

SPECIAL ED

1790-1870

INDUSTRIAL REVOLUTION

PART I



INCLUDES GOOGLE SLIDES

This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and has a few foundational math skills. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!



Industrial Revolution

Part 1

By

Christa Joy

Special Needs for Special Kids



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Also included with this unit is a power point show that is narrated and has automatic advancement of slides. Let me know in the feedback if this was helpful 😊

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This unit contains 150 pages of material and 32 google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Industrial Revolution Part 1

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games
- Flashcards
 - This unit includes a set of flashcards that you can use in a variety of ways (explained in the lesson plans)
 - I would print these on cards stock and laminate if possible.
 - I can provide you a copy in gray scale if you need them. Email me at: specialneedsforspecialkids@gmail.com
- Print the large timeline cards on cardstock and laminate.
 - For additional ideas on how to use these, go to: <https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocab cards activity• Vocabulary cut and paste
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause & Effect worksheet	9	<ul style="list-style-type: none">• Book• Vocab cards activity• Vocabulary cut and paste
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause & Effect worksheet	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Writing prompt
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Large timeline cards	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Large timeline cards• Cut and paste timeline	12	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
6	<ul style="list-style-type: none">• Book• Vocab cards activity• Flash card activity	13	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
7	<ul style="list-style-type: none">• Book• Vocab cards activity• Flash card activity	14	<ul style="list-style-type: none">• Assessment

The lesson plans contain:

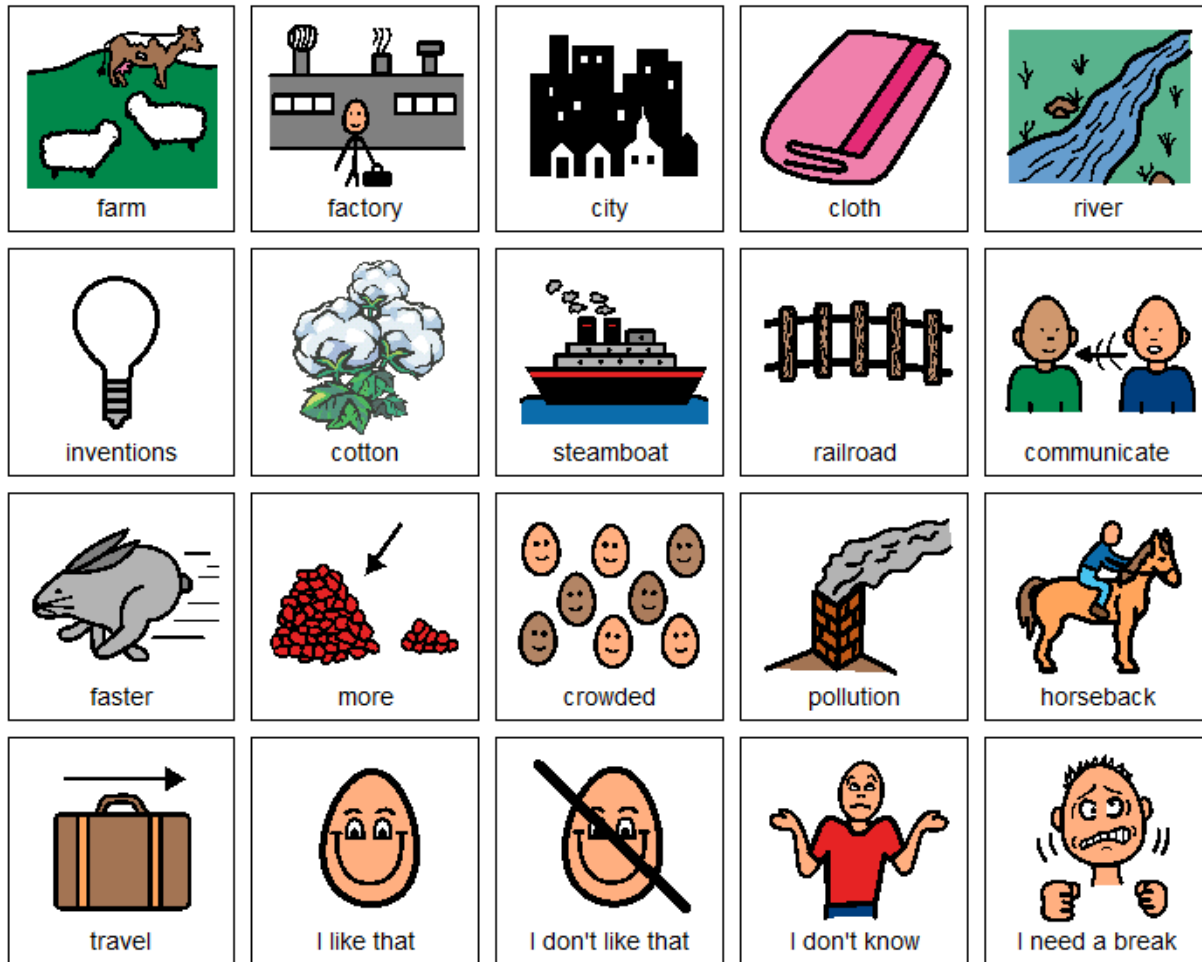
A quick look at what you will do each day

Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions<ul style="list-style-type: none">◦ Therefore, it usually takes me a little longer to read each day. I can ask more questions as they get more familiar with the material.◦ You don't want to ask so many questions you lose the flow of the story, but enough to make sure your students are truly engaged• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none">• I play this game, or variations of it the first few days<ul style="list-style-type: none">◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5• Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up• Discuss relevant points on the card<ul style="list-style-type: none">◦ You can also play this game in this manner having them find the symbol on their vocabulary board	<ul style="list-style-type: none">• Vocabulary cards (student set and teacher set)• Vocabulary board
Circle map review (5 minutes)	<ul style="list-style-type: none">• Review the circle map completed yesterday	<ul style="list-style-type: none">• Circle map completed yesterday
Cause and Effect worksheet (10 minutes)	<ul style="list-style-type: none">• Do the first cause and effect worksheet<ul style="list-style-type: none">◦ Use color coding as needed (see tips in first pages of the lesson plan)• Make connections to the book as necessary	<ul style="list-style-type: none">• Cause and effect worksheet• Scissors• Glue

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

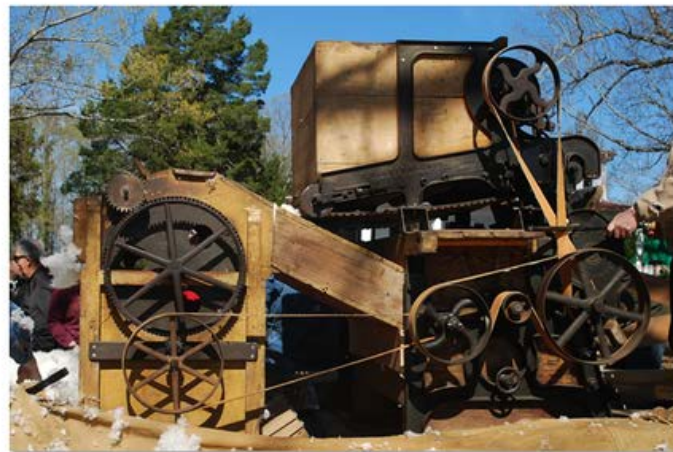
There were many new inventions. And this meant that products which used to be made in homes and small workshops, could now be made more easily in big **factories**.



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There is a book with this unit using simple text and photos. It is 48 pages and is an overview of the Industrial Revolution between 1790-1870.

It was the invention of the **cotton gin** in 1793, by **Eli Whitney** that truly changed everything.



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- pdf version
- voice-recorded PPT
- mp4 movie format

Industrial Revolution

1700-1920

A rapid change in how people moved and lived and how things were made.



