

# Isn't It Exciting? (The American Industrial Revolution and Urbanization)

**Grade Level or Special Area:** 6<sup>th</sup> Grade History and Geography

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**Length of Unit:** 11 lessons (13 fifty-minute class periods) and two fifty-minute class periods for culminating activity and unit evaluation

## I. ABSTRACT

In this unit, students will learn about America's "Gilded Age." They will learn about some great inventions of this time, some great men of this time, the corruption of this time, and the root of many of our current laws concerning work. The unit will culminate with a "Thomas Edison Day," where they will demonstrate to others a major invention and its inventor as well as their own improvement to this invention.

## II. OVERVIEW

### A. Concept Objectives

1. The students will understand how to use the processes and resources of historical inquiry (Colorado State Standard, history [CSS] 2).
2. Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history (CSS 4).
3. Students will determine point of view, bias, or propaganda from art works and photographs done during the Industrial Revolution (CSS 2.2).
4. The students will understand how to interpret data to determine cause-effect relationships (CSS 1.3).

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: American History and Geography: Immigration, Industrialization, and Urbanization (page 142)
  - a. Industrialization and Urbanization
    - i. The post-Civil War Industrial boom
      - a) The "Gilded Age"
      - b) The growing gap between social classes
      - c) Horatio Alger and the "rags to riches" story
      - d) Growth of industrial cities: Chicago, Cleveland, Pittsburgh
      - e) Many thousands of African-Americans move north
      - f) Urban corruptions, "machine" politics: "Boss" Tweed in New York City, Tammany Hall
    - ii. The condition of labor (page 142)
      - a) Factory conditions: "sweat shops", long work hours, low wages, women and child laborers.
      - b) Unions: American Federation of Labor, Samuel Gompers
      - c) Strikes and retaliation: Hay Market Square; Homestead, Pennsylvania
      - d) Labor Day
    - iii. The growing influence of big business: industrialists and capitalists (page 142)
      - a) "Captains of industry" and "robber barons": Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt

- b) John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
        - c) Capitalists as philanthropists (funding museums, libraries, universities, etc.)
      - iv. “Free enterprise” vs. Government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies (page 142)
- C. Skill Objectives
  1. The students will be able to distinguish between primary and secondary sources (CSS 2.2).
  2. The students will interpret data in historical photographs (CSS 2.2).
  3. The students will examine current issues, events, and themes from historical perspectives (CSS 2.3).
  4. Students will explain the significance of the achievements of individual inventors (CSS 4.1).
  5. Students will describe and explain how industrialization influenced the movement of people (CSS 4.1).

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Appendix A: “Background Knowledge for Teachers”
  2. “Industrialization and Urbanization,” *Pearson History and Geography* Grade Six
  3. “How Stuff Works-The Stock Market: [www.howstuffworks.com](http://www.howstuffworks.com)
  4. Inventions-<http://colitz.ocm/site/1143835/fig1.htm>
  5. Lausa’s Links: America’s Gilded Age
- B. For Students
  1. Civil War and Immigration, *Core Knowledge Sequence* Grades Two and Five pages 50 and 117 respectively
  2. Reformers from the *Core Knowledge Sequence*, Grade Four page 96

### IV. RESOURCES

- A. “Industrialization and Urbanization,” *Pearson History and Geography* Grade Six (all lessons)
- B. *Kids On Strike* by Susan Campbell Bartoletti ISBN: 0395888921(Lesson Eleven)
- C. *Kids at Work* by Lewis Hine ISBN: 0395-58703-4 (Lesson Eleven)
- D. Homestead Strike: [www.u-s-history.com/pages/h769.html](http://www.u-s-history.com/pages/h769.html) (Lesson Nine)
- E. Haymarket Square Riot: [www.u-s-history.com/pages/h750.html](http://www.u-s-history.com/pages/h750.html) (Lesson Nine)
- F. The History of Labor Day: [www. Dol.gov/opa/aboutdol/laborday.htm](http://www.Dol.gov/opa/aboutdol/laborday.htm) (Lesson Nine)

### V. LESSONS

#### Lesson One: The Growth of America’s Cities (one fifty minute class period)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. The students will describe how industrialization influenced the movement of people (CSS 4.1).
    - b. The students will understand how to interpret data to determine cause-effect relationships (CSS 1.3).
  2. Lesson Content
    - a. Growth of industrial cities: Chicago, Cleveland, Pittsburgh
    - b. Many thousands of African-Americans move north

3. Skill Objective(s)
    - a. The students will describe and explain how industrialization influenced the movement of people (CSS 4.1).
- B. *Materials*
1. Appendix B: “The Migration of the Newly Freed Slaves,” for each student
  2. *Pearson History and Geography* Grade Six, pages 294-297
  3. Pencils
  4. Appendix C: “Questions About America’s Urbanization,” one for each student
  5. Appendix D: “While You Read,” one for each student
  6. Appendix E: “Rubric for the Steam Engine,” two for each student; one will be their guideline and the other you will use when grading
- C. *Key Vocabulary*
1. Manufacturing—the process of making wares by hand or machine
  2. Migration—to move from one place to another
  3. Skyscraper—a very tall building
  4. Trolley Car—a wheeled carriage running on an overhead rail or track
  5. Walking City—a city that is small enough for one to walk from one part to another in less than a half-hour
  6. “Els”—a raised railroad track (elevated)
  7. Subway—electric underground railway
- D. *Procedures/Activities*
1. Read to the class Appendix B: “The Migration of the Newly Freed Slave.”
  2. Have the students read from *Pearson History and Geography* Grade Six, pages 294-297.
  3. Students complete Appendix C: “Questions about America’s Urbanization.”
  4. If time permits, have students read silently pages 270-272, “Railroads” in the *Pearson History and Geography* Grade Six. They need to complete Appendix D: “As You Read”
  5. For homework: have students research the development of the steam engine. This will be due on Lesson Six of the unit. Give students a copy of Appendix E: “Rubric for the Steam Engine.” Most of the information I have found online is short. Therefore, I would expect this report to be short. The students need to identify the who, when, where, why of the steam engine. They should also identify the importance of this invention and list at least three ways it changed the world.
- E. *Assessment/Evaluation*
1. Appendix C: “Questions about America’s Urbanization.”

**Lesson Two: Railroads (one fifty-minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to interpret data to determine cause-effect relationships (CSS 1.3).
  2. Lesson Content
    - a. Growth of industrial cities: Chicago, Cleveland, Pittsburgh
    - b. “Captains of industry” and “robber barons”: Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt
  3. Skill Objective(s)
    - a. Students will describe and explain how industrialization influenced the movement of people (CSS 4.1).

