check for completeness and can assess which students understood the opening activity. Students will also be assessed while the teacher walks around the room and listens in on the discussions between students. Students will also be completing a handout. This will allow the teacher to assess each students’ written responses to the reading passage.

Summative- The teacher will pass out index cards to each student and will instruct them to write one opinion/thought regarding the concepts covered during the discussion as well as one question they have. Each student will hand the teacher their card as they leave class. This will allow the teacher to assess each students understanding of the concepts covered and will allow the teacher to see what questions students may have.

### Lesson Closure

The teacher will conclude the lesson by summarizing the different opinions and ideas that were shared by the class. The teacher will then ask students to record on an index card one opinion/thought and one question regarding the concepts discussed. Students will hand the teacher their card as they leave the classroom.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher will go over key terms and will provide all students with the definitions. This will enable ELL's, Striving Readers, and Students with Special Needs to refer to their handout if they have difficulty during the lesson. The teacher will also be utilizing a handout that guides and scaffolds the lesson for students, breaking the lesson down into sections. Students with special needs, striving readers, and ELL's will also be paired with higher academically performing students to assist them through out the entire lesson if need be.