

NAME:

BLOCK:

- **CENTRAL HISTORICAL QUESTION(S)** -

HOW DID THE WORLD RESPOND TO THE DESTRUCTION OF INDUSTRIALIZATION?

INDUSTRIAL REVOLUTION SIMULATION

“CONVINCING THE WORKING CLASS”



LESSON OBJECTIVE(S)

- 1.) **IDENTIFY** the economic ideologies that emerged from the Industrial Revolution
- 2.) **EXPLAIN** why capitalism, labor unions socialism and communism were appealing to the workers of the Industrial Rev.

INDUSTRIAL REVOLUTION SIMULATION: “CONVINCING THE WORKING CLASS”

After our quiz on Friday, February 12th you and your assigned partners will be presenting a brief demonstration in regards to *why* the new emerging economic ideologies of the Industrial Revolution were appealing to workers of the 19th century. The activity is designed to provide you with an opportunity to engage with the controversial issues (*worker’s rights, working conditions, economic inequality, etc.*), as well as the emerging economic ideologies/policies in the Industrial Revolution (*capitalism, labor unions, socialism and communist*).

You will be working in groups of five and each group will be assigned an economic ideology/policy. Essentially you will be creating some type of presentation to a panel of “workers” that illustrates BOTH your knowledge of your assigned economic ideology and the plight/issues facing the workers, as well as your ability to present a ***convincing argument*** to a panel of workers in the setting of the early stages in the Industrial Revolution.

You can make skits, posters, bring in props, **ANYTHING** to make your message clearer and more convincing. In past experiences, the most effective skits/presentations have a good sense of **humor** and been based around a well designed script that outlines SOME TYPE OF SCENARIO that addresses the plight/terrible conditions of the workers on the panel. *For example, students in the past have come up with a commercial advertisement of some sort depicting a moment in a worker’s life that may allow for that worker to see the economic ideology of communism as very appealing.* One thing to keep in mind is that **you must use at least two direct quotes from the provided primary source material in your presentation.**

At the end of each skit/presentation, each economic ideology group will be subjected to a round of questions created by the panel of workers and a Q & A scenario will take place. So, be sure to know what you’re talking about!

While you will have class time to work on this today, and the first ten minutes of next class, this assignment is HOMEWORK. Therefore **YOU NEED TO COORDINATE OUTSIDE OF CLASS.** Feel free to create a google-doc (*or any other useful communication medium*) to facilitate this process.

The rubric to the right is what will be used to score your skit/presentation.

INDUSTRIAL REVOLUTION SIMULATION RUBRIC

	Exemplary	Proficient	Developing	Beginning
<u>Historical Accuracy</u>	All information presented is historically accurate. Students include a variety of well-chosen primary source quotes to clearly illustrate the point of view of their assigned group.	Most information presented is historically accurate. Students include at least one well-chosen primary source quote.	Some information presented is historically accurate. Poor choice of primary source quote(s).	Significant historical inaccuracies. Students do not include any primary source quotes.
<u>Clarity of Presentation</u>	Information is presented in a clear, organized manner. Information is presented in a logical progression and in terms that the class can understand.	Information is presented in a clear, organized manner. Presentation is mostly easy to follow.	Information is mostly clear and organized although it may jump around and not proceed in a clear, logical manner.	Information is presented in an organized and confusing manner. Presentation jumps around and is difficult to follow.
<u>Creativity</u>	Presentation is engaging with creative use of props and persuasive language.	Creative presentation with good use of props and creative language.	Mostly creative presentation. Could use props and characters more effectively to present your point of view.	Lack of creativity and effort.
<u>Group Work</u>	All students orally participated in the presentation. Each student had a specific role and thoroughly fulfilled their role.	All students participated, although some students had minimal roles OR other students carried the presentation.	Most students participated in the presentation. A few select students answered all of the questions or spoke.	Lack of balance in the presentation. Presentation shows lack of group cohesion and preparation.
<u>Fulfills Requirements</u>	Thoroughly fulfills all requirements including use of primary sources, stays within 5 minute time limit, prepared questions, etc.	Fulfills all requirements although not thoroughly or completely.	Fulfills all but one requirement.	Fulfills all but two requirements or less.

DETAILED INSTRUCTIONS ON THE FOLLOWING PAGE → → →

STEP-BY-STEP INSTRUCTIONS

Context: This simulation is set in Industrial England around 1820, and the main question is how to solve or improve some of the “destructive” elements of industrialization. The workers will be presented with various proposals on the best course of action to take to improve their lives as troubled workers. After some debate and discussion they will have to rank their choices. In other words, **THE GOAL of each economic ideology group is to convince the workers they have the best solution to their troubled life as workers.**

Procedure:

There will be five groups:

- The Workers
- The Laissez-faire Capitalists
- The Trade Unions
- The Socialists
- The Marxist/Communists

PART 1.)

Each group receives and reads background reading from textbook + provided readings on their assigned economic system and primary source quotes. The workers’ group receives transcripts from some of the Parliamentary hearings into child labor.

PART 2.)

The group members will meet together to plan their skit/presentation and prepare answers to any anticipated questions or challenges by the workers or other groups. You can make skits, posters, bring in props, **ANYTHING** to make your message clearer and more convincing. **You must use at least two direct quotes from the primary source material in your presentation.**

PART 3.)

The workers will present first. Each worker will adopt the persona of a real worker from England’s industrial age. The workers will draw a vivid picture for the class about how difficult their lives are (long hours, low pay, dangerous conditions etc.)

PART 4.)

Then each of the interest or economic theorist groups (*i.e. Laissez-faire Capitalists (i.e. Capitalists), Trade Unions (i.e. labor-unionists), Socialist, Marxist (i.e. Communists)*) will present what they believe should be the primary response to these awful conditions. The workers sit on a panel as the main audience, **YOUR GOAL** is to **convince the workers they have the best solution to their troubled life as workers.** All students should listen carefully to each presentation, record the basic tenet of the responses on a chart and formulate questions.

PART 5.)

Q+A period: The workers group gets the first shot at asking each group for clarification, but the groups will also question one another, try to point out faults or contradictions in their proposals etc. Clearly some of the ideas are compatible with one another, but there is still room for debate when presented with the idea that workers have limited time, energy and resources, what should be their priority – forming unions or fighting to expand suffrage? Which will be more beneficial and why?

PART 6.)

Workers will have the final say. The workers group will discuss amongst themselves and together decide which solution they like best, and then rank all the proposed responses from best to worst. They will present and justify their choices to the rest of the class.

PRESENTATION GRAPHIC ORGANIZER FORM

DIRECTIONS: While watching each presentation, fill out the graphic organizers according to the presented information.

1.) What are the conditions and concerns of the working/laboring classes?

ECONOMIC IDEOLOGY GROUP	What solution(s) does this group offer to the workers?	What are the advantages of this “solution” to the workers? To other groups in society?	What are the disadvantages of this “solution”? To other groups in society?
Laissez-Faire Capitalists			
Socialists			
Marxist/Communist			
Labor Unions			