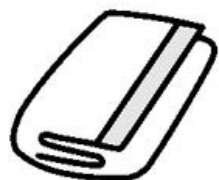
factories

Large buildings in the cities where products were made in large quantities.



textile mill

Factory that made cloth from cotton.



mass production

Making products that are all the same in large quantities using a machine.



Samuel Slater

Opened the first textile mill in Rhode Island in 1793. He started the Industrial Revolution in America.



Eli Whitney

Invented the cotton gin which changed the way cloth was made.



cotton gin

Machine that separated the seeds from the cotton.



boll

The round, white part of the cotton plant.



There are 20 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

steam engine

An engine that is run by the power of steam.



Robert Fulton

Ran the first successful steamboat in America.



steamboat

Boat that was powered by a steam engine. It was powerful enough to go up river.

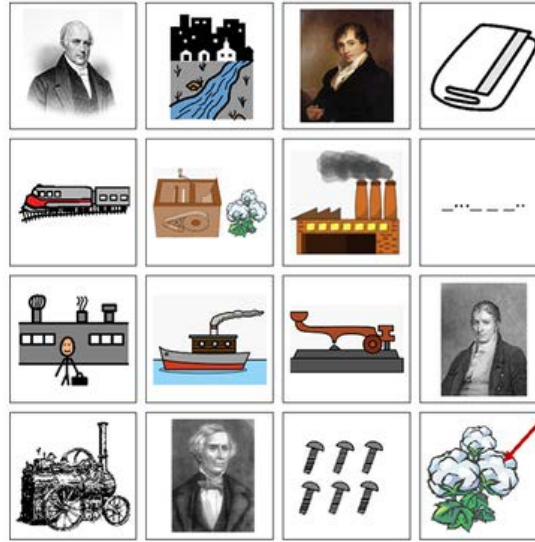


Erie Canal

Waterway that ran through America and connected the Midwest and the Northeast.



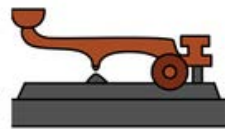
Cut out images and match to correct definition.



Samuel Morse



telegraph



Morse code



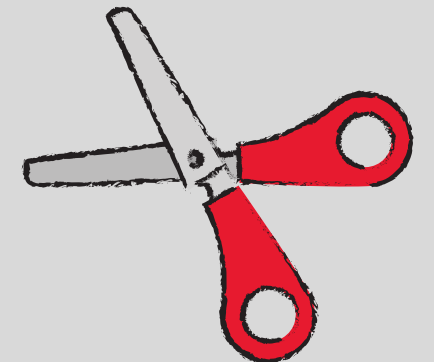
Transatlantic Railroad



Cut out definition and match with correct image on previous page.

Large buildings in the cities were products were made in large quantities.	Waterway that ran through America and connected the Midwest and the Northeast.	Machin... the seeds... cotton.
An engine that is run by the power of steam.	A rapid change in how people moved and lived and how things were made.	Invented a way... communicate us... sounds translated... letters and words.
The round, white part of the cotton plant.	Special code sent by telegraph that could be translated into letters and words.	Large buildings in the cities were products were made in large quantities.

There is a cut and paste activity where students will match either the picture to the definition (easier) or the definition to the picture (harder).





Industrial Revolution 1700-1920

A rapid change in how people moved and lived and how things were made.



Factories

Large buildings in the cities where products were made in large quantities.



textile mill

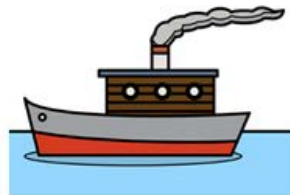
Factory that made cloth from cotton.

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Robert Fulton

Ran the first successful steamboat in America.



steamboat

Boat that was powered by a steam engine. It was powerful enough to go upriver.

