

Human Geographer: Changes After Industrial Revolution

Adventure Description:

In this adventure, you will think like a human geographer and create a Youtube channel for people to learn how the United States changed after the Industrial Revolution.

Activity

Step 1: Background on Industrial Revolution and Human Geographers (5-10 minutes)

- Show [Video: Changes After Industrial Revolution](#).
- As a class, discuss the United States changed after the Industrial Revolution. Show [Handout: How the United States Changed](#).
- Next, explain to students that human geographers and other professionals make claims. A claim is an argument that is backed up with evidence. As a class, look at the handout and discuss the different pictures. As a class, come up with one claim (e.g., the population increased because immigrants moved to America to get jobs). Discuss how the pictures can be used as evidence to back up the claim. Teacher note: You should have the class only come up with one claim because they will need to think of their own claims in the next step.
- Next, explain to students that human geographer and other professionals will create Youtube channels to post videos about their research. Ask students why human geographer would do this. Discuss the following statistics related to Youtube: there are 1.9 billion active users on Youtube each month, 81% of parents let their kids watch Youtube, Youtube works in 80 different languages. As a class, discuss how professionals have turned to Youtube and other social media platforms to teach others about their research and collaborate with other professionals in their field (including professionals in other parts of the world!).

Step 2: Activity Set Up (5 minutes)

- Explain to students that they will create their own Youtube episode! Provide students with [Handout: Creating a Youtube Episode](#).
- Review Step 1 and discuss why it is important to choose an audience before you design an episode. Discuss how professionals think about their audience when they are teaching others! For example, they might use simpler words when talking to young children who are just learning about a topic for the first time. They might use more sophisticated language when talking to a group of scholars in the field. If an audience has auditory impairments, you would want to make sure that your video has captions.
- Teacher note: Students will need a copy of [Handout: How the United States Changed](#). You can display this on a smartboard, print out copies for students, or email it to students to use on tablets or personal computers.

Step 3: Brainstorming and Planning (25+ minutes)

- Have students complete Steps 1-3 on the handout. As students are working, discuss the following: Why is it important to reference primary sources in your episode? Why is it important to learn about times in American history when populations changed? (e.g., we can learn about how America grew over time, we can learn what resources are needed in a city when a lot of people move there).

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

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- Discuss with students how to use evidence to make a claim. If students are stuck, prompt them with the following: How did machines allow people to grow more crops? Why did people move to cities? Why did immigrants move to America?
- If time permits, students can create replicas of artifacts to show during their episodes. Students can choose artifacts from the handout provided to recreate using art supplies and building materials.

Step 4: Recording and Watching Episodes (15 minutes)

- Explain to students that they will now record their episodes. Have students use the video feature on a tablet or phone to record each other.
- Provide students with [Handout: How to Record a Youtube Episode Like a Professional](#). As a class, review the steps that students will take to record an episode in a professional way.
- If you are short on time, have students complete this step on another day.
- When students are finished recording their episodes, watch the episodes as a class. Discuss how professionals provide feedback to each other in a constructive, respectful way. Have students watch others' episodes and provide feedback using [Handout: Providing Professional Feedback](#).
- Discuss similarities and differences between the episodes. Explain that professionals can have different opinions and choose different sources to back up their claims.

Extra Time? Uploading Videos and Viewing Party

- You can upload episodes to Youtube and have a private channel so only students and guardians can see the episodes.
- Host a viewing party with other classes. This is a great way for students across multiple grade levels to learn about what other grade levels are working on and provide feedback on others' projects.

Materials List

Provided online:

- Video: Changes After Industrial Revolution
- Handout: How the United States Changed
- Handout: Creating a Youtube Episode
- Handout: How to Record a Youtube Episode Like a Professional
- Handout: Providing Professional Feedback

Not provided:

- Phone or tablet to record video

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