

# YEAR 9 HISTORY: Making a Better World – The Industrial Revolution

## Achievement Standard:

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

## Unit Overview:

The Industrial Revolution is a significant historical development that has shaped the modern world, particularly in relation to increasing urbanisation and global changes in the natural environment.

The Key inquiry question for this unit is *how did new ideas and technological developments contribute to change in this period?*

In this unit, students will investigate the causes and developments of the Industrial Revolution, and consider the positive and negative impacts of the technological, scientific and social changes that occurred during this period.

## Assessment Details:

**Task:** Assignment – Portfolio task

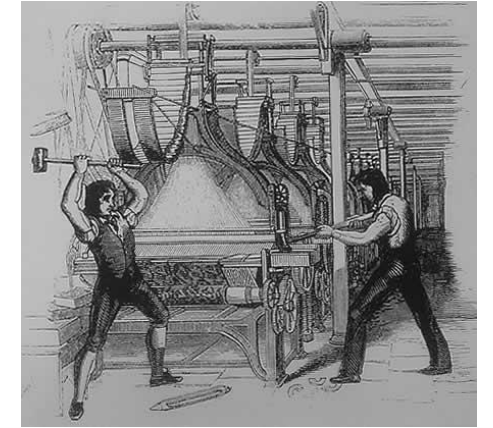
**Outline:** Students will use historical sources to write weekly formative consequential explanations based on what they learnt about that week. Teachers will use the proficiency scales to provide students with collective and individual feedback, track progress, and inform their focus areas in upcoming lessons. This booklet will be collected in Week 8, and marked as a summative assessment piece.

**Due:** Week 8

**Task:** Exam – Historical Essay (Consequential explanation) in response to historical sources

**Outline:** Students will produce a consequential explanation that explains the effects of the Industrial Revolution during four class lessons. Students will receive feedback on one draft after their second lesson.

**Due:** Week 8 and 9



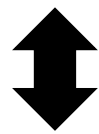
## READING / VIEWING/ LISTENING:

**Core Text:** History Alive 9 (Second Edition)

- Chapter 2: *The Industrial Revolution (1750-1914) Technology and Progress*
- Chapter 3: *The Industrial Revolution (1750-1914) The Impact on people*

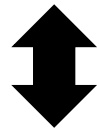
## COMPREHENSION SKILL FOCUS:

Determining Importance



## THINKING:

Analysing; Identifying; Evaluating; Synthesising



## WRITTEN

## HIGHLY VALUED LANGUAGE FEATURE FOCUS:

Implication Sequences; elaborating clauses to specify and exemplify.

## Term 1: Priority Standards

Tracking for my consequential explanation		Tracking for my analysis and evaluation of historical sources	
We are learning how to sequence and communicate ideas effectively like a historian.		We are learning how to think critically about sources of information by analysing the features of evidence, and forming an evaluation based on our findings in from our analysis.	
In addition to scoring a 3.0, I have been able to manipulate the consequential explanation genre and can use this knowledge in other subject areas.	4	I can justify conclusions about historical sources by referring to a range of features of evidence.	
In addition to score 3.0 performance, partial success at score 4.0 content.	3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
I can identify and explain the multiple effects of an event, by integrating source evidence and analysis in a written consequential explanation.	3	I can analyse the origin, and purpose, of historical sources and draw conclusions about their usefulness	
No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	2.5	I exhibit no major errors or omissions.	
No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.		No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	
I will know that I have learned it when I can:		I will know that I have learned it when I can:	
<ul style="list-style-type: none"> <li>• Recall key vocabulary such as:                             <ul style="list-style-type: none"> <li>○ Phenomenon</li> <li>○ Explanation</li> <li>○ Consequences</li> <li>○ Cause</li> <li>○ Embed</li> <li>○ Evidence</li> <li>○ Historical source</li> <li>○ Quotation mark</li> <li>○ Reference</li> <li>○ Elaborating clause</li> <li>○ Implication sequence</li> <li>○ Exemplify</li> <li>○ Specify</li> </ul> </li> <li>• Perform basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identify the phenomenon (cause) to write about by using the provided historical question</li> <li>○ Identify a range of relevant consequences to explain that will answer the question by using prior knowledge and the provided historical sources</li> <li>○ Use a semantic map to plan a written response prior to writing</li> <li>○ Utilise key language features (such as connectives, unit and history metalanguage, evaluative language, elaborating clauses) to create a cohesive and logical consequential explanation</li> <li>○ Introduce historical sources by stating relevant source information and analysis of the features of the historical evidence,</li> <li>○ Integrate source evidence through the use of quotations and paraphrasing</li> <li>○ Reference historical sources by using the source number in brackets after your use of source information</li> <li>○ Comment of the usefulness of historical sources by making evaluations and</li> <li>○ Maintain a formal tone: Third person, past tense, no contractions or colloquialisms</li> <li>○ Refer to historical knowledge and provide a chronological explanation of key events from the Industrial Revolution</li> <li>○ Make links to continuities and changes about the topic and/or sources</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>• Recall key vocabulary such as:                             <ul style="list-style-type: none"> <li>○ Consider</li> <li>○ Analyse</li> <li>○ Evaluate</li> <li>○ Origin</li> <li>○ Purpose</li> <li>○ Perspective</li> <li>○ Context</li> <li>○ Usefulness</li> <li>○ Explicit meanings</li> <li>○ Implicit meanings</li> </ul> </li> <li>• perform basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Analyse, identify and explain the features of historical evidence including: explicit meanings, implicit meanings, origin, and purpose;</li> <li>○ Find meaning and relationships between the features of evidence;</li> <li>○ Consider whether the implicit and explicit meanings of the source corroborate or conflict with the other historical sources in the field;</li> <li>○ Consider possible positive and negative implications for each feature of evidence,</li> <li>○ Draw conclusions about the usefulness of the historical source by:                                     <ul style="list-style-type: none"> <li>▪ Considering the extent to which the source provides insight into the question,</li> <li>▪ Considering the extent to which the source corroborates with other sources,</li> <li>▪ Determining the appropriate features of evidence to support conclusions,</li> <li>▪ Determining the appropriate features of evidence that I can use as concession to improve, the credibility of my conclusion.</li> </ul> </li> </ul> </li> </ul> <p>However, I exhibit major errors or omissions regarding the more complex ideas and processes.</p>	
However, I exhibit major errors or omissions regarding the more complex ideas and processes.		However, I exhibit major errors or omissions regarding the more complex ideas and processes.	
No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	1.5	No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	
With help, I can achieve some of the elements of 2.0	1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is demonstrated.	

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Guaranteed Vocabulary:	Design Question Four Strategy	Design Question Five Strategy	21 <sup>st</sup> Century Skills:
<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Industry</li> <li>• Innovation</li> <li>• Population</li> <li>• Factories</li> <li>• Occupational health and safety</li> <li>• Child labour</li> <li>• Urbanisation</li> <li>• Working conditions</li> <li>• Sanitation</li> <li>• Reformation</li> <li>• Trade union</li> <li>• Colonisation</li> </ul>	<p><b>Design Question 4, Element 9: Using Structured Practice Sessions</b> Students will be given opportunities in every lesson to practice writing extended responses in the form of a consequential explanation.</p> <p>Students will be explicitly taught how to write these responses through the deconstruction and practice of exemplars and highly valued language features. Students will practice using highly valued language features and writing in the genre through co-constructions, small group and independent practice sessions.</p>	<p><b>Design Question 5, Element 14: Generating and Defending Claims</b> Teachers will explicitly teach the elements of generating and defending claims, including:</p> <ol style="list-style-type: none"> <li>1. Introducing the concept of claims and support</li> <li>2. Presenting the formal structure of claims and support</li> <li>3. How to generate a claim</li> <li>4. Providing grounds to defend a claim</li> <li>5. Providing evidence to support a claim</li> <li>6. Generating qualifiers</li> <li>7. How to formally present a claim in the genre of a consequential explanation</li> </ol>	<p><b>Critical Thinking:</b> Students will refine and display analytical thinking in order to generate and defend claims</p> <p><b>Communication:</b> Students will refine their written communication skills, and synthesise these in the form on a consequential explanation</p>
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> <li>• Identify the origin, purpose and context of historical sources of evidence</li> <li>• Evaluate reliability and usefulness of historical sources of evidence</li> <li>• Process and synthesise information from a range of sources for use as evidence in a historical argument in the genre of a consequential explanation</li> <li>• Use implication sequences to explain cause and effect</li> <li>• Generate and defend a claim</li> <li>• Provide grounds to defend a claim</li> <li>• Provide evidence to support a claim</li> </ul>	<p><b>Determining Importance</b> In this unit students will need to be explicitly taught how to determine important information from historical sources that they can use as evidence to respond to historical questions.</p> <p>Students will be shown how to do this through the use of the Double-Entry Diary strategy. Students will be provided historical questions when investigating sub-topics, and will be shown how to select effective evidence that answers the question. Students will then make explanations as to how this information answers the historical question.</p>	<p><b>Synthesise</b> To put together various elements to make a whole.</p> <p><b>Demonstrate</b> Prove or make clear by argument, reasoning or evidence</p>	<ul style="list-style-type: none"> <li>• Kahoot – to check for understanding</li> <li>• Padlet – to collaboratively build class learning resources</li> <li>• A range of primary and secondary audio-visual sources including videos and images</li> </ul>

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Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Overview	<ul style="list-style-type: none"> <li>The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the importance of industrial development to the world and the way we live;</li> <li>Explain patterns of change and continuity in living and working conditions over time;</li> </ul>
Historical knowledge & understanding	<ul style="list-style-type: none"> <li>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia. (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia</li> </ul>	<ul style="list-style-type: none"> <li>Describe the technological, social and environmental conditions that contributed to the beginning of the Industrial Revolution;</li> <li>Explain how the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport and communication, and industry contributed to the industrialization of Britain and of Australia;</li> <li>Investigate how the Industrial Revolution affected living and working conditions in Britain;</li> </ul>
	<ul style="list-style-type: none"> <li>The population movements and changing settlement patterns during this period</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the Industrial Revolution resulted in population movements and changing settlement patterns (Urbanisation and the rise of imperialism and colonialism);</li> </ul>
	<ul style="list-style-type: none"> <li>The experiences of men, women and children during the Industrial Revolution, and their changing way of life</li> </ul>	<ul style="list-style-type: none"> <li>Explain what the lives of men, women and children were like prior to the Industrial period, and how these changed during the Industrial Revolution;</li> </ul>
	<ul style="list-style-type: none"> <li>The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and explain the short and long-term impacts of the Industrial Revolution, including society generally, environment, quality of life, warfare and globalisation;</li> </ul>
Historical skills	<p>CHRONOLOGY, TERMS AND CONCEPTS</p> <ul style="list-style-type: none"> <li>Use chronological sequencing to demonstrate the relationship between the events and developments in different periods and places.</li> <li>Use historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Use implication sequences to explain the cause and effect of events and developments;</li> <li>Embed the use of historical terms in a consequential explanation;</li> <li>Embed sources analysis in extended written responses;</li> </ul>
	<p>ANALYSIS AND USE OF SOURCES</p> <ul style="list-style-type: none"> <li>Process and synthesise information from a range of sources for use as evidence in an historical argument</li> <li>Evaluate the reliability and usefulness of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and identify the origin, purpose and context of a range of primary and secondary sources on the Industrial Revolution;</li> <li>Comment on the usefulness of historical sources by embedding an evaluation of the source in academic writing;</li> <li>Find meaning and relationships between the features of evidence;</li> <li>Consider whether the implicit and explicit meanings of the source corroborate or conflict with the other historical sources in the field;</li> <li>Consider possible positive and negative implications for each feature of evidence,</li> <li>Draw conclusions about the <b>usefulness</b> of the historical source by:               <ul style="list-style-type: none"> <li>Considering the extent to which the source provides insight into the question,</li> <li>Considering the extent to which the source corroborates with other sources,</li> <li>Determining the appropriate features of evidence to support conclusions,</li> <li>Determining the appropriate features of evidence that I can use as concession to improve, the credibility of my conclusion;</li> </ul> </li> <li>Synthesise information from a range of primary and secondary sources for use as evidence to justify a consequential explanation;</li> </ul>
	<p>PERSPECTIVES AND INTERPRETATIONS</p> <ul style="list-style-type: none"> <li>Identify and analyse the perspectives of people from the past</li> <li>Identify and analyse different historical interpretations (including their own)</li> </ul>	<ul style="list-style-type: none"> <li>Analyse primary and secondary source evidence from the Industrial Revolution and explain different interpretations and perspectives found;</li> <li>Evaluate the impacts of the Industrial Revolution and develop an interpretation of the past in the form of a consequential explanation;</li> </ul>
	<p>EXPLANATION AND COMMUNICATION</p> <ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use relevant historical terms and concepts purposefully;</li> <li>Synthesise information in the genre of a consequential explanation;</li> <li>Use implication sequences to explain cause and effect;</li> <li>Introduce historical sources by referring to the origin and purpose of the source;</li> <li>Reference historical sources in a consequential explanation by using the Source number – i.e. (Source 1).</li> </ul>

