

Apponequet Regional High School

Title: World History II

Subject/Course: World History II

Topic: Econmic Systems

Grade: 9

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Stage 1- Desired Results

Unit Summary

Students will examine how the Western world began a rapid period of scientific, technological, and economic change during the Industrial Revolution. This unit will show students how in just decades, centuries-old methods of production were abandoned for mass-producing factories and machinery connected by thousands of miles of railroad. Students will understand that while this new system made it easier for some to make money, others were left behind in wages and health. Through the entire unit, students will draw conclusions about how the Industrial Revolution helped bring in the modern era, as well as its impact on the people of its time.

Massachusetts Standards:

- WHII.5 Identify the causes of the Industrial Revolution. (H, E)
- A. the rise in agricultural productivity
 - B. transportation improvements such as canals and railroads
 - C. the influence of the ideas of Adam Smith
 - D. new sources of energy such as coal and technological innovations such as the steam engine
- WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E)
- A. the vast increases in productivity and wealth
 - B. population and urban growth
 - C. the growth of a middle class
 - D. problems caused by urbanization and harsh working conditions
- WHII.7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)
- WHII.9 Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E)
- A. liberalism
 - B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance
 - C. the expansion of voting rights

Skills

- **Apply the concepts of economic systems to today's modern economy**
- **Analyze the social and political implications of distribution of wealth**
- **Evaluate the pros and cons of various economic models**
- **Analyze the effect of population growth on a society**
- **Evaluate the impact of technological advancements on society over time**

Concepts

- **Industrialization**
- **Distribution of Wealth**
- **Technology**
- **Social Inequity**

Understandings:

- Students will understand that...
- There are many different systems for distributing wealth and resources in a society
 - Communism and socialism are economic systems by which the wealth and resources of a society are distributed evenly

Essential Questions:

1. How does a society satisfy its unlimited needs with its limited resources?
2. What are the main ideas of communism and socialism?
3. How does technology affect the way a society operates?

- Technology can have both positive and negative effects on society

Topical Understandings (Specific to this unit)

- Capitalism provided the wealth and resources necessary to power the Industrial Revolution
- The agricultural revolution created the population growth necessary for the Industrial Revolution
- The Industrial Revolution created a robust middle class, but was challenging for the working class
- The Industrial Revolution caused social, political and economic unrest between classes, and led to reforms in some nations, while others saw a growth in social tension

Topical Essential Questions (specific to this unit)

1. How did capitalism contribute to the growth of the Industrial Revolution?
2. How did the agricultural revolution lead to industrialization?
3. How did the Industrial Revolution impact the various social classes?
4. What were the economic, political, and social reactions to industrialization? How did they lead to long-term reforms?

Stage 2- Assessment Evidence – What’s the evidence of student learning?

Performance Tasks:

- Simulate the factory worker experience to understand the hardships of industrial labor conditions
- Create an infomercial for an invention from the Agricultural and/or Industrial Revolution
- Simulate the industrialization of an area as it develops into a city over time
- Participate in a Socratic seminar that discusses the various economic systems
- Create a list of “Factory Rules” for Apponequet
- Create a list of safety regulations based on the hazards of factory work
- Analyze a series of pictures relating to tenement life and child labor and develop a short narrative for the photo subjects

Other Evidence:

- Unit test
- Economics quiz
- Document Analysis: Thomas Malthus “On Population”; Marx “Communist Manifesto”; Sadler Commission Report; Samuel Smiles “Thrift”; Engels “Industrial Manchester 1844”; Adam Smith “Wealth of Nations”; Berlin Factory Rules; various photographs

Stage 3- Learning Plan

Learning Activities:

- Lecture/Notes **(T)**
- Text and Readings **(T, M)**
- Primary Source Analysis **(M, A)**
- Activators: “What do you believe is the most important technological breakthrough of the last 100 years?”; **(M)**
- Industrial Revolution Infomercial Performance Task **(M, A)**
- Economic Scenarios Discussion **(M)**
- Factory Simulation **(M, A)**
- Tenement space simulation **(M)**
- Virtual Tenement Housing Tour **(M)**
- Picture analysis **(A)**
- Industrialization game **(M, A)**
- Socratic Seminar – Economics **(A)**
- Factory Rules / Safety Regulations **(M, A)**

T - TRANSFER

M – MEANING MAKING
A - APPLICATION

Performance Task Scenario: Industrial Revolution Infomercials

Goal:

In this project, you and your group will research one of the inventions of the Agricultural and Industrial Revolutions and create a 1-2 minute infomercial marketing your invention.

Role

You are a salesperson during the Industrial Revolution

Audience

Your audience is the potential consumers of Agricultural and Industrial Revolution technologies and inventions

Situation

You must create an infomercial that informs consumers about how your product or technology works and why it has changed the way people do work and produce goods.

Product/Performance and Purpose

Be sure to show that you did more than just create a fun video. You must hand in a typed script of your infomercial. You can do either a video or a live performance in class. Be sure to put time and effort into your research, script, and performance to make a quality finished product that teaches your peers about your topic!

