The Industrial Revolution in Britain

by Dave A. Forrest, Lizzie E. Clark, and Tim Wharton

Unit/Module Overview:

In this unit/module, sophomore World Studies students will learn about the Industrial Revolution in Britain. The unit begins by contrasting pre-Industrial life in England with the major changes created by new inventions and factories. Various lessons explore the benefits and difficulties of industrialization. Students will write an informational essay explaining both the positive and negative impact of the Industrial Revolution on Britain.

Lessons:

1. Before and After - Concept Attainment Lesson
2. Student Note Taking from Lecture
3. Learning Key Vocabulary from Textbook
4. Student Annotation of Article on Victorian Medicine
5. Researching Child Labor
6. Implementing Advanced Internet searches - Inventions
7. Preparing for the Industrialization Essay
8. Writing A Paragraph on Child Labor - Using Text Evidence
10. Understanding the Rubric
11. Writing an Informational Essay on the Industrial Revolution

GRADES 10

DISCIPLINE Social Studies

COURSE World Studies
Section 1: What Task?

Teaching Task

Task Template 19 - Informational or Explanatory

After reading informational texts, write an essay in which you explain the positive and negative impact of the Industrial Revolution on Great Britain. Support your discussion with evidence from the text(s).

Standards

CCSS

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6
Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

- Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**California**

**History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve**

**Grade Twelve**

Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

Analyze why England was the first country to industrialize.

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

Analyze why England was the first country to industrialize.

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

Understand the connections among natural resources, entrepreneurship, labor,
and capital in an industrial economy.

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

Texts

- The Industrial Revolution in England 1830 - Map
- Political Cartoon "Tremendous Sacrifice"
- Primary Source - Child Labor Testimony
- Industry in Britain 1775-1815 - Map
- Victorian Medicine excerpt
# LDC Student Work Rubric - Informational or Explanatory

<table>
<thead>
<tr>
<th>Focus</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately, but with a weak or uneven focus. D: Addresses additional demands sufficiently.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.</td>
</tr>
<tr>
<td>Controlling Idea</td>
<td>Attempts to establish a claim, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
</tr>
<tr>
<td>Reading/Research</td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
</tr>
<tr>
<td>Development</td>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.</td>
<td>Presents appropriate details to support the focus and controlling idea.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea.</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
</tr>
<tr>
<td>Content Understanding</td>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
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</tbody>
</table>
The Industrial Revolution in Britain

Background for Students
Not provided

Extension
Not provided
Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

BUILDING FOUNDATIONAL KNOWLEDGE AND SCHEMA: Students will learn basic foundational knowledge on the Industrial Revolution by taking notes and reading textbook. This schema will aid in the reading and writing assignments for unit.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > ANNOTATION: Student carefully read text and provide annotation.

ACTIVE READING - RESEARCH: Students use database or Internet to find new information on a topic.

POST-READING > GATHERING EVIDENCE: Students use Gale Group data base to gather evidence for essay.

Transition to Writing

WRITING WITH TEXT EVIDENCE: Students will practice integrating text sources into paragraph writing.

WRITING WITH VISUAL EVIDENCE: Students will practice using visual resources such as photos, graphs, maps, and political cartoons as evidence in writing a paragraph.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational essay task.

WRITING INFORMATIONAL ESSAY: Students will use sources to write informational essay in timed situation.
## Section 3: What Instruction?

<table>
<thead>
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<th>PACING</th>
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<tr>
<td><strong>Preparing for the Task</strong></td>
<td><strong>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</strong> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</td>
<td><strong>BEFORE AND AFTER</strong> Work with a partner and see if you can make pairs from the 20 images. When you have all 10 pairs matched, call me over and I'll let you know which ones match and which ones don't. Can you figure out what makes a match?</td>
<td>Not Provided</td>
<td>This concept attainment game is designed to help students understand the basic concept of industrialization. It is a good lesson to introduce the Industrial Revolution. Directions: 1. Students work with pairs or teams. 2. Teams are given the 20 images in the Industrial Revolution Image Match Up. 3. Teams are asked to take the 20 images and make 10 pairs. 4. Teacher walks around and when a team correctly matches a pair (e.g. a gas lamp and an electric light bulb). Teacher says, “That's a match.” Each match will help solidify the concept of the teams. 5. You can make it a game with the first team to correctly match all 20 items. 6. The most important part of the activity is to have students explain what makes a match. 7. Lead a discussion where you help them understand the importance of inventions and changes in the way things are produced.</td>
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**Additional Attachments:**
- [20 Images For Students](#)
- [Before and After Teacher Instructions](#)

| **Not provided** | **BUILDING FOUNDATIONAL KNOWLEDGE AND SCHEMA:** Students will learn basic foundational knowledge on the Industrial Revolution by taking notes and reading textbook. This schema will aid in the reading and writing assignments for unit. | **STUDENT NOTE TAKING FROM LECTURE** Take notes on teacher lecture and PowerPoint Slideshow on the Industrial Revolution, for 10-15 minutes several times a week. | Not Provided | 1. Teacher explains the importance of note taking for students’ academic success, especially as notes can be used to study for tests and support writing. 2. Teacher delivers lecture, along with two to three slides of information. 3. Students to copy as notes and discuss issues related to lecture. |

**Additional Attachments:**
- [Industrial Revolution Presentation](#)
### BUILDING FOUNDATIONAL KNOWLEDGE AND SCHEMA

Students will learn basic foundational knowledge on the Industrial Revolution by taking notes and reading textbook. This schema will aid in the reading and writing assignments for unit.

