

**Social Science Department
Freshman United States History I
May 18-22**



Greetings Freshman USI Students! We hope you are safe and well with your families! Below is the lesson plan for this week:

Content Standard:

Topic 6. Rebuilding the United States: industry and immigration

Practice Standard(s):

2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate

Weekly Learning Opportunities:

The Industrial Revolution in the US: Industry, Labor, Immigration, Big Business and Reforms

1. Industrialization and the Gilded Age Story Board Summary
2. Course and Consequences of Industry in America
3. Inventions, Strikes, and Immigration during Industrialization

** Don't forget to check out the Grade Yourself Rubric! attached to each assignment*

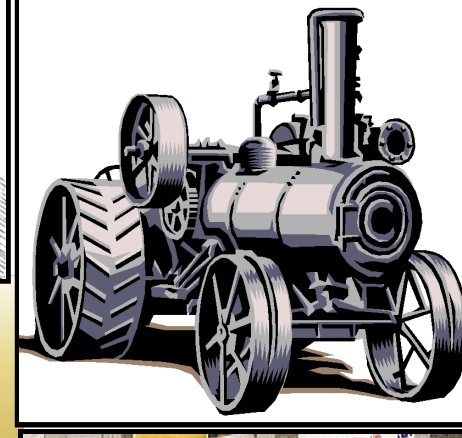
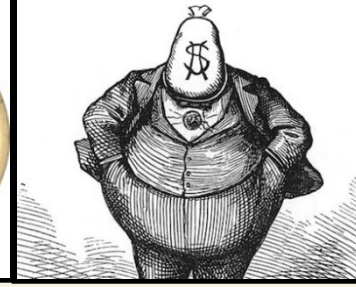
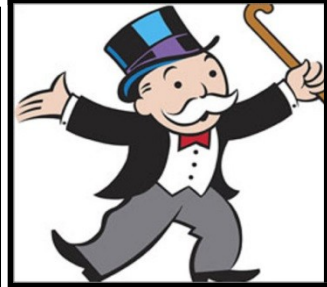
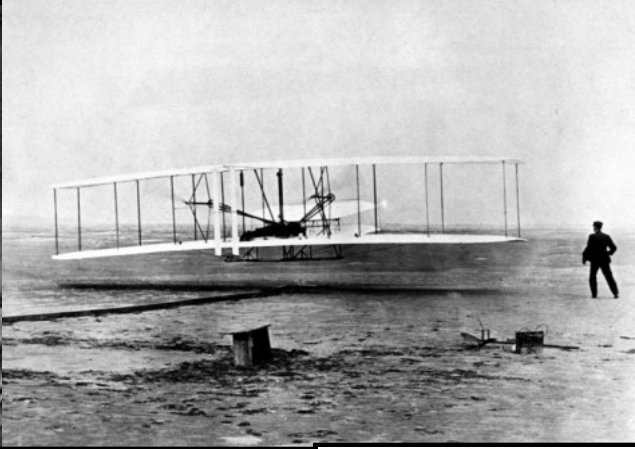
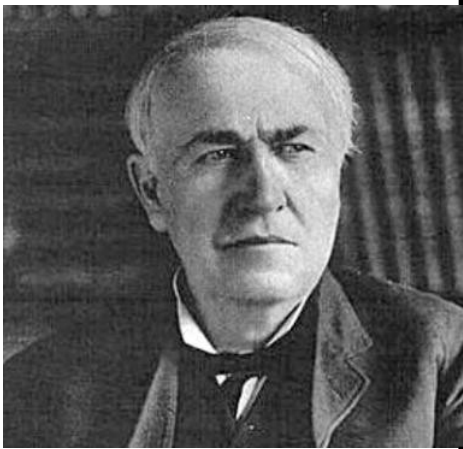
Long Term Opportunity:

- The Industrial Boom DBQ

Additional Resources:

- **The Century, America's Time: Seeds of Change:** <https://www.youtube.com/watch?v=jEcpJQxtswA>
- **Khan Academy: 1920s urbanization and immigration:** <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/1920s-america/v/1920s-urbanization-and-immigration>

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.



Industrialization and the "Gilded Age"

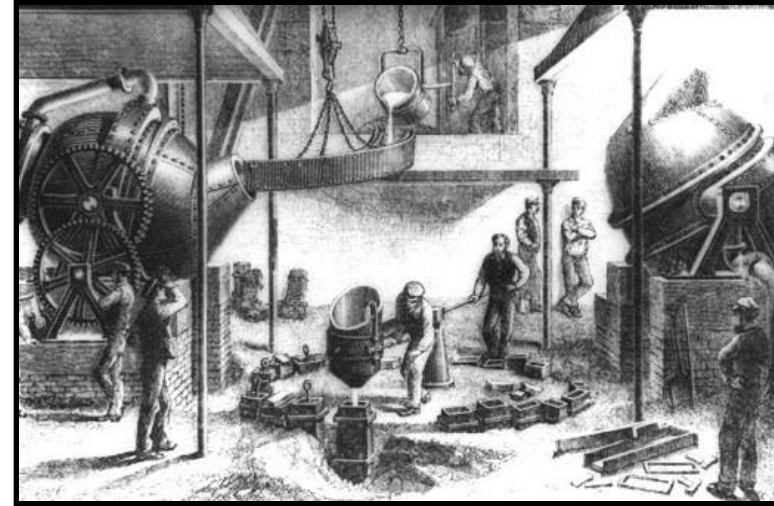
STAAR Review 2



- **Industrialization** continued at a rapid pace in the years following the Civil War.
- The **Bessemer Process** for making steel, allowed for a boom in industry.
- **New inventions** – like the telegraph, telephone, typewriter, and the sewing machine made America more productive.
- **Natural Resources** – like oil and electricity became important sources of energy.
- **Entrepreneurs** – like John D. Rockefeller and Andrew Carnegie establish new business techniques.
- **Labor** – workers would organize to gain higher wages, better working conditions, and an 8 hour workday.

Technological Innovations

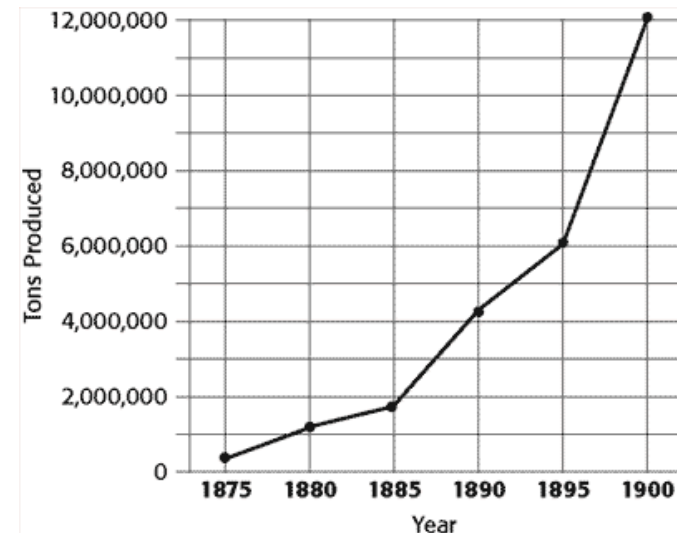
- **Bessemer Process** – increased the amount and the quality of steel being produced.
- This new steel was used to lay more miles of railroad track, to build the world's 1st skyscrapers, and to make better machinery.



