

THE INDUSTRIAL REVOLUTION

Teaching notes

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UNIT	THE INDUSTRIAL REVOLUTION	
LESSON	1. Introduction to the Industrial Revolution	
SESSION	1	“What Industrial Revolution means”
		Timing: 60 min

INTRODUCTION:	
<p>Start the lesson asking what students know about what life was like 150-200 years ago. Let them to use L1 as they don't know the specific vocabulary yet. Write on the blackboard their previous knowledge (keep the notes so they can be compared in session 15). It's important not to tell them the topic, as they will realize in the power point from next activity.</p>	
ACTIVITIES	RESOURCES
Activity 2: Power point about “What Industrial Revolution means”	
<p>Show slides 1 to 6 without stopping, then at slide 7, find out their previous knowledge about each question: “<i>Do you know any inventions</i>” (<i>machines, transport...</i>), “<i>Do you know any changes</i>” (<i>in society, economy...</i>). Slides 9,10,11 explain the new sources of energy to move the MACHINES. After Slide 12, ask students to predict the consequences of the growth of population and the uses of machines (the farms will produce much more food, factories will produce a lot more clothes, cities will grow...). In slide 13, make sure students understand “factory”.</p>	<p>Power point: What the Industrial Revolution was.ppt</p>
Activity 3: A time line	
<p>Show slide 19 and hand out worksheet 1 (Ws1).</p> <p>First, students put in chronological order the inventions on Ws 1.</p> <p>Answers: In 1803 the steamboat, in 1825 the steam locomotive, in 1872 the typing machine, in 1876 the telephone, in 1977 the phonograph, in 1982 the electric bulb, in 1985 the car and in 1995 the cinematograph.</p> <p>Second, students, individually, complete the Time line on Ws 2. They add the first steam engine invented by James Watt in 1769.</p>	<p>Power point: What the Industrial Revolution was.ppt</p> <p>Worksheet 1 (Ws 1)</p> <p>Ws 2</p>

SESSION	2	“Life in the countryside”	Timing: 60 min
Activity 1: Wh- questions from “Life in the countryside” (Whole class)			
<p>Warm up: Ask students if they remember any words from the previous session, the ppt about the Industrial Revolution. Write them on the blackboard.</p> <p>Tell students that in this session they will learn about life in the countryside. Start ppt2. Slices 1&2 have the answers on the slides because they are closed answers. Slides 3, 4, 5&6 have more open answers, so the answers are not there.</p> <p>Slice3: 1.They're taking care of the cow, 2.They're at the market, 3.No, they have to work.</p> <p>Slice4: 1.men, women and children..., 2.Because they are happy after their hard work ..., 3.No, everybody worked!!</p> <p>Slice5: 1. A family inside their house, 2. 4 or 5 (depending if there are 2 or 3 adults), 3. It's very small, with not much furniture, dark, smelly..., 4. They are eating bread, vegetables, eggs or wild rabbits and drinking water or milk...</p> <p>Slice6: 1.Yes, there's a steam machine, 2. No, the farmer doesn't need so many workers, 3.The workers moved to the towns or cities to work there.</p>			Power point: Life in the countryside.ppt
Activity 2: You are a country boy/girl (whole class, individual and pair work)			
<p>Ask them to close their eyes and imagine they live in the countryside at that time.</p> <p>Teacher says: “Imagine that you are one of the boys or girls living in the countryside at that time. What are you doing? Are you working? Are you studying? Are you eating? Or are you moving to the city? If you are working..., are you working at home helping your mother with your younger brother or sister? Are you working in the fields? Are you picking up stones? Are you scaring birds? Are you helping with the animals? If you are studying..., what is the school like? And your class? your table?, your chair?. If you are eating..., are you eating eggs? bread?, vegetables? wild rabbit? If you are moving..., Are you walking? Think about the weather..., Is it cold or hot? is it in the morning?, the afternoon? or the evening?. What are you wearing? Are you wearing a vest? a long vest?, long trousers?, short trousers?, Is somebody with you?. Maybe with your sister? brother?, mother?, father?, friends?, or alone?... ” It's very important to create a quiet and peaceful atmosphere.</p> <p>Hand out Ws 3 and ask them to draw what they have imagined in the box called “Myself”. Then, they answer the questions in the “Me” box. Finally, in pairs, they ask the same questions to another student and write them down in the “My friend” box. Make sure everybody understands the words in the “Word bank” box.</p>			Ws 3

