



Unit Planner: 2017 - 2018 Gibson - Industrial Revolution Global 3

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High School > 2018-2019 > Grade 10 > Social Studies > Global 3
(C) > Week 9 - Week 13

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2017 - 2018 Gibson - Industrial Revolution
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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)

 [Industrial Revolution Unit Plan](#)

Essential Questions

- What ideas and innovations fueled the Industrial Revolution?
- How did the Industrial Revolution change society?
- How do turning points change history?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation

presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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NYS: Social Studies Framework (2015)

NYS: 10th Grade

Global History and Geography II

10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)

10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale.

10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.

10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.

10.3d Social and political reform as well as new ideologies developed in response to industrial growth.

Content

10.3a Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale.
10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.
10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.
10.3d Social and political reform, as well as new ideologies, developed in response to industrial growth.

Skills / Strategies

Students will examine the agricultural revolution in Great Britain.
Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices.
Students will examine child labor, working conditions, and urban ills that led to social reform in England.
Students will examine the economic theory presented in The Wealth of Nations.
Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.
Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.
Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

Key Terms / Vocabulary

revolution (n.)
social class (n.)
population (n.)
rural (adj.)
transportation (n.)
natural resources (n.)
labor (n.)
supply (n.)
demand (n.)
agriculture (n.)
agricultural (adj.)
urban (adj.)
urbanize (v.)
mechanical (adj.)
mechanize (v.)
manufacture (v.)
manufacturing (v.)
industry (n.)
industrial (adj.)
industrialize (v.)
economy (n.)
economic (adj.)

Learning Plan & Activities

Please include Theatre Modalities when appropriate
 Day 1 - Intro to Industrialization
 Skills: Picture Analysis (3 Observations, 2 Inferences, 1 Claim)
 Day 2 - Intro to Agrarian Revolution
 Skills: Text Analysis, Paced Reading, Regents Writing Task
 Day 3 - Geography and its Influence on Industrial England

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

MEAL Paragraphs

Formative: DOK 3 Strategic Thinking: Written: Essay

Students complete regular MEAL Writing tasks based on regents questions. (For links and full schedule of assessments and inquiry cycles see linked documents at the top of this Unit Plan)

Industrialization DBQ

Formative: DOK 3 Strategic Thinking: Written: Essay

Skills - Map Analysis, Paced Work, Regents Writing Task

Day 4 - Innovations in Transportation and the Industrial Revolution

Skills - Video Analysis, Map Analysis, Reading Analysis, Regents Writing Task

Day 5 - Industrial Revolution and Adam Smith

Skills - Text Analysis, Paced Reading, Accountable/Academic Discussion

Day 6 - Industrial Revolution and Impact on Workers

Skills - Text Analysis, Regents Writing Task

Day 7 - Urbanization and Industrialization

Skills - Text Analysis, Map Analysis

Day 8 - Industrialization and the Middle Class

Skills - Text Analysis, Accountable/Academic Discussion

Day 9 - Child Labor and Reforms

Skills - Text Analysis, Video Analysis, Picture Analysis, Academic Discussion, Regents Writing Task

Day 10 - Irish Potato Famine

Skills - Text Analysis, Accountable/Academic Discussion

Day 11 - Meiji Restoration in Japan (Industrialization in Japan)

Skills - Picture Analysis, Text Analysis, Regents Writing Task

Day 12 & 13 - DBQ Essay

Skills - Picture Analysis, Text Analysis, Map Analysis, Regents Writing Task

General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.**
- **Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).**
- **Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.**
- **Emphasis of key ideas and words during group readings.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Paraphrasing of notes, questions, and**

Students are given two class periods to answer four short document based questions on their own and compose a minimum of a four paragraph DBQ essay on the causes and impacts of the Industrial Revolution.

Regents Multiple Choice Quizzes

Formative: DOK 1 Recall: Test: Standardized

Formative Assessments in which students will be exposed to various Regents style multiple choice questions regarding the Industrial Revolution

directions as needed along with providing additional examples to students.

- Regular use of mind maps and graphic organizers (for do-now share outs).
- Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.
- Double time provided for test completion to ICT students.
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.
- Translated copies of reading materials are made available to students who require this modification.
- ELLs are grouped with bilingual students to facilitate growth in target language.

General Resources for SPELLs and ELLs

- Use of Spanish to English dictionaries
- Use of google chromebooks with translated documents and assignments.
- Use of textbooks

NOTE: These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

Common Core Instructional Shifts

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. **Academic Vocabulary:** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Primary/Secondary Sources with utilization of Maps, Pictures, Newspaper Articles, Letters, and Documents
Focus

- Small group
- Guided reading

Materials Used

Google Earth for Analysis of England's geography
Focus

- Whole class



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