World's 1st built
in 1885 it was
180 feet tall

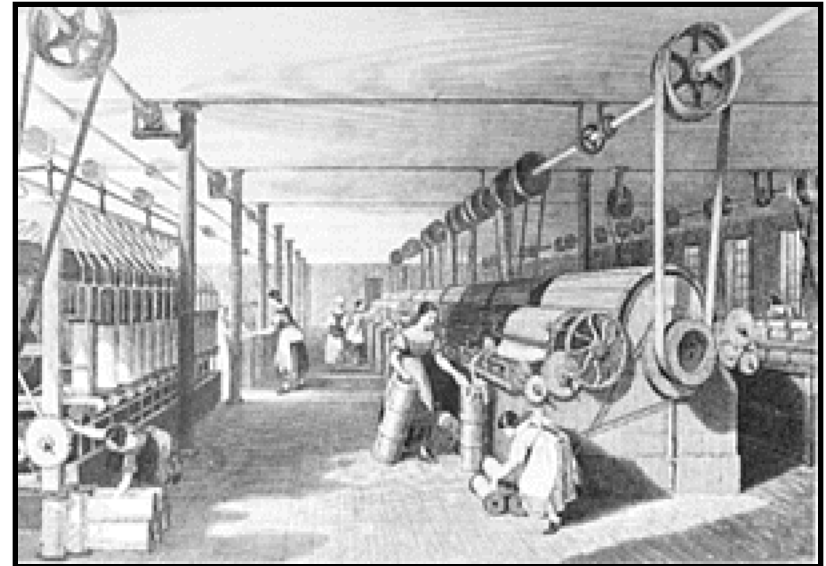
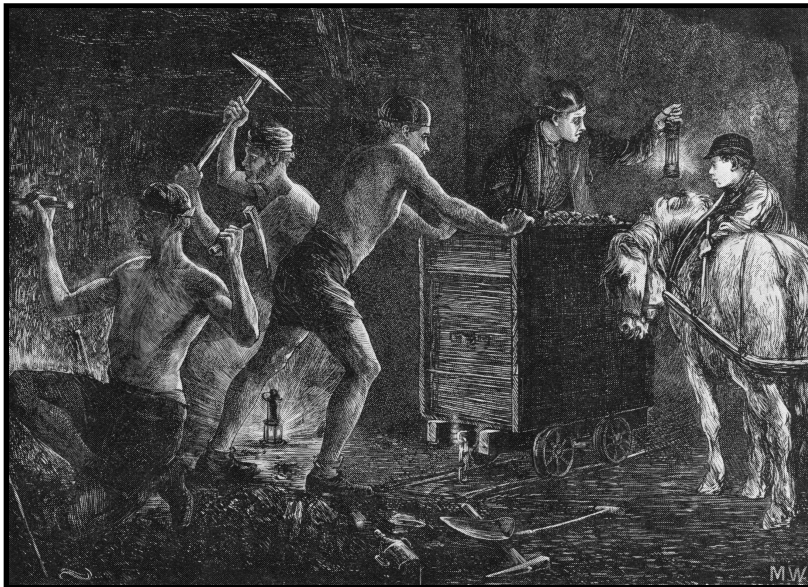


World's tallest
built in 2010 it
is 2,722 feet



Technological Innovations

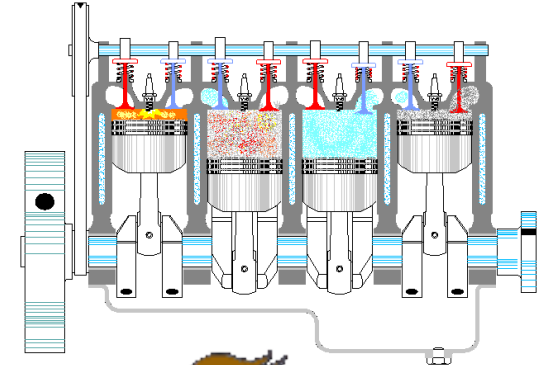
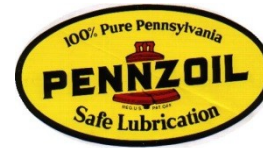
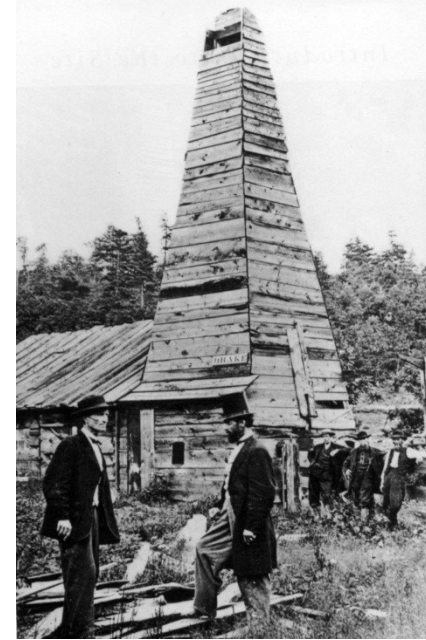
- After the Civil War, human and animal strength were replaced by steam and electricity.
- Steam engines, powered by burning coal to heat water, drove the textile mills, factories, and trains.
- During the late 1800s the center of coal mining was in the Appalachian Mountains of western Pennsylvania.



Technological Innovations



- America's first oil well was drilled in Titusville, Pennsylvania in 1859.
- At first, oil was just used as a lubricant, later it was refined into kerosene for lighting.
- It wasn't until the internal combustion engine and the development of the car, that the demand for oil skyrocketed.
- New sources of energy and transportation technologies have improved our mobility and our production capabilities.



Electricity

the invention of the telegraph

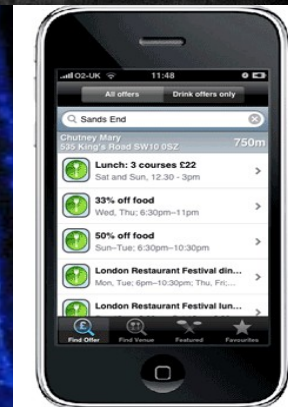
the means of communication

telegraph revolutionarily changed the way people communicated over long distances and made the Pony Express obsolete.

- **Alexander Graham Bell** would later perfect the telephone in 1876, it hasn't stopped improving since then.

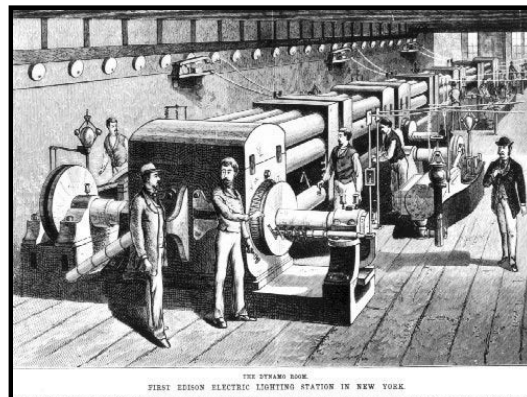
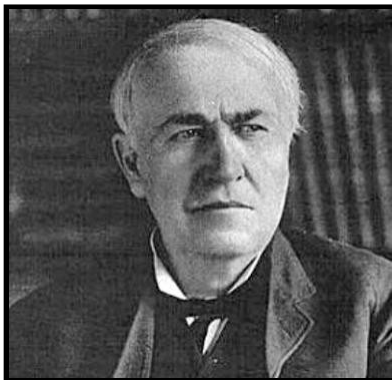
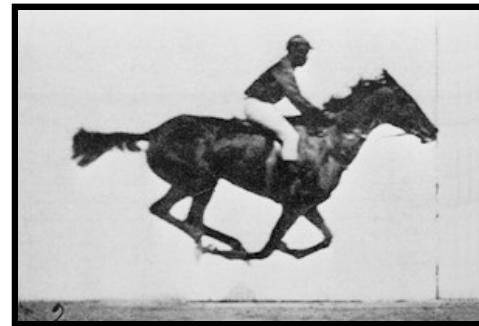
Later communication improvements like the radio would also make landline telephones obsolete.

Communications have never been the same since.



