Course Description

This course is designed to build on prior knowledge, skills, and values essential to understand world history, divided into 5 Units – The five major world religions, China, the Renaissance & Reformation, the Enlightenment, and Revolutions.

This course targets global systems and processes, sources of conflict and cooperation, and major movements influencing the modern world. Students will focus on comparisons in the geographic forces, economies, political systems, cultural achievements, technological advancements, and social relations evident in religious movements and civilizations representing diverse geographic locations with a focus on the major Religions of the world, China and the Far East, the Renaissance and Reformation, Enlightenment, and scientific and Industrial Revolutions.
# Grade 7 Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>World Religions: Christianity, Judaism, Islam, Buddhism and Hinduism</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>China and the Far East</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Middle Ages, The Renaissance &amp; Reformation</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>The Enlightenment</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>The Scientific and Industrial Revolutions</td>
<td>7-9 Weeks</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Demonstrate knowledge of a real world problem using digital tools.
  - Create a document using one or more digital applications to be critiqued by professionals for usability.
  - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event.

- **Communication and Collaboration**
  - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

- **Digital Citizenship**
  - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
  - Demonstrate the application of appropriate citations to digital content.
  - Demonstrate an understanding of fair use and Creative Commons to intellectual property.
  - Assess the credibility and accuracy of digital content.
  - Understand appropriate uses for social media and the negative consequences of misuse.

- **Research and Information Literacy**
  - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for</td>
<td>Repeat, clarify or reword</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote</td>
</tr>
<tr>
<td>reports and projects</td>
<td>directions</td>
<td>Provide immediate feedback</td>
<td>independence</td>
</tr>
<tr>
<td>Communication system</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>between home and school</td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
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</tbody>
</table>

<table>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>routine</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Simple and clear classroom rules</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td>Frequent feedback</td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

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**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
<table>
<thead>
<tr>
<th>Enrichment</th>
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</thead>
<tbody>
<tr>
<td>Accommodate Based on Students individual Needs: Strategies</td>
</tr>
<tr>
<td>The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.</td>
</tr>
</tbody>
</table>

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multi Level Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 5-8

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

A. Civics, Government, and Human Rights

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

B. Geography, People, and the Environment

6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

C. Economics, Innovation, and Technology

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade enhanced technology innovation, and impacted scientific thought and the arts.

D. History, Culture, and Perspectives

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

**English Language Arts & History/Social Studies Grades 6-8 Common Core Standards**

**Key Ideas and Details:**

**RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Text Types and Purposes:

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Production and Distribution of Writing:

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
## Grade: Seven

### Unit: 5
(Seven Weeks)

### Topic: The Scientific and Industrial Revolutions

This Unit studies the role of the Renaissance in the development of Western culture including the development of art, literature, science, and political thought.

### New Jersey Core Curriculum Content Standards (NJCCCS):


### CCSS Standards:

- RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.8

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<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how ideas developed during the Scientific Revolution and the Age of exploration including:</td>
<td>• What were some new scientific theories and discoveries between the sixteenth and eighteenth centuries?</td>
<td><strong>Create a chart:</strong> Listing prominent Renaissance scientist and their achievements.</td>
<td><strong>The Scientific Revolution: Go straight to the Source:</strong> Newton and Wilkins <a href="http://hti.osu.edu/scientificrevolution/lesson_plans/to_the_source_Newton_Wilkins">http://hti.osu.edu/scientificrevolution/lesson_plans/to_the_source_Newton_Wilkins</a></td>
<td><strong>Visual Arts:</strong> Create a poster showing the significance of a Scientific advancement attributed to the Renaissance.</td>
</tr>
<tr>
<td>Scientific theories and their origins</td>
<td>• What were some of the effects of these new theories?</td>
<td><strong>Summarize:</strong> Choosing one of the scientist (from the above activity) explain why their work was significant during the Scientific Revolution</td>
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</tr>
<tr>
<td>Discoveries</td>
<td>• What were the results of exploration during</td>
<td></td>
<td></td>
<td><strong>Science:</strong> Create a poster describing the scientific method developed during the Renaissance that is still</td>
</tr>
</tbody>
</table>
- Explorations and Trade
- Significant individuals of the period

