

Social Studies
European History
Unit 9: Industrial Revolution

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Students will develop an understanding of the domestic and guild system as it existed during the Renaissance and through the Age of Reason. Students will investigate the various factors that allowed for a development of an ‘inventive spirit’ during the Enlightenment. Students will develop a multi-causal approach in studying the commercial revolutions paying particular attention to social and religious factors. As a case study the industrialization of Britain will be a focus for numerous changes. Students will highlight their understanding of the impact of improvements to power via a thorough investigation of the steam engine. Lastly, the students will draw upon their previous studies concerning economics to understand the cotton trade.
<p style="text-align: center;">Essential Questions</p>	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the major technological changes and new forms of industrial organization which helped Britain take the lead in the Industrial Revolution? ▪ How did the French Revolution and the Napoleonic era “clear the way” for future industrialization in Europe? ▪ What role did the railroad place in hastening the industrialization of England? ▪ Where were the new centers of industrialization established on the European continent by the middle of the 19th century? ▪ How were the patterns of industrialization different in France and the rest of continental Europe from those established in Britain? ▪ What role did the British government play in support of industrialization? ▪ What was the significance of the Great Exhibition in the Crystal Palace in 1851? ▪ What new types of power were represented by the factory system? ▪ How did the new factory system affect the life of the working class? What is meant by the term differentiation as it applied to the division of labor prevalent in the factories in the 19th century? As it applied to governments in the 19th century? ▪ What was the impact of industrialization on artisans? On peasants? On women? On children? ▪ How did gender roles become more rigid in the 19th century as a result of industrialization? ▪ How was childhood different for poor children as opposed to middle-class children?

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<p style="text-align: center;">Essential Questions</p>	<p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ How did industrialization often bring about a demoralizing dependence for laborers? What was the nature of the dependence? ▪ How did the economic position of 19th century artisans differ from that of 19th century factory workers? ▪ What type of labor organizations existed in England in the early 19th century? ▪ What were the various subdivisions of the 19th century European middle class? ▪ How did the bourgeois home typify their middle class values? ▪ What were the characteristics/ideology of the bourgeois middle class? ▪ What were some of the demographic changes that occurred in Western Europe in the early to mid-19th century? <p><u>Supplementary Questions</u></p> <ul style="list-style-type: none"> ▪ What were the effects of a large increase in population from 1800 to 1870 in Europe? ▪ What was the main thesis of Thomas R. Malthus' "Essay on the Principles of Population as it Affects the Future Improvement of Society?" What was his view on poverty and the poor? ▪ Identify some of the major urban problems that developed in the early 19th century? ▪ How did the national/municipal governments attempt to address these new urban problems created by industrialization? <p>How was the Poor Law of 1834 an attempt on the part of the British government to alleviate poverty in the cities? Why was this law so controversial at the time?</p>
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Inventions that played a major role in industrialization from 1700-1900 were created in nations who were democratic, liberal, and less agricultural. ▪ The impact of industrialization on the people, economy, government, and military of European countries ultimately created the background for the Great War. ▪ Modern financing facilitated the spread of industrialization on the continent and in colonies throughout the world. ▪ The industrialization of society has had the most profound impact upon mankind since the Neolithic Revolution.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ George Stephenson, Samuel F.B. Morse, Corn Laws, Crystal Palace, Great Exhibition of 1851, Manchester, differentiation, cult of domesticity, petit bourgeoisie, Thomas R. Malthus, <i>An Essay on the Principle of Population</i>, Jeremy Bentham, utilitarianism, Poor Law of 1834, Factory Act of

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	1833, 1844, 1847, 1850, 1867, 1874, 1891, Sadler Committee, Sr. Andre Ure, Ten hours Act, differential fertility
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Essential Skills	<ul style="list-style-type: none">▪ Develop greater Reading Comprehension▪ Develop competent Note Taking skills▪ Develop Source Analysis for both Primary and Secondary▪ Create and Deliver Oral Presentations▪ Develop Narrative/Argumentative Essay Writing
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Related Maine Learning Results	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none">a. Develop research questions related to a current social studies issue.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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**Related
Maine Learning
Results**

- B3. Individual, Cultural, International, and Global Connections in Civics and Government
Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.
- a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
 - b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
- C. Economics
- C1. Economic Knowledge, Concept, Themes, and Patterns
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.
- b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.
 - d. Identify and explain various economic indicators and how they represent and influence economic activity.
 - e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.
 - f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.
- C2. Individual, Cultural, International, and Global Connections in Economics
Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.
- a. Analyze the role of regional, international, and global organizations that are engaged in economic development.
 - b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.
 - c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent

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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	<p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	<ul style="list-style-type: none"> Students will read testimonies from child workers from Victorian England. From these primary sources students will write what they can learn about the conditions existent in factories. Students will share and compare their lists and then read from Wilson's Victorians to demonstrate that historians learn much from primary sources.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> Students will be expected demonstrate the link between Townshend's agricultural reforms and Britain's dominance of world trade. They will create a flow diagram or a spider diagram showing this relationship. Marks will be awarded for the use of content and demonstration of understanding concerning the causational steps. Students will be expected to annotate the diagram to the fullest extent of their understanding.

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University▪ <u>Other Resources:</u><ul style="list-style-type: none">○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline○ Industrial Revolution Powerpoint
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