Standards and Criteria for Success

- Explain how society was before your invention
- Introduce your invention and explain how it works
- Explain how society will change because of your invention
- “Sell” your product through demonstration and testimonials

You will be assessed using a rubric that looks for organization, completeness, creativity, understanding, and connections.

Invention Infomercial Project

DUE:

The Industrial Revolution was a time of great change fueled by many major inventions and technological breakthroughs. These inventions completely changed society by allowing for more production of food, clothing, and any other necessary good. Additionally, travel and communication were made much easier by these advances. By the end of the Industrial Revolution, society was almost nothing like it was before.

In this project, you and your group will research one of the inventions below and create a 1-2 minute infomercial marketing your invention. Your commercial should address all of the following:

- Explain how society was before your invention**
- Introduce your invention and explain how it works**
- Explain how society will change because of your invention**
- “Sell” your product through demonstration and testimonials**

Be sure to show that you did more than just create a fun video. You must hand in a typed script of your infomercial. You can do either a video or a live performance in class. Be sure to put time and effort into your research, script, and performance to make a quality finished product that teachers your peers about your topic!

Inventions:

Locomotive (The Rocket)
Steel Plow
Seed Drill
Spinning Jenny
Cotton Gin
Water Frame
Steam Engine
Telegraph (Morse)
Improved Livestock

A separate rubric will be provided explaining how you will be graded

GOOD LUCK!

Industrial Revolution Infomercial Rubric

CATEGORY					Score
Organization and Completeness (15 points)	<p>*Performance is complete, properly edited, and is a quality finished product</p> <p>*Performance has a clear and cohesive script that explains the product well</p> <p>15 – 13 points</p>	<p>*Performance is complete and edited</p> <p>*Performance has a clear and cohesive script that explains the product</p> <p>12 – 9 points</p>	<p>*Performance is mostly complete, but may miss some parts</p> <p>*Performance has a script that is somewhat clear, but may be confusing or hard to understand at times</p> <p>8 – 5 points</p>	<p>*Performance is incomplete and/or not clear</p> <p>4 – 0 points</p>	
Creativity (25 points)	<p>*Performance is highly creative and shows evidence of originality</p> <p>*Performance uses many elements of a real infomercial and adopts them well to the material</p> <p>*Performance is entertaining entertaining and engaging to the audience</p> <p>25 – 23 points</p>	<p>*Performance is creative and shows some originality</p> <p>*Performance uses elements of a real infomercial</p> <p>*Performance is entertaining and engaging</p> <p>22 – 19 points</p>	<p>*Performance shows some creativity</p> <p>*Performance uses some elements of a real infomercial</p> <p>*Performance somewhat engages the audience</p> <p>18 – 11 points</p>	<p>*Limited creativity, does not contain elements of an infomercial and/or is not engaging to audience</p> <p>10 – 0 points</p>	
Content (25 points)	<p>*Performance gives a very detailed and thorough explanation of the product being presented and is highly informative</p> <p>25 – 23 points</p>	<p>*Performance gives a complete explanation of the product and is informative</p> <p>22 – 19 points</p>	<p>*Performance give a fair amount of explanation of the product, though more could be presented to explain the basics</p> <p>18 – 11 points</p>	<p>*Performance does little to explain the product</p> <p>10 – 0 points</p>	
Understanding (20 points)	<p>*Performance shows that the student not only understands the topic, but also its connection to the broader ideas of the unit (why it changed society, life before the product, etc.)</p> <p>20 – 18 points</p>	<p>*Book shows that the student understands the topic, and also gives a little consideration to the bigger picture (why it changed society, life before the product, etc.)</p> <p>17 – 15 points</p>	<p>*Performance shows that the students understands the topic, but could do more to make connections to the big picture and entire unit</p> <p>14 – 11 points</p>	<p>*Performance shows little understanding of the product, the unit, or the concepts of the Industrial Revolution</p> <p>10 – 0 points</p>	
Quality (15 points)	<p>*Performance is complete, appropriate, well edited, and well prepared ahead of time</p> <p>15 – 13 points</p>	<p>*Performance is complete, appropriate, edited, and demonstrates time and effort</p> <p>12 – 9 points</p>	<p>*Performance is mostly complete and/or somewhat appropriate, but may be thrown together or not prepared ahead of time.</p> <p>8 – 5 points</p>	<p>*Performance is incomplete and/or thrown together and not prepared well.</p> <p>4 – 0 points</p>	

Common Benchmark Writing Assessments for the Industrial Revolution

College Prep:

In a well-developed essay, explain one benefit and two drawbacks of industrialization and the Industrial Revolution. Be sure to cite specific examples (people, vocabulary, events, etc.) to support your main ideas.

Honors:

“Every man is bound to do what he can to elevate his social state, and to secure his independence. Industry enables men to earn their living; it should also enable them to learn to live.” – *Thrift*, Samuel Smiles, 1857

Using the passage above and your understanding of the Industrial Revolution, summarize the position of Smiles regarding social classes and upward social mobility during this time period and evaluate its validity. Be sure to utilize this document and other examples from this unit.