



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	World History		Grade:	10
Unit Number:	4	Unit Name:	Industrial Revolution	
Unit Length	Days: 10		Minutes per day: 55	
Unit Synopsis	This unit examines where and why the industrial revolution began and how the consequences of the Industrial Revolution on technology, population, labor, economic theories and ideology, and culture.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>10.3.1 Analyze why England was the first country to Industrialize.</p> <p>10.3.2 Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p>	<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p> <p>10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>10.3.5 Understand the connections among natural resources, entrepreneur-ship, labor, and capital in an industrial economy.</p>	<p>RW 9-10.2 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</p> <p>RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WH 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
Target ELD Standards	<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
10.3.1 Analyze	Why England was the first country to industrialize.	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
10.3.2 Examine	Scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
10.3.6 Analyze	Emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	Level 4: Analyze	Level 4: Extended Thinking

Learning Progressions of Skills and Concepts

Priority History Standard	10.3.1 Analyze why England was the first country to industrialize.		
Previous Grade	Current Grade	Next Grade	
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	10.3.1 Analyze why England was the first country to industrialize.	11.2. Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe	
Priority History Standard	10.3.3. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).		
Previous Grade	Current Grade	Next Grade	
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	10.3.3. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	11.2. Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe	

Priority History Standard	10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	
Previous Grade	Current Grade	Next Grade
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	11.2. Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe
Essential Questions		Corresponding Big Ideas
10.3.6 <i>What is the pattern that enables a country to industrialize?</i>		10.3.6 <i>Society responded to the industrial revolution in a myriad of ways.</i> Overall Big Idea: Innovations led to new social, economic and cultural changes.

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Agricultural • Capital • Demand • Emotion • Entrepreneur • Industrial • Labor • Manufacturing • Negotiation • Rural • Supply • Urban 	<ul style="list-style-type: none"> • Bourgeois • Capitalism • Communism • Laissez Fair • Mining • Proletariat • Romantic • Socialism • Strike • Union • Utilitarianism

Resources for Vocabulary Development (Strategies, Routines and Activities)

See Teacher Toolbox

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Students will utilize a map of England using their textbook to answer selected response questions.</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>	<p>Test Description: Students will determine which person/ideology (-ism) would be associated with each quote and idea.</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>

Scoring Guides and Answer Keys			
See Eadms Test		See EADMS Test	
Assessment Differentiation			
Students with Disabilities	<p>Reference IEP Accommodations Please refer to individual student IEP</p> <p>Modifications Please refer to individual student IEP</p>		

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
After learning about the Industrial Revolution students will utilize primary and secondary sources in order to better understand the development of new economic theories. Each group will select a factory/industry and city where they are from. Within the group, students will select a specific job within the factory/industry. Using the point of view of their character, the students will write a short paragraph justifying which economic philosophies that they would support as a worker in 1840 Great Britain. Groups will also present to their ideas to the class		Days: 2-3 Minutes/Day: 55 minutes
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Why was England the first country to industrialize? Inquiry-based lesson. Students work in pairs or small groups and as a class. Students will utilize primary and secondary sources to arrive at a theory as to why England was first. Students will demonstrate what they have learned in a writing assessment in which they will propose and argue the reason(s) why England was the first to industrialize. Students will also present their findings to the class and back up their claim using primary and secondary sources.	Days: 5 Minutes/Day: 55 minutes
Task 2:	Students will read, evaluate, and compare different types of primary source documents with different perspectives on working conditions in English textile factories at the beginning of the 19 th century. Students will answer guiding questions and write a one paragraph response to the question "Do you think the English textile factories were bad for the health of working class families?"	Days: 3 Minutes/Day: 55 minutes
Interdisciplinary Connections	Language Arts (reading, analyzing, synthesizing, writing, presenting)	
Scoring Rubric	See individual Tasks	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework		

Authentic Performance Task 1

Task Description	Inquiry-based lesson. Students will work together in pairs or small groups and as a class to answer the question, “Why was England the first country to industrialize?” Students will utilize primary and secondary sources to arrive at a theory as to why England was first. Students will demonstrate what they have learned in a writing assessment in which they will propose and argue the reason(s) why England was the first to industrialize. Students will also present their findings to the class and back up their claim using primary and secondary sources.	Suggested Length	Days:5 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	10.3.1 Analyze why England was the first country to industrialize.		
	Supporting Standard(s)		
	10.3.6 Understand the connections among natural resources, entrepreneur-ship, labor, and capital in an industrial economy.		
	Target ELD Standard(s)		
Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.			
Essential Question(s)	Why was England the first country to industrialize?		
Big Idea(s)	Agricultural innovation, natural resources, population increase, and available capital enabled industrialization to successfully occur in England.		
Bloom’s		DOK	Scoring Rubric
Level 4 Analyze		Level 3 Strategic Thinking/Reasoning	Attached to word doc