SESSION	3 “Children at work”	Timing: 60 min
<p>Activity 1: Web search. (Whole group, in pairs)</p> <p>First, students sit in pairs and look at the big screen with this webpage: www.bbc.co.uk/schools/primaryhistory/victorian_britain Ask students: “<i>What do you think this website is about?</i>” (Industrial Revolution), then “<i>How do you know?</i>” (time line, picture of an industrial city), “<i>In England this period of time was called Victorian, do you know why?</i>” (Victoria was the queen during this time). In the time line students look for when the first railway was created in Britain (1830). In the website, students search for information about children in the 19th century.</p> <p>Second, while giving out Ws 4 to each student, give to each pair a number from 1 to 3 too. Pairs answer only the questions related with their number and choose a photo about a working child to introduce to the whole class at the end of the class. Encourage them to say: <i>Let's look here, Here we can write, I don't agree...</i></p> <p>Finally, correct with the whole class, each pair says at least one answer and gives reason of their chosen photo using the sentence frame at the bottom of the worksheet. Every student completes the answers on their sheet.</p> <p>Answers: A.coal, B.factory machines, locomotives pulling trains and steamships. C.coal mines, D.yes, E.putters pushed the trucks, trappers opened and shut the doors, F.on farms, in homes as servants, in factories, in coal mines, on city street: selling flowers, matches, ribbons, G.in tiny country cottages or in city slums, H.an area of bad housing, with poor hygiene and sanitation.</p>		<p>Big screen</p> <p>One computer per pair of student</p> <p>Ws 4</p>
<p>Activity 2: Video clip about bird scaring</p> <p>http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_coal_mines/#resources-videos Select: “Watch this clip about jobs like bird scaring”</p> <p>Hand out Ws 5 and tell students to look at the questions with a partner. The questions are from a video clip about a child at work. First, they have to decide what they need to find out. Then, they watch it and, finally, they complete the answers. Correct with the whole class.</p> <p>Answers: 1. in the countryside, 2.10 years old, 3.scaring birds, 4.unhappy, 5.a cold day, 6.5 pences a day, 7.alone</p>		<p>Ws 5</p>

SESSION	4	“Factories in Catalunya and Britain”	Timing: 60 min
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ACTIVITIES	RESOURCES
Activity 1: A Kinesthetic game (groups of 5)	
<p>Tell students to stand up and make groups of 5. Then, tell them that they have to make an “O” with their bodies. Continue with letters “W, N, E, and R” Ask them <i>Which word did you make?(owner). Do you know what an owner is?</i> Explain it in L1 if necessary. Then, say examples as: a dog owner, a factory owner, a shop owner...</p>	
Activity 2: An interview (groups of 3)	
<p>Tell students to work in groups of 4: one interviewer and 3 capitalists. The capitalists (A, B,C) will have a card with some information on it and the interviewer (D), a grid to complete. At the end, the whole group will have to summarize what a factory and what a capitalist is. Encourage them to say: <i>Who starts?, Can I start?, I'd like to be..., Can you repeat?, How do you spell that?(Write them on the blackboard)</i></p> <p>Hand out the parts of Ws 6,7,8 to each student. When finished, each group says their summaries aloud, and the class as a whole agrees on the best one. Write this on the blackboard.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. To build the 1st textile factory with steam machines/ To build a textile factory/ To send our products oversea from Barcelona port. 2. We need coal to burn/ Coal is very expensive/ The transport by cart is too slow 3. Steam power/ water power/ steam power 4. A textile factory/ A textile community/ A railway 5. In Barcelona/ In Puig-Reig/ From Mataró to Barcelona <p>A factory: (Accept any correct definition with the words “big building” and “lots of machines”, but read aloud what's in the dicctionary: “a building or group of buildings where goods are made”)</p> <p>A capitalist: (Accept any correct definition with the words “has capital”, “has an idea”, “build...”, but read aloud what's in the dictionary: “a person who owns a lot of wealth and uses it to produce more wealth”.)</p> <p>Ask students: “<i>Now, do you know any other owner, apart from a factory owner?</i>” (textile community's owners, textile owners). “<i>Who are the owners in each card?</i>”</p>	Ws 6,7,8