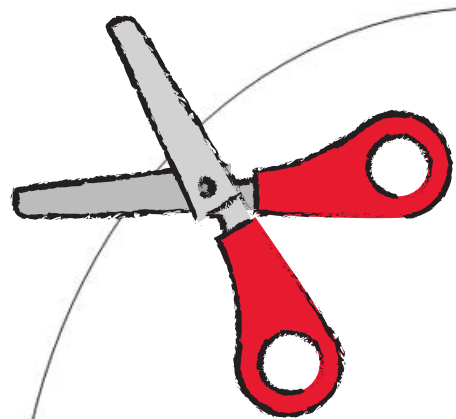


Erie Canal

Waterway that ran through America and connected the Midwest and the Northeast.








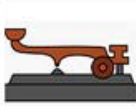



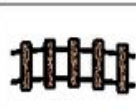


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There are 16 flashcards included in this unit with suggestions on how to use them in small groups and for review.



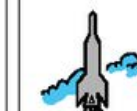
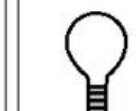



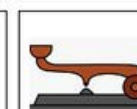


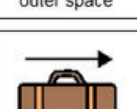
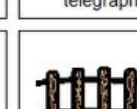


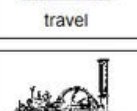
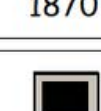
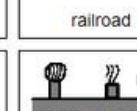




Cut apart pictures and place in circle map.

Errorless version

 cities	 Eli Whitney	 factory	 inventions	 cloth
 steam engines	 cotton gin	 telegraph	 steamboat	 canal
 travel	1700 - 1870	 railroad	 mass production	 Robert Fulton

Cut apart pictures and place in circle map **ONLY IF** they relate to the Industrial Revolution.

 cities	 Eli Whitney	 rocket	 inventions	 cloth
 outer space	 cotton gin	 telegraph	 steamboat	 canal
 travel	1700 - 1870	 railroad	 video game	 Robert Fulton
 steam engines	 computer	 factory	 mass production	 gas station

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There is 1 circle map in this unit. It covers general facts about the Industrial Revolution covered in the book.

Circle maps are a great way for students to see the concept at a glance.

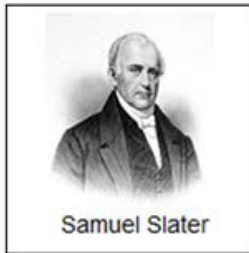
Each circle map has 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



1793

Samuel Slater opens the first textile mill in Rhode Island, starting the Industrial Revolution



Samuel Slater



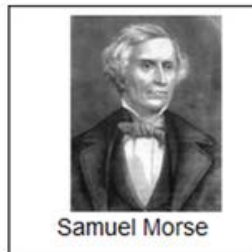
first textile mill opens

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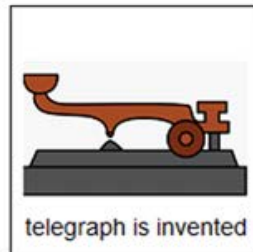


1844

Samuel Morse invents the telegraph.



Samuel Morse



telegraph is invented



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There are 6 large timeline cards to use in a group activity. They cover some of the main events that occurred between 1790 and 1870.

Time Line

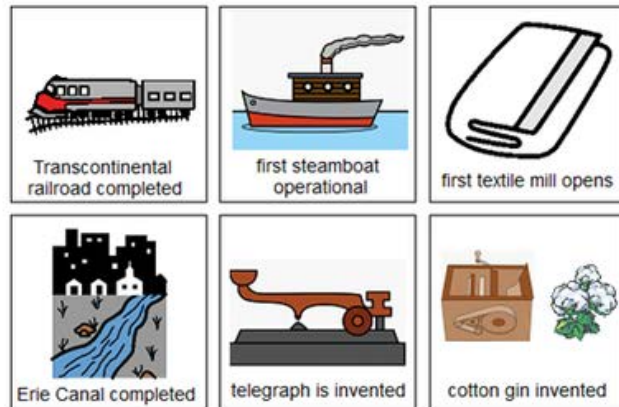


Three empty square boxes for notes, positioned below the 1793 and 1807 sections of the timeline.



