

**Example of History lesson plan with worksheets on**  
**S.2 Topic 5: The Rise of Modern Europe –**  
**Technological Advancement: The Industrial Revolution**

No of Teaching Periods: 3-4 Periods

<b>Lesson 1</b> <b>Causes of the Industrial Revolution</b>
<p><u>Expected learning outcomes:</u></p> <p>At the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"><li>1. understand the causes of the Industrial Revolution,</li><li>2. identify the reasons why Britain was the first country to start the Industrial Revolution,</li><li>3. make inferences from sources for constructing personal viewpoints.</li></ol>
<p><u>Previous Knowledge:</u></p> <ol style="list-style-type: none"><li>1. The characteristics of the Renaissance.</li><li>2. The development of the Scientific Revolution</li></ol>
<p><u>Pre-lesson tasks:</u></p> <ol style="list-style-type: none"><li>1. Students complete p.4 of the worksheets before lesson.</li><li>2. Students read Sources A to E on pp 5-8 of the worksheets before lesson. #The high ability students may attempt the questions on pp 5-8 before lesson.</li></ol>
<p><u>Lesson Profile:</u></p> <ol style="list-style-type: none"><li>1. Teacher's introduction.</li><li>2. Group work: In each group of 4, students share their ideas on the pre-conditions for setting up factory (p.4), and then make presentation in class.</li><li>3. Teacher's comment.</li><li>4. Group work: Each group is assigned with the task of analyzing one source only, complete the chart on p.9 and then makes presentation in class.</li><li>5. Teacher's consolidation of main points.</li></ol>
<p><u>Post-lesson learning activities /assignments:</u></p> <ol style="list-style-type: none"><li>1. High ability students can be requested to analyze which factor was the most important in enabling Britain to be the first country to start the Industrial Revolution.</li><li>2. Students prepare for Lesson 2: Complete pp. 10-11 of the worksheets.</li></ol>

## Lesson 2

### The major achievements during the Industrial Revolution

#### Expected learning outcomes:

At the end of the lesson, students will be able to:

1. understand the major achievements made during the Industrial Revolution,
2. identify the changes in life brought by the Industrial Revolution,
3. make an imaginative reconstruction of life in the past,
4. enhance the skills of making comparison,
5. develop an appreciation of the talent and entrepreneurship of men in the past and their contribution to the modern world.

#### Previous Knowledge:

Causes of the Industrial Revolution

#### Pre-lesson tasks:

Students complete pp 10-11 of the worksheets.

#### Lesson Profile:

1. Teacher's revision of what students have learnt in the previous lesson.
2. Teacher checks the answers on p.11 of the worksheets with the students.
3. Group work: In each group of 4, students share their ideas on which invention they consider to be the most important (p.10), and then make presentation in class.
4. Teacher's comment
5. Students read "My Diary" on p.12 and complete the task on p.13 of the worksheets
6. Teacher checks the answers on p.13 with the students.
7. Group work: Students have group discussion on question (a) on p.14 of the worksheets.
8. Teacher's consolidation of main points, with focus on the change in sources of energy bringing about changes on textile production, transport and communication.

#### Post-lesson learning activities /assignments:

1. Answer question (b) on p.14 of the worksheets.
2. Prepare for Lesson 3-4: Watch the video clip on "Modern Times" and complete the assignment on p.15 of the worksheets.

## **Lesson 3-4**

### **The impact of the Industrial Revolution**

#### Expected learning outcomes:

At the end of the lesson(s), students will be able to:

1. understand the effects of the Industrial Revolution,
2. identify the changes in life brought by the Industrial Revolution,
3. make an imaginative reconstruction of life in the past,
4. understand the different interpretations of the impact of the Industrial Revolution,
5. develop an empathy of the suffering of the workers during the Industrial Revolution.

#### Previous Knowledge:

Causes and achievements of the Industrial Revolution

#### Pre-lesson tasks:

Students watch the video clip on “Modern Times” and complete the assignment on p.15 of the worksheets.

#### Lesson Profile:

1. Teacher’s revision of what students have learnt in the previous lesson.
2. Teacher checks the answers on p.15 of the worksheets with the students. (For the classes of less motivated students, the video clip may have to be played in class.)
3. Group work: In each group of 4, students read p.16 and share their ideas on the questions on pp.17-18.
4. Teacher’s comment
5. Teacher’s consolidation of main points, with focus on both the positive and negative impacts.