**Standard:**
6.2.8.B.4.a
6.2.8.B.4.b
6.2.12.B.2.a
6.2.12.C.2.a
6.2.8.D.4.b
6.2.8.D.4.c
6.2.8.D.4.j
6.2.12.D.2.a
6.2.12.D.2.c
6.2.12.D.2.d
6.2.12.D.2.e
RH.6-8.1-10
WHST.6-8.2,4,6,8

<table>
<thead>
<tr>
<th>the Renaissance?</th>
<th>Renaissance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create a chart:</strong> List explorers during the Renaissance period and their discoveries and their impact on society.</td>
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</tr>
<tr>
<td><strong>Summarize:</strong> Choosing one of the explorers (from the above activity) explain why their discoveries were significant during the Renaissance and how it has impacted the world.</td>
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</tbody>
</table>

**Teacher Resources:**

used today.
Explain the impact of Newton’s findings on Europe in the 1500’s and the world today.

**Standard:**
- 6.2.8.D.4.b
- 6.2.8.D.4.j
- 8.1.8.A.5
- 8.1.8.A.3
- RH 6-8.1-10

- How do we decide which scientific claims to believe?
- How might advances in science and technology affect society?

**Webquest:** In pairs complete the following webquest
[https://d39smehmfovhz.cloudfront.net/ITQQz26NhFsLwWyj3RTJzW2JB4fj1PFKfphb04vaMA8Pj.pdf](https://d39smehmfovhz.cloudfront.net/ITQQz26NhFsLwWyj3RTJzW2JB4fj1PFKfphb04vaMA8Pj.pdf)

**Scientific Revolution Baseball Card Activity:**
Directions: In your group you are responsible for creating a baseball card with the following parts. Front: Should have a

**NASA Laws of Motion:**

**The Scientific Revolution: Science & Society from the Renaissance to the Early Enlightenment: Lesson Plans:**
[http://hti.osu.edu/scientificrevolution/lesson_plans](http://hti.osu.edu/scientificrevolution/lesson_plans)

**ELA Essay:** How has science impacted your life in a positive way? write a one page essay.
| Picture with their name under it and two images that show what they did for a job |
| Back: The back of your baseball card should include correct information for all of the following: Name of your person: Country where they are from: Jobs: Quote: Famous for: |

| Examine how new patterns of thought can influence the course of history. |
| How did new ideas lead to exploration and cultural and economic changes? |
| How can change impact politics? |

**Timeline:**
Create a timeline to place events of the scientific revolution in order. Draw a diagram about how Ptolemy viewed the universe.

**Journal:** Write an obituary for one of the scientists of the time period. Include any accomplishments and hardships.

**Timeline of Scientific Revolution:**

**Discoveries and Inventions of the Scientific Revolution**
[http://www.timetoast.com/timelines/what-were-the-inventions-during-the-scientific-revolution](http://www.timetoast.com/timelines/what-were-the-inventions-during-the-scientific-revolution)

**Film:** Create a commercial for one invention of the Scientific Revolution. Remember you are selling this item on QVC. Each video should be 3-5 minutes long.
Explain why was the Industrial Revolution a turning point in world history.

**Standard:**
- 6.2.8.B.4.a
- 6.2.8.B.4.b
- 6.2.12.B.2.a
- 6.2.12.C.2.a
- 6.2.8.D.4.b
- 6.2.8.D.4.c
- 6.2.8.D.4.j
- 6.2.12.D.2.a
- 6.2.12.D.2.c
- 6.2.12.D.2.d
- 6.2.12.D.2.e
- RH.6-8.1-10
- WHST.6-8.2,4,6,8

- How does technology act a catalyst for change?
- How did the smelting of iron contribute to the new technology produced?
- How did the Industrial revolution change daily life?

