



The Industrial Revolution
Historical Debate - Lesson Plan

This lesson plan assumes a class of 20, in four groups of five. Lower numbers will require either 4 or 2 groups. Groups of five should be the maximum. Smaller groups are fine, so long as the class is divided into four or two.

Pre-lesson Preparation

Students should be put into 4 groups and each given a version of the **industrial revolution preparation worksheet** (slightly differing by group number). They should follow the instructions on the worksheet and find out what each invention was, how it worked, and what effect it has had on daily life.

1. Inventions timeline (10 mins)

Give each group a bag with the **inventions timeline** set in. Ask them to order the inventions from the earliest to the most recent, and then go through the answers together. Talk about what each invention is and what it did.

2. How has life changed? (15 mins)

Put students into pairs. Hand out **How has life changed?** Worksheets. They have 5-10 minutes to make a list of how many things have changed, in both Japan and the world, in the past 400 years.

Feedback and share ideas.

3. What was the most important invention of the Industrial Revolution?

a. Teacher's demonstration (5 mins)

Use the keynote presentation slides on the *elevator safety brake* and present it to the class, adding extra points as you see fit, not just reading the information on the screen.

b. Student work (15 mins)

*** [***If lesson preparation not done***] Hand out **inventions lists**, one to each group of four or five. Ask them to choose from their list which of the inventions they feel is most important. ***

Give each group the **most important inventions** worksheet.



History Adventure

Students then have 15 minutes to make notes and discuss the questions. This will help prepare an argument for why their chosen invention was the most important invention of the industrial revolution.

4. What was the most important invention of the Industrial Revolution debate

a. Debate preparation (10 mins)

Hand out the **debate cheat sheet** and show the section of the keynote related to debates.

Groups prepare by answering the questions on the cheat sheet and thinking of further details/questions they can use in defence and attack.

b. Debate (20 mins)

The groups now come together, sitting down to face each other. The teacher should be the moderator.

First, each team gives its introductory speech. Encourage every student to talk. They can use the cheat-sheet questions to prompt themselves.

Secondly, have the first group take questions and attacks from the others, answering questions. This is their **defence**. Ensure an equal amount of talk time to each group.

Lastly, give students a few minutes to prepare their summaries, and have them deliver them. Do not allow interruptions from other groups.

c. Vote (5 mins)

Hold a vote with the class to choose which invention was the most important *in regards to the arguments made in class*.

This could be a secret vote.

Congratulate the winners.

5. Summary and feedback (5 mins)

Let the students know how they did and teach any major language errors or grammar points that were noticeable during the class.