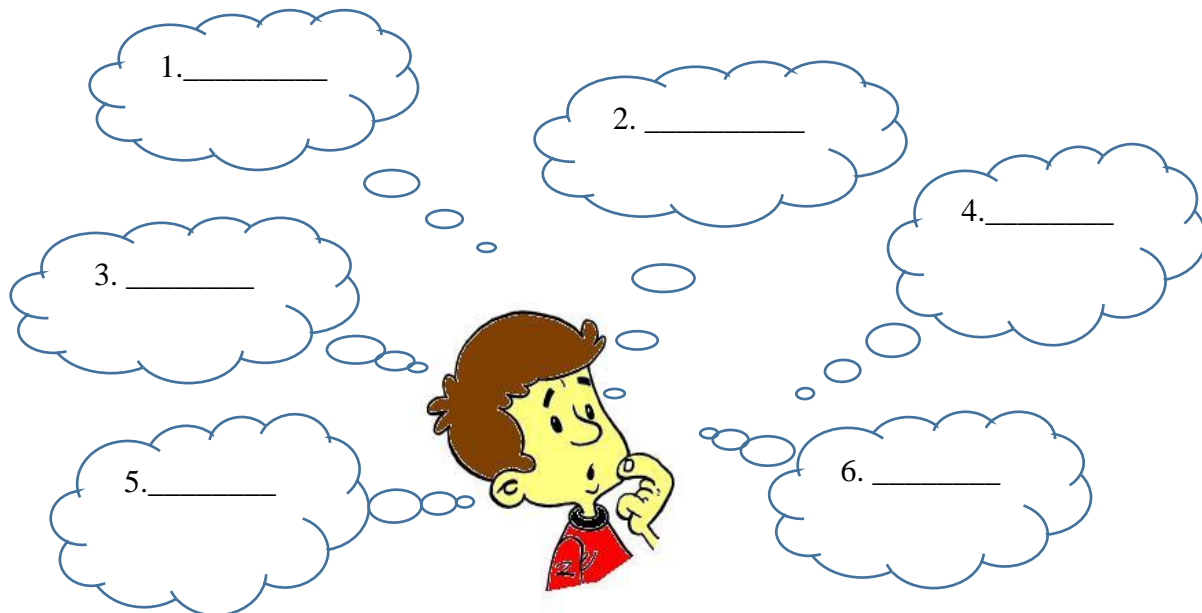
#A discussion on the two different views on the impact of the Industrial Revolution (p. 19) can be made with the high ability students.

#### Post-lesson learning activities /assignments:

Attempt the assignments on pp.18-19.

**(I) The start of the Industrial Revolution:**

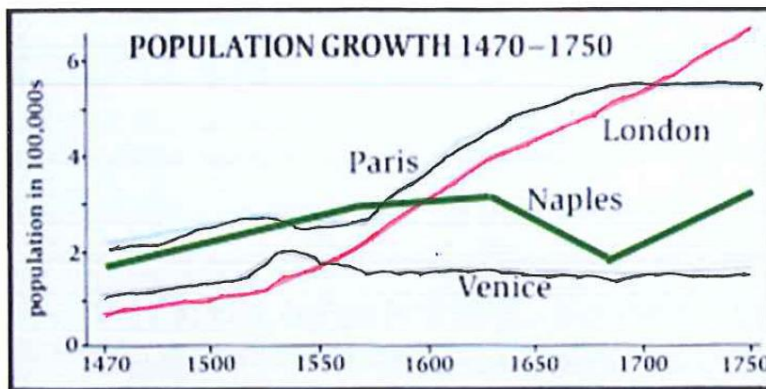
Imagine that you were a merchant in the mid-18<sup>th</sup> century Britain, what pre-conditions would you consider before setting up a factory in your country? (Pre-lesson assignment, topic for group discussion in lesson)



*Possible answers: availability of raw materials, markets, labour force, capital, transportation, stable political/social atmosphere, entrepreneurship, technological development, etc.*

**History in Focus**  
Why did Industrial Revolution start in Britain?

Source A: The population growth of European cities in the period 1470-1750.



