

The British Industrial Revolution

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This module sits inside a unit in which students study the Age of Revolution and the focus of the module is on the British Industrial Revolution. Students will draw on content studied during the unit and their readings of primary and secondary sources about the module topic to write an argumentation essay.

Grades: 10

Discipline: Social Studies

Course: Global History 3

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

Were the achievements and growth of the Industrial Revolution Era worth the cost to society? After reading secondary and primary sources pertaining to the British Industrial Revolution, write an essay in which you address the question and argue one side of the issue. Support your position with evidence from the text(s).

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

- CCR.R.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.
- CCR.R.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.
- CCR.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.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.
- CCR.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

- CCR.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.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.

Additional Standards

New York

Learning Standards for Social Studies

NY

investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes

NY

understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits

NY

define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems

Texts

 **Teacher PowerPoint to accompany module**



 **Student Writing Packet #1 (In-Class)**



 **Student Writing Packet #2 (for Cornell Notes)**



 **Student Writing Packet #3 (Optional)**

LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In this module you apply what you learned in the unit on the Age of Revolution to assess whether the achievements of the British Industrial Revolution outweighed the societal cost. You should draw on what you have learned in the unit and apply the reading, research, and writing skills you learned throughout the semester thus far.

Texts from student writing packets:

- Abraham, Henry, and Irwin Pfeffer. "Farm or Factory?" Enjoying Global History. New York: AMSCO School Publications, Inc., 2006. 325-327.
- "Child Labor in Factories: A new workforce during the Industrial Revolution." Needham Public Schools.
 - http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html.
- "The Coal Mines Industrial Revolution." Women in World History Curriculum.
 - <http://www.womeninworldhistory.com/coalMine.html>.
- "The Coal Mines Industrial Revolution: Testimonies from South Wales Mines." Women in World History Curriculum.
 - <http://www.womeninworldhistory.com/coalMine.html>.
- Dewald, Jonathan. "Industrial Revolution." Europe, 1450 to 1789: Encyclopedia of the Early Modern World. The Gale Group Inc., 2004.
 - http://www.encyclopedia.com/topic/Industrial_Revolution.aspx.
- "Diseases in Industrial Cities in the Industrial Revolution." History Learning Site.
 - http://www.historylearningsite.co.uk/diseases_industrial_revolution.htm.
- "Document 1a and 1b." New York State Global History and Geography Regents Exam, June 2006. 14.
- "Document 2." New York State Global History and Geography Regents Exam, June 2006. 15.
- "Document 3." New York State Global History and Geography Regents Exam, June 2006. 16.
- "Document 4." New York State Global History and Geography Regents Exam, June 2006. 17.
- "Document 5." New York State Global History and Geography Regents Exam, June 2006. 18.
- "Factory System." University of North Carolina at Pembroke.
 - http://www.uncp.edu/home/rwb/factory_system.jpg.
- "The Industrial Revolution." North Carolina State University.
 - <http://www4.ncsu.edu/unity/users/p/pwhmds/indrev.html>.
- "Industrial Manchester." University of North Carolina at Pembroke.
 - <http://www.uncp.edu/home/rwb/manchester.jpg>.
- "Journey Times from London (In Hours)." Chowchilla Union High School.
 - <http://tumaachowhigh.schools.officelive.com/images/Picture1.jpg>.
- "The Life of the Industrial Worker in Nineteenth-Century England: The Physical Deterioration of the Textile Workers." The Victorian Web.
 - <http://www.victorianweb.org/history/workers2.html>.
- Lunger, Norman. "A Woman Coal Mine Worker Tells Her Story." Global History and Geography: Readings and Documents. New York: AMSCO School Publications, Inc., 2003. 213-214.
- "Seamstresses Industrial Revolution: Song: The Distressed Seamstress." Women in World History Curriculum.

