SPECIAL ED

1870-1914

INDUSTRIAL REVOLUTION

PART 2

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 2

By

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Special Needs for Special Kids

Table of Contents

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 ☺

This unit contains almost 200 pages of material and 34 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 2 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	• Book • Vocab cards activity • Circle map		9	• Book • Vocab cards activity • Flash card activity
2	• Book • Vocab cards activity • Circle map		10	• Book • Vocabulary cut and paste
3	• Book • Vocab cards activity • Circle map		11	• Book • Vocabulary cut and paste
4	• Book • Vocab cards activity • Cause & Effect worksheet		12	• Book • Vocab cards activity • Writing prompt
5	• Book • Vocab cards activity • Cause & Effect worksheet		13	• Book • Vocab cards activity • Close worksheet
6	• Book • Vocab cards activity • Life-sized timeline activity		14	• Book • Vocab cards activity • Close worksheet
7	• Book • Vocab cards activity • Life-sized timeline activity • Cut & paste timeline		15	• Book • Vocab cards activity • Close worksheet
8	• Book • Vocab cards activity • Flash card activity		16	• Assessment

The lesson plans contain:

A quick look at what you will do each day

Day 2

Activity	Notes	Materials

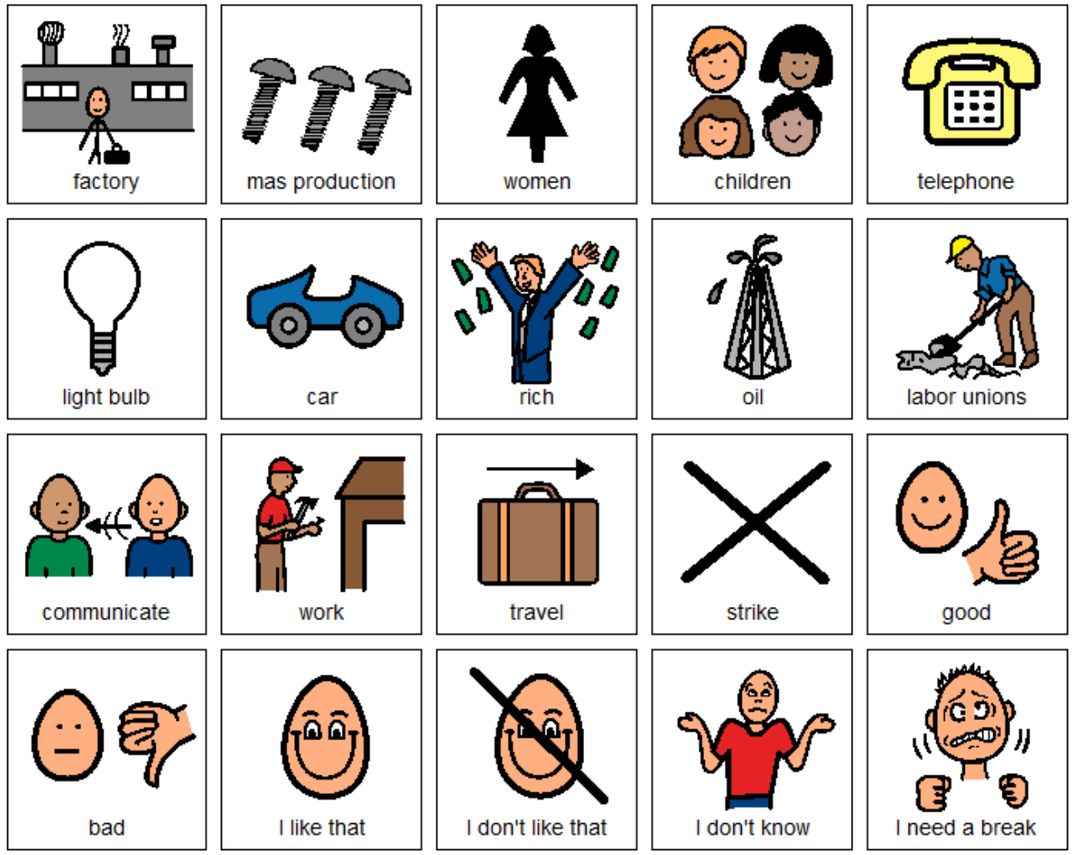
Read or listen to a recording of the book (15 minutes)	• Read through the story, asking lots of questions
	  o Therefore, it usually takes me a little longer to read each day. I can ask more questions as they get more familiar with the material.
	  o You don't want to ask so many questions you lose the flow of the story, but enough to make sure your students are truly engaged
	• Continue to make connections between book and vocabulary board
		• Book
		• Vocabulary board

Vocabulary cards I Spy Game (10 minutes)	• I play this game, or variations of it the first few days
	  o 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
	  o You can also play this game in this manner having them find the symbol on their vocabulary board
		• Vocabulary cards (student set and teacher set)
		• Vocabulary board

