

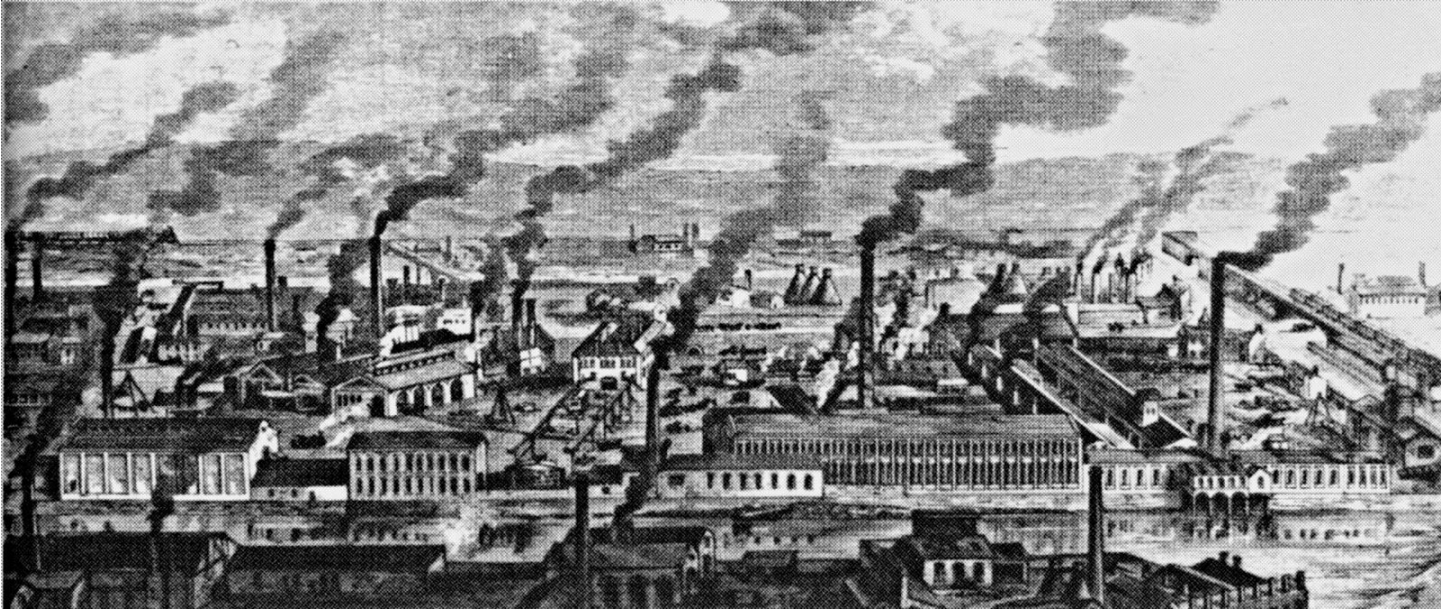
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# Unit 6:

## The Industrial Revolution



### Notes - What IS the Industrial Revolution?

1. Identify the Industrial Revolution by explaining the five "W"s.

a. What was the Industrial Revolution:

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b. Where did the Industrial Revolution happen:

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c. Who was involved in the Industrial Revolution:

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d. When did the Industrial Revolution happen:

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e. Why is the Industrial Revolution important:

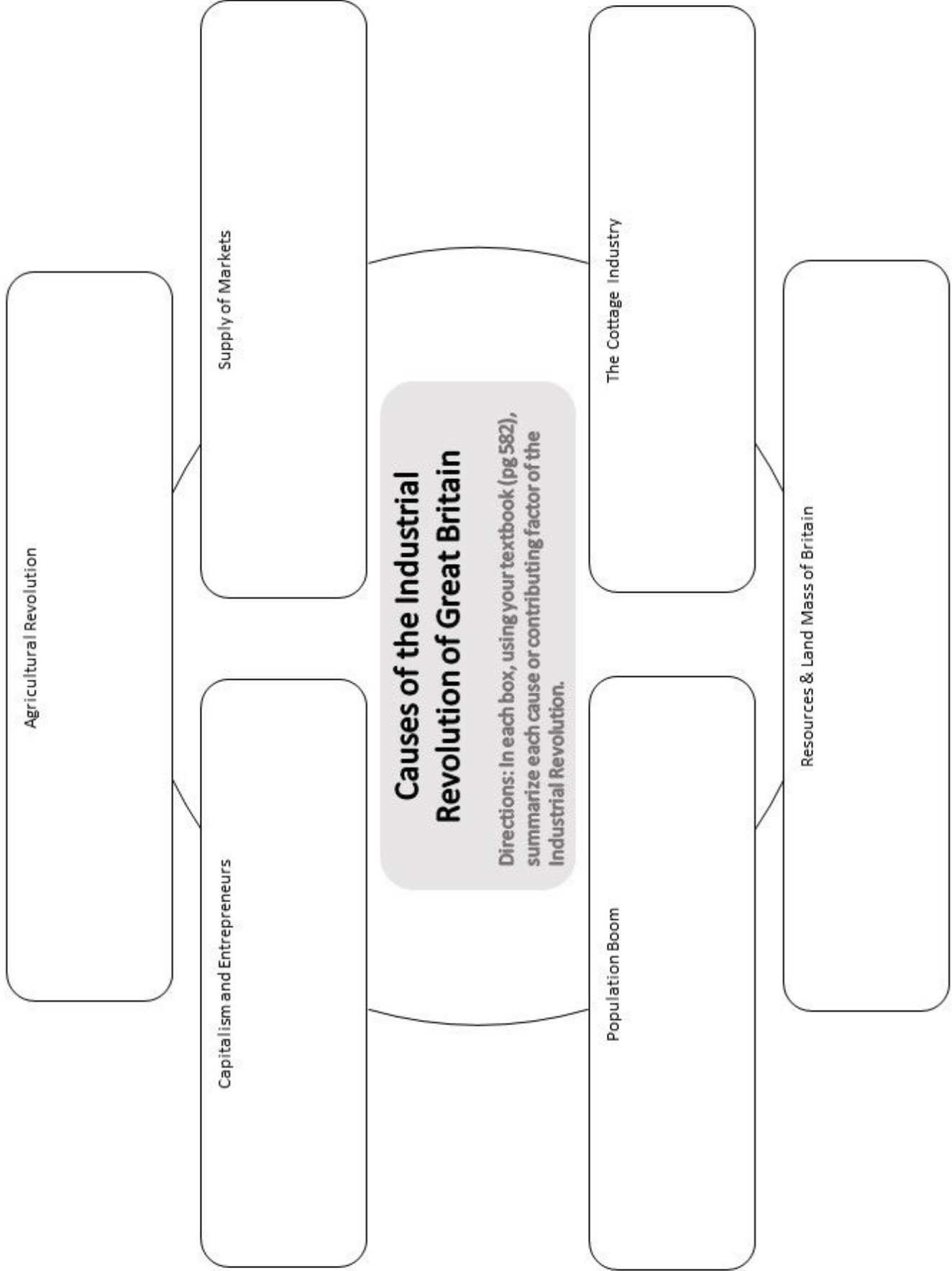
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# Crash Course World History #32: The Industrial Revolution

1. Prior to the Industrial Revolution, how much of the world's population engaged in farming?
2. What about today in the United States? How much of the population is engaged in farming?
3. What is John Green's definition of the Industrial Revolution?
4. What are some **euro-centric** (*focusing on European culture or history to the exclusion the rest world*) reasons as to why industrialization might have happened first in Europe?
5. Why was China just as primed for an Industrial Revolution as Britain and the rest of Europe was?
6. What advantages in Europe (and specifically England) have to benefit from the Industrial Revolution?
7. What arguments could be made that Indian cotton production helped spur British industrialization?

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## Notes - Early Factory Production

1. List & explain three characteristics of early factory production.
  - a.
  - b.
  - c.
2. What are some characteristics of the factory system during the Industrial Revolution?
  - a.
  - b.
  - c.
  - d.