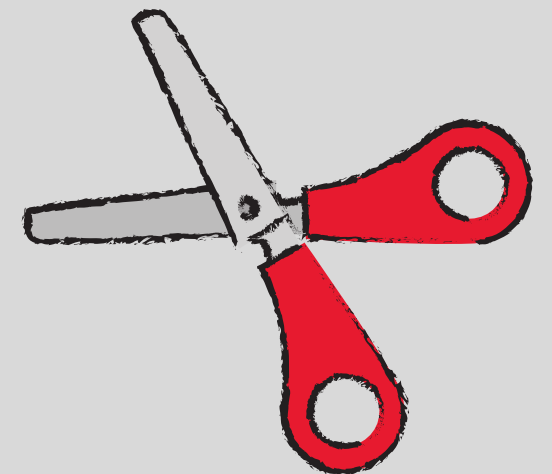
Three empty rectangular boxes for notes, positioned below the 1825, 1844, and 1869 sections of the timeline.

Timeline symbols












There is a cut and paste version of this timeline as well.

Suggestions for differentiation are included.








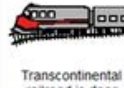
Find the what the *cause* was of each action below.

<input type="text"/>	→	 people moved to the city
<input type="text"/>	→	 textile mills open
<input type="text"/>	→	 farmers can grow more cotton
<input type="text"/>	→	 ships can go up river
<input type="text"/>	→	 products move faster
<input type="text"/>	→	 travel is safer and faster

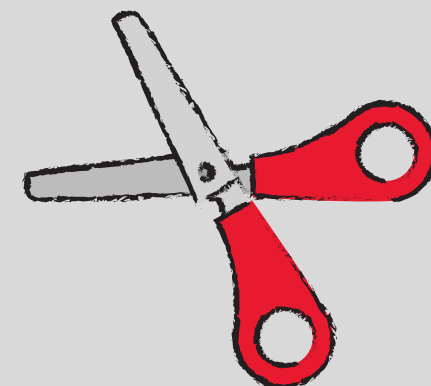
 Erie Canal is done	 steam engines come to America
 steamboats start running	 Transcontinental railroad is done
 factories were built	 cotton gin invented



Find the what the *effect* was of each action below.

 factories were built	→	<input type="text"/>
 steam engines come to America	→	<input type="text"/>
 cotton gin invented	→	<input type="text"/>
 steamboats start running	→	<input type="text"/>
 Erie Canal is done	→	<input type="text"/>
 Transcontinental railroad is done	→	<input type="text"/>

There is a cut and paste activity looking at different causes and effects of the Industrial Revolution.



Hello, my name is



I invented/started the first

It was

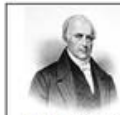
to come up with this idea.

My invention changed

It was



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Samuel Slater



Eli Whitney



Robert Fulton



Samuel Morse



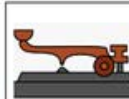
textile mill



cotton gin



steamboat



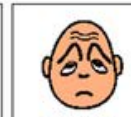
telegraph



easy



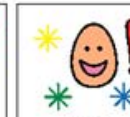
hard



exhausting



fun



great



things were made



people traveled



people moved



people talked



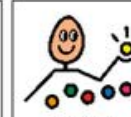
things were sold



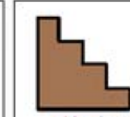
important



powerful



the best



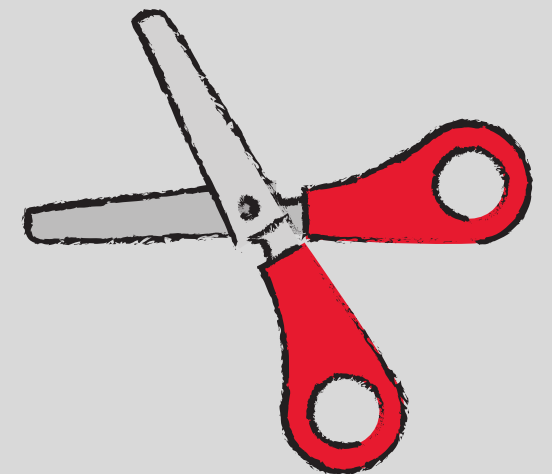
a big step



huge

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There is a writing prompt where students will write about an invention they made. This is an errorless activity.