Circle map review (5 minutes)	• Review the circle map completed yesterday	• Circle map completed yesterday
Cause and Effect worksheet (10 minutes)	• Do the first cause and effect worksheet o Use color coding as needed (see tips in first pages of the lesson plan) • Make connections to the book as necessary	• Cause and effect worksheet • Scissors • Glue

The lesson plans contain:

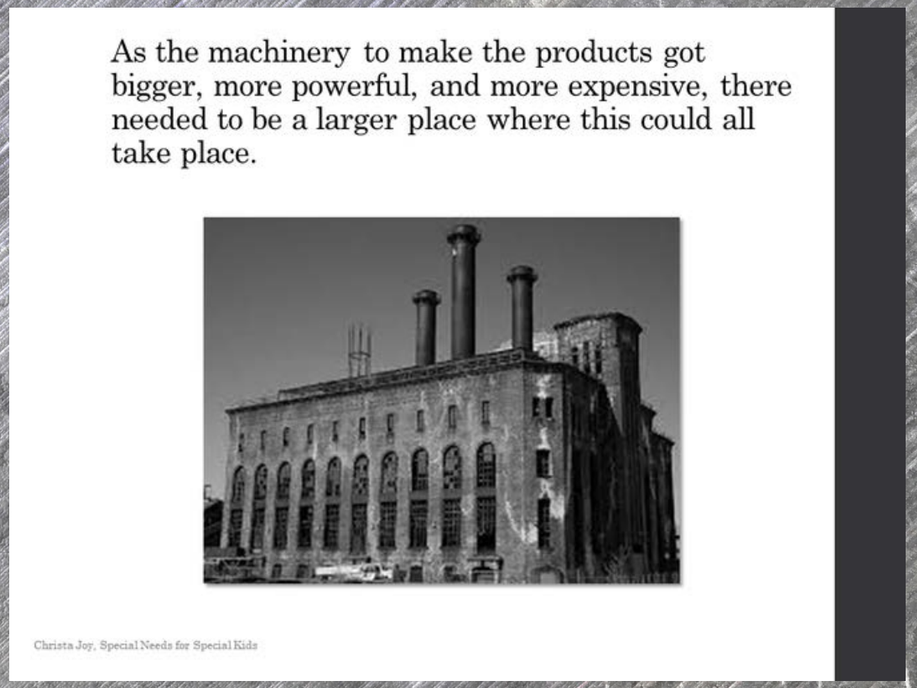
Detailed instructions on how that day's lesson should run

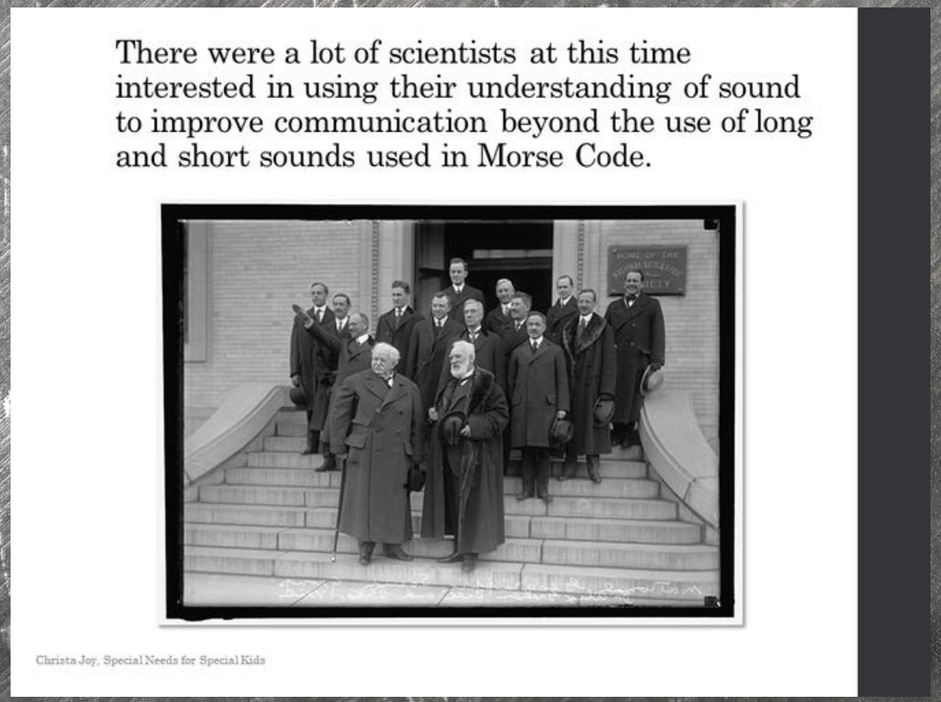


This unit comes with a vocabulary board.

