

Literacy Design Collaborative

Argumentation Module Information Sheet

MODULE TITLE	The British Industrial Revolution
MODULE DESCRIPTION	This module sits inside a unit in which students study the Age of Revolution and the focus of the module is on the British Industrial Revolution. Students will draw on content studied during the unit and their readings of primary and secondary sources about the module topic to write an argumentation essay.
TEMPLATE TASK	Template Task 2, L2: [Insert question] After reading _____ (literature or informational texts), write _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views.
TEACHING TASK	Were the achievements and growth of the Industrial Revolution Era worth the cost to society? After reading secondary and primary sources pertaining to the British Industrial Revolution, write an argumentation essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.
GRADE(S)/LEVEL	10
DISCIPLINE	Social Studies
COURSE	Global History 3
AUTHOR(S)	Sara Ballute, Candace Hurley, Timothy Lent
CONTACT INFORMATION	sballute@schools.nyc.gov churley@schools.nyc.gov tim.lent@gmail.com

SECTION 1: What Task?

TEACHING TASK

Were the achievements and growth of the Industrial Revolution Era worth the cost to society? After reading secondary and primary sources pertaining to the British Industrial Revolution, write an argumentation essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.

BACKGROUND TO SHARE WITH STUDENTS

In this module you apply what you learned in the unit on the Age of Revolution to assess whether the achievements of the British Industrial Revolution outweighed the societal cost. You should draw on what you have learned in the unit and apply the reading, research, and writing skills you learned throughout the semester thus far.

READING TEXTS:

Abraham, Henry, and Irwin Pfeffer. "Farm or Factory?" *Enjoying Global History*. New York: AMSCO School Publications, Inc., 2006. 325-327.

"Child Labor in Factories: A new workforce during the Industrial Revolution." Needham Public Schools. <http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html>.

"The Coal Mines Industrial Revolution." *Women in World History Curriculum*. <<http://www.womeninworldhistory.com/coalMine.html>>.

"The Coal Mines Industrial Revolution: Testimonies from South Wales Mines." *Women in World History Curriculum*. <<http://www.womeninworldhistory.com/coalMine.html>>.

Dewald, Jonathan. "Industrial Revolution." *Europe, 1450 to 1789: Encyclopedia of the Early Modern World*. The Gale Group Inc., 2004. <http://www.encyclopedia.com/topic/Industrial_Revolution.aspx>.

"Diseases in Industrial Cities in the Industrial Revolution." *History Learning Site*. <http://www.historylearningsite.co.uk/diseases_industrial_revolution.htm>.

"Document 1a and 1b." *New York State Global History and Geography Regents Exam, June 2006*. 14.

"Document 2." *New York State Global History and Geography Regents Exam, June 2006*. 15.

"Document 3." *New York State Global History and Geography Regents Exam, June 2006*. 16.

"Document 4." *New York State Global History and Geography Regents Exam, June 2006*. 17.

"Document 5." *New York State Global History and Geography Regents Exam, June 2006*. 18.

"Factory System." *University of North Carolina at Pembroke*. <http://www.uncp.edu/home/rwb/factory_system.jpg>.

"The Industrial Revolution." *North Carolina State University*. <<http://www4.ncsu.edu/unity/users/p/pwhmds/indrev.html>>.

"Industrial Manchester." *University of North Carolina at Pembroke*. <<http://www.uncp.edu/home/rwb/manchester.jpg>>.

"Journey Times from London (In Hours)." *Chowchilla Union High School*. <<http://tumaachowhigh.schools.officelive.com/images/Picture1.jpg>>.

"The Life of the Industrial Worker in Nineteenth-Century England: The Physical Deterioration of the Textile Workers." *The Victorian Web*. <<http://www.victorianweb.org/history/workers2.html>>.

Lunger, Norman. "A Woman Coal Mine Worker Tells Her Story." *Global History and Geography: Readings and Documents*. New York: AMSCO School Publications, Inc., 2003. 213- 214.

"Seamstresses Industrial Revolution: Song: The Distressed Seamstress." *Women in World History Curriculum*. <<http://www.womeninworldhistory.com/coalMine.html>>.

Teachers' Curriculum Institute, "Changing Class Structure." *Western Europe in the Modern World: Lesson Guide*. 2003 <www.discoveryeducation.com>.

Teachers' Curriculum Institute, "Education." *Western Europe in the Modern World: Lesson Guide*. 2003 <www.discoveryeducation.com>.

Teachers' Curriculum Institute, "Urbanization." *Western Europe in the Modern World: Lesson Guide*. 2003 <www.discoveryeducation.com>.

"Textile Workers Industrial Revolution: Evidence of Textile Workers in Wilson's Mill, Nottingham." *Women in World History Curriculum*. <<http://www.womeninworldhistory.com/coalMine.html>>.

"World Population and Workforce in 1750." *Needham Public Schools*. <http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/workforce.jpg>.