- B. *Materials*
1. Completed Appendix D: “While You Read,” one for each student
  2. *Pearson History and Geography* Grade Six, pages 270-272
  3. Pencils-regular and red
  4. Fresh copy of Appendix D: “While You Read,” one for each student
  5. Piece of notebook paper for each student
- C. *Key Vocabulary*
1. Transcontinental—extending across a continent
- D. *Procedures/Activities*
1. Ask students to take out their completed Appendix D: “While You Read.”
  2. Discuss with students, working from top of the page to the bottom. Students ought to add to the page important thoughts that they missed in a red color. Answers should include: Who-Cornelius Vanderbilt; What-Standardized the gauge of the track; Where-Throughout the east; When-1860’s-1880’s; Why-So the trains could go further and reduce the amount of transfers; How-men’s physical labor.
  3. Have the students choose one heading of this chapter to write a newspaper article about. Their article ought to include: who, what, when, where, why, and how. The railroads were big news and were often sensationalized. Students should try to come across with that feeling.
  4. If time permits, or for homework, students read, “Resources, People, and Capital,” in *Pearson History and Geography* Grade Six pages 273, 274. They will need to complete a new copy of Appendix D: “While You Read.” Tell students that there are so specific people mentioned. They ought to focus on the “whats” of the article.
- E. *Assessment/Evaluation*
1. Collect students’ completed copies of Appendix D: “While You Read.”
  5. Newspaper article-Grade as: A=strong effort, C=average effort, D=little effort, F=not done.

**Lesson Three: Resources, People, Capital (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to interpret data to determine cause-effect relationships (CSS 1.3).
  2. Lesson Content
    - a. “Free enterprise” vs. Government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies
  3. Skill Objective(s)
    - a. The students will interpret data in historical photographs (CSS 2.2).
- B. *Materials*
1. Completed copy of Appendix D: “While You Read.”
  2. *Pearson History and Geography* Grade Six
  3. Pencils-regular and red
  4. Appendix D: “While You Read,” one for each student
  5. Piece of notebook paper per student
- C. *Key Vocabulary*
1. Capital—money in the form of savings that is invested in a business

- D. *Procedures/Activities*
1. Ask students to take out their completed copies of Appendix D: “While You Read.”
  2. Discuss their answers working from the top of the page to the bottom. Students ought to add to the page important thoughts that they missed in a red color. Answers ought to include: Who- (actually what)-Natural resources (oil, coal, timber); What-these were needed for the factories and inventions (engines, etc.); Where-Coal and iron in the west, oil in Pennsylvania, timber from the nearest forests; When-Began in earnest in 1860’s; Why-Companies needed the resources to build their companies which became known as corporations. Capital was used to purchase these resources.
  3. Have the students make a diagram showing the definition for a corporation. This ought to include: group of people sell shares of ownership (stock) to buyers (stockholders), the business does well-stock goes up, business does poorly-stock goes down.
  4. If time permits, assign pages 279-281, “Growing Business Enterprises,” or assign as homework.
  5. Pass out clean copies of Appendix D: “While You Read.”
- E. *Assessment/Evaluation*
1. Check Appendix D: “While You Read.”
  2. Grade diagram. A=strong effort, C=average effort, D=little effort, F=not completed.

**Lesson Four: Growing Business Enterprises (one fifty-minute class period)**

- A. *Daily Objectives*
- Concept Objective(s)
1. Concept Objective(s)
    - a.
  2. Lesson Content
    - a. “Captains of industry” and “robber barons”: Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt
    - b. John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
  3. Skill Objective(s)
    - a. The students will examine current issues, events, and themes from historical perspectives (CSS 2.3).
- B. *Materials*
1. Completed copy of Appendix D: “While You Read.”
  2. *Pearson History and Geography* Grade Six
  3. Pencils-regular and red
  4. Notebook paper-a piece for each student
  5. Appendix D: “While You Read,” one for each student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Quiz. Ask students to take out a sheet of notebook paper and head it (use whatever method is standard for your class). The students need to number their pages 1-9. Give a definition for the vocabulary given so far: capital; manufacturing; migration; skyscraper; trolley car; walking city; “els”; subway; transcontinental. Ask the students to write down the correct vocabulary word. Collect when completed.

2. Ask students to take out Appendix D: “While You Read.”
  3. Discuss with the students working from the top to the bottom. Students need to add important thoughts that they missed in red. Answers ought to include: Who-Andrew Carnegie (AC), and John D. Rockefeller (JDR); What-AC=iron and then steel using great efficiency and controlling costs. JDR=oil refineries (Standard Oil) known for reinvesting his capital and cost efficiency; Where-Both began in Pennsylvania. JDR moved onto Ohio (Cleveland); When-AC=iron in 1865 and steel in 1872, JDR=1867; Why-Both wanted total control of their business; How-Both started their companies to become rich and used capital and great efficiency.
  4. If there is time in class have students read pages 282-285, “Monopolies, Trusts and Pools,” otherwise assign for homework.
  5. Have students draw a Venn Diagram on a piece of paper. Label one circle Carnegie and the other Rockefeller. Have students compare and contrast these two men. As a class, complete Venn Diagram (Same: did what they could to control their field, very efficient, put profits back into the business, both were very rich. Different: Carnegie-started off poor, kept ahead of changes, started off in iron then moved to steel. Rockefeller-Standard Oil
  6. Pass out new copies of Appendix D: “While You Read.”
- E. *Assessment/Evaluation*
1. Collect quiz and Appendix D: “While You Read.”

**Lesson Five: Monopolies, Trusts, and Pools (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to interpret data to determine cause-effect relationships (CSS 1.3).
  2. Lesson Content
    - a. The “Gilded Age”
    - b. The growing gap between social classes
    - c. John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
    - d. Capitalists as philanthropists (funding museums, libraries, universities, etc.)
  3. Skill Objective(s)
    - a. The students will examine current issues, events, and themes from historical perspectives (CSS 2.3).
- B. *Materials*
1. Completed Appendix D: “While You Read”
  2. *Pearson History and Geography* Grade Six
  3. Pencils: regular and red
  4. Notebook paper-a piece per student
  5. Appendix D: “While You Read,” one for each student
  6. Appendix F: “Following the Stock Market,” one for each student
  7. From a newspaper, the NYSE section
- C. *Key Vocabulary*
1. Rebate—a payment given back to a person or company that purchases a good or service
  2. Trust—an organization of companies formed with the intention of controlling an industry
  3. Regulate—to bring under the control of the law

- D. *Procedures/Activities*
1. Ask students to take out their completed Appendix D: “While you read.”
  2. Discuss their notes while working through the page. They need to add important ideas that are brought up in red. Answers ought to include: Who-JDR; What-rebates (payments given back to a buyer) and trusts (a group of business who join together with the purpose of controlling an industry); Where-not relevant, but Cleveland is acceptable; When-1879-1900’s; Why-To control the oil industry; How-Through being able to offer the cheapest prices, other refineries went out of business.. This continues up until the government began to regulate prices and the Sherman Antitrust Act (outlawed trusts).
  3. Ask students to make their own diagram of page 283.
  4. The students ought to be ready to turn in their “Steam Engine” papers the following class period.
  5. Give each student a copy of Appendix F: “Following the Stock Market.” Explain to the students how to read the stock prices from the newspaper. Assign a due date for when Appendix F will be due. This ought to require no more than five minutes per day.
  6. If class time permits, assign “An Inventive People,” pages 275-278 or assign as homework. Give the students a new copy of Appendix D: “While You Read.”
- E. *Assessment/Evaluation*
1. Appendix D: “While You Read,” and students’ diagrams of page 283.