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

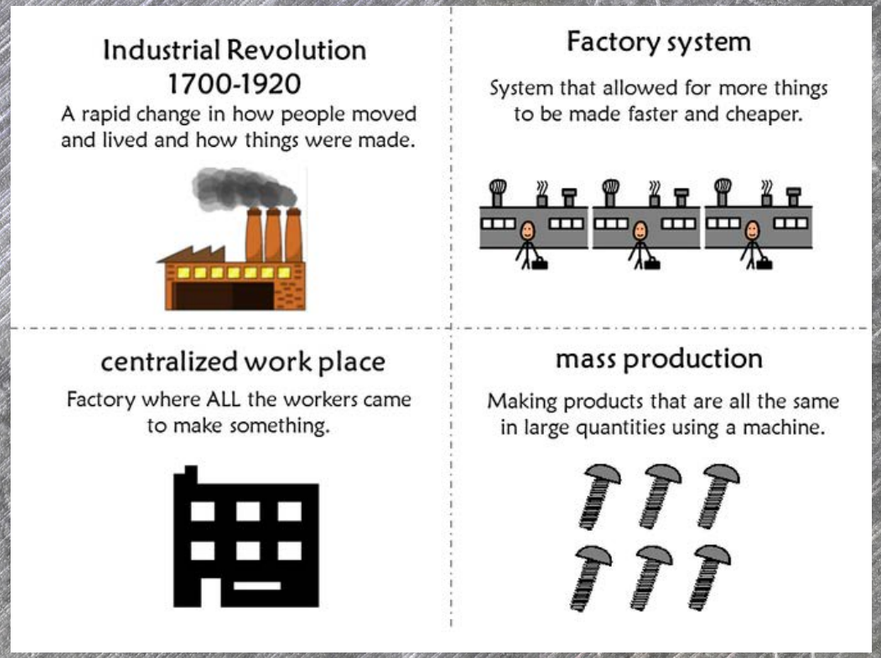
Tips on how to use in the unit!!

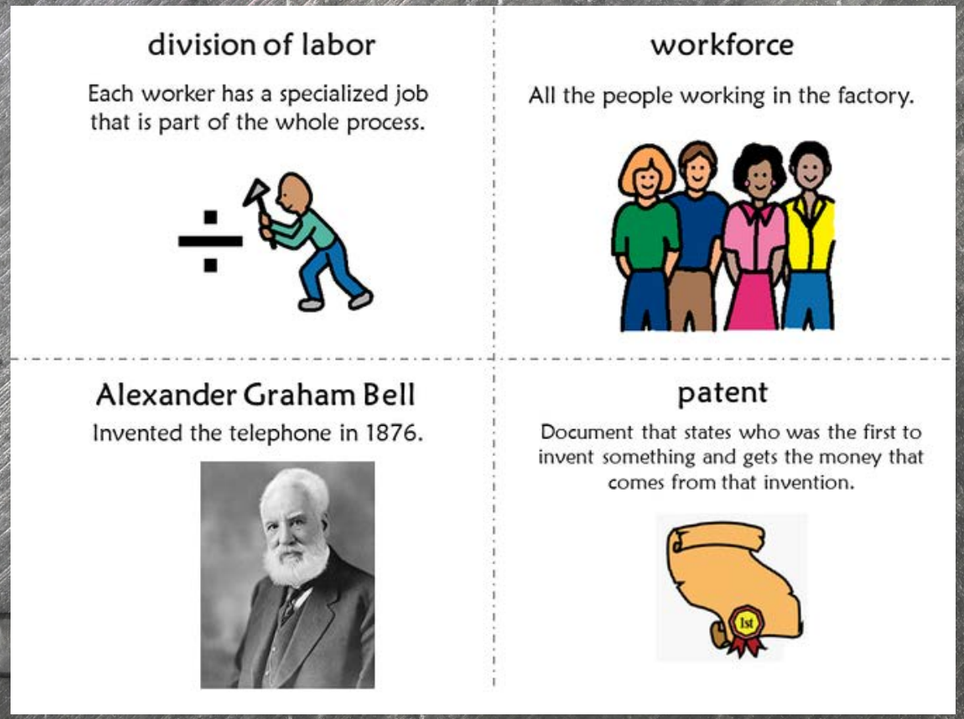




There is a book with this unit using simple text and photos. It is 69 pages and is an overview of the Industrial Revolution between 1870-1914.

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





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.

Thomas Edison

Invented the light bulb in 1879.

light bulb

Invention that allowed factories to operate at night.

Kitty Hawk

Where the Wright brothers flew the first airplane in 1903.

Henry Ford

Built the first car and the assembly line in 1908.

Model T Ford

assembly line

John D. Rockefeller

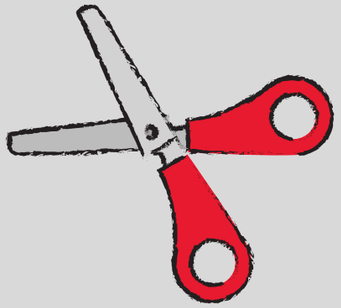
oil refinery

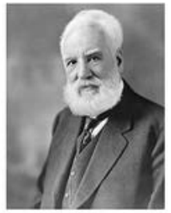
Cut out images and match to correct definition.

ut definition and match with correct image on previous pages.

products that are ame in large ies using a e.	Built the first car and the assembly line in 1908.	Document that s was the first to inv something and gets money that comes fr invention.
raw material was into fuel that run the machines actories.	A rapid change in how people moved and lived and how things were made.	Developed by Henry Fo allowed a car to be made quickly by having each worker do just one small par of the process.
on that allowed s to operate at	When workers refuse to do any work until they get better pay and safer working conditions.	All the people working in the factory.