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Activity: Comparing British/Catalan textile industry (pair work)	
<p>Ask them: <i>What kind of industry did Catalunya have in the XIX century? (textile). Do you think that England had a textile industry as well? Let's compare them.</i> In pairs, students compare the British and Catalan textile industry and answer some questions. Hand out Ws 9, 10,11 and read the questions aloud. Make sure they understand the vocabulary (if necessary, make drawings on the blackboard). Encourage them to say: <i>What do you think? I think it's, I know it!</i></p> <p>Correct the sentences with the whole class.</p> <p>Answers:</p> <p>1. cotton and woollen textiles, 2. Cotton textile Britain: Manchester, Glasgow; Catalunya: Barcelona, Mataró, Puig.Reig; Woollen textile Britain: Edinburgh, Leeds, Bradford: Catalunya: Terrassa, Sabadell, 3.on the coast and on the riversides, 4.high population, 5. work in factories, sell things on streets..., 6. Glasgow and Liverpool.</p>	Ws 9,10,11

SESSION	5	“Young miners”	Timing: 60 min
ACTIVITIES			RESOURCES
Activity 1: Finding evidence in pictures (whole class)			
<p>Show slide 1. Then, ask questions to help students get information from it. <i>Where is this picture from?</i> (a coal child in a mine/tip), <i>How do you know?</i>, <i>Is it a boy or a girl?</i>, <i>How old is he/she?</i>, <i>What is he/she doing?</i>, <i>What's his job?</i> <i>Look at the clothes...</i> (a drawer). Students: <i>I think it's/he's/she's...</i> Make sure these words come up in the conversation with the group: drag/ a chain/ it hurts/ skin/ feel pain/ crawl/ to stand. Show the text of the drawer and encourage the students to answer the questions that you asked before.</p> <p>Do the same with slide 2. Focus on the trapper. Again, make sure you pre-teach these words: pit/ a light/ scared/ in the dark/ coal. Again, show the text of the trapper so students can answer the questions you've made.</p>			Power point: Young miners.ppt
Activity 2: A storyboard (in pairs)			
<p>Hand out Ws 12 to everybody and also Ws 13a. Tell them they have to choose one boy (the trapper or the drawer) and then complete the dialogue between them. Hand out Ws 13b for the less able students.</p> <p>Once they have finished, they can read the dialogue aloud or act it out.</p> <p>Answers: Explain your job: Trapper: <i>I open and close a door called “a trap”. I have to do it with a light. How many hours do you work? I work around 14 hours a day.</i> Drawer: <i>I drag coal through the mine. I wear a chain and girdle. I crawl on hands and feet.</i> Explain your feelings: Trapper: <i>I'm scared. I don't like being in the pit.</i> Explain the reasons for working: (open answer: <i>my mother is ill, I've got lots of sisters and brothers, we are poor, we don't have money...</i>)</p>			Ws 12 Ws 13a Ws 13b (for the less able)

Photos from:

<http://ecole.pagespro-orange.fr/college.saintebarbe/victoria/children.htm>

<http://www.woodlandsjunior.kent.sch.uk/Homework/victorians/children/mines>

<http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children>

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

www.flickr.com

www.google.co.uk

www.google.es

www.bbc.co.uk/schools/primaryhistory/victorian_britain

Videos from:

www.bbc.co.uk/schools/primaryhistory/victorian_britain

UNIT	THE INDUSTRIAL REVOLUTION	
LESSON	2. Children in the 19th century	
SESSION	6 and 7 “Children in the 19th century”	Timing: 120 min

INTRODUCTION:

Tell students that in this Unit they are going to work in groups. After the 6th lessons each group is going to do an oral presentation about how was life in a boy/girl day in the 19th century.

