

**For  
Special  
Ed**

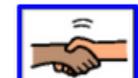
**Industrial Revolution  
Part 2**

**DIGITAL  
SUPPLEMENT**

Match the effect with each cause of the Industrial Revolution.

 Factory system developed	→	<input type="text"/>
 Light bulb invented	→	<input type="text"/>
 Unsafe working conditions	→	<input type="text"/>
 Henry Ford develops assembly line	→	<input type="text"/>
 Rockefeller buys up oil refineries	→	<input type="text"/>
 World War 1 starts	→	<input type="text"/>

 Rockefeller becomes the richest man	 labor unions form
 Industrial Revolution ends	 people work in a centralized work place
 over half the cars in 1918 are Fords	 factories can stay open all night

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*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, struggles with attention AND he is able to do this unit. He is my tester!!*

*Please note: These activities are meant for people who previously purchased the original unit on the Industrial Revolution part 2 that did not have any google slides. These activities are NOT supported by the other components found in my complete unit. There are a total of 34 slides (including the differentiated versions.)*

Watch the  
movie on the  
Industrial  
Revolution  
Part 2

So, they developed a **division of labor**.  
Rather than one person making a product  
from start to finish,



Play (k)

4:22 / 13:39



*There is an mp4 version  
of the book which you can  
play in google or assign  
for students to watch and  
listen to in google  
classroom.*



There is a drag and drop version of both circle maps from this unit. The differentiated version contains only correct answers. This one covers the main events.



Place the pictures in the circle map about the factory system.

 centralized work place	 mass production	 young workers	 strike
 division of labor	 labor union	 long hours	 women workers
 power machinery	 workforce		

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The one covers specifics about the factory system. This is the differentiated version that only has correct answers for student to move into the circle map.

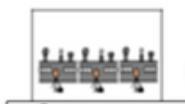
What was the cause of each action that occurred in the Industrial Revolution?

	→	 People work in a centralized location	 factory system developed	 Henry Ford develops the assembly line
	→	 Factories can stay open all night	 light bulb invented	 Rockefeller buys up oil refineries
	→	 Labor unions form	 unsafe working conditions	 World War 1 starts
	→	 Over 1/2 cars in 1918 are Fords		
	→	 Rockefeller is the richest man		
	→	 Industrial Revolution ends		

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There are 2 cause and effect activities. One matches the effects of each action and one matches the cause of each action.

Match the effect with each cause of the Industrial Revolution.

	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>

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The differentiated versions use color coding, shown here.



### Timeline

1870

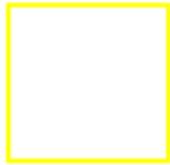
1876

1879

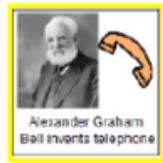
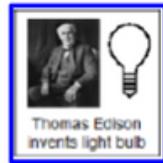
1903