Industrial Revolution facts

1. The Industrial Revolution was a time of many .
2. The Industrial Revolution actually started in .
3. Products began being in factories.
4. One of the first factories was a .
5. So many people moved to the city it became very crowded and .



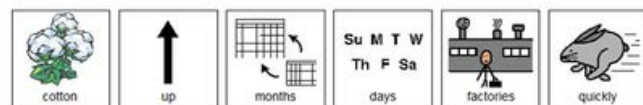
People and Inventions

1. Samuel Slater opened the first .
2. Farmers were very thankful to for inventing the cotton gin.
3. Samuel Morse invented the which used a series of to communicate messages.
4. Robert Fulton used the to power the first steamboat operation.
5. All of these inventions and people brought change to America during the Industrial Revolution.



Causes and Effects

1. When were built, people began moving to the city.
2. The invention of the cotton gin, meant farmers could grow more .
3. The steamboat allowed ships to travel stream rather than always going down stream.
4. The telegraph meant people could communicate .
5. When the Transatlantic railroad was finished, people could travel across the country in just rather than .

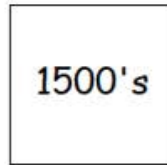
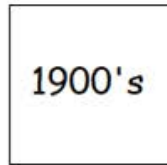
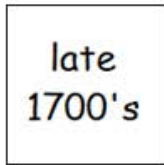


Close worksheets are a great informal assessment. There are 4 worksheets. 2 are a general overview, 1 reviews the trade embargo, and one is on Fidel Castro.

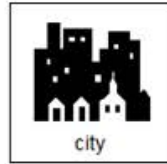
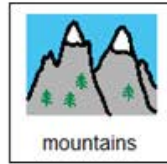
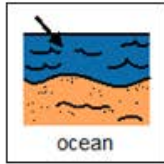
Answer key included.



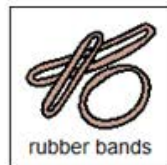
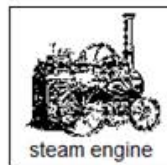
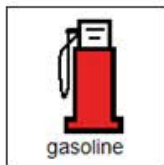
1. When did the Industrial Revolution start?



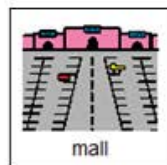
2. Many people left the farm and moved to the:



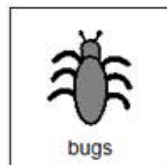
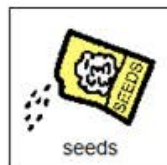
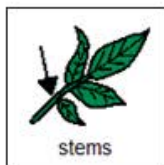
3. This changed how things were being made:



4. The first main factory was opened by Samuel Slater and was a:



5. The cotton gin, allowed what to be removed from the cotton?



FINALLY the assessment!!
There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



