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| Name: |  | Date: |  |

## Purpose

This activity will introduce you to the concept of urbanization, both as a shift in demographics and as a shift in the physical environment resulting from the rise of industrialization. By providing a narrative glimpse of how one fictional village transformed over 150 years into a city, you’ll be drawn into the chaos of rapid urban growth. This will help you begin to see how the Industrial Revolution created significant changes in human communities, how humans produced and distributed goods, and how networks began to expand. In addition, you’ll see the impacts of industrialization on the environment. Finally, this activity serves as an introduction to the Industrial Revolution, which is the central theme of this lesson.

## Practices

### Causation, CCOT

By drawing the development of cities, you’ll be creating what is in many ways a causal map of the urbanization process. In particular, you’ll show the social and environmental effects of industrialization. In addition, you’ll identify both significant changes and continuities over that period, which will help prepare you for content and activities that develop these ideas later in the course.

## Process

### Part 1

1. Your teacher will project the following excerpt from “Signs of the Times,” an essay by the Scottish philosopher Thomas Carlyle (1795-1881), published in *The Edinburgh Review* in 1829. Follow along as your teacher reads it.

*“Were we required to characterise this age of ours by any single epithet [description], we should be tempted to call it, not an Heroical, Devotional, Philosophical, or Moral Age, but, above all others, the Mechanical Age. It is the Age of Machinery, in every outward and inward sense of that word; the age which, with its whole undivided might, forwards, teaches and practises the great art of adapting means to ends. Nothing is now done directly or by hand; all is by rule and calculated contrivance [plan]. For the simplest operation, some helps and accompaniments, some cunning abbreviating process is in readiness. On every hand, the living artisan is driven from his workshop, to make room for a speedier, inanimate one. The shuttle drops from the fingers of the weaver, and falls into iron fingers that ply it faster. The sailor furls his sail, and lays down his oar; and bids a strong, unwearied servant, on vaporous wings, bear him through the waters.”*

1. Have a discussion about how Carlyle describes the changes that took place during his lifetime by answering the following questions.
   * What was Thomas Carlyle’s point of view regarding life in Europe in the early part of the nineteenth century? What evidence did you use to arrive at that answer?
   * Using the excerpt by Carlyle, how do you think life in Europe changed over time (politically, socially, and/or economically speaking) by the mid-nineteenth century?

### Part 2

1. Your teacher will organize the class into pairs and pass out paper, markers, and a template to each pair.
2. Your teacher will read short narratives about life in a small English village from 1700 to 1850.
3. After each narrative is read, you’ll draw various elements of the village, following your teacher’s directions and using the template to determine the size and shape of the icons used. These include dwellings, canals, roads, railroads, and schools, among others. Note that the template should be used for reference, and you won’t be graded on your artistic abilities, we promise!
4. After your teacher has read all of the narratives and you’ve finished drawing, you’ll post your work on the board for everyone to see. Take note of any similarities that you see between your drawing and those of the rest of the class.

### Part 3

1. Examine the board full of drawings and use the lesson experience to define the term urbanization.
2. Answer the following questions in small groups or pairs.
   * Define the term urbanization based on what you now know about industrialization in the eighteenth and nineteenth centuries.
   * Write three questions this activity raises about urbanization in England from the eighteenth to the nineteenth century.
   * What can you now add to your list from *before* the activity about how life in Europe changed over time (politically, socially, and/or economically) by the mid-nineteenth century?
   * What do you think the central themes of this unit will be?
   * Why do you think the Industrial Revolution is considered a major *turning point* in world history? Explain your reasoning.
3. Be prepared to share your answers with the class.
4. Your teacher may extend this activity by having you revisit your drawings and replan your community.