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks) Instructions included on Task 1 Teacher may decide to have students write the essay response first or present in their groups first.		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) Prentice Hall: The Modern World All documents are included on Task 1 handout for students		
Strategies for Differentiation			
All Students	SWD	Els	Enrichment
Partner students in groups of different abilities to ensure success for all. Modify essay writing task. Can be on to three body paragraphs.	Reference IEP <i>Accommodations</i> Please refer to individual students IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies
	<i>Modifications</i> Please refer to individual students IEP	Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	

Scoring Rubric	..\Teacher Toolbox\UPO 4\Task 1\UPO.Unit4.Task1.docx
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Authentic Performance Task 2

Task Description	Students will read, evaluate, and compare different types of primary source documents with different perspectives on working conditions in English textile factories at the beginning of the 19 th century. Students will answer guiding questions and write a one paragraph response to the question “Do you think the English textile factories were bad for the health of working class families?”	Suggested Length	Days: 3 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.		
	Supporting Standard(s)		
	10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.		
	Target ELD Standard(s)		
<p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>			
Essential Question(s)	10.3.7 <i>What is the pattern that enables a country to industrialize?</i>		
Big Idea(s)	<p>10.3.8 <i>Society responded to the industrial revolution in a myriad of ways.</i></p> <p>Overall Big Idea: Innovations led to new social, economic and cultural changes.</p>		
Bloom’s		DOK	Scoring Rubric
Level 5 Evaluating		Level 3 Strategic Thinking/Reasoning	..\Teacher Toolbox\UPO 4\Task 2\Unit 4 Task 2 Rubric.docx

Teaching and Learning Sequence	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks)</p> <p>Students will write a paragraph response to the question, “Were textile factories bad for the health of English workers?”</p> <p>Follow the “Factory System Lesson Plan” from the Stanford History Education Group: Reading Like A Historian website.</p> <p>Step One: Provide background knowledge on factory reform in England during the 19th century (PowerPoint)</p> <p>Step Two: Document Analysis and Guiding Questions (Doc. A-D)</p> <p>Step Three: Final Discussion (paragraph response)</p>
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>http://sheg.stanford.edu/factory-life</p> <p>..\Teacher Toolbox\UPO 4\Task 2\UPO 4.Task 2.pdf</p>

Strategies for Differentiation

All Students	<i>Reference IEP Accommodations</i>	Emerging	Enrichment
<p>See various resources in the Toolbox for differentiation strategies</p> <p>..\Teacher Toolbox\UPO 4\Task 2\UPO 4.Task 2-POV Analysis Stems.pdf</p>	<p>Please refer to individual students IEP</p> <p><i>Modifications</i></p> <p>Please refer to individual students IEP</p>	<p>See various resources in the Toolbox for differentiation strategies</p>	<p>..\Teacher Toolbox\UPO 4\Task 2\UPO 4.Task 2 Original Documents.docx</p> <p>..\Teacher Toolbox\UPO 4\Task 2\APPARTS with Explanation.docx</p> <p>Instead of using the guiding questions, students will analyze the original documents using the APPARTS graphic organizer.</p>
		<p style="text-align: center;">Expanding</p> <p>See various resources in the Toolbox for differentiation strategies</p>	
		<p style="text-align: center;">Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	

Scoring Rubric	..\Teacher Toolbox\UPO 4\Task 2\Unit 4 Task 2 Rubric.docx
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Students will write a short narrative essay justifying and explaining “Which of the economic philosophies that emerged during the Industrial Revolution would you support?”
(Capitalism, Utopianism, Social Democracy, Socialism, or Communism)

Procedure:

Place student in small groups. Groups will evaluate primary and secondary sources in order to better understand the new ways of thinking during the Industrial Revolution. Each group will select a factory and/or industry in Britain in 1840. The group will be employees of the selected factory/industry. Each member in the group will also select a specific job level in the factory/industry (textile machine operator, secretary, manager, coal miner, or owner). Each student must take the point of view of his/her place in the factory/industry.

The group will review the various industries of the Industrial Revolution from the textbook and documents from Task 1. The group will also research the various new ways of thinking that developed in Europe during the Industrial Revolution in Ch. 5 Sec. 4 pages 184-188, page 193, or notes from teacher. Students will decide which economic philosophy their character would support based on their research. They can also use the documents from Task 2 to justify their stance.

After groups have decided upon their job and industry, they will write a short paragraph explaining and justifying “Which of the economic philosophies that emerged during the Industrial Revolution would you support?”

Groups will then present to the class the factory/industry that they work at, their job, and what economic philosophy they support.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Please refer to individual students IEP</p>	<p>Emerging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	Students can select a student who presented and complete an APPARTS graphic organizer about that character.
	<p><i>Modifications</i></p> <p>Please refer to individual students IEP</p>	<p>Expanding</p> <p>See various resources in the Toolbox for differentiation strategies</p>	
		<p>Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	