There are going to be **5 different groups**: (write them on the blackboard)

- 1- Life in the countryside
- 2- Life in a city slum
- 3- Life in a city on the coast
- 4- Life in a textile community
- 5- Life in a rich family

To do the **oral presentation** they will choose from: (write them on the blackboard). Encourage the class to choose all four options. The performance should be chosen by group 2 “Life in the city slum”, because it's already prepared.

- A- Do a performance
- B- Create a power point
- C- Do a role-play interview
- D- Make a poster.

Note to the teacher: You can Google “Victorian children, Victorian toys, Victorian schools...” to find out information about 19th century Britain.

ACTIVITIES	RESOURCES
Activity 1: Make groups	
<p>Tell students that for the oral presentation, all groups will explain to the rest of the class how a day in their lives is. They will speak about: clothes, food, work /study, what their house is like, what their parents do and, finally, to locate on a world map where they live.</p> <p>Tell students to make 5 groups, each group with boys and girls. Then, students sit down together. Give one Ws 14 per group.</p> <p>To decide the roles for the group say (pointing at the worksheet): “<i>Each student chooses a role to play: a time-keeper (keeps an eye on the time), a recorder (makes notes), a reporter (speaks for the group), a “keep on task” (keeps the group on task) and a “speak in English” (encourages the group to speak in English). Use the structure from the blackboard “I 'd like to be (a time-keeper). Then, to decide the name of the group use the structure “I prefer (life in the countryside)”</i>”</p> <p>To help them make their decision about the presentation, students can use the “Sentence reference” at the bottom of the sheet.</p> <p>At the end, collect all five work group Ws 14.</p>	Ws 14

Activity 2: Jigsaw reading (in groups)	
<p>Tell students that they will have one different text about the same topic: Children in the 19th century. Each group first becomes an “expert” in one of the topics and then shares the information in a mixed group. The aim is to share their information with others and complete Ws 15.</p> <p>Hand out STR1 “Life in the countryside” to group1, STR2 “Life in a city slum” to group 2, STR3 “Life in a city on the coast” to group 3, STR4 “Life in a textile community” to group 4 and STR5 “Life in a rich family” to group 5.</p> <p>They decide what they are going to share with the others by completing their column in the grid on Ws15. This will help them to locate key information. When finished, give them the “Self-correction grid” in STR6,7,8 to check their answers.</p> <p>Tell them that in the next session they will share the information with the other groups in order to complete Ws15.</p>	<p>Ws 15</p> <p>SupportTR 1,2,3,4,5</p> <p>SupportTR 6,7,8</p>

Activity 2: Jigsaw reading (in groups) Cont...	
<p>Tell them: <i>“Pick up Ws 15 and go into the groups you were in last lesson.”</i> <i>“Remember that you are experts about your group of children and you are going to share the information with the other groups. You have to complete the grid. Now, the time-keeper from group 1 comes here, the recorder from group2, the reporter from group 3, the “Keep on task” from group 4 and the “Speak in English” from group 5. You are going to be one group. (Organize the other groups in the same way). All time-keepers start answering questions from the group, one at a time and in order, so everybody has an opportunity to speak.</i> Tell students how much time they have to do the task and remind them when they have only a few minutes left.</p> <p>On a big screen, show students the model answer to the Jigsaw Reading STR9,10 and help them to make conclusions about each row of information. Hand out Ws 16.</p> <p>Tell them: <i>“Look at the row “What do your houses/streets look like?” “Is there anything similar? Can we make a conclusion?”</i> Do the same with the other rows. Students write down their conclusions.</p> <p>Making conclusions:</p> <ul style="list-style-type: none"> - Children lived in many different places. - Most children lived in small houses, but rich children lived in big ones. - Children lived in large families. - All children worked, except for rich children and some from the textile communities. - Children did all kinds of jobs. - Many people moved into cities to work in factories. Machines were dangerous. They could transport products and people, so children could go on holiday. 	<p>Ws 15</p> <p>SupportTR 9,10</p> <p>Ws 16</p>