Source:

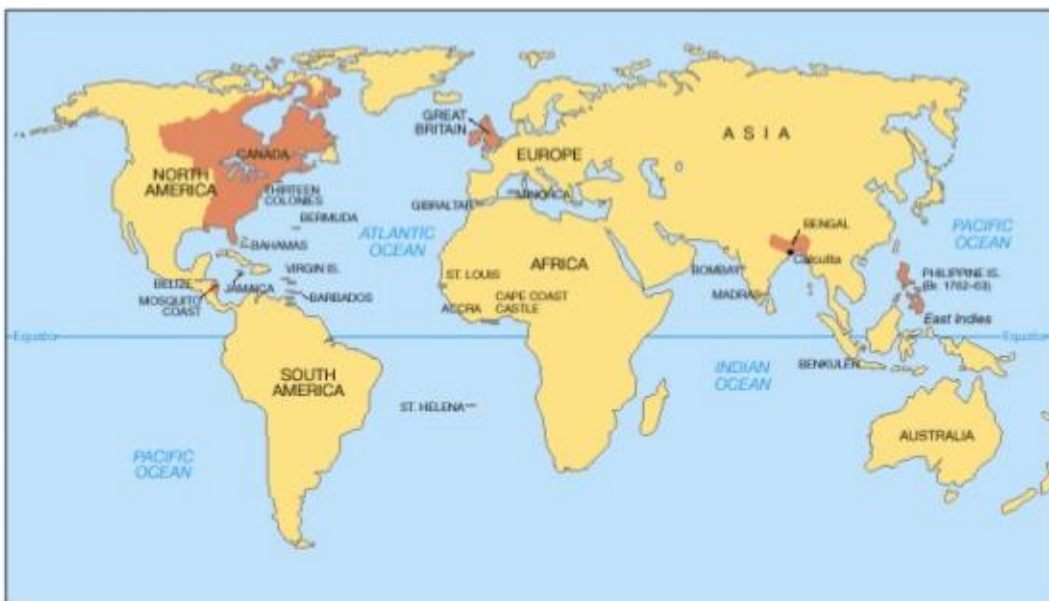
<https://www.google.com.hk/search?q=population+growth+in+london&espv=2&biw=1280&bih=614&tbm=isch&tbas=0&source=Int&sa=X&ved=0ahUKEwjjp8nHiKHPAhWEnZQKHx03BggQpwUIFA&dpr=1.5>

1. With reference to Source A, describe and explain the trend of population growth in London in the period 1470-1750. (Hints: Remember what you have learnt in the Renaissance and the Scientific Revolution.)

*Description: There was a rapid population growth in London in the period 1470-1750, especially from 1700 onwards. / The population growth rate in London was relatively higher than in other European cities as shown in the source./ Among the European cities in Source A, the population size of London was the smallest in 1470 whereas it was the largest after 1700, revealing the higher population growth rate in London.*

*Explanation: Medical improvement was made during the Renaissance and the Scientific Revolution, resulting in the decrease in death rate. / The British government was comparatively stable after the Glorious Revolution. / The Enclosure Movement in the 17<sup>th</sup> century forced many small farmers to seek for jobs in large cities, like London.*

Source B: The map below is about the British Empire in 1763. The marked regions are colonies of the British Empire



Source:

[https://www.google.com.hk/search?q=British+Empire+in+1763&rlz=1C2KMZB\\_enHK575HK575&biw=1097&bih=552&source=Inms&tbn=isch&sa=X&ved=0ahUKEwjeodzQ6aHPAhWBnZQKHb60DBEQ\\_AUIBigB#imgrc=VB-C6H6P2upzkm%3A](https://www.google.com.hk/search?q=British+Empire+in+1763&rlz=1C2KMZB_enHK575HK575&biw=1097&bih=552&source=Inms&tbn=isch&sa=X&ved=0ahUKEwjeodzQ6aHPAhWBnZQKHb60DBEQ_AUIBigB#imgrc=VB-C6H6P2upzkm%3A)

Source C: The following is about the British colonial policies in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

In 1578, Queen Elizabeth I granted a patent to Humphrey Gilbert for discovery and overseas exploration. During the early 17<sup>th</sup> century, the British Empire began to take shape with the English settlements established in North America and the Caribbean. Imports of raw cotton from the American colonies gradually increased, and by 1790, it had reached 31,447,605 lbs.

