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| Teacher(s) | Niggeler | Subject group and discipline | Humanities | | |
| Unit title | The Industrial Revolution | MYP year | March 2017 | Unit duration (hrs) | 6 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
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| Human Ingenuity | Technology, Ideas, Inventions | How Humans change the world they live in |
| Statement of inquiry | | |
| New ideas influence change in society | | |
| Inquiry questions | | |
| <p>Factual— How has technology changed the way in which we produce our goods? Conceptual— How does industrialization introduce changes in a social structure? Debatable— Does change mean progress for everybody?</p> | | |
| Objectives | Summative assessment | |
| MYP Unit planner review draft 23/10/2012 | Outline of summative assessment task(s) including assessment criteria: | Relationship between summative assessment task(s) and statement of |

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| <p>Objectives: A</p> <p>-Knowing and understanding</p> <p>I.Use individuals and societies terminology in context</p> <p>II.Demonstrate knowledge and understanding of subject specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.</p> <p>-Communicating</p> <p>I.Communicate information and ideas using an appropriate style for the audience and purpose.</p> <p>II.Structure information and ideas in a way that is appropriate to the specified format</p> <p>Thinking critically</p> <p>I. Analyse concepts, events, issues, models and/or arguments.</p> <p>II.Analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations.</p> <p>III. Recognize different perspectives and their implications.</p> <p>IV. Make connections between information to make valid, well supported arguments.</p> | <p>UNIT TEST: questions on content and concepts addressed in class.</p> <p>Argumentative essay: Were the effects of the Industrial Revolution positive? Opinion from factory owner vs. opinion of factory worker.</p> | <p>inquiry:</p> <p>The statement of enquiry has been written in the consideration of the close connections between economic and social structures in moments of historical change. Each of the assessment instances is aimed at stimulating reflection on different aspects of the economic and social process commonly known as the Industrial Revolution. By analyzing the different types of causes that made it possible and extensively exploring innovations in regards to production systems and the activities and living conditions of both specific groups and the American population at large, the students will gain insight into the complexity and originality that made the Industrial Revolution such an important moment in the definition of the structures and dynamics of the contemporary world.</p> |
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Approaches to learning (ATL)

Compare and Contrast, draw conclusions, cause and effect

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Action: Teaching and learning through inquiry

| Content | Learning process |
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| <p>Child labour and its consequences. Attempts of stating new labour laws. Industrialization spreads to other countries.</p> <p>Terminology : Revolution, Reform, Industry, Agriculture, Production, Society, Technology, Demand, Investment, Risk, Social Classes, Domestic System, Factory System, Living Conditions, Working Conditions, Power source, Government Acts.</p> | <p>Learning experiences and teaching strategies Special classes based on the implementation of digital tools including digital media to introduce and work on the different aspects of the Industrial Revolution</p> <p>Student made comparative charts are used as platforms to understand and discuss different aspects of the transition from the domestic to the factory system in industry.</p> <p>Group discussion involving issues of the time of the Industrial Revolution which are still controversial in today's global economy. Work will be guided by questions such as Should children work to help their families when needed? How many hours a day should a man or a woman work?' and 'What were the positive and the negative consequences of the British Industrialization?'</p> |
| | <p>Formative assessment Class discussion: differences between reforms and revolutions; the different kinds of revolutions and</p> |

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| | <p>examples of them; inventions and their impact; the invention of the steam engine; the causes of the Industrial Revolution; why it started in Britain; why the invention of the train was so important, what it was used for.</p> <p>Comparative chart: domestic and factory system</p> <p>Group discussion: should children work to help their families when needed? How many hours a day should a man or a woman work?</p> <p>Source work: analysis of reports made on adults and children working in factories at the beginning of Industrialization</p> |
| | <p>Differentiation</p> <p>The interdisciplinary Sub unit with Language and Arts enables students to practice source analysis skills while exploring differentiated questions and interests through the consideration of literary and artistic media. The students will be assigned different kind of tasks to respect the diverse learning styles: class debates, use of technological devices, the creation of comparative charts, essay</p> <p>For certain tasks, the teacher will put together groups to strengthen cooperation and communication between students who do not usually work together</p> |
| <p>Resources</p> | |
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Reflection: Considering the planning, process and impact of the inquiry

| Prior to teaching the unit | During teaching | After teaching the unit |
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| <p>We believe the students will find this unit interesting after asking them to look for things in the classroom that do not come from a factory.</p> <p>In line with the IB Learner Profile, in this unit of work the students will strive to be:</p> <p>Inquirers: by promoting questions and enthusiasm for learning; by promoting structured inquiry on specific issues.</p> <p>Knowledgeable: by acquiring knowledge and understanding of concepts and ideas relevant to the topic.</p> <p>Thinkers: by being critical about the topic and solving problems related to the issues discussed in class.</p> <p>Communicators: by</p> | <p>We are giving the students a unit test as part of the summative assessment. This will allow us to check the level attained by the students, the effectiveness of our teaching and those skills and/or concepts we will have to work harder on. We also expect to gain information on how the students can apply their Language skills through formative tasks and finally through the interdisciplinary activity.</p> <p>Through a self-evaluation we present the students with at the end of the unit, their reflections will allow us to review our teaching strategies, level of material selected, the contents the students find really</p> | |

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| <p>expressing ideas clearly and in different ways and working effectively in collaboration with others.</p> <p>Open-minded: by respecting and valuing different points of view about the issues discussed in class and being balanced in their opinions.</p> <p>Reflective: by assessing their own performance in the course of the unit.</p> <p>We are giving the students a unit test as part of the summative assessment. This will allow us to check the level attained by the students, the effectiveness of our teaching and those skills and/or concepts we will have to work harder on.</p> <p>We also expect to gain information on how the students can apply their Language skills through formative tasks and finally through the</p> | <p>meaningful, what the students find easier and/or more difficult, and to do remedial work in order to correct general errors. This can be very helpful to revise the plan we worked out for the following unit: confirming some of the strategies and learning experiences or adapting them to suit students' needs and interest</p> | |
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| interdisciplinary activity. | | |
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