Technological Innovations

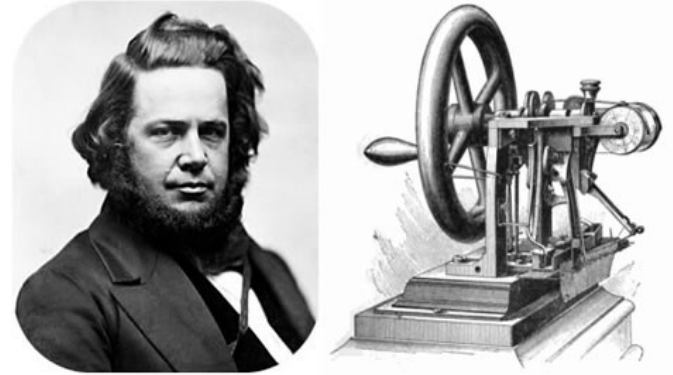
- **Thomas Edison** would also use electricity to produce amazing results.
- Edison designed a way to get electricity into homes and businesses, having electric appliances isn't much good if you don't have electricity.
- Edison was able to create:
 - Motion pictures, (entertainment)
 - The light bulb, (world went 24/7)
 - The phonograph, (which later gave way to other forms of recordings)



Other Inventors & Innovations

This was a time period of many inventions that improved the lifestyle and standard of living of many Americans.

- **Elias Howe** – sewing machine, clothing could be made cheaper, faster, and now at home. (1846)

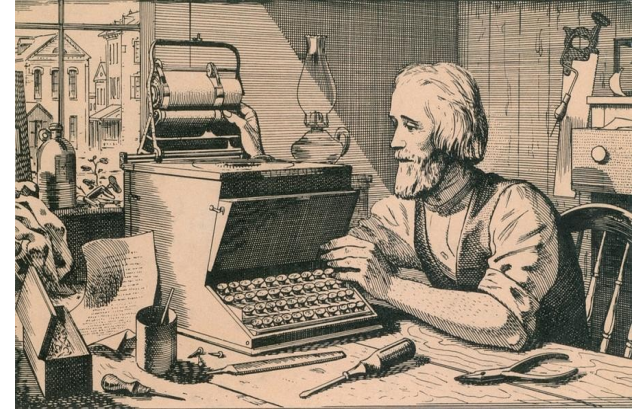


- **Elisha Otis** – passenger elevators, the new technique of making steel allowed for skyscrapers, this created a need for elevators to carry people between floors. (1852)

Other Inventors & Innovations

This was a time period of many inventions that improved the lifestyle and standard of living of many Americans.

- **Christopher Sholes** – typewriter, made businesses more productive and helped improve communications. Eventually led to computer keyboards. (1867)



Wright Brothers – Orville & Wilbur first successful manned flight.

Although their first flight lasted only seconds, it opened way for air travel at a dramatically increased speed and distance travelled. (1903)



The Growth of Railroads

- Before the Civil War, most of the railroad track in America had been built in the Eastern USA, especially in the Northeast.
- Gold was discovered in the West and people slowly began migrating westward.
- Travel was slow and difficult.
- There was a desire to build a transcontinental railway that connected the East coast with the riches of California and the West.
- But what route would it take?



The Transcontinental Railroad

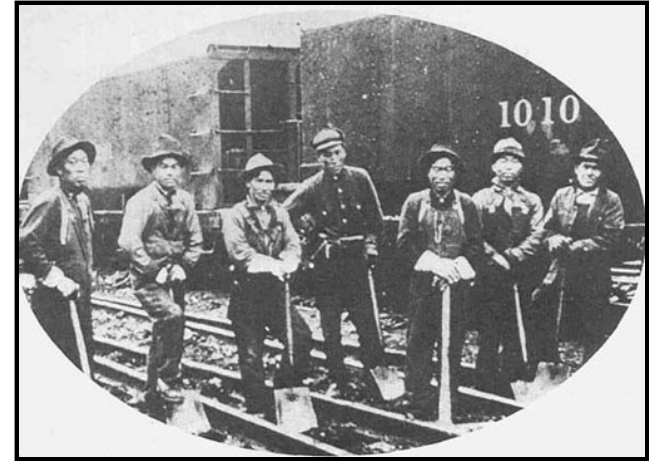
Railroads would have a significant impact on the economic, cultural, and social development of the Western United States

- Opinions differed as to which route to take.
- Should it go through the North or along a southern route?
- The resulting Civil War caused the Transcontinental Railroad to be built along a northern route from Omaha, Nebraska to Sacramento, California.
- Travel time would decrease from months to a few days.

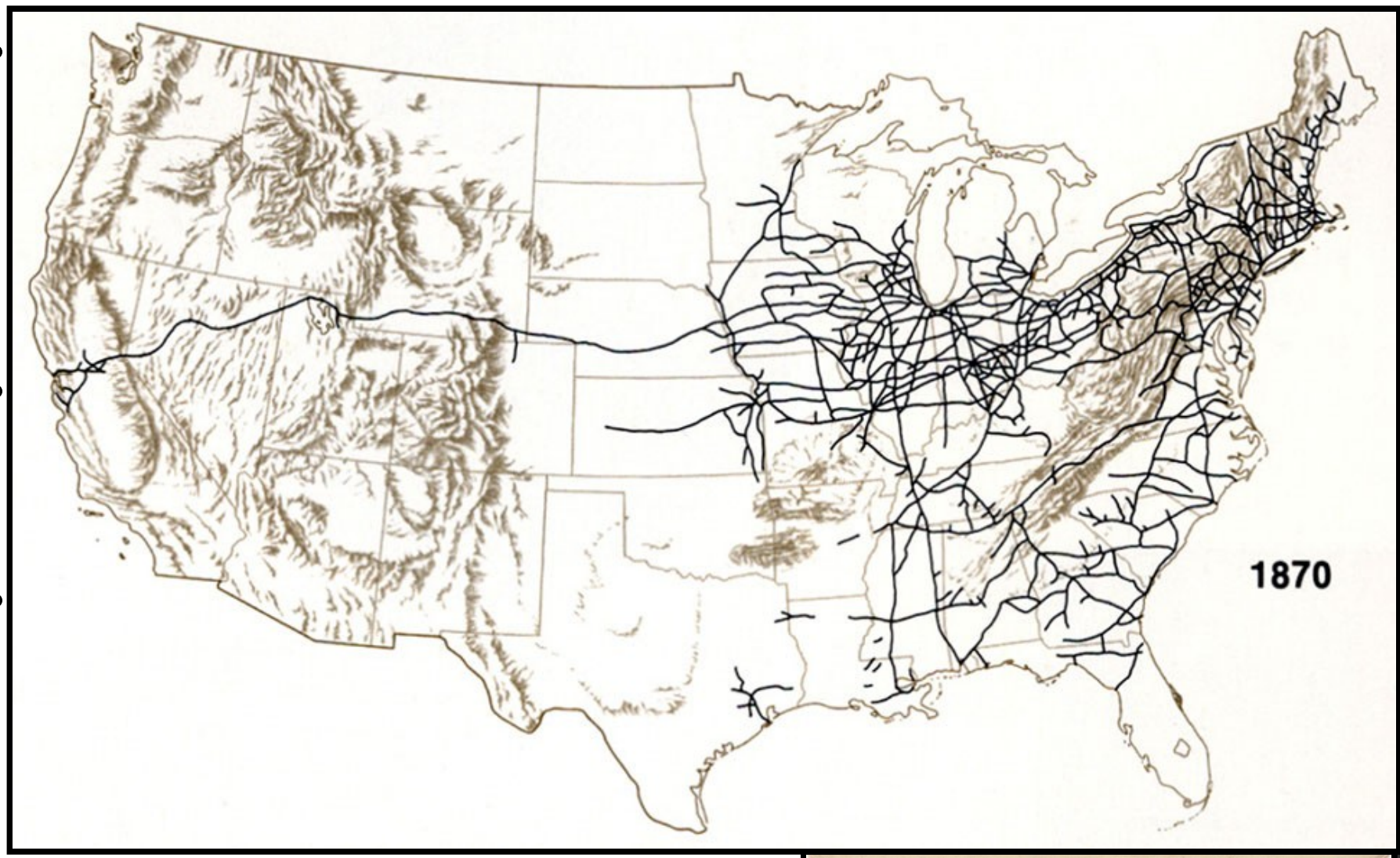


Building the Transcontinental Railroad

- Civil War vets, Irish laborers, and free blacks started working westward from Omaha.
- Chinese workers started eastward from Sacramento.
- They met at Promontory Point, Utah.