Activity 3: Video clip about children at textile mills	
<p>Write on the blackboard "TEXTILE MILLS". Ask them what it means. Then, hand out Ws 17 and, with a partner, they predict the answers to some questions about children working in textile mills at the end of the 18th century and beginning of the 19th century. The questions are not very difficult, but the listening is quite hard, for the students.</p> <p>http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_factories/</p> <p>First, students watch the video clip all the way through. Then, they write down the answers and compare them with the partner.</p> <p>Second, they watch the video again and if necessary, stop after each answer. Correct with the whole class.</p> <p>Answers:</p> <p>1.cotton and wooden cloth, 2.poor children, 3.apprenticed, 4.9years old, 5.porridge and vegetables, 6.yes, 1hour a week, 7.at 5.30 in the morning, 8.at 8 in the evening, 9.join the broken ends of the cotton, change bobbins and clean under the machines, 10.yes, 11.yes, 12.no</p> <p>Third, let students watch it for a third time, they will understand much more this time.</p> <p>Speaking: Say: "Tell a partner three things about the working conditions for children at textile mills". After, ask each pair to say aloud one of the working conditions they were talking about, using this structure from the blackboard: "<i>At textile mills...</i>"</p>	<p>Big screen, One computer, Internet Ws 17</p>

SESSION	8	“Working class, and Middle and Upper class”	Timing: 60 min
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ACTIVITIES	RESOURCES
<p>Activity 1: Predict 19th century children's spare time</p> <p>Write on the blackboard “spare time”. Ask students to write down what they do in their spare time. They can work in pairs. Let them use L1, so they feel free to answer and participate. Tell them they have 5 minutes. Write on the board, “<i>In my spare time I ...</i>”, and ask some students to report the information to the class. Write the answers on the blackboard (those could be: read, play computer games, play football, do sport, watch tv, play games, talk on the phone, draw, use Messenger, listen to music, play a musical instrument, go shopping, play chess...)</p> <p>In pairs, students write the words from the blackboard into 2 columns: What children in the 19th century did and what they didn't do. Write on the blackboard DID and DIDN'T in 2 columns. Tell them they have 5 minutes. Say: “Off you go”</p> <p>Ask questions such as, “<i>How many people think that children read at that time?</i>” <i>Did working class children (poor) and middle and upper class (rich) children read? Why?</i>” Try to continue the dialogue as far as you can. “<i>What kind of games do you think they played? Did they play computer games?</i>”</p> <p>Students answer using, “In my opinion/ I think children because.....” e.g: “<i>In my opinion/I think rich Children read because they had books/ went to school...</i>”</p> <p>When speaking about games, take the hoop and ask if anybody knows how 19th century children played with it. If not, you can do it. They pushed it to make it roll on the floor. They used a stick to keep the hoop balanced.</p>	<p>A hoop</p>
<p>Activity 2: Multiple choice</p> <p>Write these two titles on the board (Working class, Middle and Upper class). Pre-teach these words: working class, household tasks, look after, meetings, entertainers, seaside, main courses, dishes, outside, outdoor activities. Ask students to listen and repeat the English words.</p> <p>Tell them to get into their group of “Children in the 19th century”. Hand out Ws 18 to each student from groups 1, 2 and 4 (Life in the countryside, Life in the city slum and Life in the textile community). Do the same with Ws 19 and groups 3 and 5 (Life in a city on the coast, Life in a rich family). They read the text and choose the correct option.</p> <p>Turn it into a competition game. Each group writes the answers on a sheet of paper. To check the answers, the groups swap the sheets of paper. Check with the class the answers and write them on the blackboard. The group with the most correct answers is the winner.</p>	<p>Ws 18 Ws 19</p> <p>5 smalls sheets of paper</p>

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<p>Answers:</p> <p>Working class: 1.bread with cheese or bacon, 2.meat (rabbit), 3.meat, 4.bread and potatoes, 5.meat, 6. bread and potatoes, 7.sweeping, cleaning boots and carrying coal and water, 8. worked, 9. jugglers, comedians, acrobats, musicians..., 10.by train, 11. meetings, 12. in pubs.</p> <p>Middle and Upper class: 1. bacon, eggs, ham, toast, coffee, fruit, 2. tea, 3. 8 to 9pm, 4. 70 dishes, 5. spare time, 6. books about manners, 7. doll's houses and model soldiers, 8. jugglers, comedians, acrobats, musicians..., 9. Europe, 10. by plane, 11. football, cricket, boxing, horse racing, golf, tennis, archery and horse riding, 12. theatre</p>	
Activity 3: Memory game	
<p>This memory game has key words that students have studied so far. Students make groups of 4 or 5. Give each group a set of cards to play memory card. The only condition is that when one student turns over one card he/she must say what it is: the name of the picture or read what is written. Students agree who starts first and they follow the standard rules of a traditional memory game. The student with the most pairs at the end is the winner.</p>	SupportTR 11,12. Memory game (1 set of cards per each group of 5/6)


