Laarman Lesson Plan

Subject: Word History Unit: Quality of Life (Industrialization)

Unit Objectives: 1. Students will reflect on the typical quality of life of different time periods as it relates to work and consumption and produce something that communicates what a good quality of life really is.

2. Students will evaluate historical trends on the nature of work, production, and consumption and predict what the future holds in those areas (SS.Hist3.c.h).

Date 2/10/25: Work day on the Revolutions unit project

Date: 2/11/25 Topic: Introduction to Work, Production, and Consumption

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| Lesson Goals | Students will consider how every day products are produced and moved, and consider what life was like before the innovations that made our modern life possible. |
| Learning Plan | 1. Get organized: make sure everybody has a World History notebook 2. Look at your shoes. Feel free to take one off and examine it!    1. What are they made of? Where did that stuff come from?    2. Who made them? How?    3. Where in the World can you find similar shoes on peoples’ feet?    4. Imagine it was 300 years ago and you were living in, say, Philadelphia. What parts of your shoe didn’t even exist back then? What parts would you be unable to obtain?    5. So what were shoes made of back then? Who made them? How would you get them?       1. Look at historical shoes at <https://www.vam.ac.uk/shoestimeline/>    6. What processes made your shoes possible? (industrialization, mechanization, globalization)       1. T-P-S: In what ways do you think those things have made life better? Worse? 3. Introduce our big goals: We want to think about quality of life and where things are headed. What is the good life, materially? And what does the future hold? You are going to create something that addresses these questions. |

Date: 2/12/25 Topic: Pre-Industrial Life

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| Materials | Organizer Sheets, “Organization of Work in Pre-Industrial Times” article |
| Lesson Goals | Students will demonstrate understanding of how work was organized in Middle-Ages Europe and evaluate the positives and negatives of that system. |
| Learning Plan | 1. Students have a choice of reading the article or watching the video at <https://www.youtube.com/watch?v=a18htkGFqck> and filling out their organizer sheets. 2. Students will partner with those who took the other option and teach them the main points from their learning. 3. Student partnerships will group with another partnership to discuss the positives and negatives of the medieval social system. 4. As a class, discuss the issues raised and make sure the student organizers are complete. |

Date: 2/13/25-2/14/25 Topic: The Industrial Revolution

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| Materials | Documents from SHEG; Child Labor Debate name cards; Child Labor Debate information organizer sheets; self-assessment sheets |
| Lesson Goals | Students will analyze conflicting accounts and reach a conclusion based on evidence on the conditions of factories in the early industrial age in Britain. |
| Assessment Evidence | Students will perform a self-assessment |
| Learning Plan | 1. Follow the “Factory Life” lesson found at <https://sheg.stanford.edu/history-lessons/factory-life?check_logged_in=1> 2. Before completing the analysis at the end of the lesson, complete the “Child Labour Debate” activity found at <https://spartacus-educational.com/Twork4.htm>    1. Students draw the names of real historical figures and read the information on them from the Spartacus web site.    2. They are then called to testify in a mock Parliamentary hearing    3. Students who are not testifying take on the role of members of Parliament who must analyze the validity of the testimony 3. Students go back and complete the analysis at the end of the SHEG lesson 4. Students complete the self-assessment |