

# 10th Grade Industrialization Inquiry

## How Did the Industrial Revolution Move People?

**Staging the Question: Using a map showing technological innovations from 1715 to 1815, preview the growth of industry in Great Britain by having students make predictions about how these innovations affected daily life and society.**

### Social Studies Practices

- ✔ **Gathering, Using, and Interpreting Evidence**    ✔ **Chronological Reasoning and Causation**
- ✔ **Economics and Economic Systems**    ✔ **Geographic Reasoning**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where did people move to and from during the Industrial Revolution?	How did daily life move before and during the Industrial Revolution?	How did the Industrial Revolution move society backward?	How did the Industrial Revolution move society forward?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Draw a population map of Britain highlighting where people were moving and annotate the pull factors that led them there.	Using a Venn diagram, compare and contrast the ways daily life moved before and during the Industrial Revolution.	Develop a claim supported by evidence that explains how the Industrial Revolution moved society backward.	Develop a counterclaim for the previous claim using evidence that explains how the Industrial Revolution moved society forward.

### Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> Uses sources to acquire background information and brainstorms ideas for further inquiry by examining a map of industry in Great Britain from 1715 to 1815 and speculating how these technological changes affected daily life and society at this time. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b>	<b>Connect:</b> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research about how the Industrial Revolution moved society. <b>Graphic Organizer:</b> <a href="#">Connect#19</a>	<b>Connect:</b> Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry about how the Industrial Revolution moved society forward. <b>Graphic Organizer:</b> <a href="#">Connect#22</a> , <a href="#">Connect#23</a> and <a href="#">Connect#24</a>
<b>Wonder:</b> Asks questions to clarify topics or details about the Industrial Revolution. <b>Graphic Organizer:</b> <a href="#">Wonder#6</a>	<b>Wonder:</b> Focuses the purpose of the research by formulating specific questions to be answered about daily life before and during the Industrial Revolution.	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about how the Industrial Revolution moved society backward. <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis about how the Industrial Revolution moved society forward. <b>Graphic Organizer:</b> <a href="#">Wonder#21</a> and <a href="#">Wonder#22</a>
<b>Investigate:</b> Analyzes maps, pictures, and other information presented visually to determine main ideas and supporting details by examining a bank of maps, a painting of Manchester, England, and an excerpt from Robert Owen's observations on the factory system.	<b>Investigate:</b> Evaluates print and electronic information for usefulness, relevance, and accuracy while reading observations of cottage-industry workers, an interview of a former child laborer, and a report by a factory inspector. <b>Graphic Organizer:</b> <a href="#">Investigate#45</a>	<b>Investigate:</b> Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness while reading excerpts from a book about English laborers and Dickens' novel <i>Hard Times</i> and examining a graph on the age distribution of cotton factory workers.	<b>Investigate:</b> Conducts advanced Web searches using Boolean logic and other sophisticated search functions while researching how the Industrial Revolution progressed society. <b>Graphic Organizer:</b> <a href="#">Investigate#96</a> and <a href="#">Investigate#97</a> <b>C3 Resources</b>
<b>Construct:</b> Draws a population map of Britain highlighting where people were moving and annotates the pull factors that led them there.	<b>Construct:</b> Using a Venn diagram, compares and contrasts the ways daily life moved before and during the Industrial Revolution.	<b>Construct:</b> Draws conclusions based on explicit and implied information. <b>Graphic Organizer:</b> <a href="#">Construct#30</a> and <a href="#">Construct#31</a>	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>
<b>Express:</b>	<b>Express:</b>	<b>Express:</b> Develops a claim supported by evidence that explains how the Industrial Revolution moved society backward.	<b>Express:</b> Develops a counterclaim for the previous claim using evidence that explains how the Industrial Revolution moved society forward.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#20</a> and <a href="#">Reflect#21</a>

**Summative Performance Task: Argument:** How did the Industrial Revolution move people? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. **Extension:** Students hold a classroom debate on how the Industrial Revolution moved people, ultimately coming to a conclusion on whether it moved society backward or forward.