The Impact of the Railroads



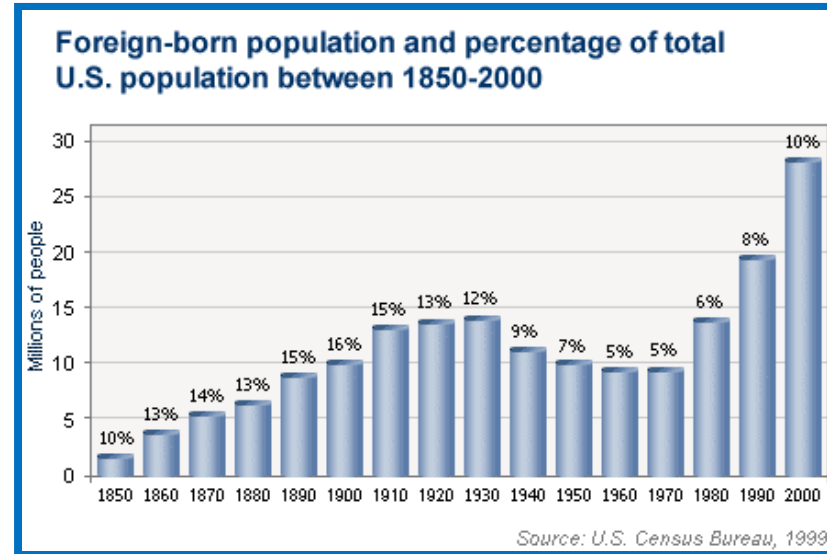
Development of a National Market

- A new truly national market began to emerge as railroads, canals, the telegraph and telephone linked the country together.
- National producers could ship their goods cheaper and would dominate sales in the West.
- New methods of marketing and advertising gave manufacturers ability to expand across the nation.
- Catalogs became “wish lists”



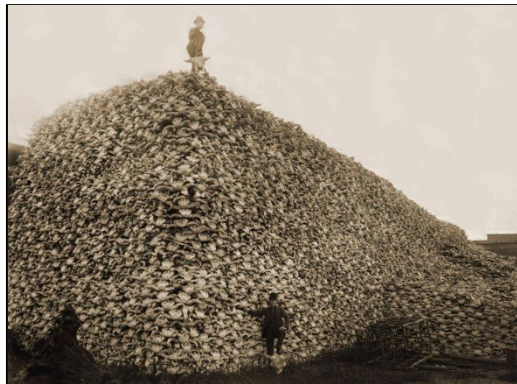
Impact of Population Growth

- The USA experienced a rapid population growth, as the population jumped from over 2 million to 76 million in just 50 years, cities were crowded .
- A high birth rate and a constant stream of immigrants created a rising demand for goods and the growing population was a steady supply of cheap labor.
- This population growth favored business expansion.



Impact of Population Growth

- Lumbering depleted the forests.
- Sodbusters would plow the Great Plains to plant crops.
- Mining for gold and other precious minerals destroyed the land.
- The Railroads and buffalo hunters would soon wipe out the buffalo.
- Rivers and lakes would be polluted.



Growth of Cities Brings Problems

Did you
hear Joe
coughing all
night?

Look out
below !

Boy this
water sure
smells
funny

The toilet
doesn't flush
again !

Wish we
could afford
to move

Billy Bob you
shouldn't
smoke in bed

If they don't
shut up I'm
going to
kick their
&#@!

Something
sure stinks

New Types of Business Organization

- Before the Civil War, most businesses were owned by individuals or by a groups of partners.
- After the war, corporations became more common.
- A **corporation** is a company chartered by the state and recognized as a separate 'person'.
- Bam! BIG Business was born.



Corporations

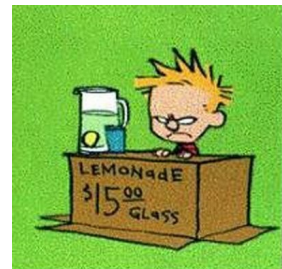
- **Corporations** issue and sell '**stock**' or shares of a company.
- A **shareholder** is a partial owner, and they receive a share of a corporations profits based on the amount of stock they own.
- Shareholders were responsible only for the shares they own, not for losses and are protected from lawsuits.
- Corporations allowed for people to pool their money to raise the huge sums needed to build railroads, factories, steel mill, etc.



***Corporations
made modern
industrial
production
possible***

The Free Enterprise System

- The Success of America's industrialization was based on its free enterprise system.
- **Free Enterprise System** is when people have the freedom to make their own choices in what to buy, where to work, and what to make.
- People are free to use their money and time to start a business in hopes of making a profit. **(Producers)**
- People are free to choose the type of product they wish to buy and how much they'll pay. **(Consumers)**



The Free Enterprise System

- People have unlimited wants but we have limited resources to satisfy these wants.
- Businesses use their resources to compete with each other to satisfy these consumer desires.
- Every society must answer three basic economic questions to determine how to use its resources to satisfy these wants.