SESSION	9	“Planning my oral presentation”	Timing: 60 min
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ACTIVITIES	RESOURCES
Activity 1: Writing my oral presentation	
<p>Tell them to go into their groups. Hand out:</p> <p>Ws 20 to each student in the groups that create a power point and a poster.</p> <p>Ws 21 to each student in the group that do a role-play interview.</p> <p>Ws 22 to each student in the group that do a performance (Life in a city slum)</p> <p>They fill in their grid individually but they can help each other.</p> <p>Tell everybody to take their grid from the jigsaw reading on Ws 15. In addition, some students take Ws 18 and some others take Ws 19 to help them fill in the grid.</p> <p>Go round the groups helping them with whatever difficulty arises. They could use some bilingual dictionaries too.</p> <p>Note: For the less able students, ask them to write only one sentence in each row of “Planning my oral presentation” worksheet.</p>	Ws 20, 21,22

SESSION	10 “Editing a ppt, acting out, interview or a poster”	Timing: 60 min
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ACTIVITIES	RESOURCES
Activity 1: Looking for pictures	
<p>In the computer classroom, students sit in the groups of “Children in the 19th century”. Hand out:</p> <p>Ws 23 to each student in the group that creates a power point</p> <p>Ws 24 to each student in the group that makes a poster</p> <p>Ws 25 to each student in the group that does a role-play interview</p> <p>Ws 26 to each student in the group that does a performance</p> <p>Tell students that the websites provided will help them in their presentation. The “power point” and the “poster” groups will download pictures, while the “interview” and the “performance” groups will search for what to put on and what props to bring for the oral presentation. This task won't take more than 15 min.</p> <p>Students organize themselves to distribute the tasks. The worksheet is a guide to work effectively.</p> <p>At the end of the lesson, each group shares together the assigned tasks, ticks the ones they have done and reports orally to the class.</p>	<p>1 computer per pair</p> <p>Ws 23</p> <p>Ws 24</p> <p>Ws 25</p> <p>Ws 26</p>

SESSION	11	“A XIX century street”	Timing: 60 min
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ACTIVITIES	RESOURCES
<p>Activity 1: Art and crafts</p> <p>Tell them that children from different places could meet in a big city street at that time. As a set for their oral presentations, they will make “a XIX century street”. Print the street scenes on STR14 and STR15 and stick them on the blackboard.</p> <p>To choose who is doing what, stick on the blackboard the 6 pictures on STR16 and write in two columns the following: People: chimney sweep, flower-seller, rich woman, chestnut-seller, milk-seller, oyster-seller, rich boy (add some more if you need it, e.g. match-seller, rich man, rich girl...) Objects: hansom cab, penny-farthing, street light Title: “A 19th century Street”</p> <p>Write the names of the students next to their choices. There's a maximum of three students in each option.</p> <p>For the process, write on the blackboard: First, draw it Second, decorate it Third, label it Fourth, write a street cry into a speech bubble  or a comment</p> <p>Ask one student in the class to report the sequence of the steps they have to do. When everybody knows what to do, tell them to find the other students of the group and sit together. Students start drawing their option and, while working, encourage them to use these structures: <i>I can (draw, make the flowers, do the horses...), We can use this, I've got an idea, Where's the glue?</i> (Write them on the blackboard). Arrange all the material on a big table so they can help themselves.</p> <p>Tell the first ones who finish to add a street cry or a comment. Examples: For the street cries, write on the blackboard: “Two posies for a penny!” (The flower-seller) “Ha'penny, half pint, milk. O!” (The milk-seller) “Here's all hot! Here's all hot!” (The chestnut-seller) “Oysters, penny a lot!” (The oyster-seller)</p> <p>For the comments, write on the blackboard: “Will this woman buy a posy from the flower seller?” (a rich woman) “Will this rich boy ride his penny-farthing?” (rich boy) Students could invent more street cries and comments following the previous ideas.</p>	<p>SupportTR 14,15</p> <p>SupportTR 16</p> <p>Materials: Brown, yellow, orange, pink cardboard for the figure Black cardboard for the paving Black and a variety of colours of tissue paper Lace, ribbon trimmings Felt-tip pens and crayons White chalk Scissors and glue A large sheet of paper</p>

