

Lesson Plan #3  
The Industrial Revolution

Subject: Social Studies

Grade Level: 7-11

Classroom Description: Approximately 25 students of various genders and abilities

Topic: The Industrial Revolution of the 19th century brought many changes to society, industry and agriculture. Many of these changes were beneficial and created a host of labor-saving devices, however, with the new technology came new problems as society struggled with the changing times. One major problem to emerge was that of child labor. All over the world, children were thrust into dangerous situations as they were forced into an adult world.

Amount of Time Allowed for Lesson: Two 40 minutes classes (\*Note: students should already have been introduced to the Industrial Revolution before completing this activity)

New York State Learning Standard(s): 1-United States History, 2-World History, 3-Geography, 4-Economics

National Educational Technology Standards: 1-Creativity and Innovation, 2-Communication and Collaboration, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making

Objective: The purpose of this lesson is to introduce the students to the Industrial Revolution's problem of child labor.

- Students will be able to describe advances in machinery during the Industrial Revolution
- The students will be able to identify reasons for the use of child laborers during the Industrial Revolution
- The students will be able to describe how child laborers lived during the Industrial Revolution

Materials: Computer Lab, Internet, WebQuest Handouts, White Board/Markers, extra pencils

Anticipatory Set: The students will walk into the classroom and see a series of photographs depicting scenes of child labor on the projector screen. The photographs can be accessed by clicking on the following link:

<http://www.youtube.com/watch?v=rDN3X-WORI4&feature=related>

The teacher will ask the students to share their feelings on the photographs and the impact of the modern photographs within. A class discussion on the will follow and the teacher will lead the class into the day's topic.

Introduction: The teacher will begin the lesson by having the students break into groups of four. The students will each select one of the four roles: Factory Worker, Miner, Seafood & Farm

Hand, or Newsboy. The students will then begin the WebQuest. The teacher may use the Monroe Fordham Regional History Center to conduct personal research on the Industrialization period. Click on the following link to discover what sources concerning Industrialization are available at the center. [http://www.monroefordham.org/vertical%20files/Industrial\\_History.html](http://www.monroefordham.org/vertical%20files/Industrial_History.html)

Procedure: The students will be using the Internet to view Web sites devoted to the Child Labor. They will answer questions on the accompanying sheet after they view the primary sources, photographs, and information concerning Child Labor during the Industrial Revolution.

1. Have the students start the WebQuest by reading the Introduction, Task, and Process.  
-The students should explore the Web sites provided on their Role pages. The students should take notes as they conduct their research.

The teacher will walk around the room keeping the students on task and trouble-shooting any potential problems.

2. Once the students have had ample time to explore the different Web sites, they should complete their WebQuest sheets according to the Evaluation Rubric to receive maximum credit. The students should complete their WebQuest Information Packets for homework.

3. The teacher will allow the students to meet with their groups during the next class meeting. The students will then complete their WebQuest Group Sheets.

Web site name(s) and address(es): <http://www.youtube.com/watch?v=vzT8EqhuYxA>  
[http://www.monroefordham.org/vertical%20files/Industrial\\_History.html](http://www.monroefordham.org/vertical%20files/Industrial_History.html)  
<http://www.youtube.com/watch?v=rDN3X-WORI4&feature=related>

\*See Role lists for individual role Web sites

Integration of computer technology: Technology will be integrated by student discover utilizing the Web sites listed their Child Labor WebQuest roles.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by viewing the following site to view primary source photographs of tenement buildings:

<http://www.youtube.com/watch?v=vzT8EqhuYxA>

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of the WebQuest Role Representation Sheets and Group worksheet with an emphasis on the following criteria:

Individual Portion of the Project

-Research Notes  
Structure

-Role Representation Sheet  
-Bibliography

-Final Analysis -

Group Portion of the Project

-Completed by all members of the group

Closure: The teacher will end the lesson by saying, “Today we discovered what life was like for child laborers living during the Industrial Revolution. We looked at primary sources of children working during the turn of the century. I want you to think about why child labor is no longer allowed in the United States and what its impact is on the world today.” This lesson is a two-day lesson.

Transition to next lesson: The teacher will prepare for a smooth transition to the next lesson by creating a “teachable moment” that includes the opportunity for the students to engage in a discussion concerning their research. The students will be invited to share their findings via a classroom discussion.