# Industrial Revolution Shark Tank Activity

Your small group will assume the identity of an Industrial Revolution inventor and create a presentation that describes your invention for the class (they will be playing the part of sharks). You will be assessed as follows:

## Research and Prep Time

- Your group will research assigned invention and create a presentation that explains the purpose of your invention and its impact on society.
- Your presentation is limited to ½ a sheet of paper that includes a visual of your invention and 30 or fewer words to describe the invention, its significance, and its impact.
- DO NOT use lime green or yellow markers or any color highlighters on your mini-poster.

## Presentation

- Your group will present slide to class – you must SELL this invention to the class! Make the class see how important your invention is for society!
- You have 2 minutes to sell your invention to the class – have more information ready than just what you have on your mini poster. Create a song, catchy phrase, slogan...to sell your invention.
- During Shark Tank presentations from other groups, complete the chart and evaluate each invention on the quality of the presentation and the invention’s impact on society.

## Scoring Guide

- Effective use of research/prep time
    - Researching, creating mini-poster, creating presentation \_\_\_\_\_/30 points
  - Presentation
    - Visual of invention/appealing design \_\_\_\_\_/10 points
    - Accurate description of invention, significance, impact \_\_\_\_\_/15 points
  - Creative presentation \_\_\_\_\_/10 points
  - Extra Credit will be awarded for extra effort \_\_\_\_\_/00 points
- Total: \_\_\_\_\_/65 points

Groups Members Names:

\_\_\_\_\_

How did you contribute to the project? Explain with detail. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did each of you group members contribute to the project? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Inventions of the Industrial Revolution Matrix

**Directions:** as the other groups present their Shark Tank Projects, fill of the following chart. Make sure to fill in each box thoroughly - these are your notes! This information will be on the Test!

## 1. Steam Engine

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

## 2. Water Frame

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

## 3. Power Loom

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

## 4. Locomotive

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 5. Steamboat

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 6. Automobile

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 7. Spinning Jenny

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 8. Light Bulb

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 9. Bessemer Process

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 10. Cotton Gin

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 11. Seed Drill

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

### 12. Airplane

Inventor/Inventors	Description of Invention	Significance	Impact	Picture/Symbol

# How we Got to Now - “Clean” Video Guide

**Directions:** As you watch the episode of How We Got to Now, answer the following questions completely.

1. What is the biggest health issue that cities face?
2. How many miles of sewer does San Francisco have?
3. Before sewers where was all of the waste?
4. What United States city was the dirtiest in the late 1850's?
5. What problem did Chicago face when building sewers?
6. How did they fix that problem?
7. Where did the first sewers drain?
8. What Problems did this cause?
9. Why did so many people in history drink beer instead of water?
10. What disease did people in the 1850's fear?
11. What theory did John Snow have about the spread of Cholera?
12. What does John Snow's map reveal about Cholera deaths?
13. What chemical kills bacteria in water?
14. What technology of the early 1900's cause a great need to clean water?
15. What impact did chlorination have on typhoid deaths and infant mortality?
16. What is an impact of chlorination beside clean water?



# Effects of the Industrial Revolution

**Directions:** Carefully examine the placard and student information at each station. Use writing and visuals to record evidence from both the placard and the Student Information on the negative and positive effects of the particular aspect of the Industrial Revolution. Then, discuss with your partner and record possible ways to improve the negative effects. You will use the notes on this handout to write an editorial on the effects of the Industrial Revolution.

Topic	Evidence of Positive Effects	Evidence of Negative Effects	Ways you think this can be improved
Working Conditions and Wages			
Child Labor			
Changing Role of Women			
Conditions in the coal Mines			
Urbanization			

Education			
Changing Class Structure			
Industrial Production			
Modern Buildings			
Modern Inventions			



# Victorian Era Newspaper Project

## Group Members: \_\_\_\_\_

**Directions:** small groups will create a newspaper or magazine that addresses important topics during the Victorian Era. Your newspaper or magazine is being published in Great Britain, but it should also address important world events that impact Britain.

