

The Industrial Revolution: Good or Bad for England?

WebQuest Description: A WebQuest that requires students to research the positive and negative effects of the Industrial Revolution in late 18th century England.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: industrial revolution effects labor england child union economic policy health

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Introduction

You and your partner have been magically transported to England in the late 1700s. All around you, changes are occurring in the way goods are manufactured and the way people work. You have been recruited by the government of England to report on whether these changes have been harmful or beneficial, and to determine what new laws may be necessary to improve life for people in the new industrial society.

Tasks

Work in pairs to research the changes that occurred in society as a result of the industrial Revolution. You and your partner will each be responsible for writing an editorial for your local newspaper from the perspective of someone living in England during the late 18th century. All in all, you will create:

- Two editorials: One that defends the effects the Industrial Revolution has had on British society as a whole; and One that criticizes the effects the Industrial Revolution has had on British society as a whole.
- Two primary source images (one to supplement each article), each with an original caption describing what is in the image and why it represents a beneficial or harmful element of the Industrial Revolution.
- One policy recommendation which gives you and your partner's combined opinion about whether industrialization has been a positive or a negative force, and what steps should be taken next.
- A pamphlet combining your editorials, images, and policy recommendations in clear, visually stimulating way.

Process

In order to get full credit on the project, you must complete all four elements of the project. In the Evaluation section of this WebQuest, you can find the rubric that will be used to grade each part.

Part 1: Editorials (graded individually) An editorial is an article by a news organization newspaper or magazine that expresses the opinion of the editor, editorial board, or publisher. I have included some instructions and a worksheet to fill out to help you write your article. Topics you might want to consider in writing your editorial pieces:

- Unions and strikes,
- women,
- child labor,
- health factors,
- factories and mass production,
- economic effects

Below are links you can use to find information about the positive and negative effects of industrialization. As you visit the sites with your partner, use the chart attached to take notes for your editorials.

General Info

- http://www.kidinfo.com/American_History/Industrial_Revolution.html
- <http://www.fordham.edu/halsall/mod/modsbook14.html#Social%20and%20Political%20Effects>
- http://en.wikipedia.org/wiki/Industrial_Revolution
- <http://library.thinkquest.org/4132/info.htm>
- http://www.alfreeessays.net/student/The_Effects_of_the_Industrial_Revolution.html
- http://www.ehs.org.uk/industrialrevolution/PH_index.htm
- http://www.ehs.org.uk/industrialrevolution/PH_Industry_1.htm
- <http://www.spartacus.schoolnet.co.uk/TUmatchgirls.htm>
- <http://www.spartacus.schoolnet.co.uk/TUgas.htm>
- <http://www.spartacus.schoolnet.co.uk/Lcombination.htm>
- <http://www.spartacus.schoolnet.co.uk/IRwages.htm>
- <http://www.womeninworldhistory.com/textile.html>
- <http://www.spartacus.schoolnet.co.uk/Twork.htm>
- <http://www.spartacus.schoolnet.co.uk/IRdeformities.htm>
- <http://www.spartacus.schoolnet.co.uk/IRfood.factory.htm>
- <http://www.spartacus.schoolnet.co.uk/IRaccidents.htm>
- <http://www.spartacus.schoolnet.co.uk/IRtime.htm>

When your chart is completed, you can use the examples you wrote down to begin your editorial following the format described above. The final product should be typed and checked carefully for spelling and grammar.

Part 2: Primary Source Images (graded individually) Use the links above to find images from England during this time period. For your image, choose a photograph, drawing, painting, or political cartoon that somehow illustrates a positive or negative effect of the Industrial Revolution. Be sure to read information about the image you choose so you can create a caption describing the image to someone who knows less about the Industrial Revolution than you do. Final images should be printed and captions should be typed.