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).



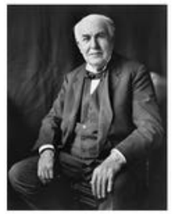


Alexander Graham Bell

Invented the telephone in 1876.

patent

Document that states who was the first to invent something and gets the money that comes from that invention.



Thomas Edison

Invented the light bulb in 1879.

light bulb

Invention that allowed factories to operate at night.

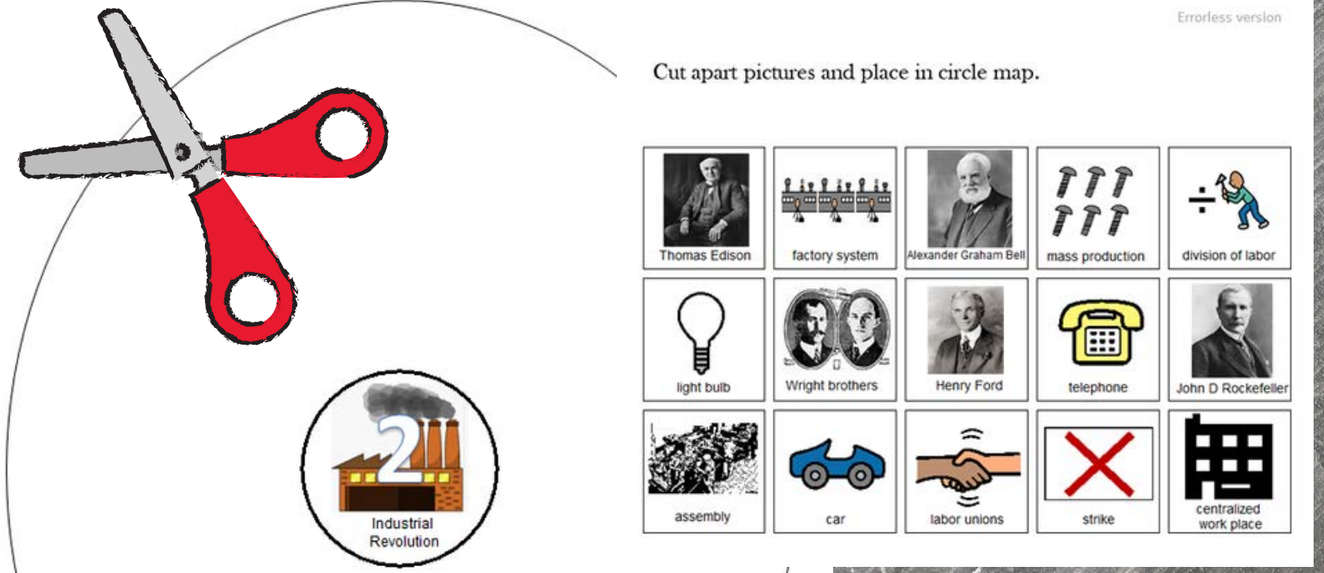
Kitty Hawk

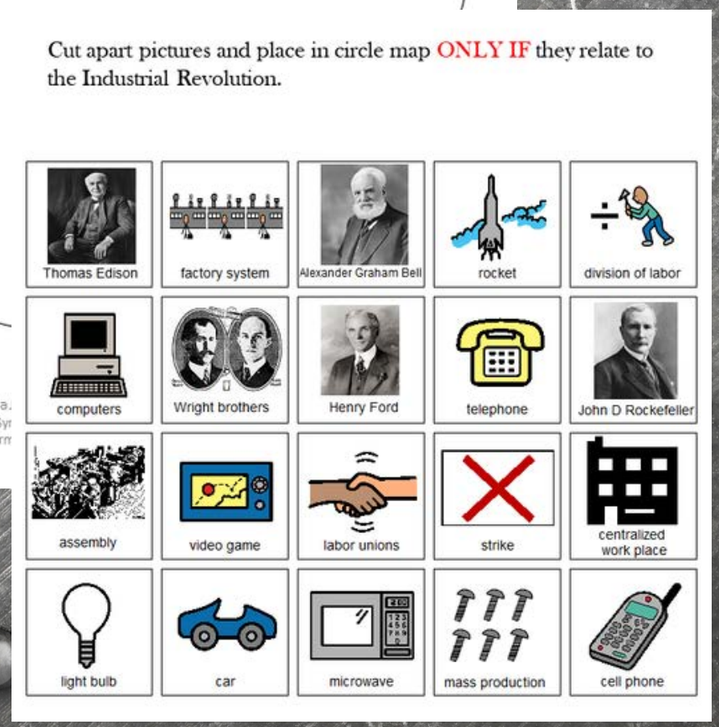
Where the Wright brothers flew the first airplane in 1903.

