

THE INDUSTRIAL REVOLUTION

UNIT:	THE INDUSTRIAL REVOLUTION	
LESSON: 1	Introduction to the Industrial Revolution	
SESSIONS: 1,2,3,4,5		LEVEL: 6th
AIM: To have some knowledge about the Industrial Revolution: when and why it happened and its consequences both in Britain and Catalunya.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> ➤ To develop collaborative learning ➤ To know about children's life depending on where they lived (countryside, city) and their social class (rich/poor). 		
CULTURE/ CITIZENSHIP/COMMUNITY Back in the XVIII and XIX century, children lived in very different conditions.		

LEARNING OUTCOMES What students will be able to do at the end of the lesson	COGNITION
Students will KNOW: <ul style="list-style-type: none"> ➤ When, where and how the Industrial Revolution started. ➤ About the steam engine and its applications ➤ Some XIX century inventions ➤ Some aspects about agricultural life in the 19th century ➤ Why cities grew so much at that time ➤ The main features of British and Catalan industry during the 19th century ➤ What a factory and a textile community is ➤ Some facts about the new 19th century economic system: Capitalism Students WILL BE ABLE TO: <ul style="list-style-type: none"> ➤ Make a time line about the main inventions ➤ Imagine themselves as a child from the countryside in the 19th century ➤ Find out information from a webpage ➤ Find out information from a video clip ➤ Analyze and describe pictures of young miners ➤ Communicate- spoken (an interview with some Catalan's owners) and written (writing a storyboard about young miners) ➤ Interpret information on two maps about British and Catalan industry in the 19th century ➤ Summarise what a factory and a capitalist is Students WILL BE AWARE OF: <ul style="list-style-type: none"> ➤ The sequence of historical events 	CONTRIBUTION TO COMPETENCES
	<ul style="list-style-type: none"> • Identifying • Sequencing • Imagining • Analysing • Anticipating consequences • Inferring
	Linguistic: Can relate observations, emotions and give opinions.
	Learning to learn: Can gain, process and assimilate new knowledge and skills.

COMMUNICATION	ASSESSMENT CRITERIA
Language of Learning	
<p>Content vocabulary <i>century, sources of energy, water power, steam power, coal, to grow, farm worker, field, factory, railway, iron, large families, people moved, cities grew, trucks, matches, ribbons, scaring birds, trapper, pit, a light, scared, in the dark, drawer, drag, a chain, it hurts, skin, feel pain, crawl, to stand, a capitalist, owner, cotton textile, woollen textile, riverside, high, population, leisure, toys, light bulb, slums</i></p> <p>Structures <i>I think that..., What are you doing?, Where are you at the moment?, What are you wearing?, Let's look here, Here we can write, I don't agree..., ok, I think it's/he's/she's, Who starts?, Can I start?, I'd like to be..., Can you repeat?, How do you spell that?, What do you think?, I know it!, Here we can write, I don't agree...</i></p>	<p>Can the students?</p> <ul style="list-style-type: none"> ✓ Record accurate notes on a time line? ✓ Ask and answer questions in pairs about two young miners? ✓ Work with a partner to look for information on the internet? ✓ Interpret information on both Britain and Catalunya maps? ✓ Collaborate in writing and reading a dialogue?
Language for Learning	
<p>Communication</p> <ul style="list-style-type: none"> ➤ Stating facts ➤ Giving opinions ➤ Justifying opinions ➤ Asking and answering questions ➤ Acting out a dialogue <p>Support</p> <ul style="list-style-type: none"> ➤ A storyboard 	

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UNIT:	THE INDUSTRIAL REVOLUTION	
LESSON: 2	Children in the 19th century	
SESSIONS: 6,7,8,9,10,11		LEVEL: 6th
AIM: To know about the life of a boy/girl from different backgrounds in the 19th century in more depth.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> ➤ To work in groups ➤ To be able to prepare an oral presentation 		
CULTURE/ CITIZENSHIP/COMMUNITY Working together, people can share ideas to create something new		

LEARNING OUTCOMES What students will be able to do at the end of the lesson	COGNITION
They will KNOW: <ul style="list-style-type: none"> ➤ What life was like in the countryside, in a big city on the coast , in a textile community near the Llobregat river, in a city slum and for a rich family who moved outside the town during the 19th century ➤ The effects of the new machines and inventions in the 18th and 19th century They WILL BE ABLE TO: <ul style="list-style-type: none"> ➤ Work in groups: organize themselves, propose ideas, agree, develop their own ideas and assume responsibilities ➤ Identify key vocabulary ➤ Make conclusions about a jigsaw reading ➤ Predict the answers from a video clip ➤ Do some art and crafts related to a 19th century street ➤ Give details about a day in the life of a child in the 19th century (their clothes, food they eat, toys, house, work/study, leisure, what their parents do...) ➤ Use the Internet to find out some information, primary sources (photos, videos...) ➤ Edit a ppt, act out a scene from the street, plan and carry out an interview or create a poster about children in the 19th century They WILL BE AWARE OF: <ul style="list-style-type: none"> ➤ How to cooperate in group ➤ How to look for historical evidence 	<ul style="list-style-type: none"> • Identifying • Giving reasons • Arranging information • Making conclusions • Predicting answers • Generating ideas • Developing ideas • Editing a ppt, an acting out, an interview or a poster
	CONTRIBUTION TO COMPETENCES
	Linguistic and audio-visual: Can use specific communicative resources for their oral presentation.
	Personal: Can create and develop a project with creativity, confidence, responsibility and critical thinking.

