

## Industrial Revolution Lesson Plan

### 9<sup>th</sup> Grade World History Benchmark:

SS.912.W.6.2 Summarize the social and economic effects of the Industrial Revolution.

### Directly Correlated 11<sup>th</sup> Grade U.S. History Benchmark(s):

SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

### Learning Goals/Objectives:

- Students will be able to describe the social and economic impact caused by The Industrial Revolution in the United States.

### Essential Question(s):

- What positive/negative impact did Industrialization have on the United States?

**Key Vocabulary:** (terms in **BOLD** also appear in 11<sup>th</sup> grade U.S. History item specs)

**Industrial Revolution**, factors of production, mechanization, factory system, entrepreneur, **tenements**, **mass production**, assembly line, corporation, monopoly, **strikes**, **unions**, **collective bargaining**, **Bessemer process**, **Henry Ford**, immigration, emigration, push and pull factors, textiles, **child labor**.

### Materials Needed:

Tablets

Promethean board

Attachment A: Note Taking Guide-Industrialist

Attachment B: Note Taking Guide-Low Wage Worker

Attachment C: Skit rubric

**Time:** 80 min.

**Steps to Deliver the Lesson:**

Introduction/HOOK: Project the slideshow of child labor images found at the following link (<https://www.youtube.com/watch?v=-WnlknfmsXM>) as students enter the classroom. After viewing the short video, prompt students to share their thoughts and feelings about the photographs. This discussion will lead to the lesson on the Industrial Revolution and the economic and social impact it had on the United States. (10 min.)

**Activity:**

1. Divide the classroom in half and assign each student one of the following roles: industrialist or low wage worker. Some industrialists to choose from: Henry Ford, John Rockefeller, Andrew Carnegie, etc.
2. Have students use their tablets to research their individual. If they are researching an industrialist, they should focus on how this individual profited from industry and how they contributed to economic growth. If they are researching a low wage worker, they should focus on working conditions at the time and living conditions in the cities. Have students take notes using the note-taking guides (Attachments A & B) on important facts while researching. They will use these notes to create a skit with a partner. (20 min.)
  - Some suggested websites:
    - <http://www.history.com/topics/henry-ford>
    - <http://www.history.com/topics/john-d-rockefeller>
    - <http://www.history.com/topics/andrew-carnegie>
    - [http://www.history.com/topics/labor/videos/the-fight-to-end-child-labor?cmpid=mrss\\_int\\_taboola\\_video\\_his](http://www.history.com/topics/labor/videos/the-fight-to-end-child-labor?cmpid=mrss_int_taboola_video_his)
    - <http://www.history.com/topics/tenements>
4. Pair students to create a skit between the two individuals. The skit should be 2-3 minutes in length. Have students incorporate the following key terms into their skits: child labor, entrepreneur, Industrial Revolution, tenements, monopoly. (15 min.)
5. Have students perform skits and evaluate their peers using the attached rubric. (25 min.)

Closure: Discuss with students the overall economic and social impact industrialization had on the United States. Ask students to respond in writing to the following prompt: Did the Industrial Revolution have more of a positive or negative impact on the United States? Explain. (10 min.)

**Optional Extension Activity/Home Learning:**

- Write a research report on the Triangle Shirtwaist Factory fire. Include eyewitness accounts.
- Make a poster diagramming or illustrating Andre Carnegie's steel empire.
- Make an illustrated presentation on the labor movement in the United States.
- Create a magazine advertisement for the Model T Ford.

Attachment A:

**Note Taking Guide – Industrialist**

Name of Industrialist:	
How did they earn their riches?	
What innovations are they credited for?	
What impact did they have on the American economy?	
What kind of work did their employees perform?	
How were their employees treated?	

Attachment B:

**Note Taking Guide – Low Wage Worker**

Describe the working conditions they faced.	
Describe the negative consequences of child labor.	
Describe the tenement housing where these workers typically lived.	
What improvements did workers want to see?	
What impact did labor unions have?	

Attachment C: **Skit Rubric**

Student Names:

Grade	Description
A	Skit is at least 2 minutes long. Students clearly address the social and economic impact of Industrial Revolution and use all relevant key terms. They clearly describe positive and negative effects.
B	Skit is at least 1 minute long. Students discuss the social and economic impact of Industrial Revolution using relevant key terms and are able to describe positive and negative effects.
C	Skit is at least 1 minute long. Skit does not mention both social and economic impact. Some key terms may be used but the skit may be lacking in clarity. Skit only focuses on negative or positive effects.
D	Skit is less than a minute long. Skit does not reference the economic or social or impact of the Industrial Revolution. Little attention is paid to including relevant key terms.
F	Skit is off topic or unrelated to the economic and social effects of industrialization.

Comments: