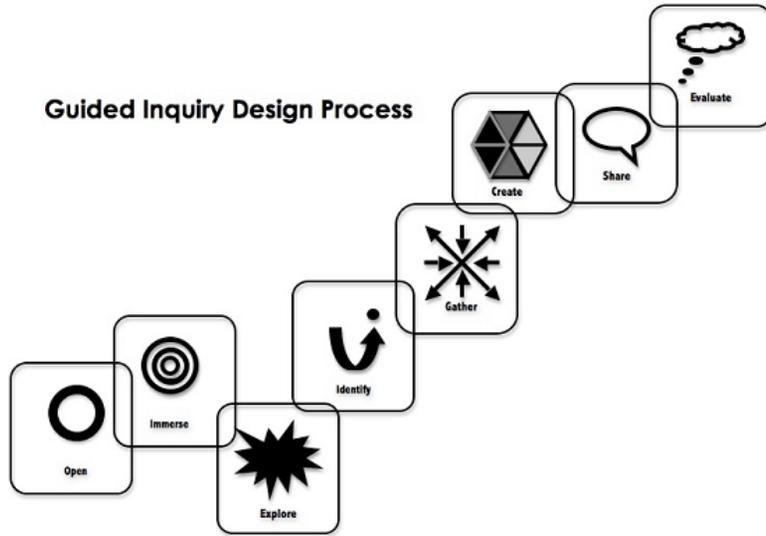


Year 9 Guided Inquiry unit on The Industrial Revolution

Guided Inquiry Design Process



Model of the Information Search Process

	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assessment
Feelings (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction / Confidence	Satisfaction or Disappointment	Sense of accomplishment
Thoughts (Cognitive)	vague	→		focused	→		Increased self-awareness
Actions (Physical)	seeking	relevant Exploring	information	seeking	pertinent Documenting	information	

UNIT OVERVIEW

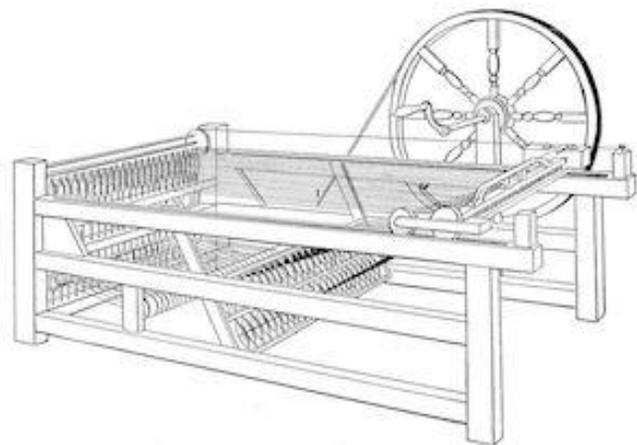
Subject/Year level: History Year 9

Title of unit:

The Industrial Revolution (Depth Study 1: Making a better world?)

Concept: (Big picture)

- The technological innovations that led to the [Industrial Revolution](#), and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding [empire](#)) and of Australia (ACDSEH017)
- The population movements and changing settlement patterns during this period (ACDSEH080)
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)
- The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)



Key Inquiry Questions (from the curriculum)

What were the changing features of the movement of peoples from 1750 to 1918?

How did new ideas and technological developments contribute to change in this period?

OUTCOMES

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Key Inquiry Skills

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

Historical Concepts:

The following historical concepts are integrated into the inquiry process:

- Continuity and change: changes and continuities during the Industrial Revolution
- Cause and effect: what were the causes of the Industrial Revolution and its overall effects?
- Perspectives: different points of view about the Industrial Revolution held by people from the past and today
- Empathetic understanding: why people from the era of the Industrial Revolution lived, thought and behaved as they did
- Significance: the significance/importance of the Industrial Revolution

Learning scenario

The Industrial Revolution: Making a better world? How do we know?

You will be studying a brief overview of the historical period 1750 – 1918 including the nature and significance of the Industrial Revolution, its cause and effect.

You will investigate, through Guided Inquiry, one particular aspect of this topic and join an Inquiry Circle to investigate one in depth.

1. **Inventions leading to industrialisation in Britain and Australia**
2. **Experiences of men, women and children during the Industrial Revolution, and their changing way of life**
3. **Short and long-term impacts of the Industrial Revolution in Britain and Australia**

- Select which aspect to study and join the related Inquiry Circle
You are to work within your circle to investigate an aspect of this topic area deciding on an Inquiry question as a group and determining contributions to a combined 'Bulletin'.
- You will then form groups of three – one from each Inquiry Circle – and **discuss the Big Question together from all three perspectives.** (Jigsaw)
- Finally, you are required to submit the shared writing task in Week 9.

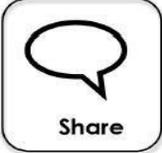
Assessment: Inquiry task – Overview – Description for students, with summary of key dates

- Choose your topic area of study and justify it to your Inquiry Circle Date _____
- Share your initial research with your Inquiry group (addition to mind map). Organise an aspect of the group question to answer individually on the shared template Date _____
- Share what you have learnt from your group's article orally within your 'jigsaw' group of three considering the question "The Industrial Revolution: Making a better world? How do we know?" (5 minutes each – illustrate if possible). Date _____
- Make a slide for the group's PowerPoint about your aspect of the answer. Date _____
- Hand in Assessment task: Date _____

	What the teaching team is doing - Strategies	What students are doing – Tasks
 <p>Create a powerful open that invites students to engage in the inquiry topic.</p>	<p>Survey 1</p> <p>Focus on the causes of the Industrial revolution</p> <p>Lead discussion and brainstorm</p> <p>Watch selected videos</p> <p>AS: Prepare activity beforehand and organize activity.</p>	<p>Survey 1</p> <p>Videos and discussion led by teachers</p> <p>Take notes of interest on the worksheet as the brainstorm/videos take place - prior to its use in the Immerse stage.</p> <p>"Who has the answer" activity</p>

<p>Resources ClickView: <i>Causes of the Industrial revolution</i> www.clickview.com.au – log on with normal school login details Subscription Databases: World Book, Britannica Diigo Bookmarks: http://bit.ly/2rPAFP7 Textbook www.skwirk.com.au - Students use their school email and apples for the password. Look up Year 9 History and Industrial Revolution</p>		
 <p>Students build their background knowledge by immersion in the content. Students reflect on the content and select a topic for further investigation.</p>	<p>Worksheet to be completed</p> <p>Organise the formation of around 3 or 4 students per group within each of the 3 topic areas.</p>	<p>Each student conducts individual overview searching of the three topic areas to determine main interest area.</p>
<p>Resources Students use Britannica Online, World Book online, Wikipedia or general History books for an overview of their selected area of study Diigo Bookmarks: http://bit.ly/2rPAFP7 Links provided on OneDrive</p>		
 <p>Students browse and scan through a wide range and variety of resources to explore interesting ideas around their topic. “Go broad”</p>	<p>Inquiry Community:</p> <p>Teacher Librarian input on</p> <ul style="list-style-type: none"> • sources to use as search goes deeper • collections of resources for each topic area • set up notetaking scaffold. 	<p>Inquiry circles gather information and prepare to explore further as their curiosity is extended</p> <p>Construct many sub-questions to assist in exploration – keeping in mind the Inquiry focus of the unit.</p> <p>Share questions between the group members and explore...</p>
<p>Resources:</p> <ul style="list-style-type: none"> • OneNote • Books in a box • Weblinks • Diigo links • SLASA Online Bibliography Generator (available from IRC website) 		

 <p>Identify</p> <p>Students develop or select an inquiry question or questions that will form a focus for their research. The question or questions will frame the rest of the inquiry.</p>	<p>Survey 2</p> <p>Discuss selection or creation a research question for each group within the topic area.</p> <p>Assist students to analyse the question and supervise groups as they determine about what each person will research and write.</p>	<p>Survey 2</p> <p>Students (within each inquiry circle) makes a chart of knowledge – butcher’s paper</p> <p>At the end of sharing the aspects that interest them, the group selects or creates a research question, discusses preferences and allocates choices of question aspects to individual students. (Mind map the question)</p> <p>Find Primary Sources together to understand the need for authentic information about the “How do we know” aspect of overarching question.</p>
<p>Resources</p>		
 <p>Gather</p> <p>Description of GATHER: collect detailed information from a variety of information sources – “Go deep”</p>	<p>Draft Bulletin Article created - to be submitted in Week 9 as the final Assessment task.</p> <p>Facilitate - Documenting their gathered knowledge to answer the group question</p> <ul style="list-style-type: none"> Remind/revise about using the online Generator for Bibliographic details 	<p>Students Organise an answer to their aspect of the group’s question on a shared template making sure each person shows authorship.</p> <p>One student also acts as editor checking that reading is seamless between sections.</p> <p>Throughout - students:</p> <ul style="list-style-type: none"> Talk to peers about their topic area taking notes on what others relate about their topic area. <p>Gather information to individually prepare a newspaper article based their learning:</p> <ul style="list-style-type: none"> Use the online Generator for Bibliographic details at this stage
<p>Resources</p>		
	<p>Supervise draft article (Assessment task)</p>	<p>Write a draft Bulletin.</p>

 <p>Create</p>  <p>Share</p> <p>Students organise gathered information to create their Collaborative product – “Tell the story”</p>	<p>Supervise students’ creation of PowerPoints so that all ultimately all groups can be combined into a class PowerPoint of knowledge to answer the overarching question</p> <p>Lead a final discussion on the answer to the Big Question: <i>The Industrial Revolution: Making a better world? How do we know?</i></p>	<p>Create a PowerPoint together in the same groups. Each student contributes one or two slides about their section of the article</p> <p>Each student will speak to their slide.</p> <p>Share these slides in a combined PowerPoint and be prepared to answer questions from peers.</p> <p>Culminating conversation</p>
 <p>Evaluate</p> <p>Students reflect on their content, learning and their progress through the inquiry process.</p>	<p>Culmination conversation (teaching team)</p> <p>1. Teaching team: What worked – what did not? Online survey – Survey Monkey</p> <ul style="list-style-type: none"> Note challenges and improvements discussed on the program for the next cycle 	<p>Survey 3</p> <p>Culmination conversation (Students)</p> <p>After assessment task – re-form into original Inquiry Circles and reflect on learning – general comments about what aspect interested you the most and something special that you learnt.</p> <p>Personal reflection: What could I have done better? What am I proud of in this task? What did I learn about my own research process? How successful was our Inquiry Circle? How successful was the Jigsaw activity? What could make this Inquiry task better?</p>
<p>Evidence Strategies / Assessment (Formative / Summative; Informal, formal)</p> <ul style="list-style-type: none"> Mind Map Bibliography Group Contributions Observation of student participation during Inquiry Circle time and Jigsaw Activity Oral Jigsaw Presentation Reflection on Learning Assessment – rubric for article in a Bulletin compiled for each group <p>http://www.acara.edu.au/curriculum/worksamples/Year_9_History_Portfolio_Satisfactory.pdf</p>		

Just for referral: Syllabus Content

<http://syllabus.nesa.nsw.edu.au/hsie/history-k10/content/1045/>

Copy of Content:

The technological innovations that led to the [Industrial Revolution](#), and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding [empire](#)) and of Australia (ACDSEH017)

Students:

- outline the main reasons why the Industrial Revolution began in Britain 
- describe key features of the agricultural revolution in Britain, including the emergence of a cheap labour force  
- locate the growth and extent of the British Empire from 1750 to 1900 
- identify the raw materials Britain obtained from its empire, eg sugar from Jamaica, wool from Australia, and cotton and tea from India  
- identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing in this period  
- explain how industrialisation contributed to the development of Britain and Australia in this period    

The population movements and changing settlement patterns during this period (ACDSEH080)

Students:

- outline and explain population movements in Britain, eg movement from country villages to towns and cities, and [emigration](#) to other countries   

The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)

Students:

- describe the changes to the way of life of men and women who moved from the country to towns and cities
- use a variety of [sources](#) to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour 

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)

Students:

- discuss positive and negative consequences of the Industrial Revolution, eg the growth of cities and pollution and the development of trade unions 
- assess the short-term and long-term impacts of the Industrial Revolution, including: 
- global changes in landscapes
- transport
- communication