
The Global Impact of the Industrial Revolution (Reading)

Goals & Objectives

Students will be able to understand how the Industrial Revolution spread and which countries it directly and indirectly effected. Students must be able to see the connections between countries that industrialized and countries that did not. Students will compose a graphic organizer with major ideas from the textbook section assigned to them.

California State Content Standard and Common Core

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

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

[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)

The students will be in a whole class setting to open the lesson. The teacher will put an image of a world map on the projector. England will be highlighted and the students will be asked which other countries they believe became industrialized first. Students will need to give good reasons why these countries industrialized first. The image will change to reflect the countries that industrialized quickly.

Vocabulary (Content Language Development)

Vocabulary will be used as part of the graphic organizer worksheet.

Terms: stock, corporation, resources, wages

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

Students will be paired for a Think-Pair-Share in which they will read a portion of the textbook individually and discuss their findings with their partner. Each part of the reading assignment will be conducted in a step-by-step fashion. The teacher will give clear time limits for each part of the lesson and help transition them at each point.

Student Engagement & Critical Thinking (Student Activities)

Students will be divided into pairs but will begin by reading the chapter section individually. After reading, students in each pair will independently fill out their Graphic Organizers in black pen. After they complete their own graphic organizer the students will conduct a Think-Pair-Share. Students will discuss what they have learned and fill out their charts with information they did not previously have in blue pen. One member of the group will share their findings of the class and discussions will be led by the teacher to elaborate each finding.

Demonstrated Learning (Formative & Summative Assessments)

Formative- The teacher will roam the classroom during the individual Graphic Organizer portion and Think-Pair-Share portion of the lesson to answer any questions the students have. The questions will be answered in an open-ended manner so that students will try to find the answer on their own.

Summative – Students will present what their pairs found to the whole class. Their Graphic Organizers will also be turned in for grading and will be returned with helpful comments to help them study for the rest of the unit.

Lesson Closure

Students will lead the lesson closure for the most part but the teacher will make sure to highlight good points made by each student group. The teacher will address any missed main points and lead them into the next lesson.

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

English learners, Striving readers, Students with Special Needs will be put in groups of 3 or 4 instead and will include a strong reader. This will help each student contribute what he or she can to the group while the stronger reader fills in a lot of the gaps. The teacher will also make sure to focus attention to these bigger groups with English learners, Striving Readers, and Students with Special Needs.