**What
Should Be
Produced ?**

**How
Should It
Be
Produced ?**

**Who
Should
Get It ?**

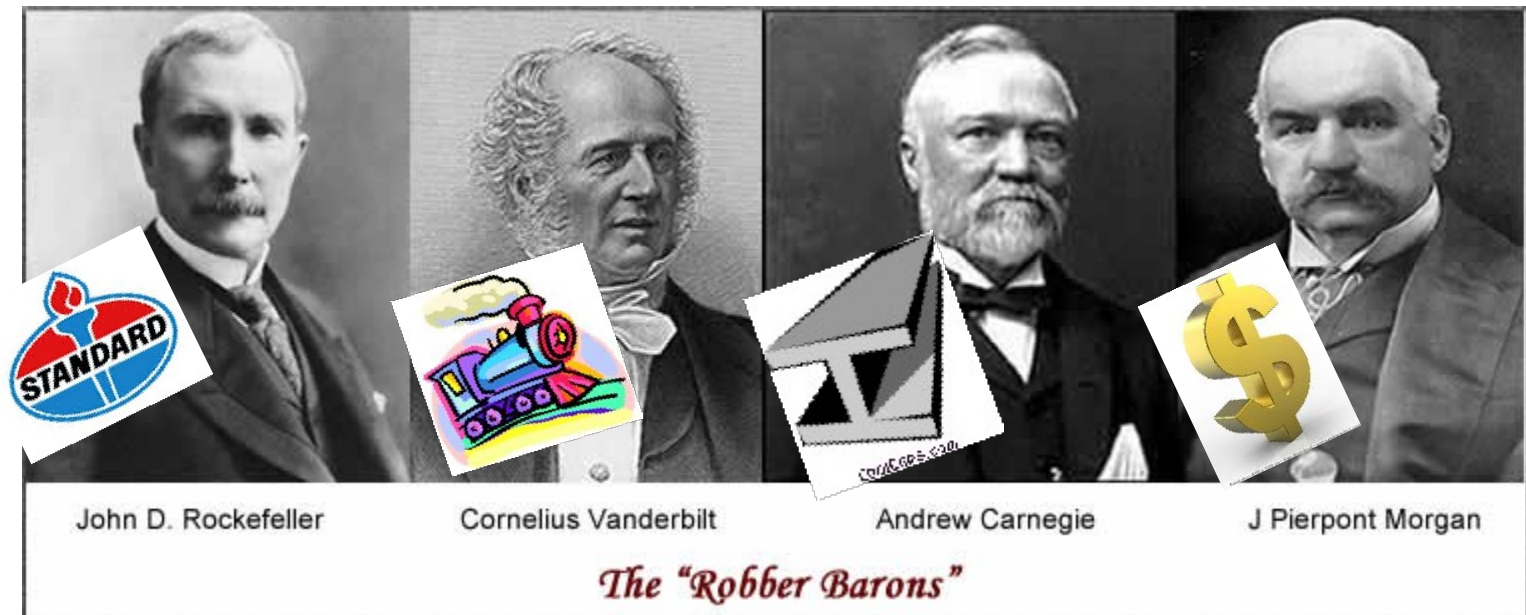
Entrepreneurs

- An **Entrepreneur** is a person that invests their time, money, and skills on the chance of making a profit.
- In the 1870s these entrepreneurs dominated America's economic life.
- Efficient large-scale production allowed them to sell goods at lower prices and Competition forced them to continually improve the quality.
- Many of these entrepreneurs made huge fortunes.



Captains of Industry

- Many of the more successful entrepreneurs became known as '**Captains of Industry**'.
- Some called them '**robber barons**' because of the ruthless tactics they used to destroy their competition and methods used to keep workers wages low.
- Some of the best known were:



Robber Barons

- The time when these Captains of Industry ruled America became known as the Gilded Age. *Robber Barons*
- They amassed fabulous wealth and lavishly spent it while the majority of Americans were poor.
- These 'robber barons' were glorified and vilified.
- Some became the richest men in the world.



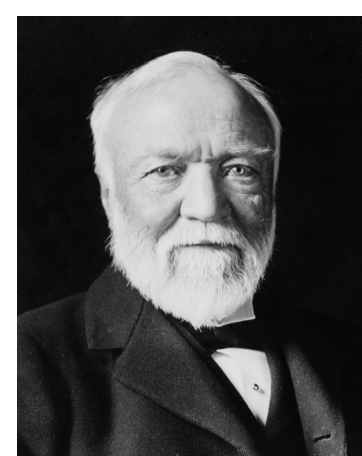
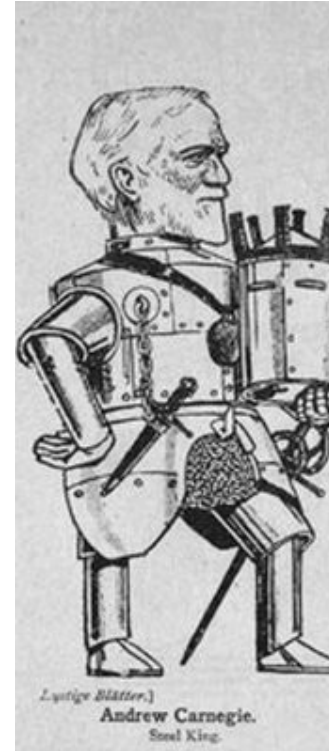
Political Cartoons on Robber Barons



THE CONDITION OF THE LABORING MAN AT PULLMAN.

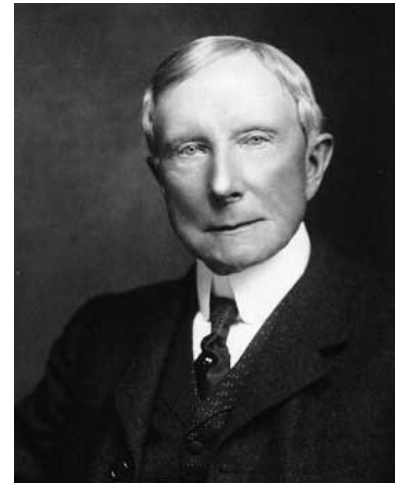
Andrew Carnegie

- **Carnegie** started penniless, but he made his fortune in **steel** mills in the Pittsburgh, PA area.
- He undercut the competition, bought his own iron ore fields, coal mines and ships so he could control all phases of steel production.
- He crushed attempts to form labor unions, paid low wages, and forced laborers to work 12 hour days.
- The labor strike on Carnegie's **Homestead Steel Mill** would be one of the eras most violent.



John D. Rockefeller

- **Rockefeller** started out poor, but made his fortune in **oil** in Ohio.
- Kerosene, for lighting, made him millions, later the gasoline industry, would make him even richer.
- He used ruthless tactics to drive his competition out of business, then he would buy them out.
- His **Standard Oil Co.** became a **trust**, with him owning most of the shares.
- Later it would be a **monopoly** as he controlled 90% of all oil refined.



Philanthropy

- Carnegie and Rockefeller both made millions at the expense of American public.
- They paid low wages and demanded long hours of work.
- As businessmen they didn't believe in charity, their belief was;
 - ‘help those who help themselves’
- Later, both would lead the rich in **philanthropy**, they gave away millions of their dollars to the public.
- They built libraries', museums, scholarships, and universities.



Here's
a dime



Pros and Cons of Big Business

- Large business is more efficient which leads to lower prices.
- Hire large numbers of workers.
- Produce goods in large quantities.
- Have the resources for expensive research and to invent new items.

- Unfair competitive advantage.
- Often exploited workers.
- Often unconcerned about pollution they may cause.
- Have an unfair influence on government rules that affect them.

