

THE LEGACY OF THE INDUSTRIAL REVOLUTION

Livello linguistico: Intermediate/ upper-intermediate (B1+/ B2)

LESSON PLAN

1. PRESENTATION After having discussed in history class the First Industrial Revolution (in Italian) students are asked to read a few texts regarding the topic in English and play the game WHO WANTS TO BE A COTTON MILLIONAIRE? AT http://www.bbc.co.uk/history/british/victorians/launch_gms_cotton_millionaire.shtml .

2. GROUP WORK

Students divide into groups of 3 or 4 and are asked to research information about various aspects regarding the first and second industrial revolution and its legacy with the present, starting from the websites below (see web Quest).

They have to prepare a PPT containing images to aid them in orally presenting in a more detailed form the topic. Furthermore they prepare an info sheet, containing the basic ideas to share with other students. Work starts in the language laboratory and continues at home, sharing the data collected, and writing the texts.

3. CLASS PRESENTATION

Each group presents to the class explaining the PPT/ info sheet and adding details to make it clear..

4. EVALUATION

Students are asked to answer open questions in the class test below.

Answer four of the following questions with brief paragraphs (around 80/100 words per paragraph)

1. How did transport change during the first and second Industrial revolution?
2. Why did the Industrial Revolution start in Britain rather than in another country?
3. What are the main differences between legal factories and sweatshops?
4. Why is present day pollution closely connected to the Industrial Revolution?
5. What is mass production and how did it start?
6. In your opinion, which aspects of the Industrial Revolution are most relevant to our modern society?

Web Quest

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Each expert group will be responsible for finding and summarizing interesting information helpful in understanding the historical period of the industrial revolution and its legacy with the modern world .

The expert groups will then explain and share their knowledge with the rest of the students . (Cooperative Learning)

Web quest: General Web sites which may be all groups:

<http://www.bbc.co.uk/history/british/victorians/>

http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml

<http://www.learnerator.com/ap-european-history/19th-century/the-british-industrial-revolution/review/legacy-&-long-term-trends>

http://www.bbc.co.uk/history/british/victorians/speed_01.shtml#two

<http://www.bbc.co.uk/history/0/20979973>

Expert Group A PRODUCTION/Manufacturing : Home production, mass production , outsourcing/offshoring

http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml

<http://www.economist.com/node/21553017>

<http://industrialrevolution.sea.ca/innovations.html>

Expert Group B Transport and Communications

Horse to railway , to modern means of transport :Container shipment.

Telegraph to Information society

<http://legacy.teachersfirst.com/lessons/inventor/trans1.htm>

Expert Group C Working conditions

Exploitation of workers, women and children; sweatshops

<http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IREffects.html>

Expert group D Living Conditions

(Environment, Housing, Pollution) Country to city , modern urbanization

http://www.historylearningsite.co.uk/industrial_revolution_towns.htm

Expert Group E . Fuel and energy

Water, steam, petrol, electricity to renewable energy

Pollution, greenhouse effect

<http://www.cam.ac.uk/research/news/reassessing-the-industrial-revolution>

<http://www.ecology.com/2011/09/18/ecological-impact-industrial-revolution/>