

Businessman: Richard Arkwright



What innovations did he make? Draw a labelled diagram to explain.

What are the key strengths of his innovations?

Why were his innovations important?

Did it contribute to other important innovations?

Could you say his invention contributed a lot to global warming?

Businessman: George Stephenson



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Businessman: Isambard Kingdom Brunel



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Businessman: Abraham Darby



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Judge's task

You need to be familiar with the work of the businessmen so you can question the group reps more effectively. Complete the comparison table and start developing your questions at the bottom. Remember, they will all be talking themselves up so try to find the holes in their arguments.

Businessman	What innovations did they make?	What are their key strengths?	Why were they important?	Did they contribute to other innovations?	Did they contribute to global warming?
 Richard Arkwright					
 Abraham Darby					
 George Stephenson					
 Isambard K Brunel					

Questions to ask ...

Arkwright 1. 2. 3.	Darby 1. 2. 3.
Stephenson 1. 2. 3.	Brunel 1. 2. 3.

Teaching notes

The Apprentice meets *Dragons' Den* in this activity which is designed to fit into a wider study of the industrial revolution. You could teach some of the content required and use this as a consolidation and comparison activity. Alternatively your students could complete detailed research themselves from the wealth of information online or in textbooks.

It might be worth photocopying the worksheets above in A3 size to help each group fill them in collaboratively.

Starter suggestion

Ask students in pairs to think of the key qualities of a successful business person. Each pair should try to come up with three suggestions. Perhaps suggest examples such as Richard Branson, Lord Sugar, the 'dragons' in *Dragons' Den*, to get them thinking.

The task

You will need a 'judge' (an Alan Sugar character) and two observer/recorders (in the roles of Karen and Nick). They need to complete the data comparison table before a boardroom style interview with each group. The observers should also be allowed to roam the room during the preparation and report back to the judge on any information they glean about the key individuals and how the groups have worked together.

The rest of the class should be split into four groups. Each group should then research their key individual and complete the data capture worksheet. They then need to prepare a short speech to 'pitch' their individual as the one with the most significant impact on the industrial revolution.

Once all the groups have prepared thoroughly they should present to the judge and his/her helpers. They will then face rigorous questioning! They could also be given feedback after the presentation.

After all four groups have presented the judge should confer with his/her helpers and then explain their judgements to the whole class. They should be explicit about their reasons for 'hiring' and 'firing'.

Who contributed most to the Industrial Revolution?

Who had the biggest impact on the industrial revolution?



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What qualities does a successful business person have?

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Who had the biggest impact on the industrial revolution?

Learning objectives:

- Know the impact of four key individuals on the industrial revolution.
- Understand that individuals are often a catalyst for change.
- Be able to research and present ideas effectively in groups.

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Richard Arkwright



George Stephenson



Who will get hired?

Abraham Darby



Isambard K Brunel



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Get 'hired'!

You will be split into five groups

- Four groups will be researching a key individual with the aim of proving that they were more significant than the others. There are worksheets to guide your research.
- A fifth group (of three students) will be the judge of who should get hired. Two students will be observing the rest and reporting back to our overall judge who in the end will 'hire' or 'fire' our key individuals. There is a worksheet to help you decide.

The person who will get 'hired' will be the one who has done the most for the industrial revolution.

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