

TEACHING AMERICAN HISTORY PROJECT

Day 2 - Industrial Revolution - History before the Industrial Revolution

Grade – Sixth Grade

Length of class period – two 45 minute classes.

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Why did the Industrial Revolution begin in Europe; England? How did inventions affect everyday life in England?

Objectives (What content and skills do you expect students to learn from this lesson?)

1. Students will discuss historical events that occurred in Europe to help usher in the Industrial Revolution.
2. Students will orally define key historical terms (Industrial Revolution, Agricultural Revolution, cultural diffusion, barter, domestic system, factory system, cottage system and factory system)
3. Students will cooperatively examine and determine uses of inventions created during the Industrial Revolution.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

A computer, Microsoft's PowerPoint Presentation software or transparencies of slides, [Murphy, Jim Weird & Wacky Inventions \(Crown, 1978\)](#) (copies of real wacky inventions created during the industrial revolution are found in this book).

Activities (What will you and your students do during the lesson to promote learning?)

- I. Initiation
 - A. Discussion of previous day's activity.
 - B. Reading will be given.

Reading – Benjamin Franklin 1790 – “I wish it had been my destiny to have been born two or three centuries later. For inventions and improvement are everywhere. The present progress is nothing less than astounding.”

Students will be given an opportunity to write their thoughts on what he meant by this. Time will be provided for students to share their thoughts in a whole class discussion. The teacher will then ask if the question applies to today and to the rapid changes computers have made in our lives. The teacher will then talk about how there was a time in which rapid changes occurred much like today.

II. Lesson

A. PowerPoint presentation/Transparencies/notes

- History before the Industrial Revolution
 - a. War – Napoleon, Germany-France
 - b. Barter Trade.
 - c. Agricultural Revolution – 2nd reading.
 - d. Cultural Diffusion

B. Causes-During

1. increased trade
2. money
3. population increased
4. new scientific discoveries – Renaissance

C. England

1. Island Nation
2. Raw Materials
3. Inventors and Inventions
4. Domestic System → Factory System.

III. 2nd day instructions

A. Divide class into groups of two.

- Students will be given a packet containing wacky inventions that were invented during the Industrial Revolution.
- Students will be given time to attempt to determine the invention and the uses for the inventions using an inventions [analysis worksheet](#). (modified

Maureen document analysis worksheet. Found on American History Project website).

B. Wacky Inventions

1. Inventions are not recognizable, but others during the time are.
2. For the remainder of the Industrial Revolution, students will be given the answers to the inventions in the packet.

For an extension activity, a discussion on capitalism should occur, students should be asked why one invention gained popularity.

How will you assess what student learned during this lesson?

- ✓ Written responses on Ben Franklin quote.
- ✓ Informal observations of class and group discussions.
- ✓ The inventions analysis worksheets.

Connecticut Framework Performance Standards –

- demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions);
- explain the relationships among the events and trends studied in local, state, national and world history.