**Lesson Six: An Inventive People (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history (CSS 4).
  2. Lesson Content  
None
  3. Skill Objective(s)
    - a. Students will explain the significance of the achievements of individual inventors (CSS 4.1).
- B. *Materials*
1. Completed copy of Appendix D: “While You Read”
  2. Pencils-regular and red
  3. Appendix G: “Inventor’s Log,” one for each student
- C. *Key Vocabulary*
1. Phonograph—a machine used to play sound recordings
- D. *Procedures/Activities*
1. Ask students to take out their completed copy of Appendix D.
  2. Discuss with the students. The students ought to add any new information in red. Answers ought to include: Who-Alexander Graham Bell and Thomas Alva Edison; What-Bell=working telephone and Edison=improved stock ticker, single telegraph wire, phonograph, light bulb, moving picture camera, central power plant, improved storage batteries, plus many, many more; Where-Edison was in New Jersey; When-1876-1931; Why-Curiosity and “I never quit until I get what I want.”; How-10% inspiration, 90% perspiration.
  3. Pass out Appendix G: “Inventor’s Log”

4. Tell the students that this is a two-part assignment. Part One is learning about an inventor and his invention. Part Two will be to reinvent that invention by improving it.
  5. Have students look at the list of inventors/inventions. You need to determine how they will be assigned. I have students draw from a hat. The final presentation will be on a display board like those used for science fairs. At the back of their log is a diagram for set up. There is also a grading rubric. Tell the students not to start on Part-Two of this assignment until you tell them to. Set a due date for Part-One. They will need to work on this at home. This is for the culminating activity.
- E. *Assessment/Evaluation*
1. Check Appendix D: “While You Read.”

**Lesson Seven: The Industrial Giant (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how to use the processes and resources of historical inquiry (CSS 2).
  2. Lesson Content
    - a. “Captains of industry” and “robber barons”: Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt
  3. Skill Objective(s)
    - a. Students will examine current issues, events, and themes from a historical perspective (CSS 2.3).
- B. *Materials*
1. *Pearson History and Geography* Grade Six
  2. Pencils
  3. Biography of Horatio Alger from Biography.com
  4. Appendix D: “While You Read,” one for each student
- C. *Key Vocabulary*
1. Telegraph—a machine that uses code to send message by wires over long distances
  2. Investor—a person who lends or uses money for a business deal in order to make more money
  3. Merchant—a person who buys and sells goods to make money
  4. Textile—cloth or fabric made by weaving threads together
- D. *Procedures/Activities*
1. Decide how you will divide the reading of pages 266-269. I have students read heading to heading.
  2. Read orally as a class.
  3. On page 267, there is dialogue. Is this a primary or secondary source (primary)? How do you know (it is not credited)? What makes this look like a primary source (there are quotes, first person-I, me, we, etc.)? As a class, figure out the who (Andrew Carnegie), what (investments), when (1848-1883), where (Pennsylvania), why (to get out of poverty), and how (wise investments). Also compare him to “Tom O’Donnell who wasn’t so fortunate (page 267).
  4. Oral quiz-see assessment.
  5. Pass out new copies of Appendix D: “While You Read.”
  6. Assign as homework the reading Of Horatio Alger from Biographis.com. Students complete Appendix D while they read (this is a very short article).

- E. *Assessment/Evaluation*
1. Oral quiz. Ask students to get out a pencil and paper. Number the page 1-10.  
Ask:
    - a. Was Carnegie born in America (no)?
    - b. Where did he get the money to invest with (he had saved it)?
    - c. What was his first company (iron bridges)?
    - d. What industry is he associated with (steel)?
    - e. What city did Carnegie impact with his steel (Pittsburgh)?
    - f. Why was Carnegie's steel the best (its quality and price)?
    - g. Where was the first commercial oil well (Pennsylvania)?
    - h. Where was Rockefeller from (Cleveland)?
    - i. What was the name of his company (Standard Oil)?
    - j. Is Standard Oil still in business today (yes)?

**Lesson Eight: Horatio Alger/Gilded Age (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to use the processes and resources of historical inquiry (Colorado State Standard, history [CSS] 2).
  2. Lesson Content
    - a. The "Gilded Age"
    - b. Horatio Alger and the "rags to riches" story
  3. Skill Objective(s)
    - a. The students will be able to distinguish between primary and secondary sources (CSS 2.2).
    - b. Students will explain the significance of the achievements of individual inventors (CSS 4.1).
- B. *Materials*
1. Horatio Alger book-your public library ought to have at least one
  2. Completed copy of Appendix D: "While You Read"
  3. Appendix H: "The Gilded Age," one for each student
  4. Pencils
  5. 8 x 18 inch white construction paper-one per student
  6. Appendix D: "While You Read," one for each student
  7. *Pearson History and Geography* Grade Six
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Go over the completed copy of Appendix D. Answers ought to include: Who-Horatio Alger, writer; What-Wrote stories about poor boys who through hard work became wealthy; Where-Born and raised in Massachusetts, eventually moved to New York. His stories take place throughout the U. S.; When-1868-1883; Why-Not stated. Perhaps to give hope; How-Not relevant
  2. Ask students the theme of Alger's writings (rags to riches by having strong character and good values).
  3. If you have a copy of one of Alger's books, read a chapter or so.
  4. As a class, read Appendix H: "America's Gilded Age." Discuss items you have talked about in class or material covered in past years. As you read, discuss how do each of these compare with today?
  5. Homework-Ask the students to draw a map of America during the "Gilded Age" on 8 x 18 paper. On each state or region draw a symbol of what was occurring

during the “Gilded Age.” Think about those maps of America that you get at restaurants sometimes. For example: Colorado might have big mountains and a cow, Nebraska might have corn, etc. Using the information on Appendix H, students will make their own map of America (for example: in CA, a picture of Stanford, the west may show a silver coin, etc.).

