

E-Content Resources in History (Secondary stage)

Resource 3

S. N.	AREA OF MATA DATA	TO BE FILLED BY CONTENT GENERATOR(S)
1	Topic	Impact of industrialization (Project work-Field visit)
2	Subject	History
3	Topic connected which area of subject?	The Age of Industrialization
4	Class/ Level	X
5	Objectives	Teachers will come to know about various aspects of a field visit project
6	Summary	Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. While the projects can assess the students' knowledge of content, concepts and skills and the level of depth and complexity to which students have understood them, they also allow students to think deeply and analytically and to question a topic which has particular resonance and meaning for them. This resource will guide teachers on different aspects of a field visit.
7	Key Words	Field visit project, Impact of industrialisation, Field visit selection, Planning before field visit
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Impact of Industrialization (Field visit project)

Overview:

The Industrial Revolution is the most dramatic change to human society since the Neolithic Revolution. During the second half of the eighteenth century, a huge change began to take place in Britain. Driven by a unique set of circumstances including, but not limited to, growth in population and the opening up of export markets which both pushed up demand. The availability of raw materials, especially coal, big advances in technology, including the steam engine, which allowed a less skilled, but much larger work force to become employed in the towns and cities rather than in the countryside and improvements in transport infrastructure such as roads, canals and railways. By early part of the nineteenth century these changes were having an enormous effect on the social conditions of the population, as well as on the economic prosperity of the nation.

The effect of industrialization can be seen in almost every town and city. If you are studying this fascinating period of history with your class, there are lots of wonderful venues, dedicated to bring these sights and sounds back to life for your students to experience first hand. For this you can find educational resources in your own location. Through this field visit project students can compare and contrast factory life then and now and assess the success of society in dealing with the problems created by industrialization. Students can also compare and contrast life before and after the industrialization of that area and assess whether the gains realized have been worth the costs. The project can also focus on environmental issues raised by industrialization. The overarching question that each group would need to answer (through presentation at the end of the project) would be, "How and why did industrialization change that part of society?" Another useful question would be, "How did people react to and adjust to these changes?" Finally, this project would also include a way to tie the present with the time period discussed in the chapter, through a question such as, "What can we learn about society of the period during industrial revolution from this time period?" and/ or, "How similar or different are changes currently taking place in society?"

Objectives: Through this project students will -

- a) examine and analyse the impact of industrialization by visiting an industrial area and interviewing industrial workers and community members.
- c) understand when industrialization began in their area and how it continues today
- d) be able to relate the impact of industrialization on local condition/situation with the one discussed in the textbook
- e) learn the fundamentals of a field trip project and how to make a presentation.
- d) develop the spirit of team work

Materials required:

- I) Note books/Diaries
- II) Stationary for sketching
- III) If possible recording gadgets like camera/mobile

Procedures:

Preparatory stage

Good planning must precede field visits. Careful attention should be given to visit selection, previsit preparation, the visit itself, appropriate follow up, and assessment.

Visit Selection

- Identify the rationale, objectives and plan of assessment for the field visit.
- Select the site to be visited. Contact the concerned person for the site and arrange the date and time. Record addresses, directions, contact persons, phone numbers, email addresses, etc.
- Conduct a pre-visit to familiarize yourself with the major features of the field visit.

Logistics Planning

- Apply for administrative approval from the head of the school.
- File requisition for bus transportation if the school has any or seek administrative support for arranging transportation if the school does not have the facility
- Make arrangements for lunch if needed
- Develop schedule for the day
- Arrange for special equipment -video camera, digital camera if needed
- Inform parents about the educational purpose, location, date and schedule of the visit
- Create a list of all student names and home phone numbers for use in an emergency.

Preparing Students before the Field visit

- Orient students on the impact of industrialization on an area and the lives of workers by using visuals showing men, women and children working in various industries and the places where they lived during industrial revolution in England and discuss. It works as a warm up activity to get them familiar with the subject matter.
- To have a better understanding of the lives of industrial workers and impact of industrialization on an area facilitate students to take up a field visit to nearby industrial city/area. The students may be advised to identify major industries in that area and study the effects of industrialisation on that city, life of the people and its surrounding environment.
- Share with students the purpose, different aspects (where, when and how to collect information, analyse data, share findings and prepare report etc.), assessment rubric of the project and how it relates to the current unit of study.
- Students should be divided up into research teams. Effects of industrialization in the following areas might be researched in groups: population growth; water and air pollution; public housing projects; parks and playgrounds; public transportation; slum clearance; unemployment caused by industrial and technological changes; beautification and preservation projects; and destruction of historic or aesthetic real estate for the purpose of industrial or related use; on women and children. Students may either volunteer or be randomly selected to be a part of each team.
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Prepare questionnaire for the interview of the workers and community members (sample questionnaires enclosed in appendix). Record questions on chart paper or in student field visit

journals.

- As a class brainstorm a set of standards of conduct for the visit and discuss suggested spending money, lunch plans, appropriate clothing and other necessary things.