COMMON CORE STATE STANDARDS

Reading Standards for Argumentation

"Built-In" Reading Standards	"When Appropriate" Reading Standards (applicable in black)
1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 – Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g. section, chapter, scene or stanza) relate to each other and the whole.
4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6 – Assess how point of view or purpose shapes the content and style of a text.
10 – Read and comprehend complex literary and informational texts independently and proficiently.	7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing Standards for Argumentation

"Built-In" Writing Standards	"When Appropriate" Writing Standards (applicable in black)
1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5 – Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.	6 – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source: New York State Social Studies Standards from New York City High School Scope and Sequence for Global History (2010), Grade 10 units 6, 7 & 8

2.2E	Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
4.1B	Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition and world economic systems.
4.1c	Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.

TEACHING TASK RUBRIC (ARGUMENTATION)

	Not Yet	Approaches Expectations		Meets Expectations		Advanced	
Scoring Elements	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citations.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

SECTION 2: What Skills?

SKILLS CLUSTER 1: PREPARING FOR THE TASK		SKILLS CLUSTER 2: READING PROCESS	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	1. Active reading 1	Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text. L2 Ability to identify and analyze competing arguments
2. Task analysis	Ability to understand and explain the task's prompt and rubric.	2. Active reading 2	Ability to synthesize information from multiple sources.
3. Note-taking	Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.	3. Essential vocabulary	Ability to identify and master terms essential to understanding a text.

SKILLS CLUSTER 3: TRANSITION TO WRITING		SKILLS CLUSTER 4: WRITING PROCESS	
1. Bridging Conversation	Ability to prepare for composing process. Ability to discuss evidence supporting claim.	1. Claim	Ability to craft a claim in an opening paragraph
		2. Development 1	Ability to construct an initial draft with an emerging line of thought and structure.
		3. Development 2	Ability to identify and rebut/refute competing arguments.
		4. Development 3	Ability to reaffirm the claim and discuss/reflect on implications.
		5. Revision	Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.
		6. Editing	Ability to proofread and format a piece to make it more effective.
		7. Completion	Ability to submit final piece that meets expectations.

SECTION 3: What Instruction?

SKILLS CLUSTER 1: PREPARING FOR THE TASK

DAY 1	SKILL: Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.		
	MINI TASK: BULLETED RESPONSE	SCORING	INSTRUCTIONAL STRATEGIES	
	Write a bulleted response as a brainstorm of contemporary inventions and determine what has changed due to them.	Meets expectations by responding thoroughly.	Link "British Industrial Revolution" to other "Revolutions" from global history. Provide readings to establish timeline.	
DAY 1	SKILL: Task analysis	Ability to understand and explain the task's prompt and rubric.		
	MINI TASK: PARAPHRASE	SCORING	INSTRUCTIONAL STRATEGIES	
	Paraphrase: rewrite the task prompt in your own words and share out.	Meets expectations by paraphrasing prompt accurately.	Present task prompt. Facilitate sharing-out of groups' definitions, summaries, and task prompt re-writes.	
DAY 2	SKILL: Note-taking	Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.		
	MINI TASK: NOTE-TAKING	SCORING	INSTRUCTIONAL STRATEGIES	
	Use Cornell Note-taking Sheet to take notes on Urbanization.	Meets expectations by completing all notes on Urbanization in Cornell format.	Introduce packet of primary and secondary sources. Model Cornell Note-taking strategy.	

SKILLS CLUSTER 2: READING PROCESS

DAY 2-6	SKILL: Active Reading	Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text. L2 Ability to identify and analyze competing arguments.		
	MINI TASK: NOTES FOR EACH TEXT	SCORING	INSTRUCTIONAL STRATEGIES	
	Annotate, extract ideas from the 20 sources using Cornell Notes.	Meets expectations by completing accurate and relevant annotations and notes for 2-3 sources each day.	Lead discussion to assess student content acquisition from readings. Present slides to introduce students to topics in the packet. Facilitation of group discussions regarding students' notes.	
DAY 2-6	SKILL: Active reading 2	Ability to synthesize information from multiple sources.		
	MINI TASK: SUMMARIES	SCORING	INSTRUCTIONAL STRATEGIES	
	Annotate, extract ideas and summarize each of the 20 sources using Cornell Notes.	Meets expectations by completing annotations for 2-3 sources each day.	Lead discussion to assess student content acquisition from readings. Present slides to introduce students to topics in the packet. Facilitation of group discussions regarding students' notes.	

SKILLS CLUSTER 2: READING PROCESS

SKILL:
Essential Vocabulary

Ability to identify and master terms essential to understanding a text.

MINI TASK: WORKSHEET PACKET	SCORING	INSTRUCTIONAL STRATEGIES
Complete vocabulary sheet in worksheet packet.	Meets expectations by fully and accurately completing vocabulary sheets.	Facilitate class-wide and small group discussions where students each share out vocabulary definitions. Share to the whole class examples of key terms and their definitions.