Extensions/homework: The students will complete their Individual Role Packets for homework.

Lesson Plan References: <http://www.youtube.com/watch?v=vzT8EghuYxA>  
[http://www.monroefordham.org/vertical%20files/Industrial\\_History.html](http://www.monroefordham.org/vertical%20files/Industrial_History.html)  
<http://www.youtube.com/watch?v=rDN3X-WORI4&feature=related>  
<http://www.youtube.com/watch?v=vzT8EghuYxA>

# **The Industrial Revolution**

## *A WebQuest for 10th Grade Social Studies*

Designed by:

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## Introduction

Life was difficult for people working in factories during the Industrial Revolution. Long days and demanding physical labor often lasted from before sunrise, until well after sunset. To make matters worse, many of the workers were Child Laborers. They often worked sixteen hours a day or more, just to earn enough money to keep their families from starving.

In this WebQuest, you will discover the answer to the following questions:

*What was daily life like for Child Laborers living during the Industrial Revolution?*

*What reforms needed to be made in order to change the situation?*



## The Task

You will take on the role of a child labor. What was life like for people your age and younger during the Industrial Revolution? You will analyze a series of Web sites containing information on the various types of jobs children worked during this time.

You must carefully research your role. You must decide what reforms should be made in order to help you change your situation!

Each team member will research one of the following roles:

- **Factory Worker**
- **Miner**
- **Seafood & Farm Hand**
- **Newsboy**

When you are finished, you will meet to discuss your roles and then choose which job your group thinks was the worst for the time period.



## The Process

Just like child laborers of the Industrialization, you too will work hard and long on your job. However, instead of physical labor, you will use brain power to complete this task! Follow these steps to complete your quest...

**Step 1:** First, divide up the work! Each person in the group should have already been assigned a role. Your choices are: Textile, Worker, Miner, Farm Hand or Newsboy.

**Step 2:** Next, each person will spend time going to their individual role pages to gather research for their assigned role. When you begin your research, make sure you have paper to take notes on all the information you will find on the Internet sites I provide for you. Put your name on these papers and keep them because you will hand them in at the end as your "rough research copy." Make sure you write down the URL of all Web sites used! *Note: You may gather information from other sources as well, but please cite all work!*



Source: CORBIS

**Step 3:** Once all of your group members have completed their research, you will meet to discuss your findings. Which role do you think had it the worst? Important! You need to listen to each other and give everyone a chance to talk about their role. Hear each role and thoroughly discuss the pros and cons to each profession before making a decision. If you disagree with each other, calmly discuss your side with your team mates, if you can't come to a decision, take a vote...majority rules! When you are finished, answer the questions on the Group Project Sheet. Make sure all group members' names are on the sheet and it's completely filled out. Don't leave any blanks!

**Step 4:** Assemble your Individual Project Packets and hand in to me by the due date. This should include all of the following neatly stapled together...

Role Research Sheets: These are just the sheets of paper where you took notes when researching your role.

Role Representation Sheet: This sheet contains all of the information you found on your profession. It also includes a picture of a person representing your assigned role. It can be copied from a Web site, or hand drawn. Make sure you label it!

Group Sheet: This sheet must be filled out by all group members. Don't leave any blanks!

Final Analysis: This part should be done individually and should not match your other group members' answers. Please note, answers of "I don't know" are unacceptable. You must think hard and answer all parts of this task for credit. If you lost your sheet, please answer the following questions on a separate piece of paper:

1. Many parts of the world still use child laborers today. What

- items in your house may have been made by children?
2. Why do you think children are still working around the world?
  3. Do you think child labor this is right or wrong? Explain.
  4. What can you do to help children working as child laborers today?
  5. What would be the impact of your actions?

Bibliography: This sheet should list all of your sources. Make sure you cite at least three Web sites!