- <http://www.womeninworldhistory.com/coalMine.html>.
- Teachers' Curriculum Institute, "Changing Class Structure." Western Europe in the Modern World: Lesson Guide. 2003 <www.discoveryeducation.com>.
- Teachers' Curriculum Institute, "Education." Western Europe in the Modern World: Lesson Guide. 2003 <www.discoveryeducation.com>.
- Teachers' Curriculum Institute, "Urbanization." Western Europe in the Modern World: Lesson Guide. 2003 <www.discoveryeducation.com>.
- "Textile Workers Industrial Revolution: Evidence of Textile Workers in Wilson's Mill, Nottingham." Women in World History Curriculum.
 - <http://www.womeninworldhistory.com/coalMine.html>.
- "World Population and Workforce in 1750." Needham Public Schools.
 - http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/workforce.jpg.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTE-TAKING: Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.

Reading Process

ACTIVE READING 1: Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text. (L2) Ability to identify and analyze competing arguments.

ACTIVE READING 2: Ability to synthesize information from multiple sources.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

PRE-READING > ESSENTIAL VOCABULARY: Add your own definition here

Transition to Writing

BRIDGING CONVERSATION: Ability to prepare for composing process. Ability to discuss evidence supporting claim.

Writing Process

CLAIM: Ability to craft a claim in an opening paragraph.

DEVELOPMENT 1: Ability to construct an emerging draft with a coherent line of thought and structure.

DEVELOPMENT 2: Ability to identify and rebut/refute competing arguments.

DEVELOPMENT 3: Ability to reaffirm the claim and discuss/reflect on implications.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	BULLETED RESPONSE Write a bulleted response as a brainstorm of contemporary inventions and determine what has changed due to them.	Meets expectations by responding thoroughly.	<ul style="list-style-type: none"> Link “British Industrial Revolution” to other “Revolutions” from global history. Provide readings to establish timeline.
Not provided	TASK ANALYSIS: Ability to understand and explain the task’s prompt and rubric.	PARAPHRASE Rewrite the task prompt in your own words and share out.	Meets expectations by paraphrasing prompt accurately.	<ul style="list-style-type: none"> Present task prompt. Facilitate sharing-out of groups’ definitions, summaries, and task prompt re-writes.
Not provided	NOTE-TAKING: Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.	NOTE-TAKING SHEET Use Cornell Note-taking Sheet to take notes on Urbanization.	Meets expectations by completing all notes on Urbanization in Cornell format.	<ul style="list-style-type: none"> Introduce packet of primary and secondary sources. Model Cornell Note-taking strategy. Cornell Notes Template
Reading Process				
Not provided	ACTIVE READING 1: Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text. (L2) Ability to identify and analyze competing arguments.	NOTES FOR EACH TEXT Annotate, extract ideas from each of the 20 sources using Cornell Notes.	Meets expectations by completing accurate and relevant annotations and notes for 2-3 sources each day.	<ul style="list-style-type: none"> Lead discussion to assess student content acquisition from readings. Present slides to introduce students to topics in the packet. Facilitation of group discussions regarding students’ notes. Students use Worksheet Packet.
Additional Attachments:  Cornell Notes Template				
Not provided	ACTIVE READING 2: Ability to synthesize information from multiple sources.	SUMMARIES Annotate, extract ideas and summarize each of the 20 sources using Cornell Notes.	Meets expectations by completing annotations for 2-3 sources each day.	<ul style="list-style-type: none"> Lead discussion to assess student content acquisition from readings. Present slides to introduce students to topics in the packet. Facilitation group discussions regarding students’ notes. Students use Worksheet Packet.
Additional Attachments:  Cornell Notes Template				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	WORKSHEET PACKET Complete vocabulary sheet in worksheet packet.	Meets expectations by fully and accurately completing vocabulary sheets.	<ul style="list-style-type: none"> Facilitate class-wide and small group discussions where students each share out vocabulary definitions. Share to the whole class examples of key terms and their definitions. Students use Worksheet Packet.
Transition to Writing				
Not provided	BRIDGING CONVERSATION: Ability to prepare for composing process. Ability to discuss evidence supporting claim.	CLASS DISCUSSION Participate in in-class debate on advantages and disadvantages of the British Industrial Revolution.	No Scoring	<ul style="list-style-type: none"> Hold in-class debate or value-line activities Self and small group assessment
Writing Process				
Not provided	CLAIM: Ability to craft a claim in an opening paragraph.	DRAFT INTRODUCTION Write an introduction that includes a hook (to grab the reader's attention), background information on the topic being written about, a claim, and provide two reasons for that claim.	Meets expectations by completing introductory paragraph that meets all criteria satisfactorily.	<ul style="list-style-type: none"> Model how to write and refine claim statements that are too broad or confusing. Use of claim templates in student packet. Identify and share student claim statements that are promising.
Not provided	DEVELOPMENT 1: Ability to construct an emerging draft with a coherent line of thought and structure.	BODY PARAGRAPHS Write body paragraphs that address all aspects of the prompt, demonstrate effective use of reading material. Develop details and logic for a convincing argument.	Meets expectations by completing a draft with sufficient detail and line of thought.	<ul style="list-style-type: none"> Mini-lesson on essential aspects of body paragraphs Exercise in correcting common writing mistakes exemplified in a sample paragraph
Not provided	DEVELOPMENT 2: Ability to identify and rebut/refute competing arguments.	INITIAL DRAFT Write a paragraph in which you identify and briefly address a competing argument.	Paragraph addresses at least one competing argument.	<ul style="list-style-type: none"> Class works together to identify competing arguments; create a class wall of notes. Discuss why these are "competing."
Not provided	DEVELOPMENT 3: Ability to reaffirm the claim and discuss/reflect on implications.	CONCLUSION Write conclusion that reaffirms controlling idea and effectively summarizes argument.	Meets expectations by completing conclusion paragraph that concisely summarizes claim and reflects controlling idea without contradiction.	Mini-lesson on concluding paragraph.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> Meets expectations by providing complete drafts with all parts. Meets expectations by supporting the opening in the later sections with evidence and citations. Improves on earlier edition. 	<ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. Provide guide to revision and editing proofread alone and in small groups.
Not provided	EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Meets expectations by providing draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	FINAL ESSAY Turn in your final draft in a portfolio that includes revision drafts, planning schedule. List the ways you believe your paper is better than the last LDC module paper and the ways you still need to improve. Discuss what was difficult about this reading and writing assignment and what the teacher could do to improve the next assignment.	Meets expectations by completing final draft of essay that demonstrates significant revision from prior drafts and turning it in on time. No scoring for reflection	Not Provided