6. Read pages 268-289, “World of the Worker,” from *Pearson History and Geography* Grade Six. Complete Appendix D: “While You Read.”
- E. *Assessment/Evaluation*
1. Appendix D: “While You Read;” map of America

**Lesson Nine: The World of the Worker (one fifty minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history (CSS 4).
  2. Lesson Content
    - a. Factory conditions: “sweat shops”, long work hours, low wages, women and child laborers.
  3. Skill Objective(s)
    - a. The students will interpret data in historical photographs (CSS 2.2).
- B. *Materials*
1. *Pearson History and Geography* Grade Six
  2. Completed copy of Appendix D: “While You Read”
  3. Pencils-regular and red
  4. Information gathered from “u-s-history.com” and Department of Labor about the Hay Square Market Riot, Homestead Strike, and Labor Day (see resources), one per student
  5. Appendix D: “While You Read,” one for each student
- C. *Key Vocabulary*
1. Sweatshop—a place where people work for low pay and in uncomfortable conditions
- D. *Procedures/Activities*
1. Ask students to take out their completed copies of Appendix D: “While You Read.”
  2. Discuss. Students add important information that they missed in red. Answers ought to include: Who-The average working person; What-Worked six days a week and up to 13 hours a day; Where-factories; When-From the 1860’s through the 1900’s; Why-To support their families. Due to many circumstances, farms were not productive and at the same time, machines were very productive; How-The work was very dangerous and dull.
  3. Give students copies of information gathered from web sites about the Haymarket Square Riot, Homestead Strike, and the history of Labor Day. Read this information together as a class. Compare these situations to those of today.
  4. If time allows, or as homework, pass out new copies of Appendix D: “While You Read.” Have students read pages 290-293, “Workers Organize” in their *Pearson* books.
- E. *Assessment/Evaluation*
1. Check Appendix D: “While You Read”

## **Lesson Ten: Workers Organize (one fifty minute class period)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history (CSS 4).
2. Lesson Content
  - a. Unions: American Federation of Labor (AFL), Samuel Gompers
3. Skill Objective(s)
  - a. The students will interpret data in historical photographs (CSS 2.2).

### B. *Materials*

1. *Pearson History and Geography* Grade Six
2. Completed copy of Appendix D: “While You Read”
3. Pencils-regular and red
4. Appendix D: “While You Read,” one for each student
5. Notebook paper-one piece per student

### C. *Key Vocabulary*

1. Labor Union—an organization of workers that helps protect jobs and get better wages and working conditions
2. Anarchist—a person who wants to do away with all government
3. Socialism—a program of government and ownership and regulation of certain businesses, such as railroads

### D. *Procedures/Activities*

1. Students get out completed Appendix D: “While You Read.”
2. Discuss. Students add important information that they missed in red. Answers ought to include: Who-Unions (organization of workers to stand up for wages, safety, and shorter work hours); What-Fought for decent working conditions; When-1830’s-present; Where-U. S. and England; Why-Earlier unions were not successful. Through Samuel Gompers and the AFL, unions began to make a difference; How-Strikes like the one in Chicago (Haymarket Square) and Pennsylvania (Homestead) were very violent and caused people to look down on unions. Using boycotts against unfair companies helped to make a difference.
3. Quiz: Ask student to take out a sheet of notebook paper and number it one to ten. Ask the students the following questions while they write the answers on their notebook paper:
  - a. Define labor union. (see above)
  - b. Were unions new to America? –Explain (no-they had been around since the 1820’s-1830’s, but were unsuccessful)
  - c. Owners of factories were in favor of unions, true or false? (false)
  - d. If you went on strike, what would be the likely outcome? (you would be fired)
  - e. Why did most Americans oppose unions? (Because of the violence at Haymarket Square)
  - f. What is a trade union? (a union based on a trade)
  - g. Why is Samuel Gompers important? (3 points-1. concentrated on “bread and butter” issues; 2. president of the AFL; 3. “more, more, more; now, now now”)
  - h. Describe the Homestead Strike: (3 points-1. Carnegie wanted to break the union. 2. Managers of the mill had 300 heavily armed men to battle the strikers, 3. most strikers gave up and only 10% hired back)

- E. *Assessment/Evaluation*
  - 1. Completed Appendix D
  - 2. Quiz

**Lesson Eleven: Growing Pains (three fifty minute class periods)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The students will understand how to use the processes and resources of historical inquiry (Colorado State Standard, history [CSS] 2).
  - 2. Lesson Content
    - a. Urban corruptions, “machine” politics: “Boss” Tweed in New York City, Tammany Hall
  - 3. Skill Objective(s)
    - a. The students will be able to distinguish between primary and secondary sources (CSS 2.2).
    - b. The students will interpret data in historical photographs (CSS 2.2).
- B. *Materials*
  - 1. *Pearson History and Geography* Grade Six
  - 2. Notebook paper-one piece per student
  - 3. Appendix I: “Newspaper Article,” one for each student
  - 2. Pencils
  - 3. *Kids on Strike* and *Kids at Work*
- C. *Key Vocabulary*
  - 1. Tenement—a crowded apartment building
  - 2. Boarder—a person who pays cash in exchange for a bed and meals
  - 3. Political Machine—an organized group within a political party that is strong enough to control the party
  - 4. Political Boss—the head of the political machine
- D. *Procedures/Activities*
  - 1. As a class, orally read pages 298-302, “Growing Pains.”
  - 2. Discuss using: who (most people living in big cities), what (lived in tenements and had a poor quality of life), when (during the industrial revolution), where (big cities like New York, Boston, Philadelphia), why (people like “Boss” Tweed controlled local government and only cared about themselves), and how (He took money from people and in return made sure their business were protected) (5 w’s and an h).
  - 3. Go through the books, *Kids on Strike* and *Kids at Work*, with the class, showing them the pictures and talking about what it is that the children are doing, their environment, and their long working hours with very little pay.
  - 4. Explain to the students that they will be writing a newspaper article. They will be working on this assignment in class. They can choose one of the following topics; child labor, unions, tenements, fire prevention (the need for better buildings), the problem of crime with ideas for stopping it, or the political machine. Remind them that newspaper reporters rely on the 5 w’s and an h. This needs to be written as though it were a primary source (in first person). Today they will plan, the second period they write, and day three they will revise and edit.
- E. *Assessment/Evaluation*
  - 1. Day one of this lesson: check their plan. Day two of this lesson: check their draft. Day three of this lesson: use the rubric (Appendix J: Rubric for Article) to grade their final copy

## VI. CULMINATING ACTIVITY

- A. Students will participate in a “Thomas Edison Day.” This is the day where they will share with others (parents, other school classes, etc.) their displays demonstrating their inventor/invention and their improvement to the invention. I have invited classes in at 10-minute intervals. This is evaluated using the rubric in their “Inventor’s Log,” Appendix:
- B. Students will also take a paper and pencil “Unit Evaluation” (Appendix K) upon completion of the Thomas Edison day.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background for Teachers
- B. Appendix B: The Freed Slaves Move North
- C. Appendix C: Questions About Urbanization
- D. Appendix D: While You Read
- E. Appendix E: Rubric for Steam Engine
- F. Appendix F: Follow the Stock Market
- G. Appendix G: Inventor’s Log
- H. Appendix H: America’s Gilded Age
- I. Appendix I: Form for Newspaper Article
- J. Appendix J: Rubric for Newspaper Article
- K. Appendix K: Unit Test

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- B. Freedman, Russell. *Kids At Work*. New York: Clarion Books, 1994. 0395-58703-4.
- C. Hirsh, E. D. *Pearson History and Geography* Grade Six. Pearson 2002. 0-7690-5027-1.
- D. “How Stuff Works-The Stock Market: [www.howstuffworks.com](http://www.howstuffworks.com)
- E. “Inventions”: <http://colitz.com/site/1143835/fig.1.htm>
- F. “Lausa’s Links: America’s Gilded Age.” <http://www.geocities.com?collagePark/Oud?64060/AH2/75.html>

## **Appendix A**

### Background for Teachers

Read through Appendix H: America's Gilded Age; Appendix B: The Freed Slaves Move North; and the chapters Immigration, Reform, and Industrialism and Urbanization in America in the *Pearson History Geography* Grade Six book.