# Factory Worker

## Description of Role 1: Factory Worker

You have been assigned the role of a Factory Worker. While researching this role, consider the following: What was life like for child laborers in this profession during the Industrial Revolution? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

***Use these internet links to research your role:***

The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

Child Laborers

[http://nhs.needham.k12.ma.us/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Daily Life

<http://www.victorianweb.org/history/hist8.html>

Children During the Industrial Revolution

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

Child Factory Workers

<http://www.spartacus.schoolnet.co.uk/IRchild.htm>

Effects

[http://www.socialstudieshelp.com/USRA\\_Workers\\_Lives.htm](http://www.socialstudieshelp.com/USRA_Workers_Lives.htm)

Additional Links

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm>

# Miner

## Description of Role 2: Miner

You have been assigned the role of a Miner. While researching this role, consider the following: What was life like for child laborers in this profession during the Industrial Revolution? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

***Use these internet links to research your role:***

The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

Child Laborers

[http://nhs.needham.k12.ma.us/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Daily Life

<http://www.victorianweb.org/history/hist8.html>

Children During the Industrial Revolution

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

Individual Miner's Stories

<http://www.learningcurve.gov.uk/victorianbritain/industrial/source4.htm>

Child Miners

<http://www.show.me.uk/site/show/STO1041.html>

Additional Links

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm>

## Seafood Worker / Farm Hand

### Description of Role 3: Seafood Worker / Farmer Hand

You have been assigned the role of a Seafood Worker / Farm Hand. While researching this role, consider the following: What was life like for child laborers in this profession during the Industrial Revolution? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

***Use these internet links to research your role:***

The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

Child Laborers

[http://nhs.needham.k12.ma.us/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Daily Life

<http://www.victorianweb.org/history/hist8.html>

Children During the Industrial Revolution

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

Primary Source

[http://books.google.com/books?id=DNd5\\_LRxjt8C&pg=PA201&lpq=PA201&dq=child+shuckers+industrial+revolution&source=web&ots=5azFvE7D74&sig=KaEp-Y3ac10nSpT8ndLPvQiv\\_jw](http://books.google.com/books?id=DNd5_LRxjt8C&pg=PA201&lpq=PA201&dq=child+shuckers+industrial+revolution&source=web&ots=5azFvE7D74&sig=KaEp-Y3ac10nSpT8ndLPvQiv_jw)

Agricultural Changes

<http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122/britir.htm>

Additional Links

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm>

# Newsboy

## Description of Role 4: Newsboy (Newsie)

You have been assigned the role of a Newsboy. While researching this role, consider the following: What was life like for child laborers in this profession during the Industrial Revolution? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

***Use these internet links to research your role:***

The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

Child Laborers

[http://nhs.needham.k12.ma.us/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Daily Life

<http://www.victorianweb.org/history/hist8.html>

Children During the Industrial Revolution

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

Hot Off the Press

<http://teched.vt.edu/gcc/html/PrintingsPast/Newsboys.html>

Newsies Strike!

<http://www.geocities.com/goosecast14133/History.html>

Additional Links

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm>

# Evaluation

How do you think you did? You completed the WebQuest both individually and with your group members. The chart below will help you to calculate where your grade will come from:

## **SCORING RUBRIC**

Follow the directions as noted in the "Task" and "Process" section of this WebQuest. You will be assessed based upon the following guidelines:

### **Individual Portion of the Project ...Point Value=75 pts**

#### **10 pts...Research Notes**

- Contains a thorough with a written record of sites researched=10 pts
- Is a partial list of random research, is illegible in spots=5 pts
- Is missing or is totally illegible=0 pts

#### **25 pts...Role Representation Sheet**

- Contains information that fully answers all points in the task=25 pts
- Contains partial information, is inaccurate, leaves some blanks=15 pts
- Only completes one side (information or drawing)=5 pts
- Doesn't answer to the task or is incorrect=0 pts

#### **15 pts...Final Analysis**

- Thoroughly answers all questions posed.=10 pts
- Answers some parts, but not completely=5 pts
- Fails to answer questions, leaves blanks=0 pts

#### **15 pts...Structure**

- Includes spelling, grammar, neatness, design...
- Is neatly packaged, has no more than 5 spelling/grammar problems, shows evidence of effort through careful

design=10 pts

-Packaging is sloppy in areas, has no more than 10 spelling/grammar errors, design is flawed, but workable=5pts

-Packaging is sloppy, there are many spelling/grammar errors, design looks rushed or non-existent=0 pts

### 10 pts...Bibliography

-Includes at least 3 Web sites with name of Web site including full URL. Additional information should contain book name with page number, or magazine name with article and page numbers=10 pts

-Lists partial information, or doesn't use at least 3 sites=5 pts

-Fails to provide any citation information=0 pts

### **Group Portion of the Project...Point Value=25 pts**

#### 25 pts...Industrial Revolution Group Sheet

-Is neatly and completely filled out, leaving no blanks=25 pts

-Is missing information, sloppy=15 pts

-Is sloppy, blank, or missing from final packet=0 pts

***Please Note:*** Late projects will lose points for each day late!

Please see me if you have any questions!



