

Global Studies - Modified from [Unit 3 Revolutions of Thought](#) and [Unit 4 Political Revolutions](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Origins of the Industrial Revolution, challenges to advancing technology, and the lasting implications
- Economic theories of Adam Smith and Karl Marx

Vocabulary: Scientific Revolution, Agricultural Revolution, Industrial Revolution, stratify, economics, technological advancement, textile, capitalism, socialism

Skills:

- Historical thinking: Sourcing, Close Reading, Corroboration, Contextualization
- Accountable talk/argument protocols

Expectation:

- Students will understand what developments lead to the industrial revolution
- Students will evaluate whether they feel the industrial revolution helped to advance human society, or further stratified society

Description of Task (s):	Resources and Materials:	Daily Checks
<p>Monday:</p> <p>How did the scientific revolution and the agricultural revolution spark the industrial revolution?</p> <p>What was so “revolutionary” about this birth of industry?</p> <p>What new ideas or revolutions of thought also contributed to the start of the Industrial Revolution?</p>	<p>Crash Course History: Overview of the Causes of the Industrial Revolution Coal, Steam, and The Industrial Revolution: Crash Course World History #32</p> <p>PowerPoint on Technologies of the Industrial Revolution Technology&Conditions.ppt</p> <p>PowerPoint on New Ways of Thinking and Industrialism New Ways of Thinking with Industrialism.ppt</p>	<p>Take notes from the provided resources on the daily essential questions listed for today</p> <p><i>*Student notes not graded</i></p>
<p>Tuesday:</p>	<p>Watch this Crash Course overview of what changes happened during the Industrial</p>	<p>Complete questions in bullet / note form at the end of each primary document. This will help you</p>

Description of Task (s):	Resources and Materials:	Daily Checks
Begin reading through the primary documents on the Industrial Revolution. You have two days to complete this. Answer the questions embedded with each document as you go to check for your understanding. (2 day assignment)	Revolution first: The Industrial Revolution: Crash Course European History #24 Then begin reading and dissecting the primary documents here: DBQ Industrial Revolution DBQ Effects of Industrial Revolution.pdf	check your understanding of each document and prepare you for the response question given on Thursday. *Student notes not graded
Wednesday: See above under Tuesday (2 day assignment)	See Tuesday- continue	
Thursday: Using the primary documents you read Tuesday and Wednesday, answer the following question in a one paragraph response . Specifically reference at least three documents by number. This paragraph should be specific and succinct. Did the industrial revolution help to advance human society as a whole, or further stratify society? In other words, did the industrial revolution do more good or cause more harm for human society?	DBQ Industrial Revolution: DBQ Effects of Industrial Revolution.pdf	Rubric for DBQ response Social Studies Writing Rubirc.doc * 50 points per attached rubric
Friday: GOOD FRIDAY		

Week criteria for success (attach student checklists or rubrics):

Be able to take notes on the following questions:

- How did the scientific revolution and the agricultural revolution spark the industrial revolution?
- What new ideas or revolutions of thought also contributed to the start of the Industrial Revolution?

Complete DBQ response: **Did the industrial revolution help to advance human society as a whole, or further stratify society?**

Rubric for DBQ response

Supportive resources and tutorials for the week (plans for re-teaching): See all resources above