
Industrial Reform (Discussion)

Goals & Objectives

Students will discuss how the Industrial Revolution spurred massive amounts of reform, especially in labor. Students will make cases for and against reforms that restricted and guided the shaping of an industrial world. Students will be able to show their understanding of why Industrial Reform came about through teacher organized discussion topics.

California State Content Standard and Common Core English Language Arts Standards

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

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).
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.

[CCSS.ELA-Literacy.RH.9-10.3](#) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-Literacy.RH.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Lesson Introduction (Anticipatory Set)

Students will engage in a role-playing exercise. The lights of the classroom will be turned off except for a few dim lamps or candles. They will then listen to the teacher describe working conditions in a coalmine. Industrial sounds will also be playing in the background. Students will empathize with the children who worked in these conditions instead of sitting in a classroom as they are. Students will discuss how they felt and the teacher will ask questions about the experience as well.

Vocabulary (Content Language Development)

The key terms will be introduced and highlighted in the body of the lesson through projector slides. They will be central in understanding the reform movement

- Unions

- Labor
- Strike
- Reform
- Regulate

Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, Concept Formation, Simulation, Problem-Based Learning)

The primary delivery method will be student and teacher led discussions about historical excerpts and pictures. A small portion of the textbook will also be used to give some background information on labor laws. The teacher will discuss several laws and regulations passed as well as unionization. This knowledge will be used in conjunction with student group activities. Discussions are an appropriate delivery method for this topic because they will be able to identify with the source material by having to make arguments and connections.

Student Engagement & Critical Thinking (Student Activities)

Students will be grouped into 3 or 4. Each group will be given a different image of children working in unsettling conditions. One person will write down the impressions of the whole group. Anything from “emotions” to “questions” will be accepted and encouraged. Each group will have a chance to share in front of the class at which point the listening groups will take note of the similarities and differences. At the conclusion of student presentation, the teacher will ask summative questions as well as value judgment questions to highlight the difficulty of the situation.

Example questions:

“Do you think all child laborers agreed with laws that restricted how much they could work when considering the financial situations of their family?”

“Are labor laws in line with free market principles (capitalism)?”

“Would you prefer to work in these conditions or sit in class like you are today?”

“Which reform measures effected which industries and how were these industries impacted?”

Demonstrated Learning (Formative & Summative Assessments)

Formative assessment: Group discussion and presentation portion will show how well students were able to immerse themselves into this exercise. Good discussions will show signs of students struggling with emotions and opinions.

Summative assessment: Teacher led discussion of the whole class will show how well students understand the concept of labor laws and reform. Student input should show that these laws came about in direct response to the new challenges of industrialization. They should also be able to make connections between current labor laws and ones that were established in the 19th century.

Lesson Closure

The closure will occur in a whole class setting. The teacher will perform a thumbs up/thumbs down activity in which a few summative questions will be asked, after which students will respond in agreement or disagreement. The questions will ask things about labor conditions, reform, and effectiveness of those reforms.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

Special accommodations for these students will be made through careful group construction. There is not a lot of reading or writing in this discussion lesson so I believe that mindful grouping and more teacher attention will be enough. Students will also be encouraged to write words or phrases they don't understand so that they can be elaborated upon collection at the end of class.