



Unit Planner: 2015 Gibson - Industrial Revolution/Imperialism Global 4

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High School > 2018-2019 > Grade 10 > Social Studies > Global
4 (C) > Week 1

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2015 Gibson - Industrial Revolution/Imperialism

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- [Unit Planner](#)
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Big Ideas / Enduring Understandings

- The desire for money, raw materials, and resources among industrial nations led to conflict and imperialistic tendencies.
- New technologies led to faster production cycles, quicker modes of transportation, and more efficient harvests.
- Industrial growth in Europe created a competitive atmosphere among neighboring countries and led to Imperialism.

Essential Questions

- How did revolution and industrialization lead to competing political and economic ideologies?
- How did new technologies lead to the mass production of goods and greater rapidity in all aspects of life?
- How does economic development inspire territorial expansion?

Common Core Standards and Indicators

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

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They value evidence.

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.

Writing

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.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Technology
 - Steam Engine (Watt, improved transportation = faster)
 - Steamboats (faster travel)
 - Spinning Jenny (Faster textile production)
 - Theme: Over time production, communication, travel, always become faster.
 - New roads with better drainage and more stable construction (called turnpikes in which tolls were paid) made transportation by horse faster, safer, and easier.
 - Railroads (Steam Locomotive)
 - Allow for fast transport of people and goods.
 - Create new jobs (miners, engineers, etc.)
- Changes in Farming
 - New Technology allows farming to be done in a faster and more efficient way.
 - Focus on Science and farming
 - Crop yields increase
 - Crop Rotation
- Industrial Origins in England
 - Prime location (water to power factories, iron ore to build machines, rivers for inland transport, harbors for intercontinental transport).
 - Political stability allowed industry to flourish in England.
 - By 1800s people can earn more money in Britain by working in Factories rather than farms.
 - People move to cities (factories located in clusters due to supply of water, coal, iron, etc.). Clusters of factories become cities.
 - Urbanization as a result
 - Cities boom
 - Since cities expanded so quickly, there were no comprehensive city plans thus sanitary conditions in cities were horrendous.
 - People worked 6 days a week, 14 hours a day in dimly lit (by candle) and dangerous factories.
 - Child Labor is cheap, usually work the most dangerous jobs.
- Spread of British Empire (Imperialism)
 - Industrial Revolution cements Britain's place as a world economic powerhouse and thus is better able to exert its influence around the world.
 - Need for new resources and raw materials to keep up with rapid factory production (Imperialism).
 - Scramble for Africa
 - Opium Wars

Skills / Strategies

- List the factors of production and explain their relationship to industrialization.
- Explain how the steam engine advanced the industrial revolution.
- Describe the key inventions that helped move production of goods out of private homes and propelled the Industrial Revolution
- Discuss how and why the Industrial Revolution spread through Europe and other parts of the world.
- Explain how the factory system affected workers.
- Describe how new innovations created a new standard of living for urban and rural populations.
- Draw conclusions regarding the positive and negative impact of industrialization and urbanization on people's lives.

- Sepoy Mutiny/Rebellion

Key Terms / Vocabulary

- Industrialization
- Innovation
- Textile
- Imperialism
- Labor
- Production
- Raw Materials
- Political Stability
- Crop Yield
- Theme

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Guided Notes
- DBQ work
- Videos to supplement Assigned Readings
- Role Plays/Simulations to visualize industrial practices.
- Gallery Walk/Tweets
- Poster Presentations
- Thematic Essay Outlining
- Thematic Essay Writing

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- 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.
- 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.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.

Assessments

Depth of Knowledge (DOK) Levels

Guided Readings/DBQ work/Homeworks

Formative: DOK 2 Basic Application:

Other: Teacher Observation

- **Guided readings (textbook, primary/secondary sources, informational text)**

Industrial Revolution Unit Test

Summative: DOK 2 Basic Application:

Test: Common

25 Multiple Choice Question Test (and 1 short paragraph) on the impacts of the Industrial Revolution. Focus on Thematic idea of faster production, faster movement of people and goods.

Key Historical Term Poster Project

Formative: DOK 2 Basic Application: Oral: Presentation

Students will be randomly assigned a topic from our course of study this year. After being placed in groups, students will research (using computers) the important people, causes/effects of this topic. Students must also include a hand drawn artistic representation of their topic and a poem/rap based on their topic. Students in the audience will complete a modified Frayer model for each presentation. Student comprehension of topics will be assessed by way of a thematic essay to be started the following week. Student posters will be used as a source of information for this essay.

Turning Points Thematic Essay

Formative: DOK 3 Strategic Thinking:

Written: Essay

Students will be given a regents thematic essay topic on Turning Points. Students may choose any topic from global history including those researched last week during poster presentations. Student generated posters will

- **Theatrical education techniques are incorporated into final project in order to assess learners of all learning modalities.**
- **Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).**

be around the room for reference and sources of data. The DRY intro/conclusion and MEAL body paragraph format will be followed and students will be introduced to the Regents essay outlining format.

Resources

Websites and Web-tools used

Google Earth, Discovery Streaming Videos.
Focus

- Whole class

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

Textbook
Focus

- Small group
- Guided reading

Text Features

- Informational



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