

SDG 9: Industry, Innovation, and Infrastructure

Early High School (8-10)

Description: Students will work in small groups to analyze images from both before and during the Industrial Revolution, documenting their observations in charts. They will then apply critical reading skills to interpret a selection of documents aimed at determining whether the Industrial Revolution was viewed as beneficial or detrimental. Understanding the technological advancements that drove industrialization is crucial. In another activity, students will analyze primary sources and images of inventions in small groups, recording their analyses in charts. Following this, they will employ critical reading skills to examine arguments from experts discussing the advantages and disadvantages of the Industrial Revolution. Finally, students will participate in small group debates, utilizing their listening and speaking skills to present and discuss their findings.

Lesson Plan:

<https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/1456/10.3%20Industrial%20Revolution.pdf>

Highlights:

- This activity utilizes primary sources, giving students the opportunity to understand how to interpret and analyze documents from the time period they are studying
- The “structured academic controversy” or academic debate involved in this activity provides students with the opportunity to develop critical thinking skills as well as how to structure an argument from a perspective that may be different from their own
 - Emphasizes also how any innovation or new industry comes with both pros and cons and reinforces how progress is not always black and white