Part 3: Policy Recommendation (graded together) After you and your partner finish writing your editorials, you need to consult with each other in order to come to an agreement about 1) whether the Industrial Revolution had a positive or negative effect on 18th century England (or both) and 2) what types of laws the English government should enact to counteract any negative effects. Some questions you should consider are:

- Is the harm or benefit economic? Social? Health related? Human related?
- Who benefits or is harmed?
- How could a law prevent this harm or increase the benefit?

Use the worksheet attached below, along with the research you did for your editorials and images, to write your policy recommendation. This portion of the project should reflect collaboration between you and your partner. The final product should be typed and checked carefully for spelling and grammar.

Part 4: Pamphlet (graded together) Your pamphlet should bring all three elements of the project together in a way that is clear and visually stimulating. Again, this portion of the project should reflect collaboration between you and your partner.

Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Editorial	<p>May not take clear position</p> <p>Reasons do not support position</p> <p>Supporting details are missing or unclear</p> <p>Errors throughout</p>	<p>Takes a clear position</p> <p>Reasons may not clearly support position</p> <p>Supporting details are missing or unclear</p> <p>Contains many errors</p>	<p>Takes a clear position</p> <p>Uses reasons to support position</p> <p>Reasons may be supported with some details</p> <p>Contains some errors</p>	<p>Takes a clear position</p> <p>Uses three clear reasons to support position</p> <p>Reasons are supported with clear details</p> <p>No spelling and grammar errors</p>	%30
Primary Source Images	<p>Image is not from correct time period/correct subject matter</p> <p>Caption does not describe image</p> <p>Caption does not describe how image supports the position taken in the editorial</p>	<p>Image is from correct time period/correct subject matter</p> <p>Caption does not describe image</p> <p>Caption does not describe how image supports position</p>	<p>Image is from correct time period/correct subject matter</p> <p>Caption describes image</p> <p>Caption may not describe connection between image and position taken</p>	<p>Image is from correct time period/correct subject matter</p> <p>Caption describes image</p> <p>Caption describes how image supports the position taken in the editorial</p>	%20
Policy Recommendation	<p>Does not take clear position</p> <p>Does not reference positive and negative effects</p> <p>Policy recommendations missing/not supported</p>	<p>Takes a clear position</p> <p>May not reference positive and negative effects</p> <p>Policy recommendations missing/not supported</p>	<p>Takes a clear position</p> <p>May reference positive and negative effects of the Industrial Revolution to support position</p> <p>Makes 1-3 policy recommendations. may not justify them</p>	<p>Takes a clear position</p> <p>References positive and negative effects of the Industrial Revolution to support position</p> <p>Makes and justifies 1-3 policy recommendations</p>	%30
Pamphlet	<p>Missing 1 or more elements</p> <p>Information is hard to find or understand</p> <p>Not visually stimulating</p>	<p>May not contain all 3 elements</p> <p>Some information is hard to find or understand</p> <p>Less visually stimulating</p>	<p>Contains all 3 elements</p> <p>Information is mostly clear</p> <p>May be visually stimulating</p>	<p>Contains all 3 previous elements</p> <p>Information is displayed in a clear manner</p> <p>Visually stimulating</p>	%20
Total Score					%100

Conclusion

Congratulations! You've taken on the role of a journalist and a political scientist, and learned a lot about the Industrial Revolution in the process. If you and your partner are finished early, take a moment to explore some of the laws that actually were enacted in England after the Industrial Revolution. Are any of them the same as what you recommended? Are there any that you wish you had thought of? Are there any you disagree with?

Teacher Page

This is a task designed to encourage 9th grade World History students to explore the Industrial Revolution and its many effects on English society. It is also designed to strengthen writing skills and to empower students to take a stance through scaffolded writing assignments that require students to take a position and support it with evidence from their research. Depending on the reading and writing level of your students, you may wish to modify the attached worksheets and linked websites to provide more or less support. Rubrics may be adjusted accordingly. I give my full permission to anyone wishing to use or modify this WebQuest in part or whole.

Standards

Credits

Other