Activities during the Field Visit

Visit of the identified industry, its neighbourhood and interaction with workers. For this plan activities that allow students to work alone, in pairs or small groups. Activities might include:

- Sketch pages with partial drawings of places they are visiting which can be completed by them later based on their observations
- Field notebooks for recording answers to prepared questionnaires
- Provide time for students to observe, ask questions, record key words, ideas and phrases as journal entries in their Field book after observation or making sketches etc. If they cannot complete their sketches, encourage them to label them for future completion as to colour, detail, etc.
- If electronic gadgets like camera and mobiles are available the visit and interaction may be recorded.

Post-Field Visit discussion of findings

Just as quality pre-planning is essential to the success of a field visit, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field visit classroom experiences.

- Provide time for students to share general observations and reactions to field visit experiences
- Share specific assignments students completed while on the field visit.
- Link field visit activities to multiple curricular areas. For example, students can develop vocabulary lists based on field visit observations; record field trip observations in a classroom journal; complete math problems related to actual field trip budget planning; etc.

Report writing:

The format of the report should be such that it helps the reader find the information and make a logical "story" leading to your conclusions. Following are the important aspects of a field visit report:

Introduction: The first paragraph of a field visit report should include background information related to the visit. The location, date, number of students present and other pertinent information should also be included in this paragraph.

The second paragraph of the field visit report should expand on the objective of the visit, such as to observe working in industries and interview workers. Any anticipated outcomes of the visit should also be mentioned in this paragraph.

If particular methods were used to collect the data, then these will be described in the next

paragraph, followed by presentation of the data (data may include photos, diagrams, sketches, maps, or interviews) and then interpretation and discussion (possible explanations for observations made on the trip). Depending on the purpose and format of your report, you may have a separate **conclusions** section to summarise the major findings. Next paragraph of the field visit report should discuss the **results of the trip** and go into detail about how the results matched or were not in line with the pre- visit expectations and relate it with the theme. Do whichever involves least repetition of information and makes the report easiest for the reader to understand and follow. Use descriptive subheadings to make the information easy to find. Good ways for individuals to conclude field visit reports are to write about what they learnt from the trip and how they would do things differently if invited to go on a similar trip in the future.

Presentation:

Have each group present their project to the class. Presentations may include but are not limited to the use of Power Point, posters, oral presentations, exhibition of illustrations collected, sketches drawn during the visit or other methods suggested by the teacher. Each team member should participate in the presentation and explain the team's research methods, work procedures and their role in the project. Each group should take questions at the end of their presentations. Once all groups have finished their presentation, facilitate students in a discussion about different group's findings and sum up the whole thing. Students can reflect on their work on the project and provide feedback about what the skills and content they learned.

Assessment:

Assessment Rubric

Criterion	Excellent	Good	Fair
Description of introduction/ background information	Detailed description of introduction/ background information is provided.	Some description of introduction/backgr ound information is provided.	Unclear description of introduction/backgr ound information is provided.
Statement of objective of field visit	Objective is stated clearly and makes a strong connection to overall theme.	Objective is stated clearly and makes a vague connection to overall theme	Objective is poorly stated and makes a weak connection to overall theme.
Description of the data collection method, interpretation and discussion/explanation	Clearly mentions method of data collection and presents explanation of data in an organized format with supporting	Presents important explanations in a logical way with supporting details.	Presents few explanations, which are not well organized and with few supporting details.

	information and details(photos, diagrams, sketches, maps, or interviews)		
Conclusion/major findings/learning from the study	Presents learning from the visit clearly.	Presents important learning from the visit .	Learning from the visit is not clear.
Report	Project report is free from errors in spelling, grammar, punctuation, and format.	Project report contains few errors in spelling, grammar, punctuation, or format.	Project report contains many errors in spelling, grammar, punctuation, or format
Presentation format	Presentation format is well organized; supporting materials (images, sketches, etc.) contribute clear and meaningful explanations.	Presentation is formatted in a logical way; supporting materials contribute to the project.	Presentation format is not well organized; supporting materials contribute to the project.
Supporting questionnaires	Supporting questionnaires are completed thoroughly and thoughtfully.	Supporting questionnaires are completed.	Supporting questionnaires are incomplete.

References:

- 1.Hindi movies based on the life of the workers:
Naya Daur, Kala pathar
- 2.Map of the area concern

QUESTIONNAIRE FOR THE WORKERS

1. Name and age:
2. Name of the industry and nature of the work:
3. What are the working and rest hours:

4. What are the wages and leave conditions:
5. Whether you are a local resident or have come from outside:
- 6.If outsider why did you choose to come here:
7. Did you face any problem in your native place/area?
8. Are you satisfied with your working conditions?
9. Are you working alone here or with your family members?
10. Do you want your children to follow your profession?
11. Do you have any health facilities here?
12. Have you ever raised your voices on your grievances?
- 13.Do you have your workers representatives?

QUESTIONNAIRE FOR THE COMMUNITY MEMBERS

1. Name and age:
2. What is the major occupation of this area?
3. As per your memory when did you notice the first industry here?
4. What kind of major social changes you observe after industry established here?
5. What kind of major economical changes you observe after industry established here?
6. What kind of major environmental changes you observe after industry established here?