## Appendix B

### The Freed Slaves Move North

After the Civil War the slaves were free. However; the white people of the south did not accept them. During the period of reconstruction (a time after the Civil War in which the United States tried to reorganize the south and help them transition from a slave society to a society without slaves) there was great hostility from the southerners towards the blacks and the efforts of the U. S. Government. A freed slave, Houston Hartsfield Holloway, wrote, “For we colored people did not know how to be free and the white people did not know how to have a free colored person about them.”

It was the hope of the government that the freed slaves would have the rights and opportunities that white people enjoyed. Most people of the south were not ready for racial equality and fought it. There arose the “black code,” which restricted the ability of blacks to own land and have paid jobs. The code also denied them civil and political rights. Every state but Tennessee would not ratify the fourteenth amendment, which protected equal rights of black citizens. The white people of the south just could not accept the black man as his equal. Organizations like the Ku Klux Klan developed. They performed acts of violence that kept the black citizens from voting. Therefore, they were losing their voice in government.

After time the federal troops were removed from the South. The white people regained control and made life difficult, even harsh, for the colored people. They were deprived of many of their rights. It is for these reasons that many blacks migrated to the north where even if not everyone accepted them their rights were protected for the most part.

## **Appendix C**

### Questions About Urbanization

Where did most Americans live at the end of the 1700's? (farms)

How was America changing? (people were moving to the city)

What was the cause of this? (railroads-small towns became centers of transportation)

What was the population of Kansas City in 1860? (4,000)

What was the population twenty years later in 1880? (50,000)

What caused this growth? (railroads connected it to farms and cattle country)

What is manufacturing? (the making of goods either by hand or machine)

What machine caused manufacturing to become a big business? (the steam engine)

List the seven cities mentioned and what their primary business(es) were:

1. (Pittsburgh, PA-steel)
2. (Birmingham, AL-steel)
3. (Minneapolis, MN-wheat mills)
4. (Kansas City, KS-wheat mills)
5. (New York, NY-several industries)
6. (Chicago, IL-several industries)
7. (Philadelphia, PA-many industries)

Where did the city dwellers come from?

2. (many people gave up farming and moved to the cities)
3. (immigrants)

Explain why farmers moved to the city: (poor prices for their crops, natural disasters ruined the crops, more opportunities for education)

What was the cause of the building of the skyscraper? (the invention of steel could provide a solid, but not bulky, frame for building up)

Define a "walking city": (a city where it easy to walk from one end to the other)

List the new forms of transportation and describe them:

1. (horse-car: a train car that held many people that was pulled by horses)
2. (trolley: an electric street railway)
3. (els: elevated trains)
4. (subway-underground railroads)

Based on your answers above, what was the one major influence of developing American cities? Explain: (The railroad; it made small towns into large ones by making them interconnected. They also allowed cities to be larger because they provided transportation within the city itself.)

## **Appendix D, page 1**

### **While You Read**

Chapter Title:

Who are the main people mentioned?

What did they do?

Where were they doing this (these)?

When were they doing this (these)?

Why were they doing this (these)?

How were they doing this (these)?

## Appendix D, page 2

## Appendix E

### Rubric for Steam Engine

	Unacceptable	Fair	Good	Excellent
<b>Content Depth</b>  Points:    /	Needs more, or more accurate, information	Valid content but little depth	Well developed. Goes beyond facts and details	In-depth; well supported; develops complex concepts
<b>Effort</b>  Points:    /	Apathetic; resistant	Incomplete or inadequate	Appropriate effort	Extensive commitment; rigorous effort
<b>Idea Development</b>  Points:    /	No clear focus	Stated main idea; most details relate to it	Clear focus; appropriate main idea; details relate and clarify	Cohesive; well-defined and elaborated main idea; details increase interest
<b>Fluency</b>  Points:    /	Short, choppy, or incomplete sentences	Complete, but simple sentences	Varied sentence, smooth transitions.	Crafted; variety in sentence length and structure; fluid
<b>Conventions</b> ❖ Grammar ❖ Punctuation ❖ Spelling ❖ Capitalization ❖ Paragraphing  Points:    /	Serious errors make this difficult to understand	Frequent errors present but content is readable	Few errors; mechanics and spelling are typical for your age	This is skillfully written and a pleasure to read
<b>Total:</b>	<b>Comments</b>			

## Appendix F

### Follow the Stock Market

Choose three stocks listed in the New York Stock Exchange (NYSE)

Write their names below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Complete the chart for the remainder of the unit to determine if you “made” or “lost” money on the NYSE.

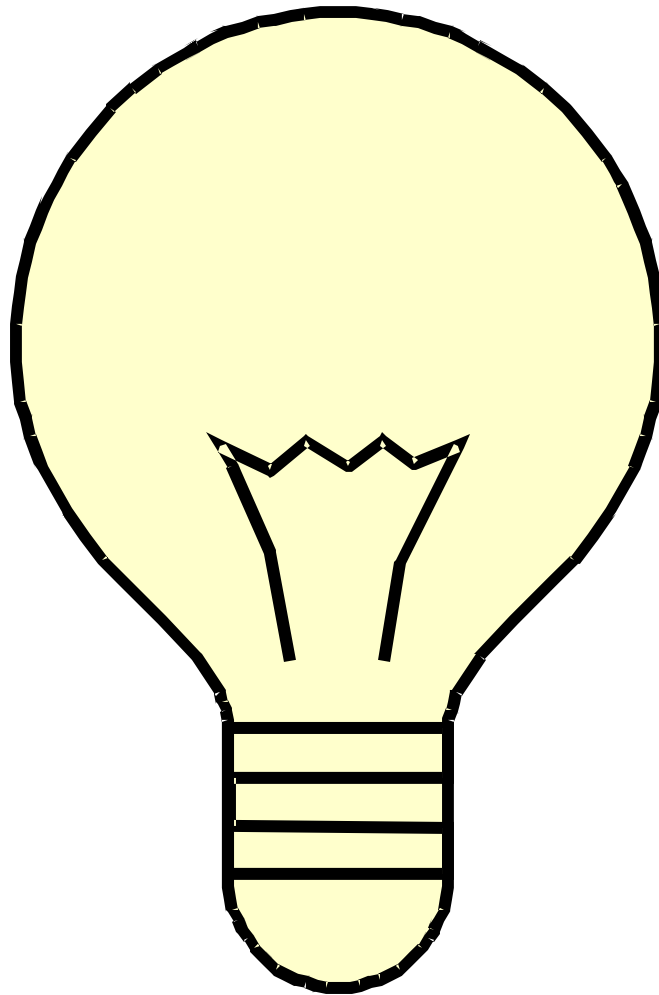
Day →	1	2	3	4	5	5	6	7	8	9	11	12	13	14	15
#1															
#2															
#3															

