Industrialization Begins

## Goals & Objectives

Objective-After listening to a lecture, students will be able to explain the beginnings of industrialization in Britain as well as describe the key inventions given the class period.

Goal-Students will connect how science and technology have shaped our world.

## California State Content and Common Core Standards

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

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural changes (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purpose, and audience.

### Lesson Introduction

The teacher will engage all students into the lesson by reading out-loud *Experience the Life of: John Fielden.* This primary source will give students an insight into the life of an industrial revolution factory worker and will allow students to connect their own life experiences to the reading. Students will be given the source to follow along as the teacher reads out-loud and will be asked after the reading to make a connection to the story.

### Vocabulary

Student will create a foldable and categorize their key terms with an invention. Students will be asked to define and give an example of the following key terms: enclosures, crop rotation, industrialization, factors of production, factories, and entrepreneur.

### Content Delivery

The teacher will give a lecture on the beginnings of industrialization in Britain using a presentation. The lecture will cover the following key concepts: agricultural revolution, industrialization in Britain, textile inventions, transportation, and the railway. The teacher will stop after key concepts are covered to allow students to share their understanding and opinions about the concepts. This will also allow the teacher to asses students understanding of the concepts before moving on.

### Student Engagement

While the teacher is lecturing students will fill in the blanks on the handout provided. The handout will be partially filled in, but students must be listening and following along in order to correctly fill in the missing information. Students will also be engaged during the lesson as the teacher stops to assess student understanding at key concepts during the lecture.

### Lesson Closure

The teacher will close up the lesson by quickly summarizing the key concepts that were covered during the lecture. The teacher will raise questions to further allow critical thinking from students. Students will be asked to create a postcard that includes a picture on the front and answers to the questions raised on the back. Postcards will be given to the teacher at the end of the period.

### Assessment

Entry-Level-Students will be asked to assess prior knowledge by making a connection to the short story of the factory worker during the introduction to the lesson. This will allow the teacher to assess how students will connect to the lesson and how much they already know.

Formative-During the lesson students will be asked to complete a foldable defining key terms and providing an example. This activity allows the teacher to assess if the students are understanding the key concepts and making connections to the lecture based on the completeness of their foldable.

Summative-Students will create a postcard at the end of the lecture that will consist of a drawn picture relating to a topic learned as well as a response to the questions that were raised by the teacher. This assessment will allow the teacher to assess the pictures drawn, in order to see what the class was interested in, and will also allow the teacher to assess whether or not the students understood the major concepts covered during the lecture.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

The foldable activity will allow English learners to define key terms that they may not be familiar with and will provide them with a chart to refer back to as we progress through the lesson. Guided notes will also be provided for students will special needs as they work to critically think about the major concepts being covered.

## Lesson Resources

http://www.victorianweb.org/history/workers2.html

Littell, McDougal. *Modern World History: Patterns of Interaction (Teacher’s Edition).*

Houghton Mifflin, 2006.

Dr. Shand’s presentation notes-Titanium