Henry Ford

Built the first car and the assembly line in 1908.

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



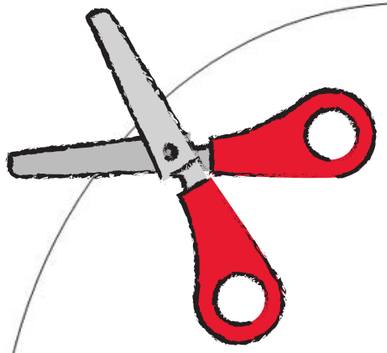


There are 3 circle maps in this unit. One covers general facts about the Industrial Revolution covered in the book.

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

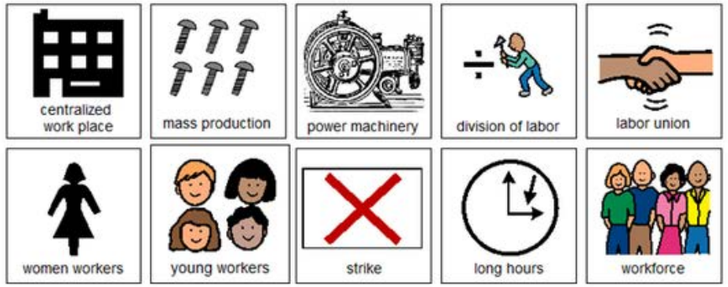
Each circle map has 2 versions:

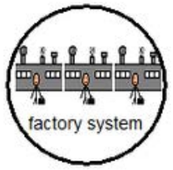
- One is errorless
- One has wrong answers mixed in students will have to set aside



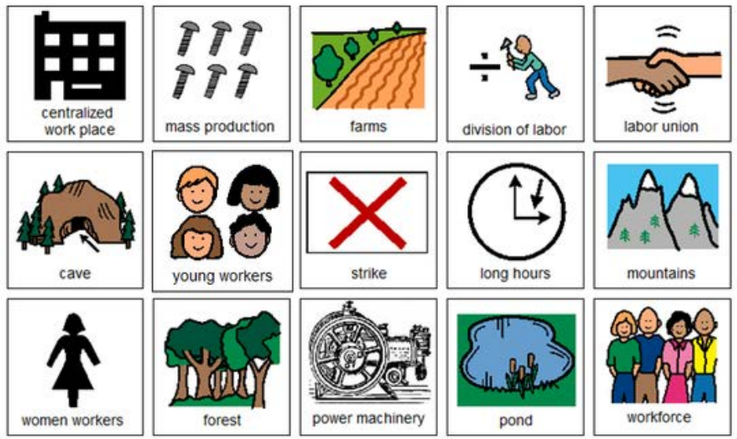
Errorless version

Cut apart pictures and place in circle map.





Cut apart pictures and place in circle map ONLY IF they relate to the factory system.



Then there is one on the factory systems and one on the many inventions during this time.

Each circle map has 2 versions:

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

1876

Alexander Graham Bell invents the telephone.

Alexander Graham Bell

telephone

1908

Henry Ford begins production of the Model T Ford.

Henry Ford

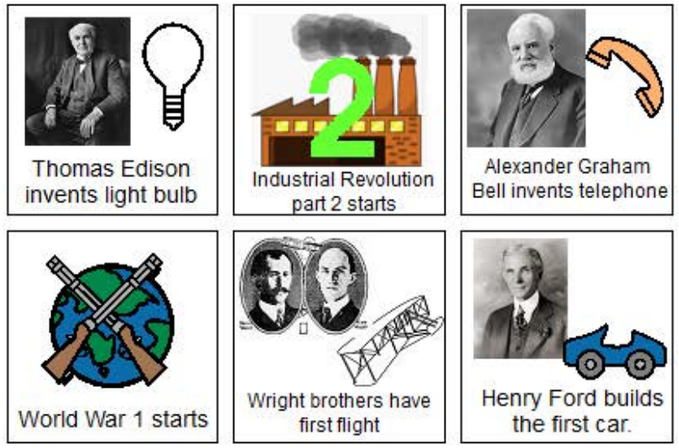
Model T Ford

There are 6 large timeline cards to use in a group activity. They cover some of the main events that occurred between 1870 and 1914.