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day 7

SKILL:
Bridging Conversation

Ability to prepare for composing process. Ability to discuss evidence supporting the claim.

MINI TASK: CLASS DISCUSSION	SCORING	INSTRUCTIONAL STRATEGIES
Participate in in-class debate on advantages and disadvantages of the British Industrial Revolution.	No scoring.	Hold in-class debate or value-line activities. Self and small group assessment.

SKILLS CLUSTER 4: READING PROCESS

Day 8

SKILL:
Claim

Ability to craft a claim in an opening paragraph.

MINI TASK: DRAFT INTRODUCTION	SCORING	INSTRUCTIONAL STRATEGIES
Write an introduction that includes a "hook," background information on the topic, a claim, and provide two reasons for that claim.	Meets expectations by completing introductory paragraph that meets all criteria satisfactorily.	Model how to write and refine claim statements that are too broad or confusing. Use of claim templates in student packet. Identify and share student claim statements that are promising.

Day 9

SKILL:
Development 1

Ability to construct an emerging draft with a coherent line of thought and structure.

MINI TASK: BODY PARAGRAPHS	SCORING	INSTRUCTIONAL STRATEGIES
Write body paragraphs that address all aspects of the prompt, demonstrate effective use of reading material. Develop details and logic for a convincing argument.	Meets expectations by completing a draft with sufficient detail and line of thought.	Mini-lesson on essential aspects of body paragraphs. Exercise in correcting common writing mistakes exemplified in a sample paragraph.

Day 9-10

SKILL:
Development 2

Ability to rebut/refute competing arguments.

MINI TASK: INITIAL DRAFT	SCORING	INSTRUCTIONAL STRATEGIES
Write a paragraph in which you identify and briefly address a competing argument.	Meets expectations by addressing at least one competing argument.	Class works together to identify competing arguments: creates a class wall of notes. Discuss why these are "competing"

SKILLS CLUSTER 4: READING PROCESS

DAY
10-12

SKILL:
Development 3

Ability to reaffirm the claim and discuss/reflect on implications.

MINI TASK: CONCLUSION	SCORING	INSTRUCTIONAL STRATEGIES
Write conclusion that reaffirms controlling idea and effectively summarizes argument.	Meets expectations by concisely summarizing claim and reflecting controlling idea without contradiction.	Mini-lesson on concluding paragraph.

DAY
12-14

SKILL:
Revision

Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

MINI TASK: MULTIPLE DRAFTS	SCORING	INSTRUCTIONAL STRATEGIES
Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	Meets expectations by providing complete draft, supporting the opening with evidence and citations in later sections, improving on earlier edition.	Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. Provide guide to revision and editing proofread alone and in small groups.

DAY
14-15

SKILL:
Editing

Ability to proofread and format a piece to make it more effective.

MINI TASK: CONCLUSION	SCORING	INSTRUCTIONAL STRATEGIES
Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	Meets expectations by providing draft free from distracting surface errors. Uses format that supports purpose.	Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.

DAY
16

SKILL:
Completion

Ability to submit final piece that meets expectations.

MINI TASK: MULTIPLE DRAFTS	SCORING
FINAL ESSAYS: Turn in final draft in a portfolio that includes revisions drafts and planning schedule. List the ways you believe your paper is better than the last LDC module paper and the ways you still need to improve. Discuss what was difficult about this reading and writing assignment and what the teacher could do to improve the next assignment.	Meets expectations by completing final draft of essay that demonstrates significant revisions from prior drafts and turning it in on time. No scoring for reflection.

SECTION 4: What Results?

ARGUMENTATION CLASSROOM ASSESSMENT RUBRIC

	Not Yet	Meets Expectations
Focus	Attempts to address prompt, but lacks focus or is off-task	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/ Research	Demonstrates weak use of reading material to develop argument.	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.	Establishes a credible claim and supports an argument that is logical and generally convincing; (L2) Acknowledges competing arguments while defending the claim.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant; (L3) Connection is weak or not relevant.	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument; (L3) Makes a relevant connection that supports argument.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

CLASSROOM ASSESSMENT TASK

(Optional: May be used as pre-test or post-test)

Classroom Assessment Task

What, in your opinion, is the most important lesson to be learned from the Age of revolution? Write a short in-class essay in which you argue for your position.

Background to share with students (optional)


The Age of Revolution offers many examples of what forces lead to a revolution. Think about what you have studied to address the question. Be sure to include examples and references from what you have read during the unit.

Reading texts

Texts you read during the unit.

TEACHER WORK SECTION

Here are added thoughts about teaching this module



Students develop their reading and writing skills through a variety of activities both in the unit leading up to the module and in the module itself, but the focus will be on using the Cornell note taking method to annotate the sources. A primary and secondary source packet pertaining to the effects of the Industrial Revolution require 2-3 class periods to work on, plus time set aside by the student during planning. Appendices to this module template contain all reading sources, lesson plans, worksheets, and a power point presentation to accompany readings and lessons.

STUDENT WORK SAMPLES

Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.