## Your Newspaper/magazine MUST Include the following:

- 5 points: A lead story about an important topic from the Victorian Era (1840-1910)
  - ◆ This can be about any important political, economic, or social event. This will be featured on the front page of your paper, and should have a catchy title, and an illustration to grab your reader's interest.
- 5 points: At least ONE article on new science, theories, or movements from the Victorian Era (1840-1910)
  - ◆ The article should describe the invention, theory, or movement and its impact on society. Include an illustration to grab your reader's interest.
- 5 points: At least ONE article on the role of women in society or women's rights during the Victorian Era (1840-1910)
  - ◆ The article should describe the rights of women, and how their role in society was changing. Include an illustration to grab your reader's interest.
- 5 points: At least ONE article on leisure activities of the Victorian Era (1840-1910)
  - ◆ This can include sports, hobbies, or pastimes Victorians enjoyed. Include an illustration to grab your reader's interest.
- 5 points: At least ONE article on children and education during the Victorian Era (1840-1910)
  - ◆ This article should discuss the role children played in society, what kind of education was common, and how that was changing. Include an illustration to grab your reader's interest.
- 5 points: At least ONE advertisement for a new invention of the Victorian Era (1840-1910)
  - ◆ See Inventions Chart in this packet. Include an illustration to grab your reader's interest.
- 5 points: At least ONE advertisement for New Art, Literature, or Music of the Victorian Era (1840-1910)
  - ◆ See textbook, pages 639-641. Include an illustration to grab your reader's interest.
- 5 points: At least ONE "dear abby" type advice column
  - ◆ This column should feature a question about manners, etiquette, or social norms from a reader of the newspaper. The "dear abby" character should answer the question from the reader (usually in a witty or funny way)

## Newspaper/Magazine Formatting:

- 4 points: Newspapers must be written in column format. Magazines can be written in full page or column format.
- 4 points: Newspapers must be black and white only. Magazines must have color.
- 2 points: Every article must have a title.
- 2 points: The front page should feature the name of the newspaper across the top.
- 2 points: The lead story must be on the front page of the paper.
- 2 points: The project should be neat
- 2 points: All article should be written by group members and not copied from the textbook or the internet.
- 2 points: Each article must list which group member wrote the article.

Project Total: \_\_\_\_ / 60 points

# 19th Century “isms” Chart

**Directions:** Using your textbook, research each of the following. Fill out the chart completely, these will be your notes for the test. Use complete sentences for the “Definition and Political Goals” and the “Important Facts” columns.

“isms”	Definition and Political Goals (complete sentences)	Members (can be specific people or a group of people)	Important Facts- events & examples (complete sentences)
Liberalism Page 591			
Conservatism Page 590			
Romanticism Page 605			
Marxism Page 618			
Nationalism Page 591			