1908

1914

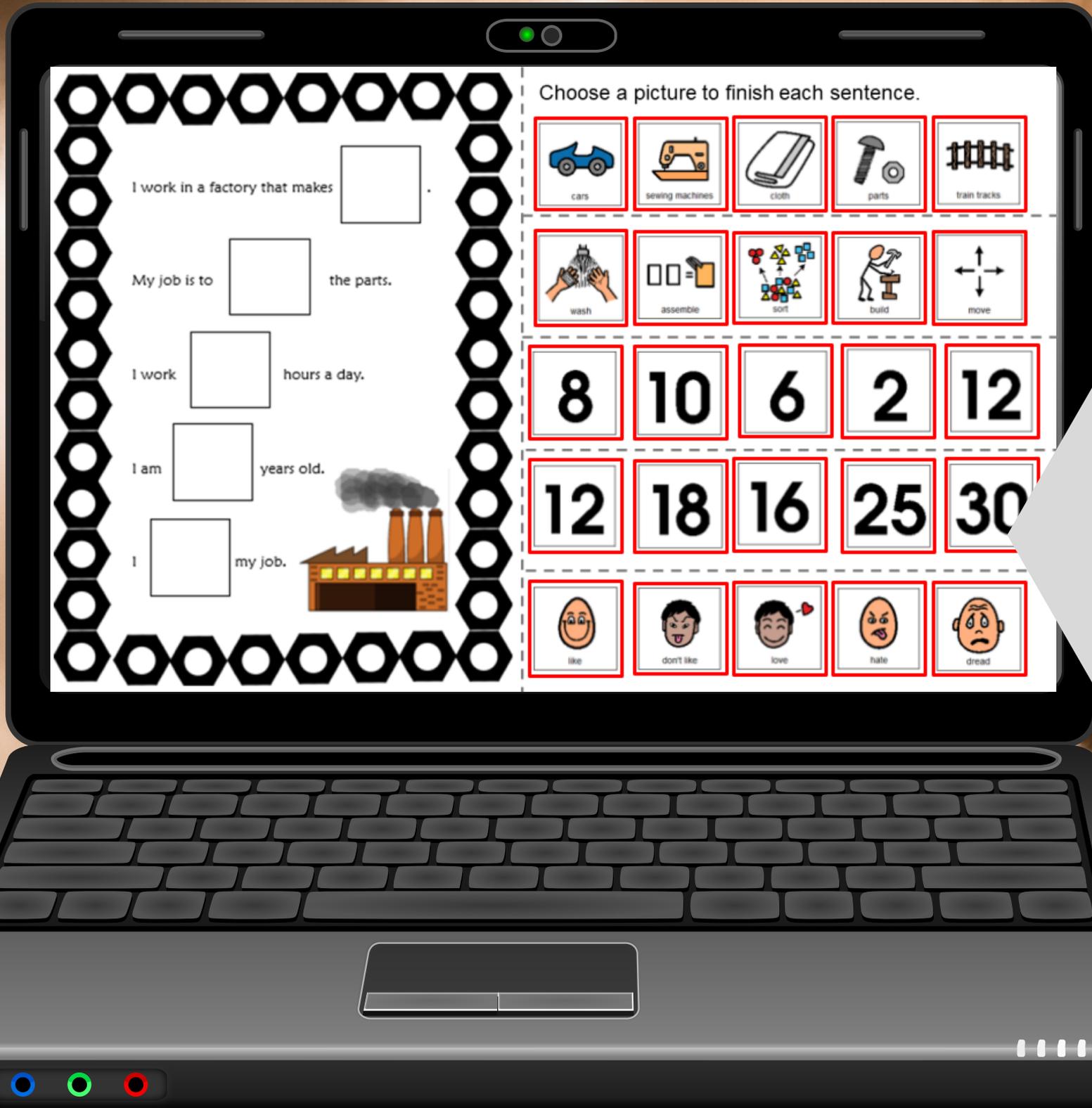


Place the events in the correct location on the timeline.



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There is a timeline included. The differentiated version (shown here) uses color coding.



There is a writing prompt about what it would be like to work in a factory during that time period.



There are vocabulary  
drag and drop activities  
to get more practice with  
some of the new words in  
this unit.

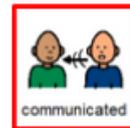
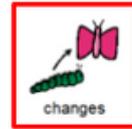


Students match either pictures or definitions. The differentiated versions have color coding added.

## Industrial Revolution facts

1. The Industrial Revolution was a time of many .
2. The factory system meant everyone worked in a .
3. With a division of labor, each worker did  specific job.
4. Alexander Graham Bell invented the  and changed how we .
5. With the invention of the  factories could stay open all night.

Use the correct picture to finish each sentence.



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Because this unit covers so much information, there are 4 close worksheets. This is a great review prior to the assessment.

## Causes and Effects

1. The factory system meant everyone worked in

2. The invention of the lightbulb, meant factories could stay open all

3. The telegraph was slow and hard to decode all the beeping sounds. The invention of the  changed how we talked to each other.

4. With the invention of the  things could be made so much faster.

5. To prevent unsafe working condition and low wages,  were formed.

Use the correct picture to finish each sentence.



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This is the differentiated version that uses color.

1. Because of the large workforce and machines, what had to get bigger?



2. This meant that each worker had one specific job.



3. True or False. Much of the workforce was made up of women and children.



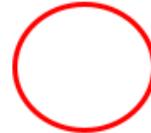
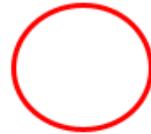
4. This invention by Alexander Graham Bell changed the way we communicate.



5. This invention by Thomas Edison meant factories could stay open long hours into the night.



Circle the correct answer.



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The assessment includes 10 questions, each with 3 answer choices.

6. By 1918, more than half the cars in America were:



7. This invention by Henry Ford greatly sped up the production of things in the factories.



8. Labor unions formed to make the workplace:



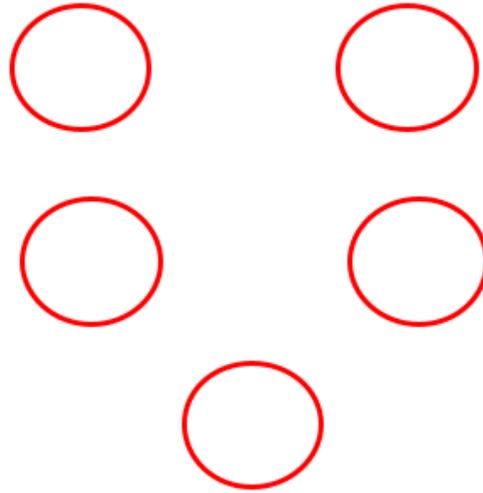
9. One tool labor unions used was to refuse to work, or go on:



10. This marked the end of the Industrial Revolution.



Circle the correct answer.



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The differentiated version of the assessment has the correct answers already circled with a dashed line that students will match.