

Young people tracing the Industrial Revolution

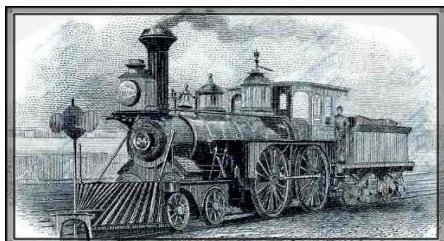
***The Ancien Régime and the
Enlightenment***

COMENIUS PROJECT 2010-2012

***INS ESCOLA INDUSTRIAL I D'ARTS I OFICIS DE
SABADELL.***

Maria Calzada i Olivella
Patricia Martínez Morales
Salvador Orquín Feliu

**STUDENT'S
BOOK**



Our first year Project has just finished and this Clil unit is the outcome of it. It relies on the subsidy received by the European Lifelong Learning Programme, whose aim is to support projects and activities that foster interchange, cooperation and mobility between education and training systems within the EU.

Our project, *Young people tracing the Industrial Revolution*, deals with the idea of studying and comparing the Industrial Revolution period in both countries, Germany and Spain, and specifically, in both cities, Kehl and Sabadell.

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INTRODUCTION

This project, called *Young people tracing the Industrial Revolution*, deals with the study of one of the most influential periods that changed the history of the Earth: the Industrial Revolution.









This first teaching unit will make students go into the beginnings of this period in more depth.

Throughout the implementation of this Teaching Unit, students will cover speaking, reading, writing and listening skills. Students will be assessed taking into account all the above-mentioned skills, but the most important percentage of the final mark will come from communication and use of English.

All in all, we think that this Teaching Unit is a great opportunity to get into the amazing world of the Industrial Revolution.

SESSION-BY-SESSION OVERVIEW

SESSION	ACTIVITIES	TIMING	INTERACTION	SKILLS	ICT	ASSESSED
1 <i>Introduction to the 18th century culture and society</i>	Guessing the topic	15'	T-Class		✓	
	Pre-assessment test	45'	Ss		✓	✓
2 <i>Timeline. The 18th century (I)</i>	What a timeline is	15'	T-Class			
	Research work: facts and years	45'	Ss		✓	✓
3 <i>Timeline. The 18th century (II)</i>	Revision: previous work	15'	T-Class			
	Match facts and years in the timeline	45'	Ss		✓	✓
4 <i>Daily life in the 18th century</i>	Word search	15'	Ss			✓
	Reading comprehension: Estates of the Realm	20'	T-Class	 		
	Match definitions and words	20'	Ss			✓

5 Inventions (I)	Power Point presentation	25'	T		✓	
	Video about important inventions	25'	Ss		✓	✓
6 Inventions (II)	Research work	50'	Ss	 	✓	✓
7 The Age of Absolutism	Power Point presentations	20'	T-Class		✓	
	Definition, characteristics and famous rulers	35'	Ss	  	✓	✓

SYMBOLS LEGEND



READING ACTIVITY



WRITING ACTIVITY



WORKING WITH COMPUTERS



POWER POINT PRESENTATION



VIDEO

OTHER SYMBOLS RELATED TO THE TOPIC



- ◆ Individual work
- ◆ ◆ Pair work
- ◆ ◆ ◆ Group work

SESSION 1

INTRODUCTION TO THE 18TH CENTURY CULTURE AND SOCIETY

PRE-ASSESSMENT TEST

A.-Match the words to their definitions:

-Absolutism	-Encyclopedia	-Ancien Régime	-Steam engine
-Trade	-Peasant	- Enlightenment	-Liberalism
-Estates of the realm		-Enlightened despotism	

..... Name used to describe the political and social system in France during period of about 100 years before the Revolution of 1789. The system consisted of a set of governmental institutions and a set of social institutions that were closely related.

..... An agricultural worker who generally owns or rents only a small plot of ground.

..... A term used to describe a form of monarchical power that is unrestrained by any other institutions, such as churches, legislatures, or social elites.

..... A term used to describe the actions of absolute rulers who were influenced by the Enlightenment (eighteenth and early nineteenth century Europe).

..... It is a heat engine that performs mechanical work using steam as its working fluid.

..... The era in Western philosophy and intellectual, scientific, and cultural life, centered upon the 18th century, in which reason was advocated as the primary source for legitimacy and authority.

..... The business of buying and selling items. It's also called commerce.

..... The broad divisions of a hierarchically conceived society, usually distinguishing nobility, clergy and commoners recognized in the Middle Ages and in Early Modern Europe.

..... The belief in the importance of individual liberty and equality.

..... The first compendium to realize in a modern form a comprehensive scope of topics, discussed in depth and organized in an accessible, systematic method.

B.- Who were these people?