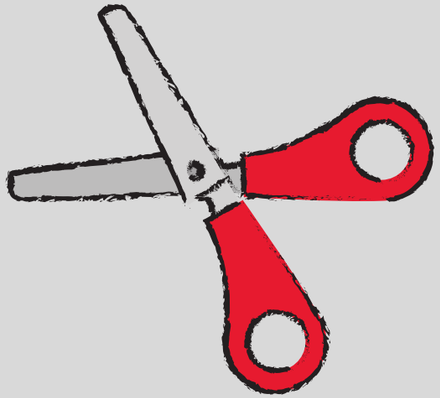
Time Line

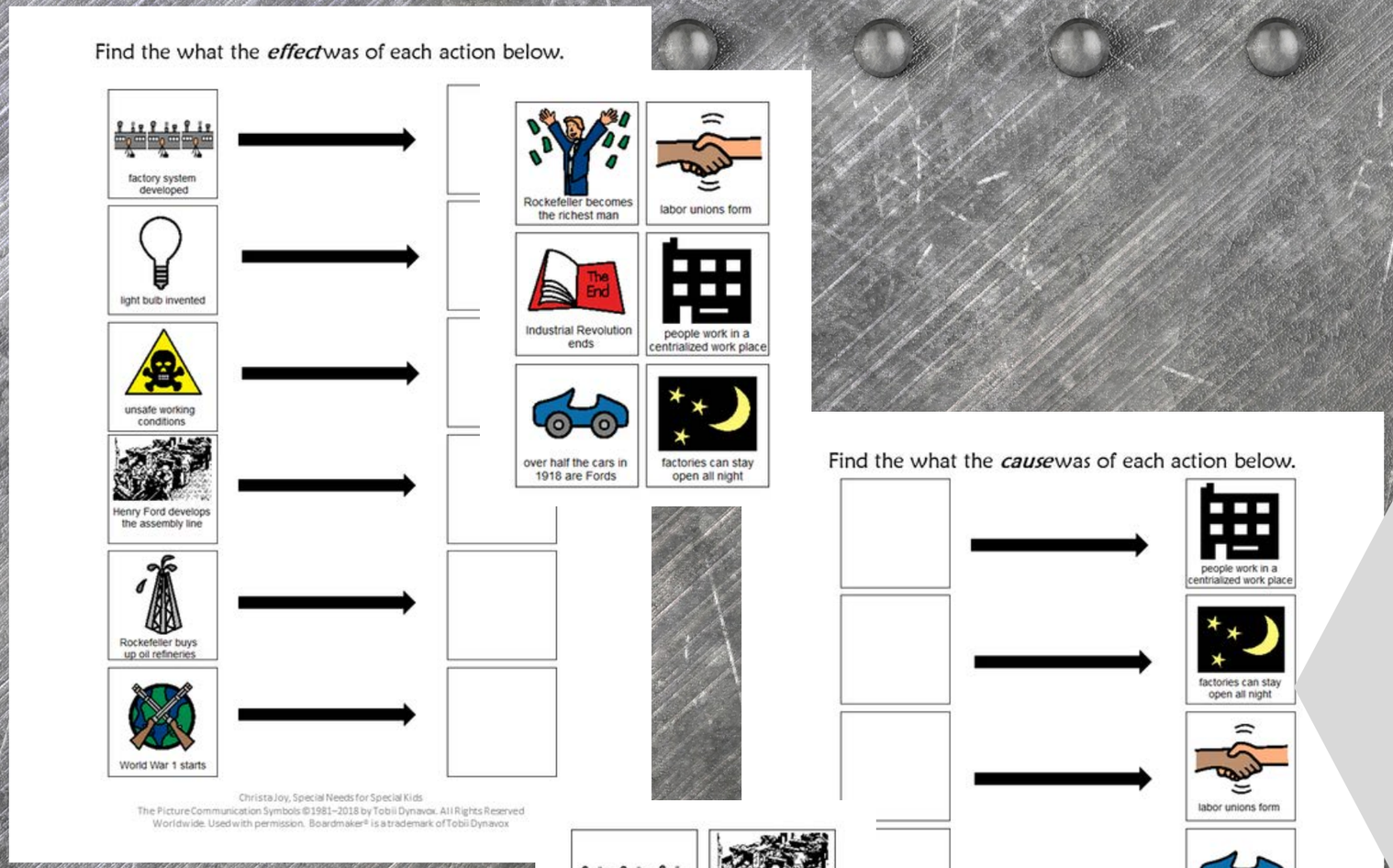
1870 | 1876 | 1879

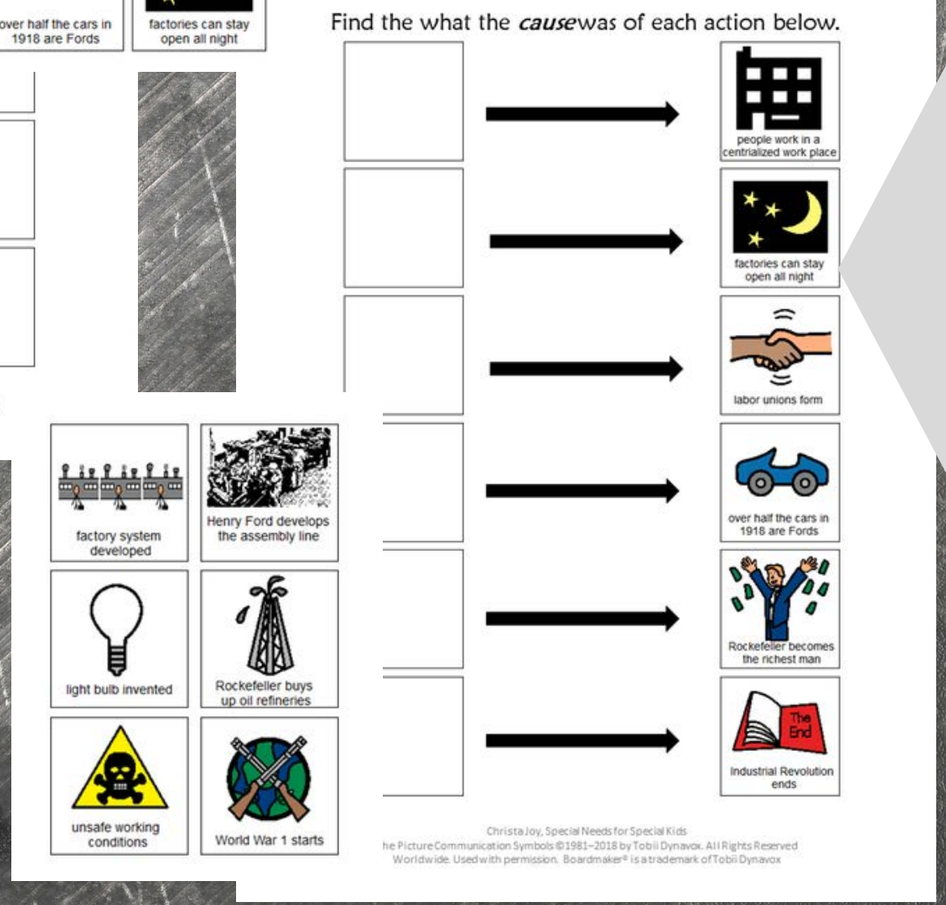
1903 | 1908 | 1914



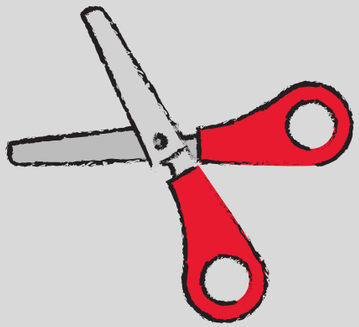