Photos from:

www.bbc.co.uk/schools/primaryhistory/victorian_britain

<http://ecole.pagespro-orange.fr/college.saintebarbe/victoria/children.htm>

<http://www.woodlandsjunior.kent.sch.uk/Homework/victorians/children/mines>

<http://www.woodlands-junior.kent.sch.uk/Homework/victorians/children>

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

www.flickr.com

www.google.co.uk

www.google.es

www.museucolonialvidal.org/catala

Strangers' Hall Museum, Norwich, England

Videos from:

www.bbc.co.uk/schools/primaryhistory/victorian_britain

UNIT	THE INDUSTRIAL REVOLUTION	
LESSON	3. Oral presentations and consolidation of learning	
SESSION	12 and 13	“Oral presentations”
		Timing: 120 min

INTRODUCTION:	
<p>Arrange the classroom for the oral presentations; if necessary, move tables and chairs.</p> <p>Place the set of “the 19th century street” where the oral presentations are going to take place. Get the camera ready to record the presentations (optional).</p>	
ACTIVITIES	RESOURCES
Activity 1: Oral presentations	
<p>Hand out Ws 27 and read aloud the questions so everybody understands what to focus on while watching the oral presentations. Students complete each column after the group does their oral presentation.</p> <p>After finishing the first oral presentation, give 5min to the class to complete Ws 27. If you prefer, they could complete it in groups. Then, check with the whole class while the group stands on the stage, they may add some comments. Now, ask students to make any suggestions using the language support at the bottom of Ws 27.</p> <p>Do the same with the rest of the groups.</p>	<p>Big screen for the ppt and one computer</p> <p>The set: A 19th century street</p> <p>Ws 27</p> <p>A film camera (optional)</p>
Activity 2: Video clip from Oliver Twist musical	
<p>http://www.youtube.com/watch?v=e4gzmoUHRQ4&feature=PlayList&p=D4A272B3ECE998E6&playnext=1&playnext_from=PL&index=10</p> <p>There's a great scene of a street in this video clip from Oliver Twist musical. Tell students not to expect a gloomy street scene in black and white. Tell them that this is a musical, adaptation of the film. After watching it, students can easily sing the song “Who will buy my sweet red roses”.</p> <p>http://moodpoint.com/printlyric/oliver-who_will_buy.html</p> <p>After watching the video, hand out Ws 28 with the lyrics of the song. To sing with the whole class you could: divide the class into 4 groups (rose-sellers, milkmaids, strawberry-sellers and knife grinder), then each group sing their part of the song. For those teachers who would like to sing it till the end search for it on the above web.</p>	