In 1600, the English East India Company was established to assist the British Empire greatly in the British trade with Asia.

2. With reference to Sources B and C, what could Britain gain from her overseas colonies?  
(Hints: Remember what you have learnt in the topic of “Voyages of Discovery”.)

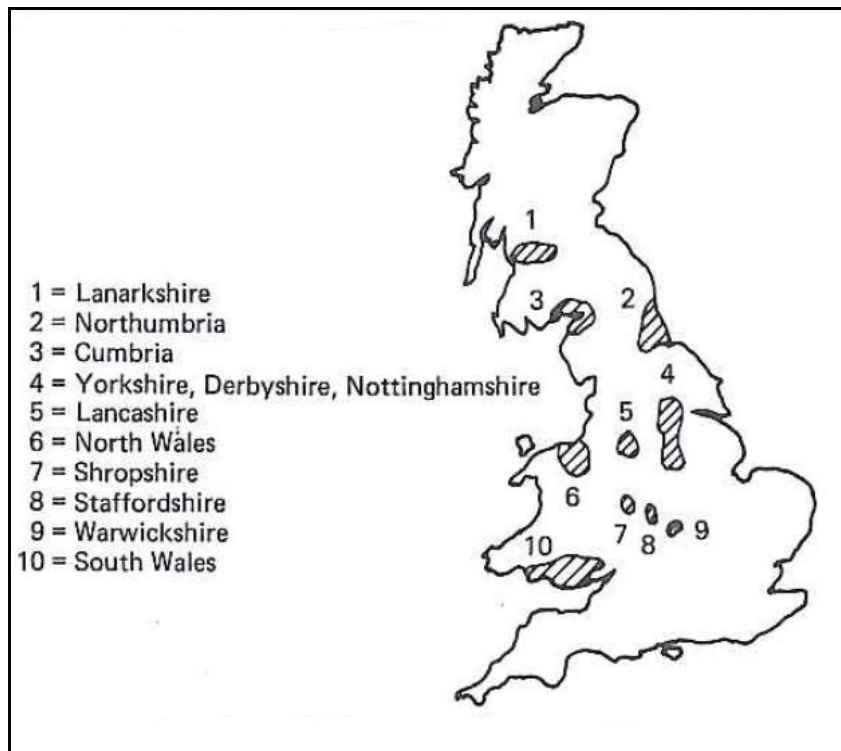
Raw materials: e.g., raw cotton / overseas markets / capital accumulated from overseas trade or investment.

3. Was the geographical location of Britain favourable for the beginning of the Industrial Revolution?

As an island country, Britain was cut from the European continent by sea which enhanced her national safety. Meanwhile her insular position facilitated her promotion of overseas trade.

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Source D: The following map shows the coalfields in England in 1800.









Source: David Taylor , *Mastering Economic and Social History*, (Macmillan, p.82)

4. What can the above source tell us about the supply of coal in England in 1800?

There was an abundant supply of coal in England in 1800. As shown in the above source, the coalfields were quite well distributed throughout England.

Source E: The following is a dialogue between two persons who are introducing their universities.

<p>John</p> 	<p>I am a graduate of the Cambridge University. Tom, I know you graduated from the Oxford University. Do you know which university is older, Cambridge or Oxford?</p>
<p>Tom</p> 	<p>Of course, it's my university. My university was established in 1096.</p>
<p>John</p> 	<p>Oh, my university is 113 years younger than yours. I am very proud of my university because it has a lot of famous graduates.</p>
<p>Tom</p> 	<p>Mine is the same. My university has become very famous in the period of the Renaissance. During that period, the method of teaching at Oxford was transformed from the medieval scholastic method to Renaissance education, although it was criticized. A brilliant group of experimental scientists began to emerge in the university in the 1650s, including Robert Boyle (1627-1691), a founder of modern chemistry. Also, the famous philosopher, John Locke (1632-1704), graduated from my university too.</p>
<p>John</p> 	<p>Well, my university, Cambridge, has also established a very good foundation on science and mathematics. You may have heard about Francis Bacon (1561-1626). He is called “the Father of Science”, encouraging the practical use of science to solve problems. Maybe you don't know both Bacon and Isaac Newton (1642-1726) were graduates of my university!</p>
<p>Tom</p> 	<p>Oh, I see. We also have many famous alumni, including Stephen Hawking. We should work hard like them and learn from them.</p>

5. What can we conclude from Source E about the cultural atmosphere in Britain in the second half of the 17<sup>th</sup> century?