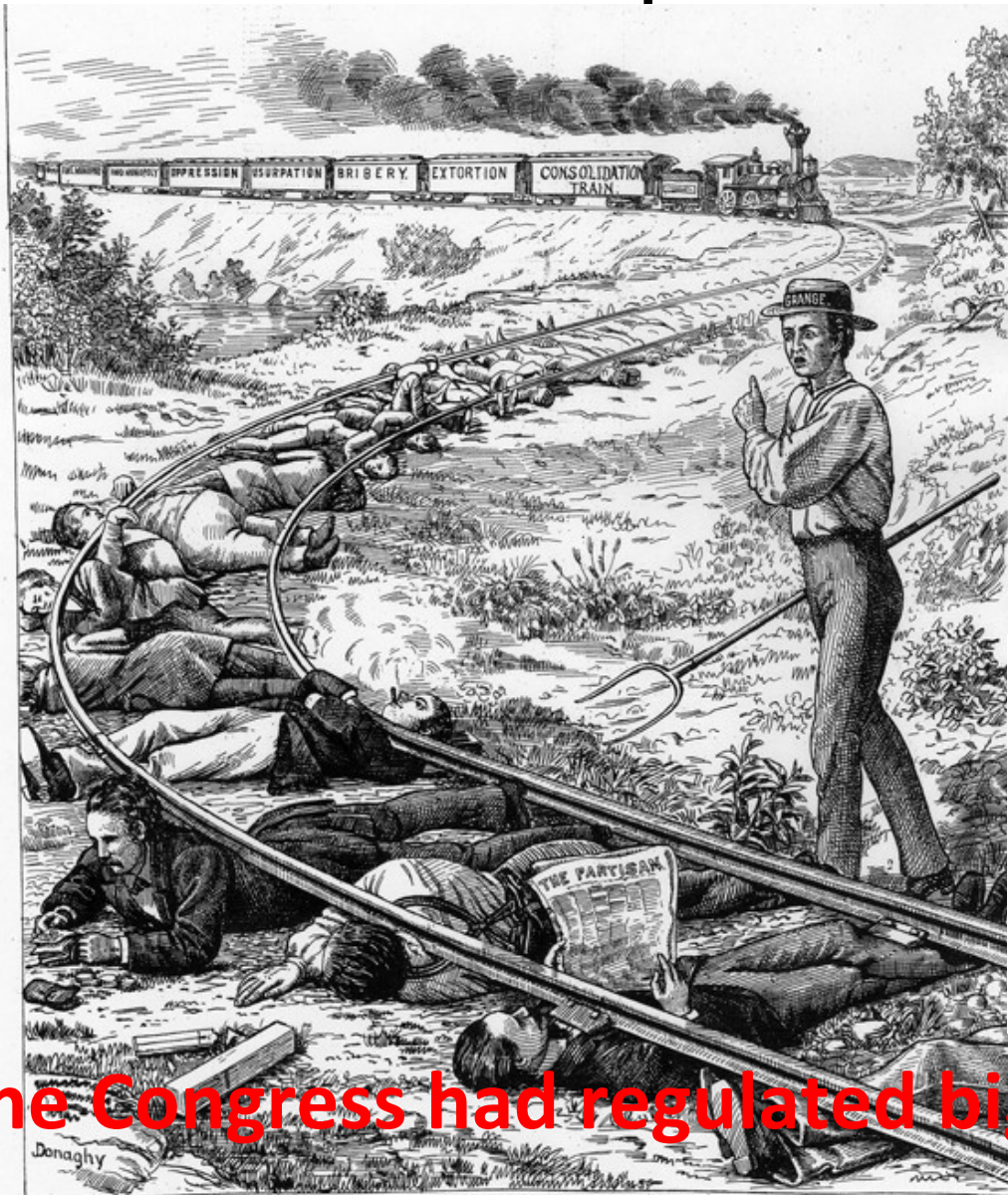
Laws Against Big Business

- At first, the government did little to regulate big business.
- Government and business leaders believed in *laissez-faire* – the theory that government should not interfere in the operations of the free market.
- Government did have some involvement in business, such as patent laws, enforcing contracts, laws protecting property, and tariffs to help American manufacturers.
- Some of the anti-competitive practices of big business soon became so oblivious that reformers started calling for government intervention to remedy the problems.

Laws Against Anti-Competitive Practices

Interstat

- Railroads often more to ship goods
- States passed Supreme Court unconstitutional
- Congress final Commerce Act practices by the
- The Interstate created to enforce

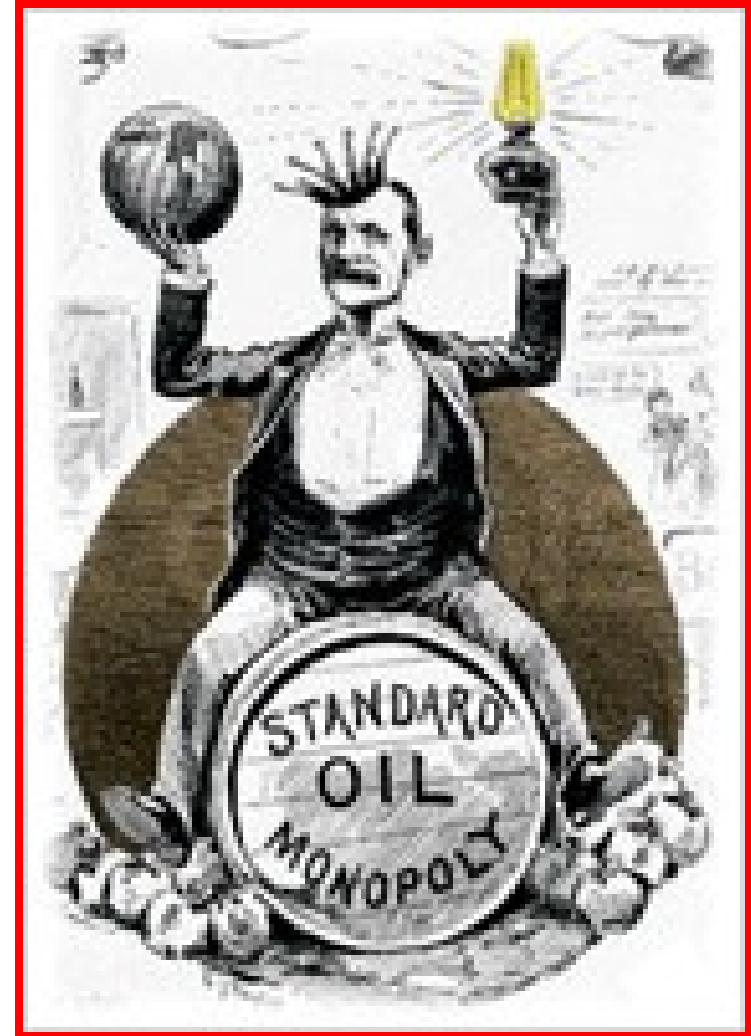


First time Congress had regulated big business.

Laws Against Anti-Competitive Practices

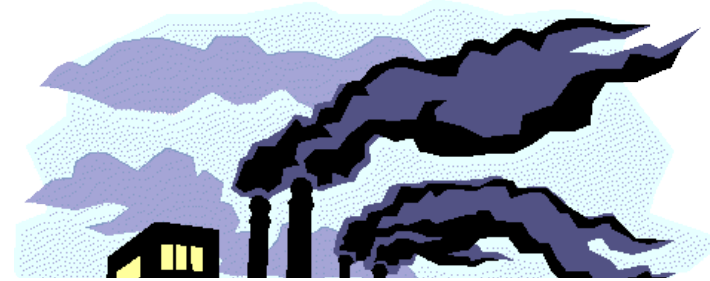
Sherman Ant-Trust Act (1890)

- Federal law aimed at stopping monopolies and trusts from engaging in unfair practices.
- Attempted to prevent unfair competitive advantages.
- Act marked a significant change in the attitude of government about the abuses of big business.
- **Standard Oil** was the 1st monopoly the government attempted to stop.



The Conditions of Labor

- As America continued on its astonishing economic growth there was increasing exploitation



Occupation (Industry)	Average Daily Wages	Average Daily Wages (2006 Dollars)
Foreladies (Clothing, Hosiery and Gloves)	\$2.06	\$49.98
Foreladies (Wood and Paper Boxes)	\$1.36	\$32.99
Canvasers (Products of Hogs and Cattle)	\$1.09	\$26.44
Hatmakers (Hats and Millinery Trimmings)	\$0.85	\$20.62
Gilders (Wood Specialists)	\$0.77	\$18.68
Candymakers (Candies and Confectioneries)	\$0.57	\$13.83
Boxmakers (Wood Specialists)	\$0.50	\$12.13
Machine hands (Metal and Metallic Goods)	\$0.40	\$9.70

Source: State of Indiana—Seventh Biennial Report of the Department of Statistics for 1897 and 1898



Factory Working Conditions

- As factory owners grew richer, the conditions for the new working class worsened dramatically.
- Early factories were appalling, unsafe places to

