

Can't We Just Print More Money?



Lesson 3: Analysis and critical evaluation of a text

Chapter Focus	
Chapter 4: <i>Why am I richer than my great-great-grandma?</i> Pages 91-112	
Learning objective(s)	
<ul style="list-style-type: none"> • To explore ideas connected with economic growth • To consider the way writers over time have presented their viewpoints on industrialisation and growth • To critically evaluate the ideas presented in Chapter Four through a literary lens 	
Learning outcome(s)	
<p>Success criteria:</p> <p>To show the ability to explore the ideas and/or language of three different texts from different time periods</p> <p>To be able to reflect and critically evaluate key ideas in a group discussion</p> <p>(Curriculum Focus: Language Analysis; Comparison; Critical Evaluation)</p>	
Key vocabulary	Getting started:
<p>Economic growth</p> <p>Stagnating</p> <p>Trajectory</p> <p>Interminable</p> <p>Monotonously</p> <p>Melancholy</p> <p>Elegancies</p> <p>Serrated</p> <p>Cowls</p>	<p>Display Slides 1 and 2 to introduce the topic and then share the Lesson Objectives with the class.</p> <p>Display Slide 3 and distribute the Lesson 3 Worksheet. Read the extract aloud for students and ask them to complete the questions to check their understanding. You could play some 1970s music such as is referred to in the extract while they work.</p> <p>Take feedback and ask students to self-mark their responses.</p>
	Development learning:
	<p>Display Slide 4 and ask students to reflect on the final paragraph of the extract. Use the definition on page 93 of the chapter to unpack the key term 'economic growth' for students.</p> <p>Display Slide 5 and ask students to comment on the key figures that were highlighted in the extract. Encourage students to think about the rise of</p>

industrialisation; changes in science and technology; more education; more women in the workplace over time; more professional opportunities and global travel; global trade. Link some of their findings to texts that may have been read in the study of English Literature for example: *An Inspector Calls* and the ideas around factory workers; *Blake's London* and *A Christmas Carol* or *Dr Jekyll and Mr Hyde*.

Present the extract from *Hard Times* on **Slide 6** and read aloud. Ask students to work in pairs to explore the language of the extract using the question prompts in **Activity 2**. Take some feedback to share responses.

Move on to look at the Orwell extract on **Slide 7** and repeat the paired exploration and feedback using the question prompts in **Activity 3**. If preferred, you could allocate some pairs to working on **Activity 2** and others on **Activity 3** with a shared feedback session.

Display **Slide 8** and invite students to make comparisons between the two texts: the shared use of colours; red/black/purple with connotations of hell and fire; the presentation of the industrial landscape and technology as monstrous and all consuming; the description of pollution; the description of the homes and people stripped of their individuality.

Make some conclusions as to writers' viewpoints – why do students think so many writers presented industrialisation negatively?

Consolidation of learning:

Display **Slide 9** and take suggestions from students as to what the images imply? Which countries are growing their economies most rapidly – do they know? How are some countries achieving this? Do the images reflect how our country grew so rapidly in the 1800s – for example with the use of child labour? What are their thoughts and feelings about how growth comes at a cost to others?

Organise students into small groups and allow each group time to discuss one of the evaluative questions on **Slide 10** reflecting on the key ideas of the chapter.

Plenary

Take feedback from those discussions in a final plenary.