



Lesson: Effects of the Industrial Revolution

10th Grade

STANDARDS: California

10.3 Students analyze the effects of the [Industrial Revolution](#) in England, France, Germany, Japan, and the United States.

1. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
2. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
3. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
4. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
5. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including [Utopianism](#), [Social Democracy](#), [Socialism](#), and [Communism](#).
6. Describe the emergence of [Romanticism](#) in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from [Classicism](#) in Europe.

Social Studies: Exploring the Modern World through Music

Motivation: Ask students to make a list of objects in the classroom, in their room at home, or in their backpacks. Once they have finished, ask them if these objects would have been present in these locations prior to the industrial revolution. If so, how would they have been different than the way they are today? If not, what barriers prevented the manufacture and distribution of these particular objects?

Group Activity: Watch *History* under *The Piano* in *At the Piano with Alan Gampel*. Ask students to pay attention to the precursors to the piano. Compare these precursors with the modern piano. What has changed? Ask students to pay attention to the design of the instrument. Do different types of instruments have different values today? For example, if students had the choice, would they rather receive a free electric keyboard or a free Steinway grand piano? Why? How would their answers differ from the answers of pianists' or music teachers?



Independent Activity: Ask students to pick objects that are important in their lives. Students should write reports tracing the history of the object before and after the industrial revolution. Encourage them to include information about where the object was invented, where it is now manufactured, and how the object has changed over time. Also make sure they incorporate the themes studied in this unit. For example, did political philosophies like socialism and utopianism influence the design or distribution of the object, or how the object was used? How do the manufacture, distribution, and use of the object affect the environment? Does the object incorporate aspects of romanticism in its design or use? Encourage students to narrow their research to specific themes and to create a thesis out of these themes.