See the people you are shown and decide who they were according to the names in the chart.



Image 1:

Image 2:

Image 3:

Image 4:

Image 5:

Image 6:

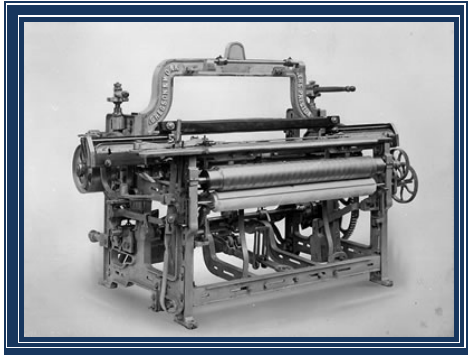
Image 7:

Image 8:

SESSION 2 – 3

TIMELINE: THE 18TH CENTURY (I) & (II)

Timeline: the 18th Century



Write the facts and years on the 18th century timeline. To do this activity you should use the following websites:

Macro history: <http://www.fsmitha.com/time/ce18.htm>

Wikipedia in English: http://en.wikipedia.org/wiki/Main_Page

1. Declaration of Rights of Man and Citizen.
2. The Encyclopédie published.
3. Kay's flying shuttle.
4. Catalan 'Nova Planta' decree.
5. Napoleon's coup d'état.
6. War of Spanish Succession.
7. First Economic Society of Friends of the Country in Spain.
8. James Watt creates a condenser for steam engines.
9. Cartwright's power loom.
10. Montesquieu's The Spirit of Laws
11. An average of 60.000 slaves exported from Africa per year.
12. Charles III becomes king of Spain.
13. Spanish ports allowed to trade with America.
14. United States Declaration of Independence.
15. Treaty of Utrecht.
16. Watt's steam engine.

1716 1713 1751 1799 1733

1785 (1707-1716) 1776 1789

1750 1763 1759 1765 1748

1778 1769

SESSION 4

DAILY LIFE IN THE 18TH CENTURY

DAILY LIFE IN THE 18TH CENTURY



ACTIVITY 1. WARM-UP. *Wordsearch*

Society in the 18th century

O	X	E	H	A	J	K	J	Y	J	Z	O	O	E	X
K	L	E	V	U	K	U	G	H	U	B	Q	L	Y	X
C	R	O	F	N	H	X	H	P	A	L	P	C	T	W
O	C	C	O	M	M	O	N	E	R	O	A	F	E	V
C	G	P	J	S	G	M	K	H	E	R	F	F	B	Z
R	O	Y	A	L	T	Y	C	P	C	L	U	U	O	V
T	T	V	W	Y	V	R	G	O	H	P	D	E	U	E
E	H	S	Y	L	A	N	T	P	H	X	C	H	R	U
R	H	N	A	N	I	S	E	X	C	E	F	E	G	A
W	A	O	O	K	I	A	C	M	L	J	H	O	E	C
J	W	M	R	R	S	V	K	O	E	G	T	R	O	U
V	G	O	A	A	G	Q	X	P	R	H	A	J	I	Z
Y	W	X	N	R	D	Y	U	U	G	S	M	I	S	A
Q	O	T	D	B	H	B	B	D	Y	X	N	H	I	Z
T	K	L	Y	T	E	I	C	O	S	B	U	Y	E	H

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BURGHER
CLERGY

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MONARCH
NOBILITY

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SOCIETY
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ACTIVITY 2



Read the following text regarding the society of the 18th century and then match the underlined words with the definitions below.

Use the following websites: <http://www.merriam-webster.com/>

<http://www.thefreedictionary.com/>

Estates of the realm

The **Estates of the realm** were the broad divisions of society, usually distinguishing nobility, clergy, and commoners recognized in the Middle Ages and later in some parts of Europe. While various realms inverted the order of the first two, commoners were universally tertiary, and often further divided into burghers (also known as bourgeoisie) and peasants, and in some regions, there also was a population outside the estates. An estate was usually inherited and based on occupation, similar to a caste.

Legislative bodies or advisory bodies to a monarch were traditionally grouped along lines of these "estates", with the monarch above all three estates.

In France

France under the "Ancien Régime" (before the French Revolution) divided society into three estates: the **First Estate** (clergy); the **Second Estate** (nobility); and the **Third Estate** (commoners). The king was considered part of no estate.

The First Estate comprised the entire clergy, traditionally divided into "higher" and "lower" clergy.

The Second Estate was the French nobility and royalty, other than the monarch himself, who stood outside of the system of estates.

The Third Estate was the generality of people which were not part of the other estates.

It comprised all those who were not members of the aristocracy or the clergy, including peasants, working people and the bourgeoisie.