There is a cut and paste version of this timeline as well.
Suggestions for differentiation are included.







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



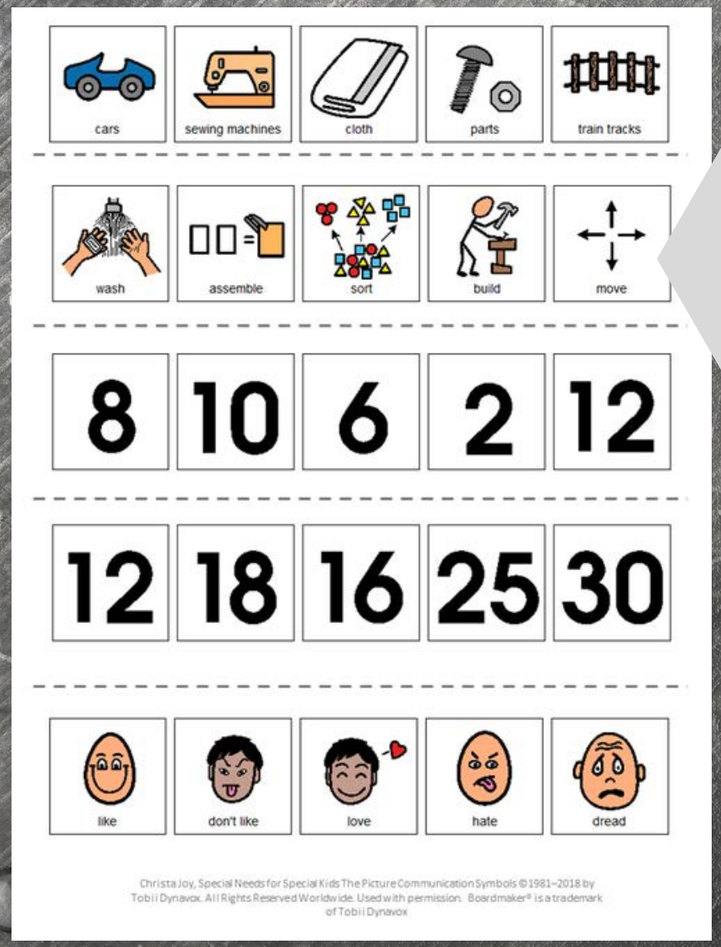
I work in a factory that makes [ ].

My job is to [ ] the parts.

