**Industrial Revolution Application Project**

**Introduction**

The Industrial Revolution may have begun in late-18th Century Great Britain, but it is a process that continues to this day. By having students investigate the changes happening in developing countries, they can review and apply the events of the Industrial Revolution in Europe 200 years ago. Students will have the opportunity to explore a country of their/my choice, topics of their choice, and present those ideas in a way they would like.

**Set Up:**

* Choose a country you would like study: Mexico, China, Bangladesh, Nigeria, Indonesia, Colombia, Iran
* Students will then choose **2** topics from the following list:
  1. Natural resources: Explore what natural resources the country does and does not have and how these have helped and/or hindered in the country’s development
  2. Environmental problems: Explore how the environment has been damaged as a result of the process of industrialization and what (if anything) the government is doing to prevent this.
  3. Poverty: Explore the conditions of the poorest citizens in your country’s society and how their life has improved or gotten more difficult during the process of industrialization.
  4. Urbanization and migration: Explore where people have migrated in your country over the last few decades as a result of industrialization and how that has affected life in your country.
  5. Factory systems: Explore what conditions are like for people working in the factories as well as the way goods are produced in the factories.
  6. Impact of new technologies: Explore how revolutions in new technologies especially in transportation and communication have affected daily life in your country.
  7. Changes in Culture: Explore how leisure, entertainment, and art have changed in your country as it has moved away from a more traditional lifestyle.
  8. Gender roles: Explore how the roles of men and women have changed from moving to an agricultural system to a more modern activity with more women in education and work.
  9. Capitalism and socialism: Explore government policies promoting entrepreneurship and business or social programs for the poor in your country.
  10. Politics and Rights: Explore how the politics of your country have changed over time and how people’s political and personal rights have improved.
* For each of the topics, students will create a different small product that will demonstrate basic mastery of the topic and connect it to what they have been learning about in class. **All products must be digital**. You CANNOT use the same product more than once. Products options are (**2** of the following):
  1. Newspaper article: a 200-300 word article informing the public with a headline and a captioned picture.
  2. Advantage/disadvantage chart: Make a chart describing 10-15 pieces of information relating to your topic that are either positives or negatives with a 2-3 sentence reflection at the bottom on your page.
  3. Letter to leader of the country giving advice: Write a 200-300 word letter to the leader of the country you are exploring informing of them of the issue you are investigating and advising him or her on what they can do better.
  4. First person narrative: Write a 250-350 word fictional account of someone living in the country you are studying describing the changes you are observing based on the topic you are exploring.
  5. Prezi or PowerPoint Presentation: Make a 5-8 slide (with a picture on each slide) presentation informing your audience about the issue you are exploring.
  6. YouTube video: Make a 1:30 to 2 minute video presenting the issue through speaking, visuals, or song informing the public about the issue you are exploring.
  7. Comic strip: Make a 12-15 panel comic strip narrative that explores the topic you are exploring.
  8. Website: Make a website through a free site like weebly.com with 3-5 pages that explores your topic through text, pictures, and links.
  9. Poster: Make a visually appealing poster with at least 15 bullets of text and 4 pictures.
  10. Graphic organizer: Create a graphic organizer (examples at <http://my.hrw.com/nsmedia/intgos/html/igo.htm>) that explores the topic you selected with a 2-3 sentence reflection that summarizes what the graphic organizer demonstrates.

**Time Frame:** This activity is designed to be a spread over 3-4 days with about 20-25 minutes spent in class and the rest to be completed at home. On the final day, students will present their products to a group of 3 to 4 students in a 5-8 minute presentation. Students should be instructed to summarize rather than read their products to fit within the time requirements.

**STUDENTS MUST INCLUDE A WORKS CITED FOR EACH PRODUCT! (Though we will try to work on properly citing information later in the course, for this project, please simply include the web address, date of publication, and author (if available) for the information that you used!)**

**Evaluation**: I will be here to guide you to improve your products and research. You will use the rubric below as your guide. On presentation day you will be evaluated by your peers using the rubric.

**Project Rubric**

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| --- | --- | --- | --- |
| **Topic** | **Excellent** | **Adequate** | **Needs Improvement** |
| **Product #1** | * Product goes beyond the minimum length requirements * Product demonstrates research and insight into the topic * Product shows careful attention to visual or stylistic details | * Product meets the minimum length requirements * Product demonstrates research and learning of the topic * Product is neat and without major mistakes | * Product does not reach the minimum length requirements * Product does not demonstrate research or insight into the topic * Product is messy or has many errors |
| **Product #2** | See Above | See Above | See Above |
| **Presentation** | * Presentation was within the time requirements * Presentation kept the audience’s interest * Presenter was able to speak extemporaneously | * Presentation was within the time requirements * Presentation mostly kept the audience’s attention * Presenter mostly read and summarized from the products | * Presentation was either too long or too short * Presentation did not keep the audience’s interest * Presenter only read from the products |
| **Connection** | Presenter demonstrated insightful connections between their country and 18th and 19th Century Europe | Presenter made simple connections between their country and 18th and 19th Century Europe | Presenter made only obvious or no connections between their country and 18th and 19th Century Europe |
| **Reflection** | Presenter was able to meaningfully demonstrate an ability to apply the knowledge gained from this project to the way he or she understands the world | Presenter showed some ability to apply the knowledge gained from this project to the way he or she sees the world | Presenter was unable to demonstrate an impact this project had on the way he or she sees or understands the world |

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| **Peer Evaluation**  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Product 1: \_\_\_\_\_\_\_ / 15**  **Product 2: \_\_\_\_\_\_\_ / 15**  **Presentation: \_\_\_\_\_\_ /10**  **Connection: \_\_\_\_\_\_\_ /5**  **Reflection: \_\_\_\_\_\_\_\_ /5**  **Comments**: | **Peer Evaluation**  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Product 1: \_\_\_\_\_\_\_ / 15**  **Product 2: \_\_\_\_\_\_\_ / 15**  **Presentation: \_\_\_\_\_\_\_ / 10**  **Connection: \_\_\_\_\_\_\_ / 5**  **Reflection: \_\_\_\_\_\_\_ / 5**  **Comments**: | **Peer Evaluation**  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Product 1: \_\_\_\_\_\_\_ / 15**  **Product 2: \_\_\_\_\_\_\_ / 15**  **Presentation: \_\_\_\_\_\_\_ / 10**  **Connection: \_\_\_\_\_\_\_ / 5**  **Reflection: \_\_\_\_\_\_\_ / 5**  **Comments**: |