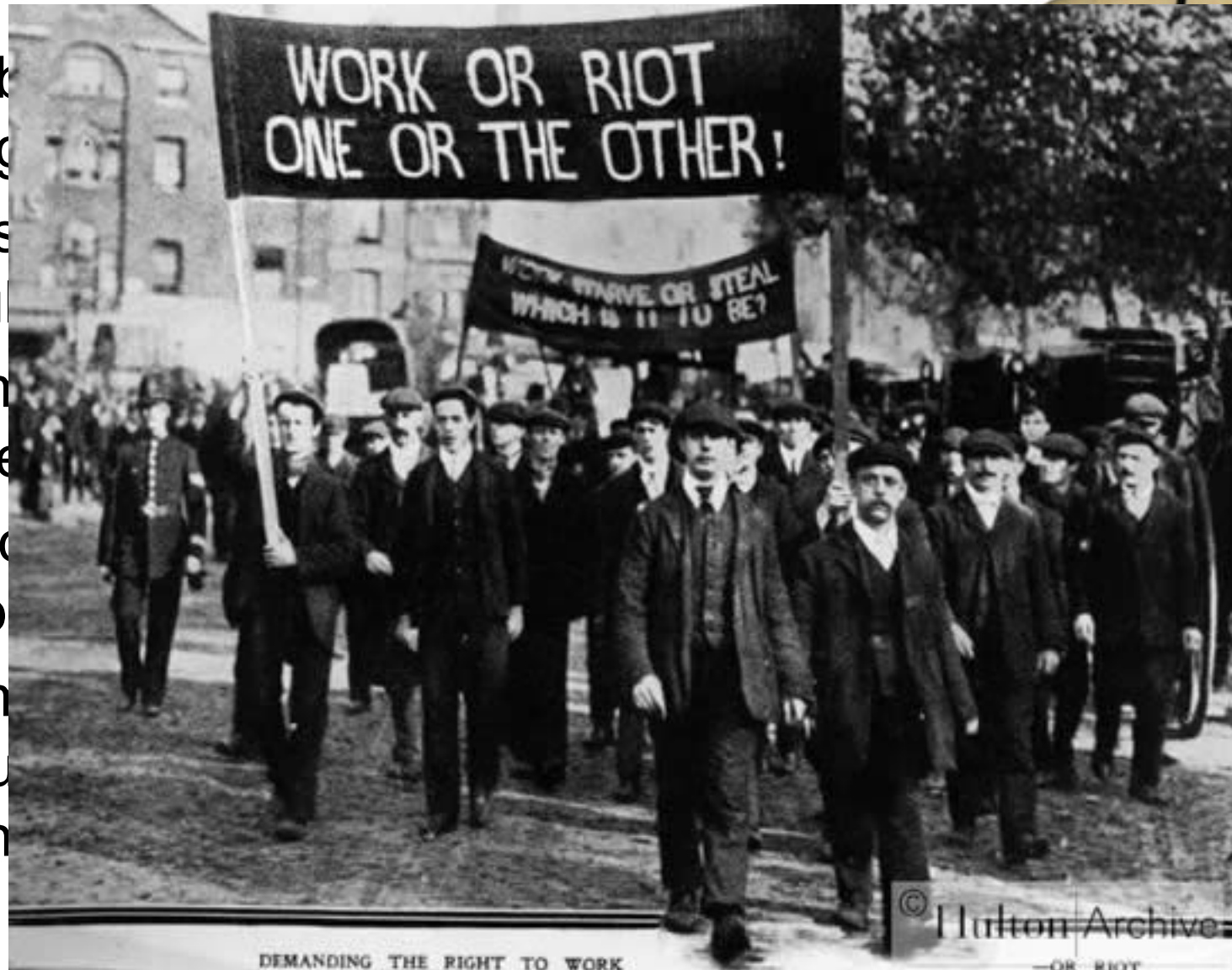




Factory Working Conditions

The Rise of Unions

- As the economy grew, the demand for labor increased, leading to a shortage of workers.
- Many workers were employed in dangerous and unhealthy conditions.
- Most workers were not organized and had no voice in their workplaces.
- Some workers began to organize themselves into unions to demand better working conditions.
- Unions fought for the right to work without fear of retaliation.
- Some workers would strike to demand better wages and working conditions.



Major Unions

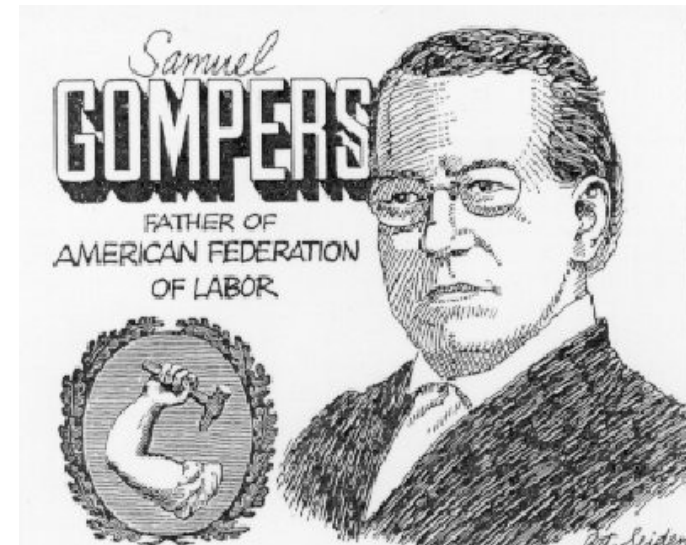
- **Knights of Labor** created a single national union by joining together skilled and unskilled workers.
- They supported equal pay for women and opposed child labor.
- They also opposed immigration, as they saw immigrants as competition for their jobs.
- But, skilled workers resented being in the same union as unskilled labor and the Union soon fell apart.



Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.

Major Unions

- **American Federation of Labor** founded by Samuel Gompers hoped to create a union that united workers with similar economic interests.
- The **AFL** consisted of separate unions made up of skilled labor.
- Gompers wanted a **closed shop**, where workers had to join the union in order to work.
- But the AFL failed because it excluded non-skilled workers.