Possible Habit of Mind: Thinking Flexibly				
<b>Exploring Meaning of the HOM</b> <ul style="list-style-type: none"> <li>• <b>Define</b> what a revolution is.</li> <li>• <b>Identify</b> the origins or influences that created the Industrial Revolution</li> <li>• <b>Explain</b> the impact of the Industrial Revolution in our modern and ever changing world.</li> </ul>	<b>Expanding Capacity for using the HOM-strategies</b> <ul style="list-style-type: none"> <li>• Peer edit classmate's work to help provide a different perspective of a source or piece of writing.</li> <li>• Use a number of different sources both Primary and secondary that provide opposing views.</li> </ul>	<b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>• Understand and apply different perspectives of events when analysing the usefulness of sources.</li> </ul>	<b>Extending Values of the HOM</b> By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>• Recognise and appreciate different perspectives and consider the impact of perspective on what is written or said when analysing the usefulness of sources.</li> </ul>	<b>Building Commitment towards the HOM</b> By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>• Apply the principles discussed to other contexts.</li> </ul>
<b>General Capabilities:</b> This unit provides opportunities for students to engage in following capabilities:				
<b>Literacy</b> <b>X Comprehending texts through listening, reading and viewing</b> <input type="checkbox"/> Composing texts through speaking, writing and creating <input type="checkbox"/> Text knowledge <input type="checkbox"/> Grammar knowledge <b>X Word knowledge</b> <input type="checkbox"/> Visual knowledge <b>Numeracy</b> <input type="checkbox"/> Estimating and calculating with whole numbers <b>X Recognising and using patterns and relationships</b> <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <b>X Interpreting statistical information</b> <input type="checkbox"/> Using measurement	<b>ICT</b> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <b>X Investigating with ICT</b> <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT <b>Critical and creative thinking</b> <b>X Inquiring - identifying, exploring and organising information and ideas</b> <input type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	<b>Personal and social capability</b> <input type="checkbox"/> Self-awareness <b>X Self-management</b> <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management <b>Ethical understanding</b> <input type="checkbox"/> Understanding ethical concepts and issues <input type="checkbox"/> Reasoning in decision making and actions <b>X Exploring values, rights and responsibilities</b> <b>Intercultural understanding</b> <b>X Recognising culture and developing respect</b> <input type="checkbox"/> Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility		
<b>Cross Curriculum Priorities:</b>				
<b>X Sustainability</b>				
<b>Differentiation [for small groups or individuals]:</b>				