**Journal:** Imagine your life without cellphones. How would your life be different if smartphones didn’t exist?

**Debate:** What is the most significant technological invention of the last 200 years? Internet or telephone?

**Industrial Revolution Lesson Plans:** [http://library.mtsu.edu/tp/s/lessonplans&ideas/Lesson_Plan--Industrial_Revolution.pdf](http://library.mtsu.edu/tp/s/lessonplans&ideas/Lesson_Plan--Industrial_Revolution.pdf)


**Visual Arts:** Create a graphic novel illustrating how life changed during the Industrial Revolution. Make this a work of historical fiction.
### Industrial Revolution

<table>
<thead>
<tr>
<th>Economic impact of the Industrial Revolution</th>
<th>What new changes were brought about in the textile industry?</th>
<th>Complete the following webquest <a href="https://sites.google.com/site/industrialrevolutionwebquest2/">https://sites.google.com/site/industrialrevolutionwebquest2/</a></th>
<th><a href="http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/">http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/</a></th>
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</table>

**Political Cartoon Analysis:**

1. Describe the action taking place in the cartoon.
2. Explain the message of the cartoon.
3. What special interest groups would agree/disagree with the cartoon’s message? Why?

The students will imagine themselves as child workers back in the early 19th century. They will buy a scarf, hat or gloves this year. You must make them yourself. In groups of four, students will knit and sew hats, gloves, and scarves to demonstrate how much more time consuming this is. All clothes will then be donated to Eva's Village.
<table>
<thead>
<tr>
<th>Analyze how the factory system changed the way people worked.</th>
<th>1900’s. They will write a diary entry expressing thoughts, feelings, and the routine work day.</th>
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</thead>
<tbody>
<tr>
<td>• How was life of workers in the new industrial city similar/different to that of farmers?</td>
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<tr>
<td>• How did the work load of farmers, women, and child laborers during the Industrial Revolution differ?</td>
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<tr>
<td>• How did innovations in transportation impact society and industry?</td>
<td><strong>Venn Diagram:</strong> Compare and contrast the life of a farmer and that of a factory worker.</td>
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<tr>
<td><strong>History in Photographs:</strong> Distribute 5 different pictures of child labor during the Industrial Revolution. In groups students should debate the following questions:</td>
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<tr>
<td>- How are photographs used by historians?</td>
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<tr>
<td>- What other types of primary sources do you know about?</td>
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<tr>
<td>- What is the importance of using primary sources in understanding history?</td>
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<td></td>
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<tr>
<td>- What if no one took photographs of these children?</td>
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<td></td>
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<tr>
<td><strong>Textbook Chapter Industrial Revolution:</strong> <a href="http://www.etsu.edu/coe/uschool/faculty/campbell/world_history/1Chapter%2025.pdf">http://www.etsu.edu/coe/uschool/faculty/campbell/world_history/1Chapter%2025.pdf</a></td>
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<tr>
<td><strong>ELA:</strong> Write a 2 pages essay answering the following question: How did improvements in transportation promote industrialization in Britain?</td>
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</tbody>
</table>
Identify the benefits and problems industrialization brought to the working class and the new middle class.