The cultural atmosphere was very favourable for the scientific development in Britain. There were famous universities established in Britain. The universities, like Oxford and Cambridge, became the centres for scholars to make scientific investigations.



6. Conclude from the above sources your findings on the conditions in Britain by completing the following chart.

The pre-conditions to be considered	Were there the preconditions in Britain for setting up factories?
1. <b>Raw materials</b>	1.- <i>British colonies provided raw materials, like raw cotton. (Sources B, C)</i> - <i>Britain was rich in coal. (Source D)</i>
2. <b>Markets</b>	2. <i>There were potential markets in Britain and overseas markets in the British colonial empire. (Sources A, B, C)</i>
3. <b>Labour force</b>	3. - <i>The Enclosure Movement in the 17<sup>th</sup> century released agricultural labour force.</i> - <i>There was a rapid growth of population. (Source A)</i>
4. <b>Capital</b>	4. <i>Capital was accumulated from the investments in overseas colonies and overseas trade. (Sources B, C)</i>
5. <b>Technology level</b>	5. <i>The British had good investment in education and thus created a cultural atmosphere receptive to innovation. (Source E)</i>
6. <b>Stable political atmosphere</b>	6. <i>The British government was relatively stable and supported a laissez-faire economy. There were no major wars fought on the British soil. (From own knowledge)</i>
7. <b>Transportation</b>	7. <i>Roads and canals were well built in Britain, facilitating the transport of goods. (From own knowledge)</i>
8. <b>Entrepreneurship</b>	8. <i>The British entrepreneurs supported the making of new inventions and put profits back into their business. They formed good partnership with the scientists. One good example was the partnership of James Watt and Matthew Boulton, an entrepreneur. (From own knowledge)</i>

# Note: The rich information above is for the reference of teachers.

(II) **Major achievements during the Industrial Revolution:**

**History in Focus**

What brought about changes on textile production, transportations and communications?

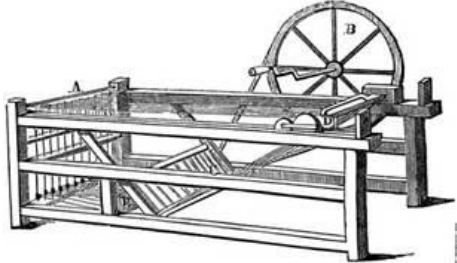
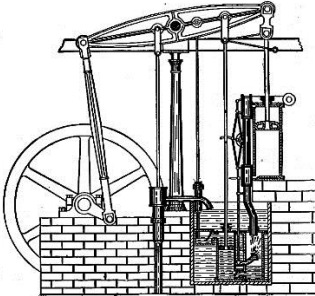
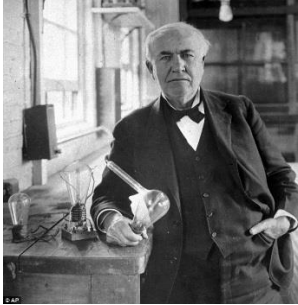


(This pre-lesson task provides students with basic information about inventors and their inventions to facilitate discussion in class. No memorization of details is required.)

1. Which invention do you consider to be the most important one made during the Industrial Revolution? Explain your answer (pre-lesson work, topic for group discussion in lesson)

I consider \_\_\_\_\_ to be the most important invention during the Industrial Revolution.

Reasons:

2. Identify the following new inventions in the Industrial Revolution and name the respective inventors.

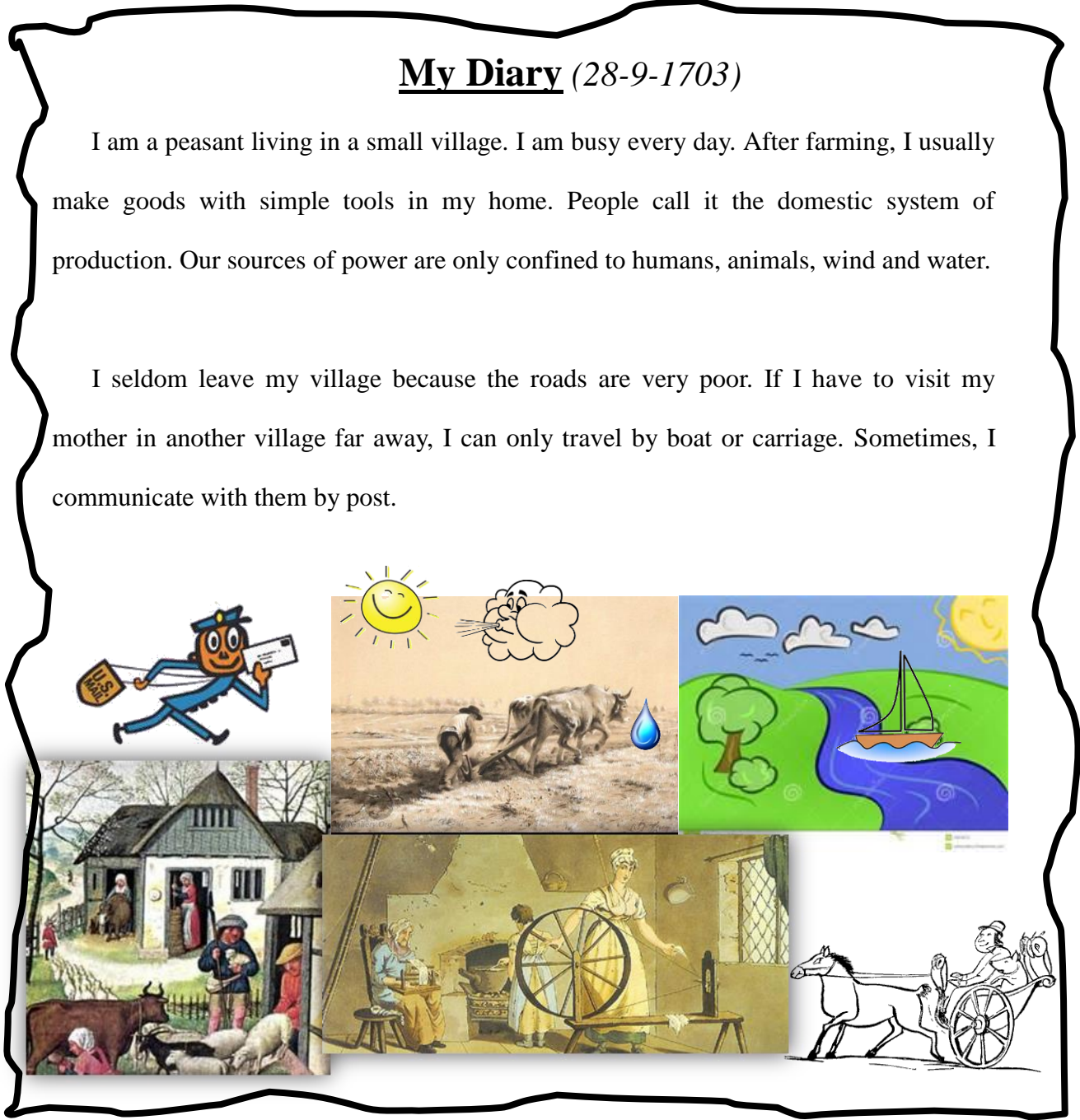
New inventions	Inventions / Inventors
<p>1.</p> 	<p>Invention: <u><i>spinning jenny</i></u></p> <p>Inventor: <u><i>James Hargreaves</i></u></p>
<p>2.</p> 	<p>Invention: <u><i>steam engine</i></u></p> <p>Inventor: <u><i>James Watt</i></u></p>
<p>3.</p> 	<p>Invention: <u><i>electric light bulb</i></u></p> <p>Inventor: <u><i>Thomas Edison</i></u></p>
<p>4.</p> 	<p>Invention: <u><i>steamship</i></u></p> <p>Inventor: <u><i>Robert Fulton</i></u></p>
<p>5.</p>  <p>04 Killingworth Locomotive, still in use.</p>	<p>Invention: <u><i>steam locomotive</i></u></p> <p>Inventor: <u><i>George Stephenson</i></u></p>

3. The following is about the life of a peasant called David living in Britain before the Industrial Revolution. Read the following first. (This part can be for group discussion)

### My Diary (28-9-1703)

I am a peasant living in a small village. I am busy every day. After farming, I usually make goods with simple tools in my home. People call it the domestic system of production. Our sources of power are only confined to humans, animals, wind and water.

