

## Warm-up

First, write the word *inventions* on the board in scrambled order (individual letters). Then, ask students to unscramble it. Next, ask them to work with a classmate to brainstorm the top five most important inventions. Finally, encourage them to compare their answers with another group, debate their answers, and convince the other group to change their answers.

## Teaching Tip

For Exercise 2  
First, tell students to work with a classmate to research one of the tools from Exercise 2. Then, ask them to make a picture and write a brief description of how it worked. Next, tell students to group up again with a new classmate, showing one another their illustrations and descriptions. Finally, ask students to guess what the invention was and what it did.

## Differentiation Strategy

For Exercise 3  
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 4b.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 4



## Social Studies

### What were the most important inventions?

**01** Rank the inventions from most important "5" to least important "1." Compare your answers with a classmate's.  
*Answers will vary.*

steam engine	<input type="radio"/>
spinning jenny	<input type="radio"/>
steel plow	<input type="radio"/>
power loom	<input type="radio"/>
mechanical reaper	<input type="radio"/>

**02** Read "Keep It Humming Along." Match the elements of the table correctly.

Task	Previous tool	Newer Invention
1. making cloth	mechanical powered spindle	mechanical reaper
2. energy source	wooden plow	power loom
3. agrarian tool	mill and windmill	coal and electricity



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Week 8

### Keep It Humming Along

The Industrial Revolution brought about many economic and social changes in the world. Although the historical timing of the revolution varied from region to region, it all led to a shift from a largely **agrarian** and handicraft economy to an economy based on industry and machines.

Before the 1800s, communities worldwide grew their food, and **artisans** made their own tools, mainly for personal consumption and use. Wheat was grown using a horse-powered wooden **plow**, and it was brought to a nearby **mill** or windmill to be ground, utilizing water and wind power. The wheat was sold to the local community or used by the producer to make their own bread in wood-burning ovens. Similarly, sheep were raised, and their wool was turned into yarn with a **mechanical** spindle powered with a foot pedal.

However, after the birth of machines and factories, cities grew as more people were needed in city centers to work in factories. It became cheaper and faster to mass-produce goods. The steam engine and locomotives made it possible to transport goods long distances. The spinning jenny and the power loom **expedited** the cloth and clothing-making process. The steel plow and the mechanical reaper facilitated food production. They reduced the number of agricultural workers needed, freeing people in rural areas to move to the cities and work in factories. These technological innovations used new power sources, such as coal and electricity.

**03** Read the text again. Complete the summary about the Industrial Revolution with the words in bold.

The **1. \_\_\_\_\_ agrarian \_\_\_\_\_** society was replaced by machines. Tools such as the **2. \_\_\_\_\_ plow \_\_\_\_\_** and power sources like the **3. \_\_\_\_\_ mill \_\_\_\_\_** were replaced by more powerful ones. **4. \_\_\_\_\_ Artisans \_\_\_\_\_** who used **5. \_\_\_\_\_ mechanical \_\_\_\_\_** tools were also traded for money-saving gadgets that **6. \_\_\_\_\_ expedited \_\_\_\_\_** the production process.

**04** With a classmate, discuss the questions.

- What difficulties and benefits do you imagine there were for people living before the Industrial Revolution?
- Which period of history would you prefer to have experienced? Why?

## Teaching Tip

For Exercise 5  
After completing it, tell students to choose one of the sentence pairs from the exercise. Then, ask students to draw two pictures of the word being used. For example, for sentence 3, a student could draw a picture of notes with questions written in the margins. For sentence 4, students could draw a picture of a pepper shaker. Finally, ask volunteers to share their drawings with the rest of the class.

## Language Structures and Functions Tip

For Exercise 7  
Before writing their letters, tell students to choose a degree of difficulty at which they would like to use the new language. If students choose easy mode, they use 1-2 words from Exercises 5 and 6, medium mode 3-4 examples, and hard mode 5-6 examples. Finally, if time allows and you deem necessary, review the grammar point in more detail.

## Differentiation Strategy

For Exercise 8  
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

## Wrap-up

First, in small groups, tell students to imagine what inventions they think the future will bring (flying cars). Then, tell students to work with a classmate to research one, identifying humanity's possible advantages and disadvantages. Next, ask them to explain the invention they investigated and convince the other students in the group why theirs will revolutionize the world.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 6

05 Write the letter of the definition of the bolded words next to the sentence that uses it.

1. The factory workers **voiced** their dislike of the updated working hours.

e

a

2. Abraham raised his **voice** to make himself heard over the noise.

b

3. The inventor's notes were **peppered** with equations.

d

4. The chef added lots of **pepper** to the dish for seasoning.

f

5. Sally **cupped** her hands to drink from the stream.

c

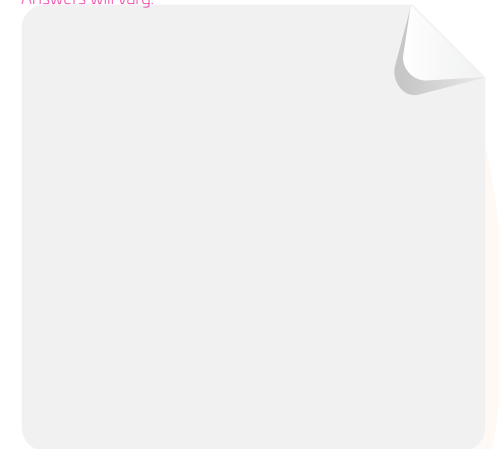
6. Sean held a **cup** of water at break time.

- a. noise made from your throat
- b. sprinkled
- c. an item used for drinking
- d. a common spice
- e. expressed
- f. make into a cup-like form for holding something



07 Imagine you are a factory worker from the eighteenth century who recently moved to the city from the countryside. Write a letter to your parents describing what you are witnessing.

Answers will vary.



06 Complete the sentences with the correct form of the words in parentheses.

1. Mike is interning at the factory now with hope of getting hired as a shift manager. (intern)
2. Before the refrigerator was invented, people salted their meat heavily so it would last longer. (salt)
3. Stefano trained to be a blacksmith at the community historic center. (training)
4. Currently, the manager is incentivizing his employees by offering bonuses to the top performers. (incentive)
5. The merchandise was shipped to the company last week. (ship)
6. The employee decided to butter up her boss before asking for a raise. (butter)

08 With a classmate, debate the statements below.

- People's well-being significantly improved due to the inventions of the Industrial Revolution.
- Although the Industrial Revolution brought great growth, it wasn't worth losing the small-town communities.
- The inventions that were created during the Industrial Revolution changed society more than the inventions we have today.
- Life before the Industrial Revolution was better than life during it.