Section 4: What Results?

Student Work Samples

Meets Expectations



 **Student Work #1**

Approaches Expectations



 **Student Work #2**

Not Yet



 **Student Work #3**

Teacher Reflection

Students develop their reading and writing skills through a variety of activities both in the unit leading up to the module and in the module itself, but the focus will be on using the Cornell note taking method to annotate the sources. A primary and secondary source packet pertaining to the effects of the Industrial Revolution require 2-3 class periods to work on plus time set aside by the student during planning. Appendices to this module template contain all reading sources, lesson plans, worksheets, and a power point presentation to accompany readings and lessons.

All Attachments

- 📎 **Teacher PowerPoint to accompany module** : <https://s ldc.org/u/f1c3veyq94iiqarwd6vww9gyz>
- 📎 **Student Writing Packet #1 (In-Class)** : <https://s ldc.org/u/1vrb32m30zgsy1owdij16bqz>
- 📎 **Student Writing Packet #2 (for Cornell Notes)** : <https://s ldc.org/u/91ox9crpd5s6u405xj07jywn7>
- 📎 **Student Writing Packet #3 (Optional)** : <https://s ldc.org/u/9wn0w8opbmadsabb28xjdb7sn>
- 📎 **Student Work #1** : <https://s ldc.org/u/f3ooxskc47shzij8w4bb335o3>
- 📎 **Student Work #2** : <https://s ldc.org/u/ba49b7jp1sico17ufaudn2j2b>
- 📎 **Student Work #3** : <https://s ldc.org/u/qikla2pxstx0ww1xe9t5i1fc>
- 📎 **Cornell Notes Template** : <https://s ldc.org/u/9adm9yqg38c7i2xflphsg36rj>
- 📎 **Cornell Notes Template** : <https://s ldc.org/u/39e81cjfhuhacjqnwf0vz9rd>