

Industrialism, Capitalism and Socialism Unit Organizer

6th Grade Crisafulli /Huey / Jordan

Previous Unit

The French Revolution

Next Unit

Independence of Latin America

Integrated Units

Enlightenment

Industrialism and Urbanization of America

Reform of Industrial America

Core Knowledge Contents (Knowledge)

I. Industrialism

- A. Beginnings in Great Britain
 - Revolution in transportation: canals, railroads, new highways
 - Steam power: James Watt
- B. Revolution in textiles
 - Eli Whitney and the cotton gin
 - Factory production
- C. Iron and steel mills
- D. The early factory system
 - Families, move from farm villages to factory towns
 - Unsafe, oppressive working conditions in mills and mines
 - Women and child laborers
 - Low wages, poverty, slums, disease in factory towns
 - Violent resistance: Luddites

II. Capitalism

- A. Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters
- B. Law of supply and demand

C. Growing gaps between social classes

III. Socialism

A. An alternative to capitalism

Public ownership of large industries, transport, banks

More equal distribution of wealth

B. Marxism: the Communist form of Socialism

Karl Marx

Friedrich Engels

Class struggle: bourgeoisie and proletariat

Communists, in contrast to Socialists, opposed all forms of private property.

State and District Guidelines (Patterns)

GEO.6.1.2.D demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the Time, the sociology of the time

Standards for Achievement and Performance (Mental Mapping)

Students will –

Read to be informed about the English Textile Industry.

Read to be informed about the steam engine.

Read to be informed about the changes in transportation during the Industrial Revolution.

Read to be informed about iron and steel production and use during the Industrial Revolution.

Understand the effects and use of factory production and the assembly line.

Students will read to be informed about the poor working conditions suffered by factory workers.

Read to be informed about child labor during the Industrial Revolution.

Understand the idea of Laissez-faire.

Read to be informed about capitalism and socialism.

Understand the laws of supply and demand.

Types of Assessments (Creativity)

Students will take a variety of quizzes over the content covered.

Students will demonstrate their understanding of the content through experiments and will record findings in an experiment log.

Students will review the content covered in a game of Jeopardy

Students will take a final exam