stems

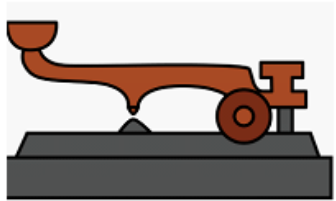


seeds

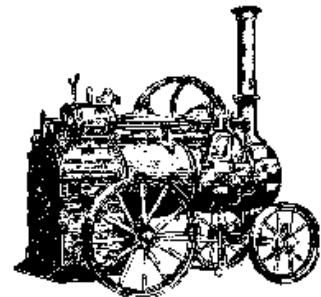


bugs

Q 6



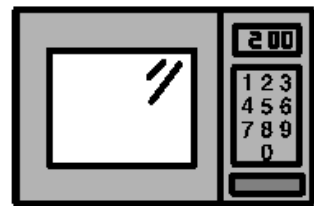
telegraph



steam engine



steamboat



microwave



cotton gin



Transatlantic Railroad

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. When did the Industrial Revolution start?
 1. Late 1700's
 2. 1900's
 3. 1500's
2. Many people left the farm and moved to the:
 - A. Ocean
 - B. Mountains
 - C. City
3. This changed how things were being made:
 - A. Gasoline
 - B. Steam engine
 - C. Rubber bands
4. The first main factory was opened by Samuel Slater and was a:
 - A. Textile mill
 - B. Candy factory
 - C. Mall
5. The cotton gin, allowed what to be removed from the cotton?
 - A. Stems
 - B. Seeds
 - C. Bugs
6. There were many important inventions during this time. Circle those we learned about:

A. Telegraph	D. Microwave
B. Stem engine	E. Cotton gin
C. Steamboat	F. Transcontinental Railroad

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the
movie on the
Industrial
Revolution

It was thanks to many inventions that this change was able to happen, and it all started in Rhode Island at a **textile mill**.



Christa Joy, Special Needs for Special Kids

This unit also has digital activities. There is a movie version of the books students can listen to read aloud.

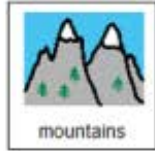
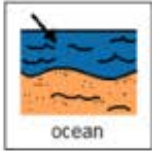
1. When did the Industrial Revolution start?

late
1700's

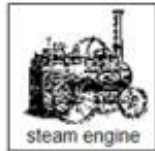
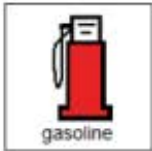
1900's

1500's

2. Many people left the farm and moved to the:



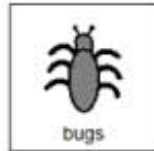
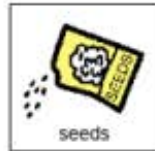
3. This changed how things were being made:



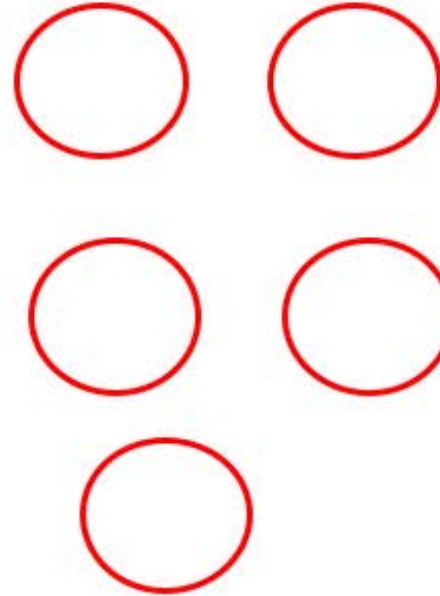
4. The first main factory was opened by Samuel Slater and was a:



5. The cotton gin, allowed what to be removed from the cotton?



Circle the correct answer.



The digital activities have students click and drag their answers. There are 2 sets of 16 slides.

Timeline

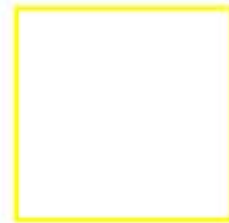
1793

1807

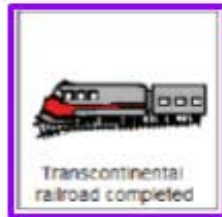
1825

1844

1869



Place the events in the correct location on the timeline.



Transcontinental railroad completed



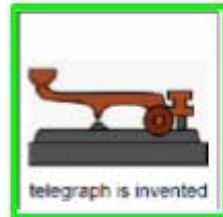
first textile mill opens



first steamboat operational



Erie Canal completed



telegraph is invented



cotton gin invented

The second set of slides is differentiated using color.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)