

### Teacher Guide for the Lesson on **Industrial Revolution**

**Standard:**  
8.13(B)

**Content Objective:**

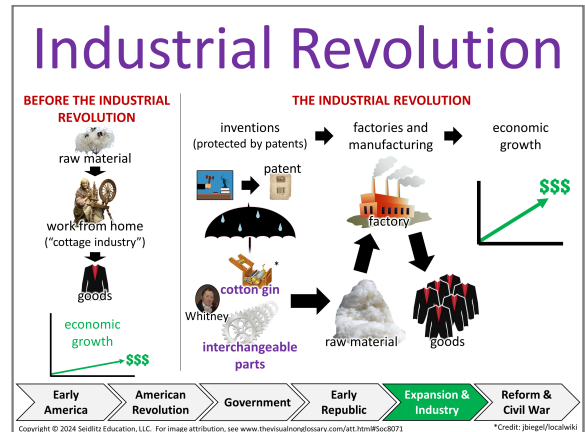
We can analyze how technological innovations like factories and inventions led to economic growth during the **Industrial Revolution**.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How did the **Industrial Revolution** make the United States more **independent**?

*The **Industrial Revolution** made the United States more **independent** because...*

**Other key vocabularies:** [free enterprise system](#), [independent](#)



**By studying this visual, students might:**

Notice	Wonder
<ul style="list-style-type: none"> <li>Factories are shown replacing home-based work.</li> </ul>	<ul style="list-style-type: none"> <li>How did inventions like the cotton gin change how goods were made?</li> </ul>
<ul style="list-style-type: none"> <li>The cotton gin and interchangeable parts are labeled as inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Why did factories help the U.S. grow economically?</li> </ul>
<ul style="list-style-type: none"> <li>A graph shows a rise in economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>What role did interchangeable parts play in manufacturing?</li> </ul>
<ul style="list-style-type: none"> <li>Goods are being produced from raw materials.</li> </ul>	<ul style="list-style-type: none"> <li>How did the factory system make the U.S. more independent?</li> </ul>

<ul style="list-style-type: none"> <li>• There’s a shift from the “cottage industry” to factory-based manufacturing.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did people stop making goods at home?</li> </ul>
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### EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

### Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What happened in the <b>Industrial Revolution</b>?</p> <p>In the <b>Industrial Revolution</b>, ...</p>	<p>How was the <b>Industrial Revolution</b> related to a <b>free enterprise system</b>?</p> <p>The <b>Industrial Revolution</b> was related to a <b>free enterprise system</b> because...</p>	<p>How did the <b>Industrial Revolution</b> make the United States more <b>independent</b>?</p> <p>The <b>Industrial Revolution</b> made the United States more <b>independent</b> because...</p>

### Example Student Responses to the Observational Question

Low-Level	High-Level
<p><i>In the <b>Industrial Revolution</b>, people made goods in factories instead of at home.</i></p>	<p><i>In the Industrial Revolution, new <b>inventions</b> like the <b>cotton gin</b> and <b>interchangeable parts</b> led to the growth of <b>factories</b> and <b>manufacturing</b>, which caused increased <b>economic growth</b>.</i></p>

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).



- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*

## Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
The purpose for reading is <i>to understand how the shift from home-based work to factory production led to economic growth and how technological innovations like the <b>cotton gin</b> and <b>interchangeable parts</b> helped the U.S. develop its economy.</i>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• factories</li> <li>• cotton gin</li> <li>• interchangeable parts</li> <li>• How factory production changed the economy</li> <li>• How the U.S. became more independent</li> </ul>	<p>How did inventions and factory production help the U.S. grow its economy during the <b>Industrial Revolution?</b></p> <p><i>Inventions and factory production helped the U.S. grow its economy during the <b>Industrial Revolution</b> because...</i></p>

## STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

### **DIFFERENTIATING THE READING**

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.