Anti-Semitism Page 639			
Social Darwinism Page 638			

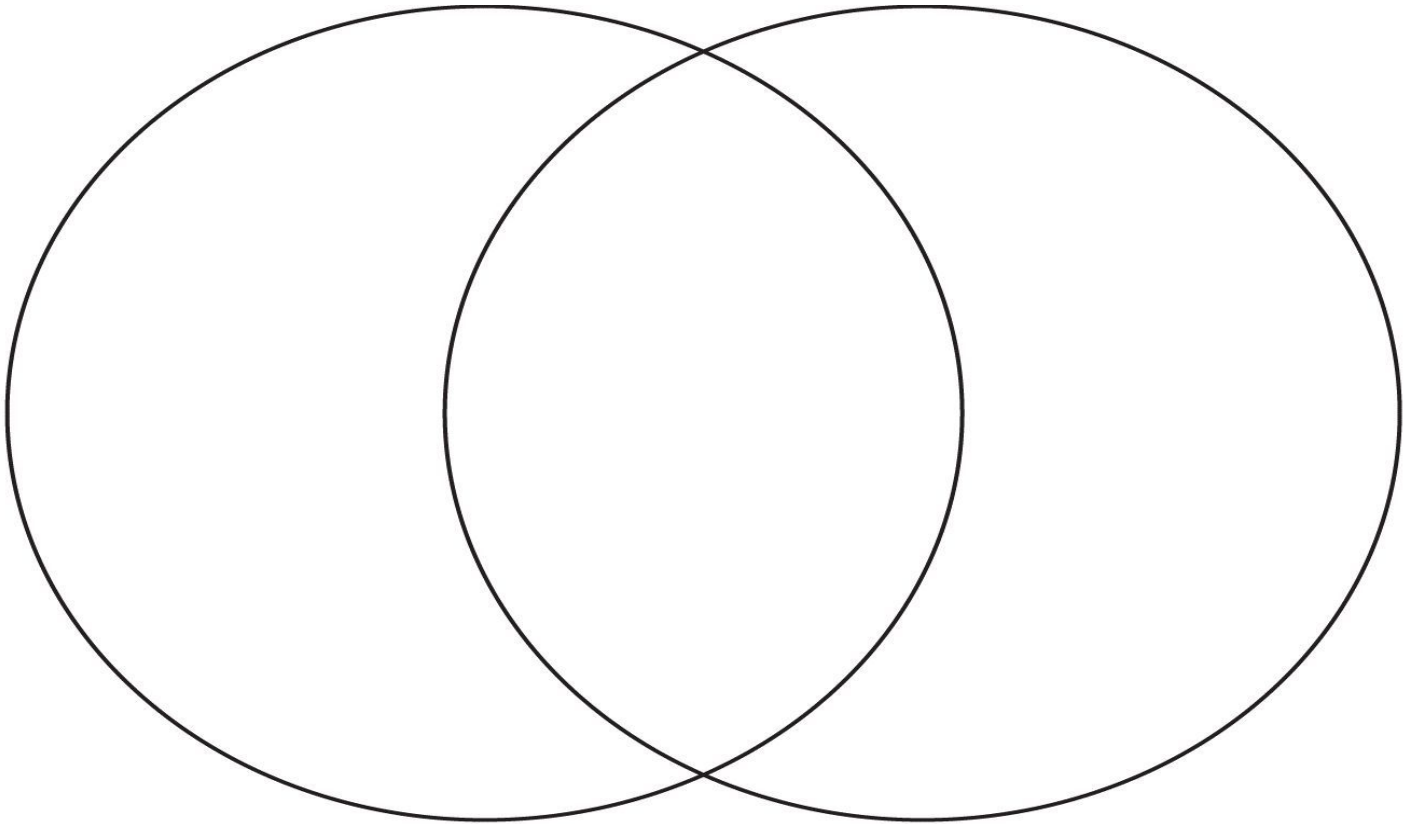
**Directions:** after completing the 19th Century isms Chart, complete the following questions in complete sentences.

1. Which governments of the 19th century support Conservatism? Why?
2. In what ways are Liberalism and Nationalism complementary?
3. How do Marx's idea impact society?
4. How does Romanticism compare to the Enlightenment (use pages 518-522 in your textbook)?

# Nationalism Reading

**Directions:** Read your textbook pages 596-603 and answer the following questions.

1. List the Prussian values and assets that caused the Second German Empire to become the strongest European state.
2. Explain how the forces of liberalism and nationalism affected events in the United States during the nineteenth century.
3. Use a Venn Diagram to compare and contrast Bismarck's and Cavour's methods for achieving unification in Germany and Italy.



## Unification of Germany and Italy Timeline

**Directions:** you will create an illustrated timeline that describes the Unification of Germany and Italy. Use the information from your notes and your textbook pages 597-599 to gain an understanding of the key events, ideas, and individuals for the unification of Germany and Italy.

**Your timeline must include:**

- 5 points - At least 5 identified major events (with dates) for the Unification of Italy.
- 5 points - At least 5 identified major events (with dates) for the Unification of Germany.
- 10 points - Each description uses complete sentences and is written in the student's own words.
- 1 point - Includes at least one important person from Italy.
- 1 point - Includes at least one important person from Germany.
- 12 points - Each Event or Person has a symbol or drawing.
- 3 points - Timeline shows a high level of effort, creativity and neatness.
- 3 points - Timeline must have color.

**This assignment is worth a total of 40 points.**

