

Unit 8: The Beginnings of Modernization: Industrialization

Unit #:	APSDO-00026581	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
9

Subjects:
Social Studies

Unit Focus

In this unit, students will explore how the Industrial Revolution transformed the economic and social structure of Europe and led the world into a powerful new era of change and the Industrial Revolution led the world into a powerful new era. The students will be assessed according to their exploration and analysis of an Urban Planning project. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> 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. <i>CCSS.ELA-LITERACY.RH.9-10.2</i> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <i>CCSS.ELA-LITERACY.WHST.9-10.2</i> Analyze in detail a series of events 	<p>T1 (T6) Evaluate how individuals and groups influence or change society. T2 (T7) Actively engage in a problem or idea that is meaningful to self and society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U200) Innovations and revolutions address significant societal needs. U2 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative. U3 (U203) Change: Change is a constant in human history that varies in scope, rate and</p>	<p>Q1 (Q050) How do individuals and groups shape the world? Q2 (Q060) What are the motivations and strategies to affect change? Q3 (Q200) What are the causes and effects of this revolution/innovation? How does this compare to other revolutions/innovations?</p>

described in a text; determine whether earlier events caused later ones or simply preceded them. *CCSS.ELA-LITERACY.RH.9-10.3*

Connecticut Goals and Standards

Social Studies : 9

- Analyze change and continuity in historical eras. *HIST.9-12.2*
- Analyze multiple and complex causes and effects of events in the past. *HIST.9-12.14*
- Distinguish between long-term causes and triggering events in developing a historical argument. *HIST.9-12.15*
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. *INQ.9-12.6*
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. *INQ.9-12.8*
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary). *INQ.9-12.12*

significance.

U4 (U700) What people choose to do and not to do affects the quality of life in their community.

U5 (U801) When people`s basic needs are not met, they seek change.

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

Geography of British Isles influenced why the Industrial Revolution began in Great Britain

K2

The early Industrial Revolution led to the emergence of two new social classes - the industrial middle class (which soon sought equality with the landowning classes) and the industrial working class

K3

The Industrial Revolution was responsible for the transformation from an economy based on farming and handicrafts to an economy based on manufacturing by machines and industrial factories, dramatically changing where people lived, how they worked, and how they related to the world around them

K4

The changes wrought by the Industrial Revolution served as a foundation for three important ideologies/movements that emerged between 1800-1870: conservatism, classical liberalism, nationalism, and imperialism

S1

Cite specific textual evidence from primary and secondary sources to support analysis

S2

Read and interpret maps, graphs and charts to determine a pattern

S3

Provide accurate summary of how key events or ideas develop

S4

Analyze in detail a series of events to determine a pattern (e.g., cause and effect; central to a movement)

S5

Construct arguments using precise and knowledgeable claims with supporting evidence

S6

Evaluate various options for a solution to determine best course of action