In Catalonia

The members of the parliament of Catalonia were organized in the Three Estates Catalan:

- the "military estate", with representatives of the feudal nobility
- the "ecclesiastical estate", with representatives of the religious hierarchy
- the "royal estate", with representatives of the free municipalities under royal privilege

- a.: a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.
- b.: a member of a European class of persons tilling the soil as small landowners or as laborers; *also* : a member of a similar class elsewhere.
- c.: a person of royal Rank.
- d.: a group ordained to perform pastoral or sacerdotal functions in a Christian church. The official or sacerdotal class of a non-Christian religion .
- e.: a member of the middle class: a prosperous solid citizen.
- f.: a person who reigns over a kingdom or empire: as *a* : a sovereign ruler *b* : a constitutional king or queen.
- g.: a governing body or upper class usually made up of a hereditary nobility.
- h.: a social order dominated by bourgeois.
- i. : the body of persons forming the noble class in a country or state.
- j.: one who is not of noble rank.

SESSION 5 – 6

INVENTIONS (I) & (II)

18th century inventions

It may be surprising how many important objects were created in the 18th century. Next time you use your indoor toilet or turn on your light, be thankful for an inventor who was creative in the 18th century when advanced technology was sought by many countries.

While some of the inventions of the 18th century may seem more important than the others, each invention has made a timeless impact on our [society](#) today.



A. What is this and who invented it?



● Image 1:

● Image 2:

● Image 3:

● Image 4:

● Image 5:

● Image 6:

● Image 7:

● Image 8:

● Image 9:

Piano
engine

mercury thermometer
flush toilet

submarine
Franklin stove

flying shuttle
power loom

steam
cotton gin

Bartolomeo Cristofori

Alexander Cummings

Gabriel Fahrenheit

David Bushnell

Eli Whitney

John Kay

Benjamin Franklin

James Watt

Edmund Cartwright



B. Let's research.



Research and find out information about all the inventions seen in the previous activity.
Try to answer the following questions:

- Who invented it? Where is he/she from?
- When was it invented?
- Why was it important?
- Was this invention important in the 18th century?



C. About inventions of the 18th century.

There were many inventions in the 18th century that were critical to the development of the United States, and these inventions included the cotton gin, the Franklin stove and the steam engine. Find out why Eli Whitney's cotton gin was so important to plantation owners with help from an American history teacher in this free video on the 18th century.

http://www.ehow.com/video_4908396_inventions-18th-century.html

Here you are the video transcript. After having listened to it twice, try to complete it with the words below.

"We're coming now to the eighteenth century and there were a lot of (1)..... at that particular time, things that become critically important to the development of the United States. Probably the most important would be the (2) by Eli Whitney. This allowed the great plantation owners to actually pick out the little pieces of the (3)..... and they were just absolutely difficult to do. So they would (4)..... the (5)..... and get out the dark seeds to make the cotton more (6) And this was a thing at that time usually done by (7)..... So it was a key invention to developing the South and the cotton, the development of cotton and the (8)..... Then we have Benjamin Franklin who we know was constantly inventing, and one of his great inventions was the (9)..... Houses were terribly (10)..... and cold especially those with the stone base. And he devised a metal stove that would (11)..... an entire room. And it was forged and made out of (12)..... and it had a place on the inside where you could open the door and go and put in more (13)..... But he takes full credit for that particular invention and he did have one in his house and in the kitchen. So the Franklin stove, which by the way is still, there are still Franklin stoves used today in housing. It's environmentally pure they say, and they stick out in to your room. We have several friends that have a Franklin stove. So that's an interesting side point. Then we have James Watt. And James Watt invented the (14) Now there is a very vital invention and this one that revolutionized the cotton looming weaving industry, that's going to go, it's going to really burst in to making the New England colonies, especially those with water power, in to areas where the (15)..... and (16)..... is going to rear its ugly head. They're going to be able to (17) and the young children would be paid maybe a penny a day and they would run the large looms and oftentimes, their hair was long and pulled back and oftentimes they would get their hair entangled in the loom and they would be killed because their hair literally was scalped off. So the steam engine did a lot of positive things but it also did set up the beginning of child labor. Now there's lots of inventions that came around at that time."

Loom	heat	chilly	logs	seed	pure	
	invention	slaves	exportation	steam engine		looming
	Franklin stove		child labour	iron	gin	
	cotton gin	cotton				

SESSION 7

THE AGE OF ABSOLUTISM

THE AGE OF ABSOLUTISM

DEFINITION

CHARACTERISTICS




FAMOUS ABSOLUTE RULERS

PERIOD

CHARACTERISTICS OF HIS REIGN

 Charles III of Spain

 Louis XIV



SESSION 8

FINAL REFLEXIONS

POST-ASSESSMENT TEST

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ANNEX 1. CREATIVE COMMONS LICENSE



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