I seldom leave my village because the roads are very poor. If I have to visit my mother in another village far away, I can only travel by boat or carriage. Sometimes, I communicate with them by post.



One day, David was brought into a time machine by a time traveller and travelled to the year 1899. When he opened his eyes after the time machine had landed, he was very horrified at the differences between his former life and the present life. He wanted to keep a memory of what he saw before returning back to the pre-industrial revolution period. Please help him to complete his diary by filling in the missing words below.

## My Diary (28-9-1899)

I don't know why I am here, but it's so amazing that everything is strange to me. The peasants here use machines instead of simple tools in farming. Many peasants have left their villages and are living in towns/cities now. They have become workers working in large buildings called factories. Also, machines instead of simple tools are used in the production of goods. People still use wind and water power like me, but they have invented new sources of power. The people here told me at first they used coal to burn water to produce steam power. They are also bright enough to use oil and electricity as sources of power later.

Life here is much more comfortable than that in my home. I don't need to walk on foot all the time. Because of the invention of steam power, I can travel conveniently by steamships at sea or by trains driven by steam locomotives. Also, people here could communicate with each other easily with the use of telegraphs and telephones. Oh, life here is so attractive and so advanced.! Should I go back?

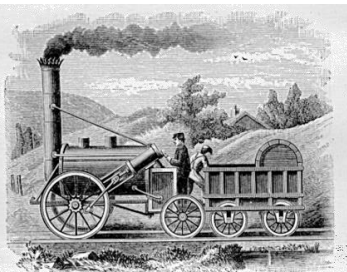
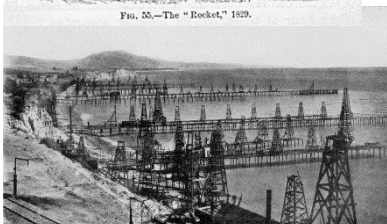
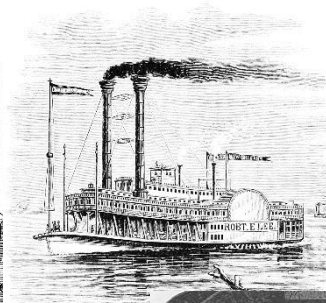
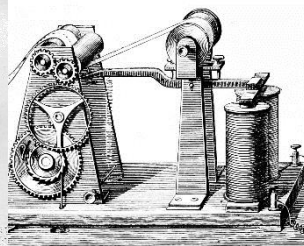


FIG. 55.—The "Rocket," 1829.







(III) **Impact of the Industrial Revolution:**

**History in Focus**

Focus for Q1: Industrial Revolution gave rise to various problems including child labour, poor working condition and the abuse and exploitation of workers.

1. “Modern Times” is a comedy film (1936), in which a factory worker has a very poor life in a factory. Charlie Chaplin played the role of a factory worker. From the film, we can easily imagine the impact of the Industrial Revolution on the life of the Europeans.

Watch the film and complete the table below. (It can be a pre-lesson assignment.)

