





## Industrialization

Explain the causes and effects of the Industrial Revolution with emphasis on:

- a. How scientific and technological changes promoted industrialization in the textile industry in England;
- b. The impact of the growth of population, rural to urban migrations, growth of industrial cities, and emigration out of Europe;
- c. The changing role of labor and the rise of the union movement
- d. Changes in living and working conditions for the early industrial class, especially women and children;
- e. The growth of industrialization around the world.

Scientific and technological changes: Scientific Revolution Review

How did the Scientific Revolution impact Europeans?? How were their lives changed by the Scientific Revolution?

## Industrial Revolution

Greatly increased output of machine made goods

Machines did many jobs that were once done by hand (ex. weaving textiles)

Started in England in 1700's quickly spread to Continental Europe and N America

Factors that led to Industrialization: what they did, effect

### Agricultural Rev

Enclosure – experiments with larger fields = more production, ppl move to cities

Crop rotation – more crops

Livestock breeding

Seed drill

Critical thinking: why might it be easier for large farmers to experiment than for family farmers?

How is population increase connected to improved conditions?

### Factors of Prod

Land, labor, money

Great Britain – map, resources, banks, people

### Inventions

Textile – flying shuttle, spinning jenny

Steam engine – transportation

Why do you think one invention led to another?

How were England's cotton industry and America's cotton growers linked?

Close: was the revolution in agriculture necessary to the industrial revolution?

Which was the most important invention, why?

The University of Akron



The Office of Student Teaching

INTRODUCTION TO

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: REN SKELLEY Lesson Topic: INDUSTRIAL REVOLUTION Date: 10/6/10

<p><b>Observation Notes:</b></p> <p><u>OBJECTIVES:</u> SET STAGE FOR STUDYING INDUSTRIAL REVOLUTION + ANALYZING ITS CAUSES &amp; EFFECTS. STUDENTS UNDERSTAND &amp; EXPLAIN SCIENTIFIC &amp; TECHNOLOGICAL CHANGES THAT PROMOTED INDUSTRIALIZATION IN ENGLAND</p> <p><u>PROCEDURE</u></p> <p><u>PRETEST</u> - TAKE SHORT QUIZ TO DETERMINE PRIOR KNOWLEDGE ABOUT SCIENTIFIC REVOLUTION (15L REQUIREMENT) 5 MIN</p> <p><u>SET</u> REVIEW SCIENTIFIC REV WITH STUDENTS CONNECT " " TO INDUSTRIAL REV. 10 MIN</p> <p><u>ACTIVITY</u> STUDENTS DIVIDED INTO 3 GROUPS DISCUSS SECTION OF CHAPTER TO OUTLINE STUDENTS SHARE NOTES WITH CLASS.</p>	<p><b>Strengths:</b></p> <p><u>ORGANIZATION</u> - LESSON + UNIT PLAN WELL ORGANIZED</p> <p>- MANY DIFFERENT ACTIVITIES THROUGHOUT PERIOD, CHANGE ACTIVITIES SMOOTH. A-1 A-4</p> <p>- SEVERAL FORMS OF ASSESSMENT, ENVIRONMENT. A-5</p> <p>- SPECIAL NEEDS - NOTES ONLINE + MODIFIED ASSIGNMENTS</p> <p>- STUDENTS ARE WELL BEHAVED AND GOOD JOB HELPING STUDENTS TO FOCUS B-2 B-4</p> <p>WAS ABLE TO ADAPT TO CLICKER PROBLEM (GOOD)</p> <p><u>TEACHING</u> DOES GREAT JOB OF ARTICULATING GOALS + PROCEDURES</p> <p>Goals for Student Teacher: C-1</p> <p>- LESSONS ARE VERY TIME EFFECTIVE AND STUDENTS KEPT ON TASK. C-5</p>	<p><b>Recommendations:</b></p> <p>- USED SMARTBOARD FOR QUIZ</p> <p>- USED TURNPOINT SOFTWARE FOR CLICKER C-1</p> <p>- GOOD USE OF LEVEL OF QUESTIONS AND CONNECTING TO PRIOR KNOWLEDGE. C-3</p> <p><u>PROFESSIONALISM</u> - GIVES POSITIVE FEEDBACK TO STUDENTS OR ATTENDED A MT CONFERENCE 9/13/10 + HOME COMING DANCE D-4</p> <p><u>RECOMMENDATIONS</u> NO MAJOR PROBLEMS. AREAS TO WORK ON</p> <p>- VARY VOICE</p> <p>- HUNGER</p> <p>- MOVE FROM ROOM</p> <p>- INTR / CLOSURE</p> <p>Supervisor's Next Steps:</p>
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Next Observation Date: \_\_\_\_\_

- JESSICA HAD BB DISPLAY  
 Focus: OF COUNTRY (LATIN AM) PROJECT  
 AD-D NEWSPAPER PROJECT FALL C-3 GOOD STUDENT FEEDBACK

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students: ✓	B1 Demonstrates and encourages fairness _____	C1 Communicates goals, procedures and content clearly and accurately ✓	D1 Reflects, self-evaluates and assesses effectiveness of student learning ✓
A2 Selects appropriate instructional goals/objectives ✓	B2 Creates an environment of respect and rapport ✓	C2 Makes content comprehensible to students _____	D2 Demonstrates efficacy, or capacity to make an impact ✓
A3 Designs coherent instruction: ✓	B3 Expresses positive and challenging learning expectations ✓	C3 Uses strategies and discussion techniques to extend student thinking ✓	D3 Establishes supportive and cooperative relationships with colleagues _____
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning ✓	B4 Manages student behavior: ✓	C4 Checks student understanding through consistent, varied and timely feedback _____	D4 Establishes supportive and cooperative relationships with families ✓
A5 Assesses student learning of goals and objectives ✓	B5 Organizes physical space _____	C5 Manages time effectively during the lesson ✓	

Timely lesson plans

Dispositions

Attendance

White copy: Teacher candidate

Yellow copy: Cooperating Teacher

Pink copy: University Supervisor