## Conclusion

Finished? Good! You did it! You and your teammates have successfully decided upon your idea of the worst profession for a child living during the Industrial Revolution! Before handing in your final group project, please make sure your group has completed all of their work. The following should be handed in:

### **Individual Project Packets** (See Process for guidelines)

There should be a total of four separate packets! Make sure your names are on each of the individual packets!

### **Industrial Revolution Group Sheet** (See Process for guidelines)

Make sure everyone's name is on the sheet!

So, do you feel lucky that you are not a teenager living during the Industrial Revolution? Are you glad that the worst thing you may have to do is ask, “Would you like fries with that?” ha! ha!



# Teacher Page

## Objectives

- The students will be able to describe advances in machinery during the Industrial Revolution.
- The students will be able to identify reasons for the use of child laborers during the Industrial Revolution.
- The students will be able to describe how the growth of factories led to mass urbanization during the Industrial Revolution.

## New York State Standards

### ***1-United States History***

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### ***2-World History***

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### ***3-Geography***

- use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

### ***4-Economics***

- use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-

making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

### ***5-Civics, Citizenship and Government***

- use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



# Credits & References

## Cover Page Photograph

Cesilias

[http://www.celsias.com/blog/images/industrial\\_rev\\_housing.jpg](http://www.celsias.com/blog/images/industrial_rev_housing.jpg)

## Introduction Page Photograph

Cesilias

[http://www.inctr.org/publications/images/2003\\_v04\\_n02\\_a01b.jpg](http://www.inctr.org/publications/images/2003_v04_n02_a01b.jpg)

## Task Page Photograph

Needham High School

[http://nhs.needham.k12.ma.us/cur/Baker\\_00/2002\\_p7/ak\\_p7/girlinfactory.jpg](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/girlinfactory.jpg)

## Process Page Photograph

Texas Education Agency

<http://www.tea.state.tx.us/student.assessment/resources/online/2006/grade11/ss/images/55graphicaa.jpg>

## Conclusion Page Photograph

The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

## Teachers Page Photograph

The History Place

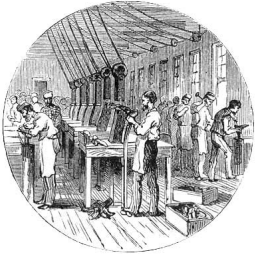
<http://www.historyplace.com/unitedstates/childlabor/>

## Teachers Page Photograph

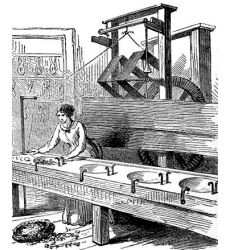
The History Place

<http://www.historyplace.com/unitedstates/childlabor/>

Name: \_\_\_\_\_ Period \_\_\_\_\_



## INDUSTRIAL REVOLUTION WEBQUEST CHILD LABORERS



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### *My Role (Job)*

***What I learned about child laborers who did my job during the Industrial Revolution:***

Where did you live?

How did you dress?

What did you do at work?

***Some good things about my job:***

***Some bad things about my job:***

***List some things that needed to be done in order to change your role's situation:***

***Additional Information:***

# INDUSTRIAL REVOLUTION WEBQUEST

*In the space provided below, attach or draw a picture of your role. Make sure you label the picture showing the specific traits of your occupation.*

# INDUSTRIAL REVOLUTION WEBQUEST GROUP SHEET



## Team Members

Factory Worker \_\_\_\_\_

Miner \_\_\_\_\_

Seafood / Farm Hand \_\_\_\_\_

Newsboy \_\_\_\_\_

.....

In your group's opinion, what Industrial Revolution child endured the most hardships?

\_\_\_\_\_

Why did your group choose this occupation?

Describe some of the dangers of this profession.

Below, each group member should list something they found interesting about this job:

Factory Worker \_\_\_\_\_

Miner \_\_\_\_\_

Seafood / Farm Hand \_\_\_\_\_

Newsboy \_\_\_\_\_

**Extra Credit!** (5 points extra per person!)

How old were the youngest of the child workers? \_\_\_\_\_  
(\*You may only put ONE age down...I will accept the age within 2 years of actual age)