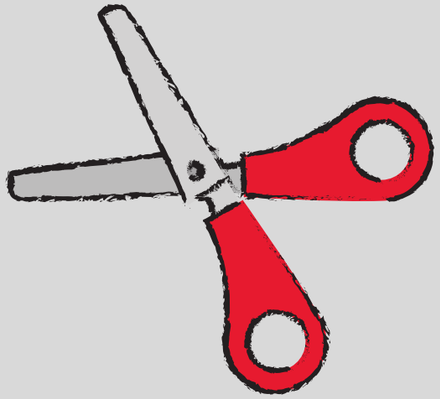
I work [ ] hours a day.

I am [ ] years old.

I [ ] my job.



There is a writing prompt where students will write about working in a factory. This is an errorless activity.



Industrial Revolution facts

1. The Industrial Revolution was a time of many [ ] .
2. The factory system meant everyone worked in a [ ] .
3. With a division of labor, each worker did [ ] specific job.
4. Alexander Graham Bell invented the [ ] and changed how we [ ] .
5. With the invention of the [ ] factories could stay open all night.

Causes and Effects

1. The factory system meant everyone worked in [ ] .
2. The invention of the lightbulb, meant factories could stay open all [ ] .
3. The telegraph was slow and hard to decode all the beeping sounds. The invention of the [ ] changed how we talked to each other.
4. With the invention of the [ ] things could be made so much faster.
5. To prevent unsafe working condition and low wages, [ ] were formed.

People and Inventions

1. Thomas Edison invented the first [ ] .
2. [ ] invented the telephone.
3. Henry T Ford build the first [ ] .
4. [ ] also started the first assembly line in his factories.
5. John D Rockefeller became one of the richest men in the world by owning many of the [ ] .

Close worksheets are a great informal assessment. There are 4 worksheets. 2 are a general overview, 1 reviews the causes and effects, and one is on people and their inventions.

Answer key included.

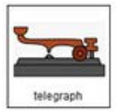
Version 1

1. Because of the large workforce and machines, what had to get bigger?

2. This meant that each worker had one specific job.

3. True or False. Much of the workforce was made up of women and children.

4. This invention by Alexander Graham Bell changed the way we communicate.



5. This invention by Thomas Edison meant factories could stay open long hours into the night.

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

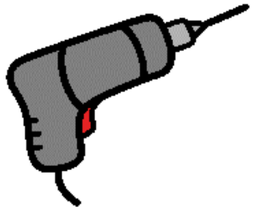
Answer key included.

Version 2

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

Q 7

telephone



electric drill

assembly line

Q 8

dangerous

safer

louder

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.

Version 3

1. Because of the large workforce and machines, what had to get bigger?
   A. People
   B. Factories
   C. Tractors
2. This meant that each worker had one specific job.
   A. Division of labor
   B. Mass production
   C. Oil refinery
3. True or False. Much of the workforce was made up of women and children.
   A. True
   B. False
   C. I don't know
4. This invention by Alexander Graham Bell changed the way we communicate.
   A. Telegraph
   B. Computer
   C. Telephone
5. This invention by Thomas Edison meant factories could stay open long hours into the night.
   A. Microwave
   B. Light bulb
   C. Electricity
6. By 1918, more that half the cars in America were:
   A. Model T Fords
   B. Vans
   C. Taxis

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.

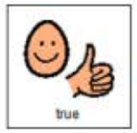
Watch the movie on the Industrial Revolution Part 2

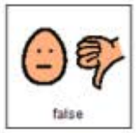
This unit also has digital activities. There is a movie version of the books students can listen to read aloud.

1. Because of the large workforce and machines, what had to get bigger?

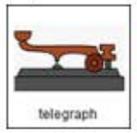
2. This meant that each worker had one specific job.

3. True or False. Much of the workforce was made up of women and children.



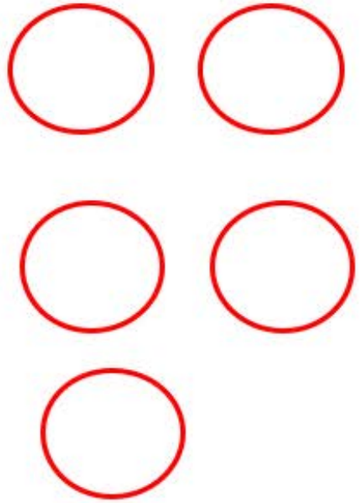


4. This invention by Alexander Graham Bell changed the way we communicate.



5. This invention by Thomas Edison meant factories could stay open long hours into the night.

Circle the correct answer.



The digital activities have students click and drag their answers. There are 2 sets of 17 slides.

Industrial Revolution facts

6. The first [ ] took off from Kitty Hawk, NC.

7. Henry Ford built the first [ ] and changed how we [ ].

8. Rockefeller became [ ] by buying up all the oil refineries.

9. Labor unions formed, and workers would go on [ ] to get better pay and working conditions.

10. The Industrial Revolution ended with the start of [ ].

Use the correct picture to finish each sentence.

The second set of slides is differentiated using color.

Click Here to read more!!

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.