**Lesson Plan**

Teacher: Jacinta Kyratzoulis-Foulds Lesson Duration: 90 minutes

Subject: Year 9 History No. Students: 26

Lesson: Term: 3 Week: 3 Thursday

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Objectives

1. Students to understand the environmental impacts of the Industrial Revolution

Prior Knowledge:

Students have a background and base knowledge of class system, working conditions, industry and living conditions.

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Part 1. 5 minutes

Starter.

I welcome the class and let them know the aims of todays class. We will be focusing on the changes during the industrial revolution to environment and landscapes. We will be working together as a class on mind maps and then we will be working on a task.

Part 2. 25 minutes

Teacher led mind mapping

I ask the class the following question to let students recap the past 4 weeks: What have we discussed so far in class?

* Move from farm to city
* Introduction of new machines
* Changes to labour
* Changes to class system
* Growth of the cities
* Population increase

Today we are going to discuss the environmental impact the Industrial Revolution had.

1. First generation to exploit natural resources
   1. Coal
   2. Oil
   3. Gas
      1. All of these burn fossil fuels
         1. = more carbon dioxide in the air
            1. witnessed the air temperature rising
            2. ice caps melting
2. Land clearing
   1. huge areas of land cleared for factories
   2. Less grasslands
   3. Change in landscape
3. Dependence of coal
   1. Coal fuelled the industrial revolution
   2. Cheap
   3. Readily available
   4. Effective and efficient than;
      1. Water
      2. Wind
      3. Humans
      4. Animals
4. Pollution
   1. Noise
   2. Air
   3. More waste
   4. Water
   5. Thames river:

‘Pollution was a part of daily life. In 1771, Tobias Smollet wrote that the River Thames was filled with 'all the drugs, minerals, and poisons used in mechanics and manufacture, enriched with the putrefying carcases of beasts and men', while American Quaker Jabez Maud Fisher said that the copper works in the Swansea Valley in 1776 'vomit[ed] out vast clouds of thick smoak, which, curling as they rise, mount up to the clouds.'

1. Change in landscape
   1. Infrastructure
      1. Telephone
      2. Roads
      3. Power
   2. Factories
   3. Cities
   4. Mines
2. London Fog
   1. In London, the smoke that billowed as a result of domestic and industrial coal burning began mixing with existing natural fog
   2. While writer Arthur Symons wrote that “In London, men work as if in darkness, scarcely seeing their own hands . . . and not knowing the meaning of their labour.”[6] French writer Joris-Karl Huyseman likewise wrote in 1884 that “A rainy, colossal London smelling of molten metal and of soot, ceaselessly streaming and smoking in the fog now spread out before his eyes . . . All this was transpiring in vast warehouses along the river banks which were bathed by the muddy and dull water of an imaginary Thames . . . while trains rushed past at full speed or rumbled underground uttering horrible cries and vomiting waves of smoke, and while, through every street, monstrous and gaudy and infamous advertisements flared through the eternal twilight.”[7]

Students are now given 5 minutes to finish copying in OneNote.

Part 3. 15 minutes

Student group discussion

In pairs answer the following questions:

1. Did the Industrial Revolution make the world a better place?
2. What evidence could you use to support your argument?

Students are given 10 minutes to answer then we will come back together and discuss as a class.

Part 4. 10 minutes

Teacher led discussion – activity time

We will now be looking at how the Industrial Revolution changed landscapes throughout the world. Students are to research a changed landscape. They need to find a picture before or during the revolution and then a picture today. Students need to write 200 words on the changes that the picture shows.

For example:

The Eiffel Tower:

* Build in 1887;
* first largest iron structure ever built.
* Constructed from over 18,000 pieces of individually crafted iron.
* Prior to Industrial Revolution iron wasn’t strong enough to build such large structures and it wasn’t largely available
* Used in WWI to intercept and jam German communications
* Used today for television and radio signals
* Landscape change surrounding the tower; buildings, lights.

Students need to:

1. Find landscape that changed due to industrial revolution
2. Create a poster of the two images – one from during the revolution and one now.
3. Write 200 words explain what changed, how it changed and why it changed
   1. When did it change?
   2. How did it change?
      1. Production? Steel? Iron?
      2. Who worked on it?
      3. How long did it take to change?
   3. Why did it change?
      1. Was it a monument? Transport?
   4. What is it like now

Part 4. 30 Minutes

Student individual work

Students are to now begin working on their poster and analysis.