### CAPITALISM AND COMMUNISM COMPARISON

- Students will learn about Karl Marx, Adam Smith, capitalism, and communism, and then compare and contrast the ideologies.

### Standards:

- Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

### Additional Attachments:

- [Capitalism vs. Communism Visual](#)
- [Karl Marx and Adam Smith Conversation worksheet](#)
- [Karl Marx and Adam Smith Conversation](#)
- [Karl Marx and Adam Smith readings](#)

### Reading Process

**Not provided**

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**LEARNING KEY VOCABULARY FROM TEXTBOOK:**

- Use your textbook, World History and the Modern World, to learn the key vocabulary and concepts related to the Industrial Revolution.

### INSTRUCTIONAL STRATEGIES

1. Students will silently read the excerpts about Karl Marx and Adam Smith.
2. Teacher will then lead a brief discussion, reviewing the main ideas of each reading.
3. Teacher will hand out the "Conversations with Karl Marx and Adam Smith" reading and worksheet. Students will read through the handouts, attempting to understand the differences between capitalism and communism.
4. Once students are done with the hand outs, teacher will review the answers.
5. As a beyond activity, students will complete the "Capitalism vs. Communism Visual" assignment.

### PACING

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### Learning Key Vocabulary from Textbook

Use your textbook, World History and the Modern World, to learn the key vocabulary and concepts related to the Industrial Revolution.

### Pacing

- **2 hrs**
### Not provided

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#### 6.3 Changing Attitudes and Values

#### 6.2 The Rise of Cities

#### 6.1 The Industrial Revolution Spreads

#### 5.2 and 5.3 Britain Leads the Way and the Social Impact of the Industrial Revolution

#### 5.1 The Dawn of the Industrial Age

### Active Reading > Annotation:

**Student carefully read text and provide annotation.**

**Student Annotation of Article on Victorian Medicine**

Use annotation strategies read and mark up excerpt from article on Victorian Medicine.

**Not Provided**

1. Teacher shows model of annotating the primary source document, Pericles’ Funeral Oration.
2. Teacher hands out annotation document, with key symbols.
3. Teacher handouts Victorian Medicine excerpt, asking students to annotate text.
4. Students annotate article excerpt.
5. Teacher debriefs with students, asking them to share their annotation and responding to questions.

### Additional Attachments:

- Annotation Guidelines
- Victorian Medicine article excerpt
### Pacing

- **Not Provided**

### Skill and Definition

#### ACTIVE READING - RESEARCH: Students use database or Internet to find new information on a topic.

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</table>
| RESEARCHING CHILD LABOR | Not Provided | 1. Teacher hands out worksheet, "How much were children paid during the Industrial Revolution."  
2. Teacher models first calculation and then has students do the remaining calculations.  
3. Teacher demonstrates how to access Logan database, Gale Group.  
4. Students use database materials to learn more about the Industrial Revolution and child labor today.  
5. After students complete research, teacher leads class discussion on what students have learned. |

### Additional Attachments:

- [How Much Were Children Paid During the Industrial Revolution?](https://s.ldc.org/u/9az633getxduib1n7azjqnf9)

### Product and Prompt

#### ACTIVE READING - RESEARCH: Students use database or Internet to find new information on a topic.

- IMPLEMENTING ADVANCED INTERNET SEARCHES
  - For this assignment, students will conduct an advanced internet search and create a Poster about one significant Industrial Revolution invention.

### Standards:

- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Additional Attachments:

- [Research and Poster Instructions](https://s.ldc.org/u/9az633getxduib1n7azjqnf9)
- [Internet Research Tips](https://s.ldc.org/u/9az633getxduib1n7azjqnf9)
**PACING**

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<tr>
<td>Not provided</td>
<td>POST-READING &gt; GATHERING EVIDENCE: Students use Gale Group data base to gather evidence for essay.</td>
<td>PREPARING FOR THE INDUSTRIAL REVOLUTION ESSAY</td>
<td>Not Provided</td>
</tr>
</tbody>
</table>
|                       | Look at the various sources we have used in studying about the Industrial Revolution. Use the chart to find and list examples of both the positive and negative impact of industrialization on Britain. | | 1. Teacher gives each student a copy of Preparing for the Industrial Revolution Informative/Explanatory Essay handout.  
2. Students look through notes, reading guides, handouts of visual and text materials, to find examples of negative and positive examples of the impact of the Industrial Revolution on Britain.  
3. Students share and discuss examples in pairs.  
4. Teacher leads whole class discussion, eliciting examples of evidence from different students. |

Additional Attachments:

- [Preparing for the Industrial Revolution Informative Essay](#)

**Transition to Writing**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Not provided</td>
<td>WRITING WITH TEXT EVIDENCE: Students will practice integrating text sources into paragraph writing.</td>
<td>WRITING A PARAGRAPH ON CHILD LABOR</td>
<td>Not Provided</td>
</tr>
</tbody>
</table>
|                       | Read and annotate the excerpt of Frederick Engels’, The Condition of the Working Class in England. Then look at the model of integrating this text evidence into a paragraph about the living conditions of British industrial workers. Now take the testimonies of children factory workers in England and integrate this text evidence into your own paragraph about child labor. | | 1. Have students read and annotate the excerpt from Frederick Engels, The Conditions of the Working Class in England in 1844.  
2. Show students the model paragraph which demonstrates how to integrate text evidence into a paragraph.  
4. Have students write a paragraph on child labor in Britain, integrating this evidence into the paragraph. |

Additional Attachments:

- [Excerpt from Friedrick Engels, The Condition of the Working Class in England in 1844](#)
- [Primary Source Testimony of Child Labor in England](#)
- [Writing With Text Evidence](#)
**WRITING WITH VISUAL EVIDENCE:**

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Not provided | WRI TING WITH VISUAL EVIDENCE: | Students will practice using visual resources such as photos, graphs, maps, and political cartoons as evidence in writing a paragraph. | Not Provided | 1. Teacher and students look at political cartoon, "History Repeats Itself."  
2. Teacher asks students what various images, symbols, title, and theme of cartoon means.  
3. Teacher passes out model paragraph from handout Writing with Visual Evidence in an Essay.  
4. Teacher explains the parts of incorporating a visual into evidence in a paragraph or essay.  
5. Students get copy of political cartoon, "Tremendous Sacrifice."  
6. Students analyze political cartoon and write a similar paragraph on the theme of the exploitation of workers during the Industrial Revolution. |

**WRITING AN ANALYSIS OF A POLITICAL CARTOON**

Look at the political cartoon, "History Repeats Itself..." by Samuel Ehrhardt. Analyze this cartoon by looking at the various images, symbols, and title. Now read the sample paragraph, showing how to analyze the political cartoon and incorporate it as evidence in a paragraph on the Industrial Revolution. Now analyze the political cartoon, "Tremendous Sacrifice," and write a similar paragraph on the exploitation of workers during the Industrial Revolution.

**Additional Attachments:**

- "Tremendous Sacrifice" political cartoon
- Writing with Visual Evidence - Analyzing a Political Cartoon

**Writing Process**

| Not provided | PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational essay task. | UNDERSTANDING THE RUBRIC: Use the History Informational Rubric to grade the model essay, Democracy: Not A New Idea. Then take the essay you wrote on the sources of democracy, our formative writing assignment, and use the rubric to grade your essay. Compare your rubric grading with the one that I did. Finally, set writing goals for yourself for the upcoming essay on the Industrial Revolution. | Not Provided | 1. Teacher hands out copy of the History Informational Rubric and describes the main categories of the rubric: focus, evidence, organization, conventions and MLA format.  
2. Student take rubric and grade the model essay, Democracy: Not A New Idea  
3. Student takes second rubric and grades their original formative writing assessment on the origins of our democratic tradition.  
4. Student compares how they graded their assignment with the teacher's assessment.  
5. Student assigns writing goals for the upcoming Industrial Revolution Essay. |
### Additional Attachments:

- [Understanding the Rubric Worksheet](#)
- [History Informational Writing Rubric](#)

| Not provided | WRITING INFORMATIONAL ESSAY: Students will use sources to write informational essay in timed situation. | INFORMATIONAL ESSAY ON INDUSTRIAL REVOLUTION IN BRITAIN: After reading informational texts, write an essay in which you explain the positive and negative impact of the Industrial Revolution in Britain. Support your discussion with evidence from the five sources provided. | Not Provided | 1. Pass out prompt and five sources.  
2. Students have one class period to write in class informational essay.  
3. Teacher uses History Informational Essay Rubric to grade papers. |
|--------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------|-----------------------------------------------|

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**The Industrial Revolution in Britain**

[Link to additional resources](https://s.ldc.org/u/9az633getxduib1nl7azjqnf9)
### Instructional Resources

No resources specified
Section 4: What Results?

Student Work Samples
No resources specified

Teacher Reflection
Not provided
All Attachments

- The Industrial Revolution in England 1830 - Map: https://s.ldc.org/u/e6xknh11x7ckq1lc3v19768a5
- Political Cartoon "Tremendous Sacrifice": https://s.ldc.org/u/9op6l4w4rcojk20rokqp7ph1x
- Primary Source - Child Labor Testimony: https://s.ldc.org/u/3mhzzvy1o9549as4c7df5fk9w
- Industry in Britain 1775-1815 - Map: https://s.ldc.org/u/df2xt4vph8dwhkywuanxmmd35
- Victorian Medicine excerpt: https://s.ldc.org/u/1io5334m32mue20ommm2qeb7