

**Unit Name: Unit 3B - The Rise of Industry**  
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**UNIT**

Subject: **Social Studies**  
Course/Grade: **US History I**  
School: **EHTHS**

Country:  
State/Group: **NJ**

**UNIT SUMMARY**

In the late 1800s, inventions changed people's lives. They could do more work in less time. New machines and technologies helped businesses grow. Monopolies could provide poor service or charge higher prices. Factories hired many people to run machines. Factory work was boring and dangerous. Workers did the same thing for ten or twelve hours a day. They often worked in unsafe conditions. Factory workers did not make much money. Factory workers formed labor unions. They wanted businesses to change.

Students will learn how the rise of big business changed American life. We will explore the innovations that transformed American society, and witness the benefits and the abuses of industrialization.

This chapter should take 15 days.

**UNIT RESOURCES**

**Internet Resource Links:**

<http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=34>

<http://www.solpass.org/7ss/standards/StudyUSII.3.htm>

<http://www.loc.gov>

<http://www.havingfunwithhistory.com>

**STAGE ONE**

**GOALS AND STANDARDS**

Goal:

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### **ESSENTIAL QUESTIONS**

1. Compare the post-Civil War industrialization with the "factory system" of the 1840s.
2. How do you account for the growth of cities, the urbanization, of the 1880s and 1890s?
3. The farmers of the west and south felt in some ways similar to the workers in Eastern cities. How did the farmers' response differ from the response of workers in the east?
4. Discuss the similarities between the Horatio Alger "rags-to-riches" attitude and the Social Darwinism of William Graham Sumner.
5. Evaluate the effect of "bigness"--in business, in the burgeoning economy, in foreign affairs--on American Society in the period between 1875 and 1925.
6. There was a second wave of American expansionism, a "new" Manifest Destiny, after the frontier was "closed" according to Frederick Jackson Turner. To what extent did this justify or support Turner's "frontier thesis?"
7. What led to the rise of big business?
8. What led to the rise of labor unions?

### **KNOWLEDGE AND SKILLS**

1. SWBAT identify management and business strategies that contributed to the success of business tycoons such as Andrew Carnegie and J.D. Rockefeller.
2. SWBAT cite methods by ruthless businessmen to eliminate free competition.
3. SWBAT describe the exploitation of workers, including women and children.
4. SWBAT summarize the emergence of the growing unions.
5. SWBAT explain the violent reactions of industry and government to union strikes.
6. SWBAT identify the influence of women in the labor union.
7. SWBAT describe the role of government in opposing union activity.

## **STAGE TWO**

### **PERFORMANCE TASKS**

**Title:** Cooperative Learning Activity

The students will be provided a series of questions that deal with several different topics. The topics include.....

1. Expansion of Industry
2. The Age of the Railroad
3. Big Business Emerges
4. Workers of the Nation Unite

They will be asked to answer questions in full detail and then teach each group member about their topic. Each group should have 4 members.

### **OTHER EVIDENCE**

Suggested Activities

Tests / Quizzes

Online Discussion through turnitin.com - One of the questions that the teacher could set up would deal with business tycoons like Carnegie and Rockefeller. Where they "Captains of Industry" or "Robber Barons?" You could also include were they a little of both and why?

Self evaluation of their participation. In this chapter, what do you think your grade was based on your class participation, work completed and various other exercises that the student completed.

"America the Story of Us" - Watch clip on Disc #2 - "Boom." Complete reading guide that goes along with the clip.

## **STAGE THREE**

### **LEARNING ACTIVITIES**

Cooperative Learning Activity

Debate / Discussion - "The Rise of Big Business."

Political Cartoons - Captains of Industry Vs. Robber Baron

Political Cartoon - Have students create their own political cartoon based on 19th Century America and 1

for the 21st Century evaluating "Big Business.