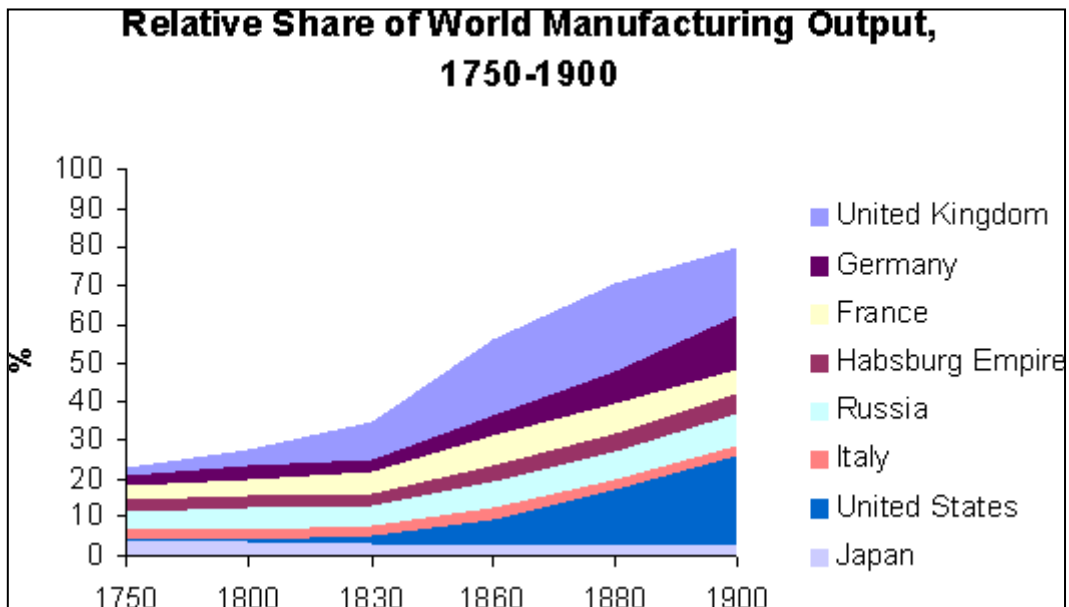


[https://www.youtube.com/results?search\\_query=modern+times+charlie+chaplin+full+movie](https://www.youtube.com/results?search_query=modern+times+charlie+chaplin+full+movie) / The condensed version of the film – a 9-minute video clip is saved in our school e-learning platform classroom (can be assigned as EDpuzzle video lesson).

Scene	Its implication on the effects of the Industrial Revolution
1. Many pigs are rushing out and many people are in the street	Rapid population growth. / Increase in the production of food (scientific breeding).
2. The President of the factory is reading newspaper and watching the workers closely.	The emergence of a capitalist class (bourgeoisie) exploiting the workers.
3. There are many factory workers.	The emergence of the working class (proletariat).
4. Charlie Chaplin screws nuts repeatedly in the factory.	The beginning of the division of labour. / The stressful working environment in factory.
5. Charlie Chaplin experiences the mal-functioning feeding machine in the factory.	The exploitation of workers./ The factory owner intentionally cutting the lunch time of workers./ Long working hours.
6. Charlie Chaplin suffers from nervous breakdown and is sent to hospital.	The stressful working environment in factory./ The exploitation of workers.
7. There is the demonstration	The rise of socialism/communism.

of workers.	
<p>Can you generalize the impact of the Industrial Revolution on the life in Europe with reference to the film? (To be completed by students of higher academic ability.)</p>	

2. Read the following chart about the relative share of world manufacturing output of some countries from 1750 to 1900, and answer questions below.



Source:

<https://www.google.com.hk/search?q=population+growth+in+england&espv=2&biw=1280&bih=614&tbm=isch&source=Int&tbs=sur:f&sa=X&ved=0ahUKEwjmi5v6hqHPAhUcKZQKHV>



### History in Focus

Focus for Q2: Industrial Revolution accelerated the development of economy and technology in Europe, and leading to the colonial expansion of European countries in the 19<sup>th</sup> century.

- a) What can you learn from the above chart about the British manufacturing output from the beginning of the Industrial Revolution till 1900? (It can be assigned as homework or discussion topic in lesson.)

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*Possible answers:*

- *A general growth throughout the period.*
- *A larger share enjoyed by Britain in the 19<sup>th</sup> century.*
- *The growth became faster after 1800.*
- *Rise of US challenging Britain at the end of the 19<sup>th</sup> century.*



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## Smart Tips:



On the impact of the Industrial Revolution, there were two different views: the optimistic point of view and the pessimistic point of view. To the optimists, the good side of capitalism was highlighted. The Industrial Revolution brought about higher wages, wider job opportunities, and thus an increase in the living standard of the workers. On the contrary, the pessimists stressed the evils of capitalism: long working hours, as well as the creation of pollution problem and urban squatter areas, resulting in a general debasing of life quality. The pessimists were thus attracted by Marxism.

Despite of different interpretations, the Industrial Revolution brought about technological breakthroughs, laid the foundation of the Western superiority and led to the rise of modern Europe.

### **Extended learning activities:**

1. Search for more information on the Industrial Revolution by clicking the link below.

<http://goo.gl/1mGpjq>



2. Select one inventor in the Industrial Revolution whose courage or entrepreneurship you appreciate the most. Write down his/her story and explain why you appreciate him/her the most.