How much did you make or lose on your stock #1? \_\_\_\_\_

How much did you make or lose on your stock #2? \_\_\_\_\_

How much did you make or lose on your stock #3? \_\_\_\_\_

# Inventor's Log



Your name:

## Appendix G, page 2

Television Vladimir Zgorykin or Philo Farnsworth	Frozen/Dried Food Clarence Birdeye	Peanut Product Foods George Washington Carver
Telescope Galileo	Cotton Gin Eli Whitney	Sewing Machine Isaac Singer
Electric Battery Alexandro Volta	Printing Press Johannes Gutenberg	Movies Louis and Auguste Lumiere
Photograph Joseph Niepce	Telegraph Samuel Morse	Radio Guglielmo Marconi
Light bulb Thomas Edison	1 <sup>st</sup> Car with Internal Combustion Engine Carl Benz	Submarine David Bushnell
Steamboat Robert Fulton	Airplane Wright Brothers	Liquid-fuel Rocket Robert h. Goddard
Telephone Alexander Graham Bell	Assembly Line Automobile Henry Ford	Hot-Air Balloon Montgolfier Brothers
Railroad Locomotive George Stephenson	Bifocal Lens Benjamin Franklin	X-rays Wilhelm Roentgen
Polio Vaccine Jonas Salk	Penicillin Alexander Fleming	Adding Machine Blaise Pascal
Low-Cost Camera George Eastman	Refrigerator Jacob Perkins	Elevator Elisha Otis

## Appendix G, page 3

### Rubric for Invention/Inventor

	Unacceptable	Fair	Good	Excellent
Appearance  ____ / ____	Inadequate; not neat; little care evident	Adequate; needs more careful work and attention to detail	Attractive and appealing; neatly completed	Eye catching; aesthetically pleasing; beyond expectations
Content Depth  ____ / ____	Needs more information or more accurate information	Valid content but little depth or elaboration; sparse	Covers topic effectively; well developed; explores beyond fact and details	Precise date; in-depth; well supported; develops complex concepts and relationships
Effort  ____ / ____	Apathetic; resistant	Incomplete or inadequate for task	Appropriate effort; successful	Extensive commitment; rigorous effort; autonomous
Conventions ❖ Grammar ❖ Punctuation ❖ Spelling ❖ Capitalization ❖ Paragraphing  ____ / ____	Serious errors makes reading and understanding difficult	Frequent errors present but content is readable	Minimal errors; mechanics and spelling are typical of your age	This is enhanced by your skillful application of mechanics; fluid
Resources  ____ / ____	Inappropriate, unrelated, or no sources used for documentation	Minimal resources used appropriately	Appropriate in quantity, quality, and application	Extensive, varied, and appropriate; high caliber
Total:	Comments:			

**Appendix G, page 4**  
**Ideas**

**Think about your inventor/invention.  
What do you like about it?**

**What “bugs” you about it?**

**What would make it easier/more convenient to use?**

**Edison’s Rules**

- 1. Don’t invent useless things.**
- 2. Set a goal and stick to it.**
- 3. List the steps for reaching your goal.**
- 4. Share all of your data with others.**
- 5. Delegate.**
- 6. Keep very careful records.**

**Appendix G, page 5**  
**My Idea**

I, \_\_\_\_\_ plan to improve the \_\_\_\_\_  
by doing \_\_\_\_\_.

This is why this improvement is important:

Here is how it will work:

In order to do this, I will need:

## Appendix G, page 6

### Breadboard

**The breadboard is the backbone to an inventor's invention. It is a detailed diagram with explanations that anyone can understand about how your invention will work. See the following pages from <http://colitz.com/site/1143835/fig1.htm>**

### Your Model

**Your model does not have to actually work. It does need to well represent your invention. Plan how you will make it from household items of inexpensive items. Have this approved by your parents.**

### The Patent

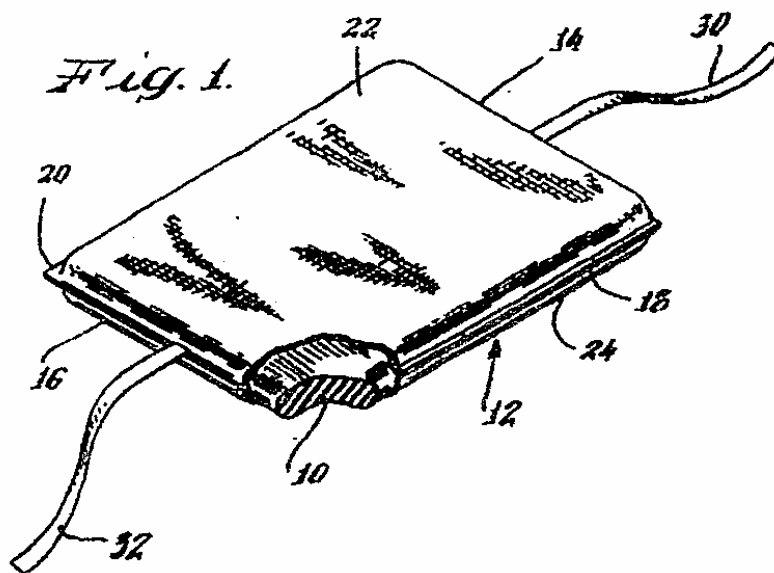
**This is a legal document stating that this idea is yours alone and it does not already exist. You will need to call stores that may carry your item to find out if your idea is already in existence. Keep a log of whom you called (at least three stores) and their response. You need a witness to verify that you did this (write this down).**

