

Warm-up

Before class, write the words *Industrial Revolution* on pieces of paper of several different colors. Cut up the letters (lower-level learners can have blocks of letters instead of individual ones) and hide them around the classroom. In class, divide students into groups and tell them to find all the hidden letters. Once found, tell students to assemble the words. The first group to correctly unscramble the words wins. Finally, elicit from students what they know about it.

Teaching Tip

For Exercise 2

Before class, photocopy the text and cut up the different paragraphs. Then, tell students to form groups of four and provide each student with a distinct paragraph. Next, ask students to read only their paragraph and decide which statements from Exercise 2 belong to their paragraph. Finally, working with their groups, tell students to compare answers, justifying them by referencing language from the text.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 4a.

Flexi Exercises

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

Exercise 1

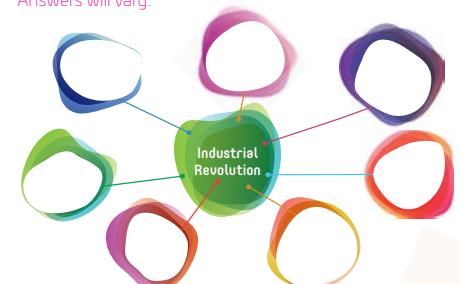


Social Studies

How have society and industry changed?

01 With a classmate, brainstorm words associated with the Industrial Revolution.

Answers will vary.



02 Read "Throw a Wrench in the Works." Write the paragraph number next to the statement.

1. Unions distributed money to workers who were hurt on the job.

4

2. Women earned less than men.

2

3. People broke the law if they joined a labor union.

3

4. The government and elites didn't want people to organize.

3

5. Governments forced businesses to protect workers.

4

6. The Industrial Revolution hurt family and social structures.

2

Throw a Wrench in the Works

- The Industrial Revolution impacted society and brought significant changes to industry. These drastic changes eventually led to labor movements.
- Before factories were created, families lived and worked together as social and economic units. Fewer artisans were needed with the **advent** of more sophisticated machinery, so men left for growing cities to work in factories. Women and children often worked in factories to **supplement** the household income, but were paid less than half the amount that men were. Spending 12 to 16 hours daily in factories left almost no family time, meaning families and society broke down.
- Conditions were so dangerous and exhausting that workers began to push for change. In the first decades, they tried to organize into trade **unions**, but had little success due to **pushback** from the government and powerful business owners. Workers were fired and replaced with new workers when they would **strike** to gain leverage. For several decades, belonging to workers' organizations became illegal, and they had to go **underground** to survive, if they even did.
- Unions not only organized workers, but also provided them with protection. Through the collection of dues, unions had money to pay injured workers. If unions hadn't helped, injured workers wouldn't have received any other compensation. Fortunately, by the end of the nineteenth century, governments slowly enacted legislation forcing employers to protect their workers. Unions became legal, and little by little, laws were created, reducing workers' hours, improving their safety, and protecting children.

03 Read the text again. Match the word to its definition.

1. advent	a. to stop working in an attempt to gain something
2. supplement	b. add to; compliment
3. unions	c. resistance; opposition
4. pushback	d. arrival
5. strike	e. in hiding
6. underground	f. an organization of workers



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Week 9

04 With a classmate, discuss how your life would have been different had you lived during the Industrial Revolution.

Language Structures and Functions Tip

For Exercise 6

First, write three sample sentences on the board, one for each conditional. Before completing the exercise, ask students to write the formulas for the conditionals on the board, using the sample sentences to guide them. Then, while students are working to complete the exercise, tell them to reference the grammar summary on the board if they have questions or doubts. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 8

First, in plenary, elicit some of the outcomes of the Industrial Revolution and the difficulties of living during it. Then, tell students to individually write their conditional sentences about the Industrial Revolution, such as the ones in Exercise 8. Finally, ask students to mingle, share their ideas, and see how many agree.

Differentiation Strategy

For Exercise 7

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

Wrap-up

First, in small groups, tell students to make a list of the Industrial Revolution's pros and cons. Handle it as if it were a competition so as not to have repeated statements, thus encouraging creativity. After students have finished, ask them to take turns reading the pros and cons. If a group has made a similar statement, another group cannot repeat it. The winning group is the one that has the most original statements.

Flexi Exercises

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

Exercise 5

05 Write "C" if the sentences are correct. Write "I" if they are incorrect and correct them.

1. We would still work in dangerous conditions if workers hadn't created unions. C _____
2. If business owners would have threatened unions, they had to go underground. I _____ hadn't threatened / wouldn't have had
3. If the Industrial Revolution hadn't occurred, we would still be living on farms. C _____
4. I would went on strike if I were working in unsafe conditions. I _____ go
5. Homer wouldn't have lost his job if he had been in the union. C _____
6. Nancy is working here if she didn't break her leg. I _____ would be / hadn't broken



06 Write the correct form of the verbs in parentheses.

1. If Paul _____ hadn't gotten _____ hurt, he _____ would still have _____ a job. (not get / still have)
2. Union organizers _____ wouldn't have been _____ in danger if they _____ hadn't spoken _____ up for their rights. (not be / not speak)
3. If women _____ earned / had earned _____ as much as men, they _____ would be / would have been _____ fairly compensated. (earn / be)
4. If we _____ had lived _____ during the Industrial Revolution, we _____ would have had _____ a much lower life expectancy. (live / have)
5. Sofia _____ wouldn't have been _____ as happy if she _____ had lived _____ during the nineteenth century. (be / live)
6. Vincent _____ wouldn't be working _____ at a factory in his hometown if he _____ had saved _____ money to set up his own business. (not work / save)

07 Write the biography of an imaginary person who lived during the Industrial Revolution. Use at least two conditional sentences.
Answers will vary.

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...
...

08 In a small group, decide if you agree or disagree with the statements below.

- › If the Industrial Revolution hadn't happened, we would be happier now.
- › Children would have had healthier childhoods if factories hadn't been invented.
- › Social structure would be much different if the family structure hadn't been disrupted.
- › If trade unions didn't exist, working conditions would be much worse.