**Standard:**
- 6.2.8.B.4.a
- 6.2.8.B.4.b
- 6.2.12.B.2.a
- 6.2.12.C.2.a
- 6.2.8.D.4.b
- 6.2.8.D.4.c
- 6.2.8.D.4.j
- 6.2.12.D.2.a
- 6.2.12.D.2.c
- 6.2.12.D.2.d
- 6.2.12.D.2.e
- RH.6-8.1-10
- WHST.6-8.2,4,6,8

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Journal and Discussion:** | How were conditions of the early industrial age improved during the time period?  
How is life in the early industrial age similar to lives of people in underdeveloped and/or industrializing nations today? How is it different?  
How did the Industrial Revolution influence child labor practices?  
How did industrialization impact the global economy?  
Would you attempt to change your working conditions in the factory?  
Would you join a union, go to school, or run away? In small groups, discuss these questions. Share your conclusions with your class. In your discussions, think about how children lived in preindustrial and industrial societies all over the world. As you read about the changes caused by industrialization, note how reform movements eventually improved conditions for most laborers. |
| **Child Labor in Factories:** | [http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html](http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html) |
| **Chart/Presentation/Prezi:** | In groups of 2-3 create a presentation outlining the pros and cons of the Industrial revolution. |
| **Global Industrial Revolution Gallery walk:** | **ELA:** Write a 2 page essay answering the following question: How might the technological innovation and industrialization that took place in the textile industry during the Industrial Revolution have provided a model for other industries? |
Assign students groups Japan, Germany, Belgium, and Spain. Each group will create a poster illustrating the impact of the Industrial revolution on each region.
Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.  
[http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Social Studies Skills</td>
<td>5. Establishment of a New Nation and Independence to Republic (1600-1800)</td>
</tr>
<tr>
<td>2. Indigenous Civilization (1000-1600)</td>
<td>6. The Constitution and Continental Congress (1775-1800)</td>
</tr>
<tr>
<td>4. The emerging Atlantic World (1200-1700)</td>
<td>8. The Civil War and Reconstruction (1861-1877)</td>
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<tr>
<td>9. Post Reconstruction and the origins of the Progressive Era</td>
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<tr>
<td>10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)</td>
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<tr>
<td>11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)</td>
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</table>

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Assembly line</td>
<td>Urbanization</td>
<td>Karl Marx</td>
</tr>
<tr>
<td>Steam engine</td>
<td>Middle class</td>
<td>Communism</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>Stock</td>
<td>Union</td>
</tr>
<tr>
<td>Enclosure</td>
<td>Corporation</td>
<td>Strike</td>
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<tr>
<td>Crop rotation</td>
<td>Laissez faire</td>
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<tr>
<td>Industrialization</td>
<td>Adam Smith</td>
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<tr>
<td>Factors of production</td>
<td>Capitalism</td>
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<tr>
<td>Factory</td>
<td>Utilitarianism</td>
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<tr>
<td>Entrepreneur</td>
<td>Socialism</td>
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</table>
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
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<tbody>
<tr>
<td><strong>Industrial Revolution Project:</strong></td>
<td>Essay Capitalism vs Communism: Which system of economic ideas seems most widespread today? Support your opinion. This persuasive essay should be 3-5 pages in length and include a works cited.</td>
</tr>
<tr>
<td>Marketing an Invention/Innovation Congratulations! Your group has just been hired by an inventor to help him bring his new invention/innovation to market. Your job has two parts. First, you need to become an expert on the invention/innovation-find out how it works, what it’s for, and how it’s made. Second, you need to figure out how to help your client turn his idea into a profit making business. For that you must identify potential buyers and would-be investors. Below is a list of inventions/innovations. Your group should choose one. Once an invention/innovation has been selected, it will no longer be available.</td>
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<td><strong>Project Requirements:</strong></td>
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<td>Poster - The poster needs to have a slogan, pictures, important information about the invention, and who invented it. Remember, you are</td>
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</table>
trying to sell this invention. Make your poster bright, fun, and attractive so that potential buyers and investors will buy into your product.

**Brochure** - The brochure needs to include the same things as the poster only on a much smaller scale. Remember, brochures are usually folded so keep this in mind as you decide the size of pictures you add and the placement of your information.

**Commercial** – Your group will be filming a 30 second ad (just like a TV commercial). The commercial will air at the end of your presentation. You may use your poster or brochure in the commercial.