COMMUNICATION	ASSESSMENT CRITERIA
Language of Learning	
<p>Content vocabulary <i>a city slum, sweeping chimneys, selling matches, narrow, dangerous, servants, overseas, products, governess, timekeeper, recorder, reporter, apprentice, porridge, cloth, join, working class, middle and upper class, dishes, household tasks, street entertainers, outdoors activities, handsome cab, penny-farthing, street light, rehearsal, props</i></p> <p>Structures <i>I'd like to be, Who's next?, Me, It's my turn, Can you repeat, please?, In my opinion/I think..., At textile mills..., Let's choose this, We can use this, I've got an idea, Where's the glue? Can you repeat, please? I live..., My house is..., I'm a ..., I work..., I get up at..., I have to..., For breakfast..., I usually wear..., After working in... I..., After the lesson I..., My parents..., The invention I chose is..., Now I can..., When I go to the port I can see..., I like..., Today we finished...</i></p>	<p>Can the students?</p> <ul style="list-style-type: none"> ✓ Work in groups? ✓ Transfer information in a jigsaw reading about children in the 19th century? ✓ Predict what a 19th century child did in their spare time? ✓ Write their own oral presentation. ✓ Cooperate in making the set for the oral presentation? ✓ Use the internet to search visual support for their oral presentation? ✓ Edit a ppt, an acting out, an interview or a poster?
Language for Learning	
<p>Communication</p> <ul style="list-style-type: none"> ➤ Asking each other questions ➤ Giving opinions ➤ Making agreements ➤ Sequencing <p>Support</p> <ul style="list-style-type: none"> ➤ Planning an oral presentation 	

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UNIT:	THE INDUSTRIAL REVOLUTION	
LESSON: 3	Oral presentations and consolidation of learning	
SESSIONS: 12,13,14,15		LEVEL: 6th
AIM: To give an oral presentation and to be able to assess group activities with responsibility and critical thinking.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> ➤ To make students feel confident while giving an oral presentation ➤ To consolidate new knowledge about the Industrial Revolution 		
CULTURE/ CITIZENSHIP/COMMUNITY Respect and value classmates' work		

LEARNING OUTCOMES What students will be able to do at the end of the lesson	COGNITION
They will KNOW: <ul style="list-style-type: none"> ➤ Some of the main changes in the XVIII and XIX century: related to the Economy and Society ➤ Some of the main features and events of the Industrial Revolution They WILL BE ABLE TO: <ul style="list-style-type: none"> ➤ In groups, give an oral presentation about a day in the life of a boy/girl living in the 19th century ➤ Make notes and search for information after groups have made their oral presentations ➤ Suggest improvements about others presentations ➤ Sing “Who will buy my sweet red roses” ➤ Complete sentences about main facts during the “Industrial Revolution” while playing a game ➤ Complete a visual organizer ➤ Make statements about what “Industrial Revolution” is They WILL BE AWARE OF: <ul style="list-style-type: none"> ➤ How technology changed life and work in the 19th 	CONTRIBUTION TO COMPETENCES
	<ul style="list-style-type: none"> • Sequencing an oral speech • Identifying information • Suggesting improvements • Arranging information in a visual organiser • Imagining they’re going back to the 19th century
	Learning to learn: Can handle effectively an array of resources to transform information into personal knowledge.
	Personal: Can assess their and others’ project work with confidence, responsibility and critical thinking.

COMMUNICATION	ASSESSMENT CRITERIA
Language of Learning	
<p>Content vocabulary <i>economy, society, production, trade, together, capitalism, Agricultural Revolution, rose-sellers, milkmaids, strawberry-sellers, knife grinder, dice, grade, square, railway, more food production, steam engines in farms, steamboats, steam power, transport, coal, Industrial Revolution, bourgeoisie, capitalism, worker class, electricity, steam engines in factories, owner</i></p> <p>Structures <i>How many aspects do they mention?, I liked..., I think they could..., I think it's..., I know the answer, I don't think so, I don't know, During the Industrial Revolution..., I think that this goes here, I agree, I don't think so.</i></p>	<p>Can the students?</p> <ul style="list-style-type: none"> ✓ Give an oral presentation in front of the class? ✓ Listen and record information from a presentation? ✓ Give an opinion about other's presentations? ✓ Participate in a whole class singing? ✓ Follow the rules of a game? ✓ Cooperate in groups? ✓ Complete a visual organizer? ✓ Remember some important facts about the Industrial Revolution?
Language for Learning	
<p>Communication</p> <ul style="list-style-type: none"> ➤ Describing a day in a child's life ➤ Giving opinions ➤ Making agreements ➤ Making statements <p>Support</p> <ul style="list-style-type: none"> ➤ Individual assessment 	