SESSION	14	“Assessment in groups”	Timing: 60 min
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ACTIVITIES	RESOURCES
Activity 1: Game 1-24	
<p>This game is to be played in groups of 4. For grouping use one of the following ways: students go and sit in the groups from “Children in the 19th century”, you give a letter (A,B,C,D) to each student and say “All the A students get together, all the B students get together...”, or you allow them to choose their groups.</p> <p>Hand out Game 1-24 card on STR18 to each group. It is better to laminate it beforehand. One student takes the role of the “teacher” and the rest are “speakers”. The “teacher” throws the 4 dice (e.g: 1,4,3,5) and “speakers” decide on the combination of the numbers using (+,-,x,:) (e.g: $(4 \times 3)+3+5=20$). Then, “speakers” finish the sentences written in this square orally (e.g: In the countryside people moved to the cities to work) and the “teacher” writes it down on the blank game on STR19 too. Each “teacher” gives a grade from 1 to 3 depending whether: the “speakers” speak about the sentence, use English language and are polite in taking turns while speaking. Each “teacher” has two turns.</p> <p>Encourage student to use: <i>I think it's..., I know the answer, I don't think so, I don't know,</i></p> <p>After each “teacher’s” two turns, do feedback with the whole class. Ask each “teacher” how many points his/her group has and write it on the blackboard.</p> <p>Play the game for not more than 15 min. This game is very good for differentiation as the more able will say difficult sentences and the less able will say simple ones.</p>	<p>SupportTR 18,19</p> <p>16 dice (4 for each group)</p>
Activity 2: Visual organizer	
<p>Write on the blackboard ECONOMY and SOCIETY in different rectangles. While students say words related with each one, write them as a mind map. Compare their predictions with what's in the dictionary, “Economy is the relationship between production, trade and the supply of money in a particular region or country”, “Society is people in general, living together in communities”.</p> <p>Give students the visual organizer skeleton Ws 30. Write in random order on the blackboard the following words: <i>railway, more food production, steam engines in farms, steamboats, steam power, transport, coal, Industrial Revolution, bourgeoisie, capitalism, worker class, electricity, steam engines in factories.</i> Students, in pairs, write them in the appropriate boxes. Encourage them to use: <i>I think that this goes here, I agree, I don't think so.</i> When they are finished, check with the whole class and explain the concept of Capitalism as “a new economic and social system of life”. Then, students complete the summary in Ws 31.</p>	<p>SupportTR 20</p> <p>Ws 30</p> <p>Ws 31</p>

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Answers:

During the XVIII and XIX century there were BIG changes in the economy and society.

Steam engines in farms helped to produce more food.

The population also grew quickly.

During the Industrial Revolution there were new ways of transport, steam engines in factories, new sources of energy and the growth of cities.

Two new social classes were very important: the bourgeoisie and the working class.

SESSION	15	“Individual assessment”	Timing: 60 min
ACTIVITIES		RESOURCES	
Activity 1: Mind map			
<p>Tell students to finish the topic with the same activity that they started 14 sessions ago. Say: “<i>With a partner, talk for one to two minutes about “The Industrial Revolution”</i>”. Let them use L1 if they need to because the aim is to find out what they know so far about the Industrial Revolution. Go round the class to monitor the language they use and the content of their statements.</p> <p>Then, on the blackboard, draw a mind map with the word “Industrial Revolution” in the middle of the square.</p> <p>After talking in pairs, let students point out some of their statements and write them on the blackboard to complete the mind map.</p>			
Activity 2: Individual assessment			
<p>Hand out Ws 32a to each student and Ws 32b for the less able ones. Hand out Ws 33 to everybody too. Read aloud the questions and make sure everybody understands what to do.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1) 1-C; 2-D; 3.B; 4-E; 5-A 2) 1.Bonaplata brothers, 2.Mataró-Barcelona in 1848, 3.rivers, 4.cotton and textile, 5.economy and society 3) Middle and upper class: factory's owner, shop's owner, doctor, politician, textile owners in Mataró. Working class: sweep chimney, farm worker, trapper, servants, flower seller, train driver. 4) These are open questions. L1 should be allowed so learners can share what they know about the subject. 		<p>Ws 32a Ws 32b(for the less ables) Ws 33</p>	
Activity 3: Student's self assessment			
<p>Tell students that a self assessment helps them to realize how much they have learnt and helps them to think about what they need to revise.</p> <p>Hand out Ws 34 to each student. They circle the correct answer or finish the sentences.</p>		Ws 34	
Activity 4: Student's feedback			
<p>Tell students to think about what they have done in these 15 sessions. Ask the following questions:</p>			

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| <ul style="list-style-type: none">– What do they think about the activities?
Which ones were interesting, challenging but successful
Did they learn a lot?
What surprised them?
Were some activities too difficult?– What did they think about their working groups?
Did they organize themselves easily?
Did they suggest ideas?
Did they collaborate while they did the tasks?
Did they take different responsibilities?– Finally, how did they feel after creating their own project about “Children in the 19th century”? | |
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