## Appendix G, page 7

### Breadboard

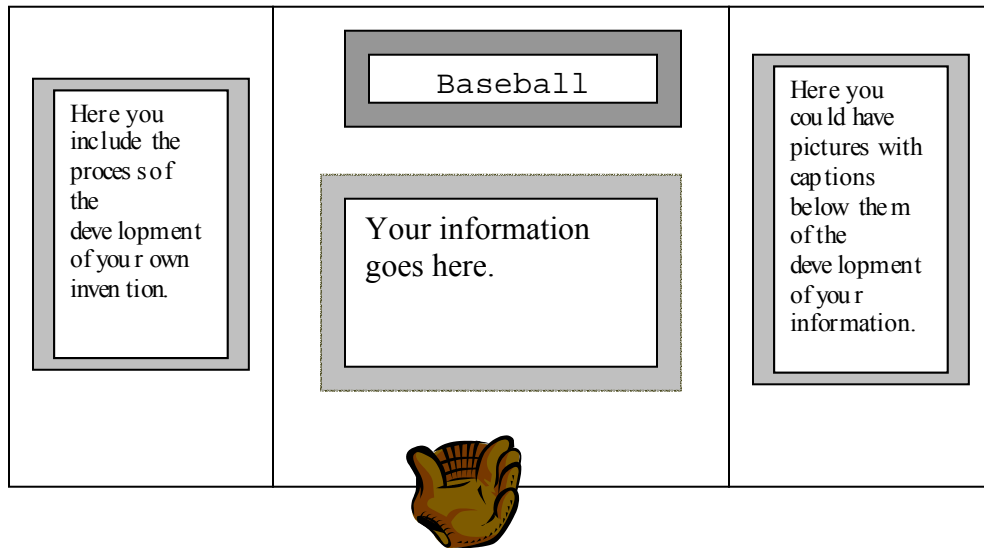
In order to manufacture a combined pillow and crash helmet device in accordance with this invention, one starts with an ordinary pillow body; 10 of the conventional kind, which may be composed of any conventional pillow stuffing, such as feathers, fiber, latex, or urethane foam, and the like. This resilient pillow body is conventionally surrounded by a cotton ticking 12. The pillow core thus formed is a generally rectangular body comprising opposite ends 14 and 16, opposite sides 18 and 20, and opposite faces 22 and 24.

As described so far, the device is nothing more than an ordinary pillow its conventional ticking. However, in accordance with this invention, a pair of tie strings 30 and 32 are provided. One end of the tie string 30 is sewn to the ticking 12 at the end 14 of the pillow, while one end of the other tie string 32 is sewn to the other end of each of the tie strings 30 and 32 hangs free for subsequent use as a chinstrap for the crash helmet of this invention. Instead of two separate tieable strings, a single chinstrap of suitable length could be provided and attached at either end to the same attachment points as the tie strings illustrated.



## Appendix G, page 8

### The Diagram



**The rubric for inventor/invention will apply to your invention as well. Instead of resources, you will be graded on the completeness and quality of your log pages. You will not be graded on content for this part of the project.**

# Appendix H, page 1

## America's Gilded Age

### Economic, Technical and Commercial

For the first time we see our economy go through “boom and bust” cycles (periods of prosperity and periods of depression). In 1873, there was a depression that lasted about five years. This allowed the rich to get richer because they invested their wealth to earn more wealth.

Certain inventions led to whole new industries. Take for example the telephone. This created a need for millions of telephone poles, people to work as operators, electricians to put up telephone lines, people to install the phones, people to service the phones, etc. The creation of the light bulb created an entire new industry as well.

Some people didn't like the idea of one person being in charge of an industry (i.e. Bell Phones, Edison Lighting, Standard Oil), so they were split up in to smaller companies and became Bell of Pennsylvania, Edison of New York, Standard Oil of New Jersey.

### The Modern City

After the Great Chicago Fire of 1871, there were opportunities to try new building methods. The skyscraper was attempted. New elevated rail tracks were installed. Because people no longer had plots for gardens, food stores are started. Woolworth opened as well as Sears and Roebuck.

Trolley lines become common. NY City incorporated the Bronx, Brooklyn, Queens, and Richmond (Stanton Island). Due to the cities new larger sizes, corruption came in and took hold. People like “Big Jim” Pendergast got control of the Kansas City political system.

### The West

The Native Americans were fighting for their land. There are last-ditch efforts to save their way of life. The Battle Of Little Big Horn took place and General Custer fell. There was a huge Indian massacre in Nebraska at Fort Robinson.

The ranchers wanted to graze their cattle on public land, but this was not well received. Therefore, barbed wire is invented. There was a huge insect (grasshopper) infestation in 1874, which destroyed almost all crops. In 1886, there was a severe drought. Nevertheless, due to overcrowding in the east, people want to come west. The government used land set aside for Native Americans for new settlers.

## Appendix H, page 2

### Political and Social Response

The “gold standard” was the cause of many people’s distrust in banks; especially out west where silver was more available. The “Greenback” party was established with William Jennings Bryant as its presidential candidate.

People were also very concerned about Monopolies. The government responded with the Sherman Anti-Trust Act.

Along with these, many people become concerned about alcohol abuse. The “temperance” movement was started. It is their desire that alcohol become illegal.

Another big movement at this time was the concern over mass poverty. William Booth established the Salvation Army and Jane Addams began Hull House.

Muckraking becomes popular newspaper reading.

### Other Important Events of the Time:

- Chinese Exclusion Act (1882)
- Steelworkers strike at Homestead, PA (1892)
- Miners’ strike at Coeud d’Alene, ID (1892)
- The following schools come into being: Vassar, Howard, Cornell, Smith, Bryn Mawr, Stanford, U. of Chicago, Columbia.
- Baseball’s National League is started-many colleges begin their football programs
- “Buffalo Bill” organizes Wild West shows.
- Coney Island (an amusement park) is opened in 1895

### Literature from this period includes:

- Life and Adventures of Calamity Jane
- Ben-Hur: A Tale of the Christ
- The Red Badge of Courage
- The Prince and the Pauper
- Tom Sawyer
- Little Women

This information came from: Lause’s Links, America’s Gilded Age.  
<http://www.geocities.com/CollagePark/Ouad/64060/AH2/75.html>

# Appendix I

## Form for Newspaper Article

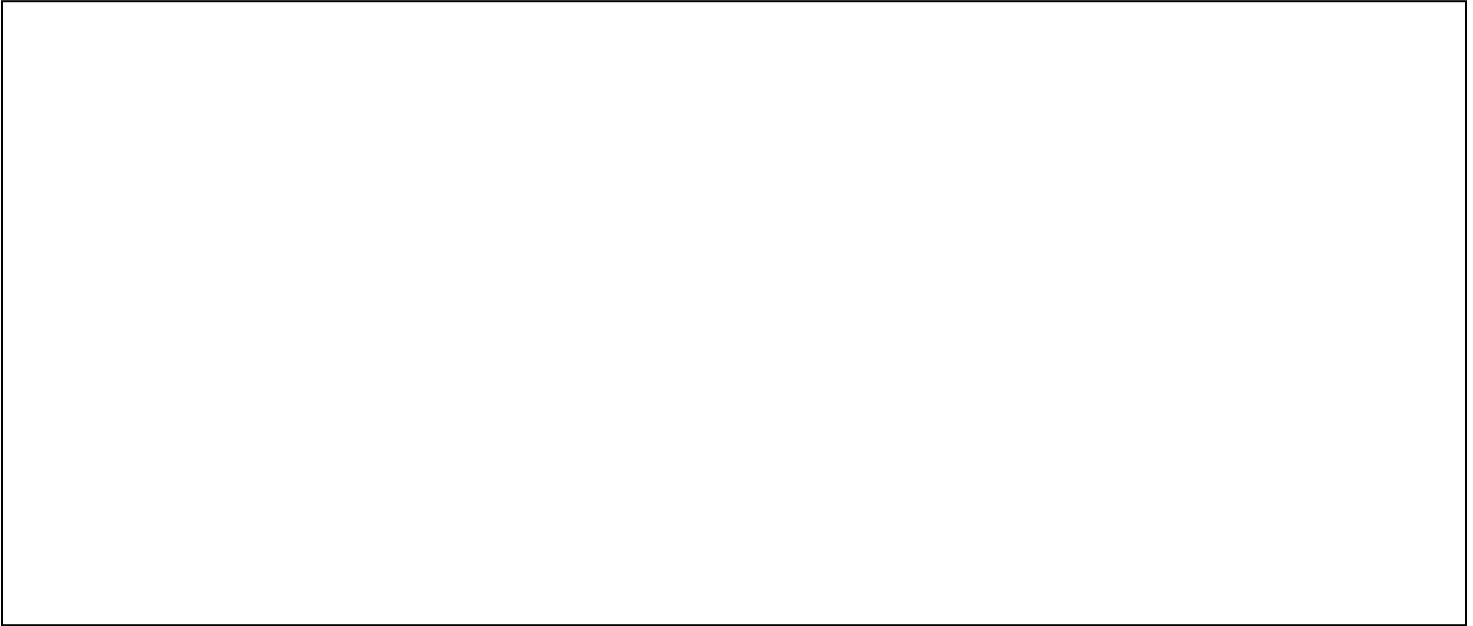
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Editor:

Volume I

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Caption describing picture

## Appendix J

### Rubric for Newspaper Article

	<b>Unacceptable</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Content Depth Points:    /	Needs more, or more accurate, information	Valid content but little depth	Well developed. Goes beyond facts and details	In-depth; well supported; develops complex concepts
Effort Points:    /	Apathetic; resistant	Incomplete or inadequate	Appropriate effort	Extensive commitment; rigorous effort
Idea Development Points:    /	No clear focus	Stated main idea; most details relate to it.	Clear focus; appropriate main idea; details relate and clarify	Cohesive; well-defined and elaborated main idea; details increase interest
Fluency Points:    /	Short, choppy, or incomplete sentences	Complete, but simple sentences	Varied sentences, smooth transitions	Crafted; variety in sentence length and structure; fluid
Conventions <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Spelling</li> <li>• Capitalization</li> <li>• Paragraphing</li> </ul> Points:    /	Serious errors make this difficult to understand	Frequent errors present but content is readable	Few errors; mechanics and spelling are typical for your age	This is skillfully written and a pleasure to read
Total	Comments:			

## Appendix K, page 1

### Test-Industrialism and Urbanization in America

Match the vocabulary word to its definition.

<b>a.</b> <b>anarchist</b>	<b>b.</b> <b>boarder</b>	<b>c.</b> <b>capital</b>	<b>d.</b> <b>corporation</b>	<b>e.</b> <b>investor</b>
<b>f.</b> <b>labor union</b>	<b>g.</b> <b>merchant</b>	<b>h.</b> <b>phonograph</b>	<b>i.</b> <b>political boss</b>	<b>j.</b> <b>political machine</b>
<b>k.</b> <b>rebate</b>	<b>l.</b> <b>regulate</b>	<b>m.</b> <b>socialism</b>	<b>n.</b> <b>sweatshop</b>	<b>o.</b> <b>telegraph</b>
<b>p.</b> <b>tenement</b>	<b>q.</b> <b>textile</b>	<b>r.</b> <b>transcontinental</b>	<b>s.</b> <b>trust</b>	

- \_\_\_\_\_ 1. a group of people who have joined together to operate as one “legal unit” for business purposes
- \_\_\_\_\_ 2. cloth or fabric made by weaving threads together
- \_\_\_\_\_ 3. a program of government ownership and regulation of certain businesses, such as railroads
- \_\_\_\_\_ 4. a person who buys and sells goods to make money
- \_\_\_\_\_ 5. a person who wants to do away with all government
- \_\_\_\_\_ 6. an organization of companies formed with the intention of controlling and industry
- \_\_\_\_\_ 7. a person who pays cash in exchange for a bed and meals
- \_\_\_\_\_ 8. a payment given back to a person or company that purchases a good or service
- \_\_\_\_\_ 9. a place where people work for low pay and in uncomfortable conditions
- \_\_\_\_\_ 10. a person who lends or uses money in a business deal in order to make more money
- \_\_\_\_\_ 11. extending across a continent
- \_\_\_\_\_ 12. money in the form of savings that is invested in a business
- \_\_\_\_\_ 13. a machine that uses code to send messages by wires over long distances
- \_\_\_\_\_ 14. the head of the political machine
- \_\_\_\_\_ 15. an organization of workers that helps protect jobs and get better wages and working conditions
- \_\_\_\_\_ 16. a crowded apartment building
- \_\_\_\_\_ 17. to bring under control of the law
- \_\_\_\_\_ 18. an organized group within a political party that is strong enough to control the party
- \_\_\_\_\_ 19. a machine used to play sound recordings

## Appendix K, page 2

### Fill in the correct answer:

20. List three things that led to a growing gap between the rich and poor:
  - a.
  - b.
  - c.
21. List 10 events that would “landmark” America’s “Gilded Age”
  
22. Briefly describe the idea behind a Horatio Alger “rags to riches” story:
  
23. What was the cause of growth for many of America’s smaller towns?
24. Name three causes of the migration of the blacks from the south to the north:
  - a.
  - b.
  - c.
25. Describe a sweatshop:
  
26. What is Andrew Carnegie famous for?
27. What is Vanderbilt famous for?
28. How did John D. Rockefeller make a name for himself?
29. List one way each man used his money to help others:
  - a. Carnegie-
  - b. Rockefeller-
30. What was the Sherman Antitrust Act?

## Appendix K, page 3

### Test-Industrialism and Urbanization in America

#### Answer Key

1. d      2. q      3. m      4. g      5. a      6. s      7. b      8. k  
9. n      10. e      11. r      12. c      13. o      14. i      15. f  
16. p      17. l      18. j      19. h

20. a. the factory system    b. immigration    c. monopolies

21. see Appendix H: “America’s Gilded Age”

22. A boy is poor, but through hard work and good character he makes his fortune.

23. The railroads brought the growth of many small towns by making them centers of transportation

24. Answers will vary. Here are some appropriate answers: the “black code”; racial groups such as the KKK; and not being allowed a voice in the government

25. Answers will vary but ought to include: long hours, hard labor, low wages, no regard for the worker (painful working conditions)

26. Carnegie is famous for making excellent steel at fair prices.

27. Vanderbilt regulated the gauge of the railroads and built railroads

28. Rockefeller developed the oil industry through his company, Standard Oil

29. Carnegie-provided money to build free, public libraries  
Rockefeller-helped to fund the University of Chicago and financed medical research

30. The Sherman Antitrust Act was a law intended to restrict trade and eliminate trusts.