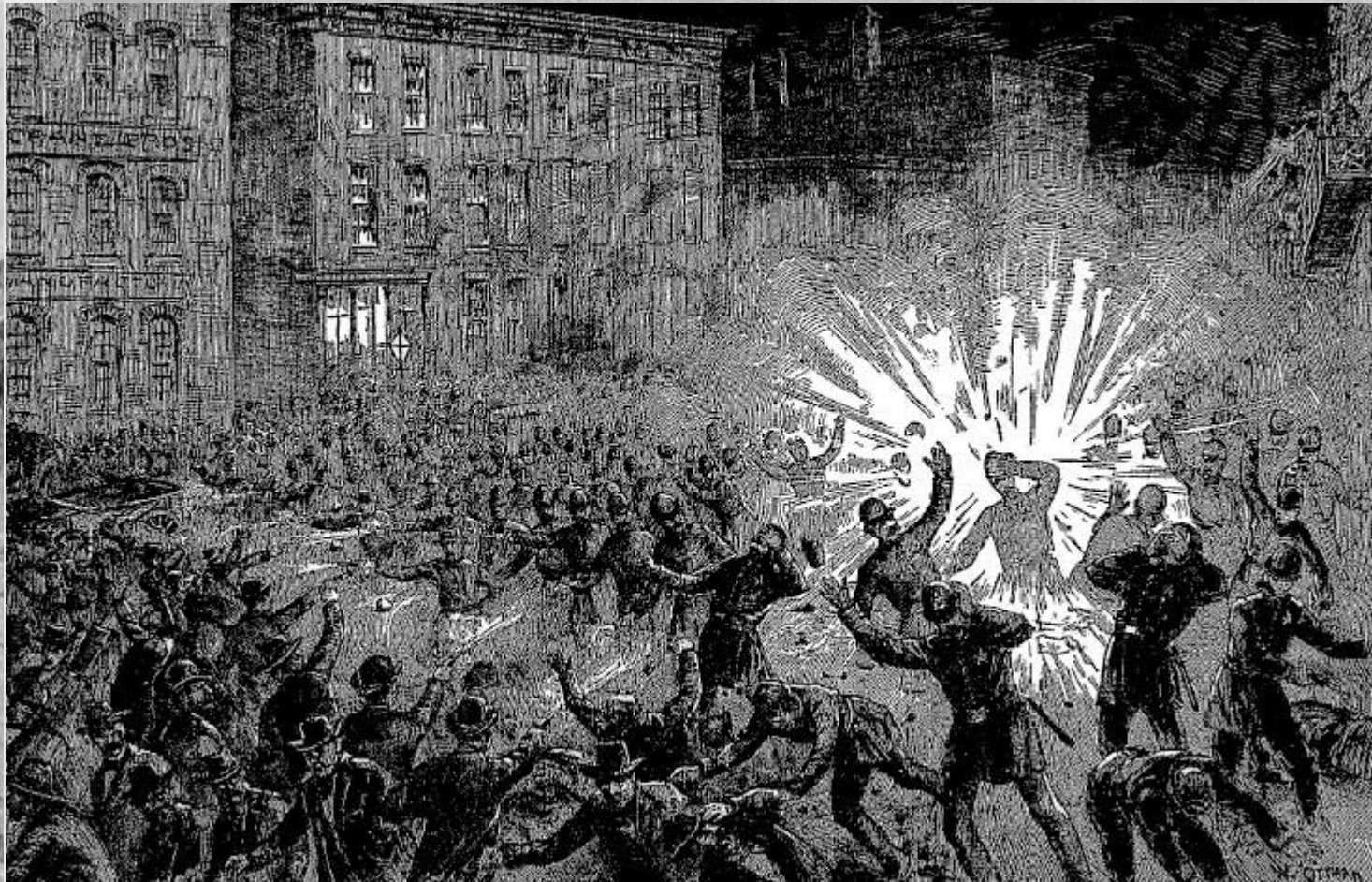


Government Attitude Towards Unions

- Government leaders were critical towards unions, they favored business over labor.
- More than 20,000 strikes occurred between 1880 and 1900, some were violent.
- Government officials feared union strikes would have a negative impact on the USA's economy.



Union Strikes and the Public



Chicago - 1894

THE CHICAGO STRIKES—UNITED STATES INFANTRY IN THE STOCK-YARDS.
"To Hell with the United States Government!"

Free Enterprise System

- Individuals are free to produce and sell whatever they chose to.
- People go into business to make a profit.
- Prices are set by supply and demand.
- Inefficient companies that are unable to compete are driven out of business.
- Government has a limited involvement in :
 - protection of property and contracts,
 - passing protective tariffs,
 - establishing a system of patents.

Growth of America's Industry

- The Transcontinental Railroad and other railways improved travel and trade.
- The USA's population exploded.
- Development of a national market.
- Technological Progress:
 - Bessemer Process in steel production
 - Electricity opened new industries
 - Oil industry boomed
 - Development of corporations to raise money and limit liability

Entrepreneurs

“Robber Barons” or “Captains of Industry”?

- Robber barons used ruthless tactics to destroy competition and keep workers wages low.
- Andrew Carnegie –
 - Dominated steel industry by owning iron ore fields, coal mines, and steel mills.
 - Became a philanthropist, gave away millions.
- John D. Rockefeller –
 - Monopolized oil industry until Sherman Act.

Organized Labor

- **Problems of Workers:**
 - Long hours, low pay, dangerous conditions.
 - Child labor and unequal pay for women.
 - Lack of job security.
- **Rise of Labor Unions:**
 - **Knights of Labor** - Terrence Powderly
 - **American Federation of Labor** - Samuel Gompers.
- **Government attitude towards unions:**
 - Anti-union bias, unions drove up cost of goods.
 - Violence associated with strikes, like Haymarket Riot brought negative attention to unions.

USI Topic 6 Industry, Labor, Big Business and Reforms

Task 1: What types of new technology after the Civil War ignited the second Industrial Revolution in America?

Directions: Below is a list of inventors. Pick one to research and **create a poster** that explains why he is the **GREATEST INVENTOR OF ALL TIME!** Follow the steps to complete the task! **(P2)**

Step 1: Before you begin – decide on 5 good inquiry questions to help you decide what evidence about you inventor and his invention you should include on your poster!

1)

2)

3)

4)

5)

Pick an Inventor to research:

Granville T. Woods

Thomas Edison

Charles Goodyear

Samuel B. Morse

Nikola Tesla

Alexander Graham Bell

George Westinghouse

Elias Howe

Eli Whitney

Isaac Singer

Robert Fulton

Cyrus McCormick

George Eastman

Task 2: What was life in the factories like for workers? **(P3,4)**

Although many businessmen prospered, factory workers faced long hours, low pay and unhealthy working conditions. At this time, factory workers were not only adults but children!

Go to this website <https://www.historyplace.com/unitedstates/childlabor/> and examine each of the pictures.

Answer the questions below!

- a. Which job do you think was the hardest and why?
- b. Which job do you think was the easiest and why?
- c. If you had to pick a job, which one would it be and why?

- d. In what ways do you think these children that had to work so hard were impacted? What do you think the long-term effects of this may be? What do you think some of the short-term effects were?

Because of the terrible working conditions in the factories, Unions became much more important. The first national union, **THE KNIGHTS OF LABOR**, was founded in Philadelphia in 1867. The leader, Terence Powderly, the union went public and welcomed women, African American and unskilled workers.

With its large membership, the Knights tried to use **COLLECTIVE BARGAINING** to secure pay equality, safer working conditions and a shorter workday.

TASK 3: How did the organization of workers help to bring change for workers? (P3)

Directions: Complete the SEE, THINK, WONDER below and answer the question-

- 1) What does this cartoon tell us about labor unions?



Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.

SEE	THINK	WONDER

Task 4: How did Unions fight back to get better pay, safer conditions and shorter hours for their workers? **(P3,4)**

Directions: Research one of the following strikes to see how people viewed the actions taken by the striking workers!

- a) The Haymarket Affair, Chicago Illinois, 1886
- b) The Homestead Strike, Homestead, Pennsylvania, 1892
- c) The Pullman Strike, Pullman Illinois, 1896.

Directions: Write a brief summary of what took place for the strike you chose to research!

Task 5: What were the reasons many immigrants from Eastern and Southern Europe, Asia and Mexico came to the US. **(P3,4)**

Directions: Read the primary source document below and make a list of the various reasons' immigrants came to America. Next, answer the questions that follow!

Many **NEW IMMIGRANTS** in the 1880s came to the US from Eastern and Southern Europe as well as Asia and Mexico. Many immigrants came to escape different problems such as, overcrowding, religious and political persecution, and economic hardship in their homelands. They all hoped for a better life in America!

To operate efficiently, expanding industries needed expanding supplies of workers to grow crops, extract raw materials, and produce manufactured goods. Many of these workers came from abroad. The year 1880 marked the leading edge of a new wave of immigration to the United States. Over the next ten years, 5.2 million newcomers entered the country, almost twice the previous decade's level of 2.8 million.

In the mid-nineteenth century, most immigrants hailed from Western Europe and the British Isles – from Germany, Scandinavia, England, and Ireland. Between 1880 and 1890, Germans, Scandinavians, and the English kept coming, but they were joined by numerous Italians, Russians, and Poles. In fact, these last three groups predominated among newcomers for the next thirty-five years, their arrival rates peaking between 1890 and 1910...

Many of the new European immigrants sought to escape oppressive economic and political conditions in Europe, even as they hoped to make a new life for themselves and their families in the United States. Russian Jews fled discrimination and violent anti-Semitism in the form of pogroms, organized massacres, conducted by their Christian neighbors and Russian authorities. Southern Italians, most of whom were landless farmers, suffered from a combination of declining agricultural prices and high birth rates. Impoverished Poles chafed under cultural restrictions imposed by Germany and Russia. Hungarians, Greeks, Portuguese, and Armenians, among other groups, also participated in this great migration; members of these groups too were seeking political freedom and economic opportunity. [People also left because there was not enough land. The process of dividing up family plots left younger siblings landless; others lost their lands because landowners consolidated their property and evicted them.]

~ Wood et al., 548.

List of Reasons for Coming to the US

Task 6: Now Grade YOURSELF! (P7)

Now you get to grade your performance! Using the Rubric below, assess how well you think you did on your work. This is where you get to brag about what you think you did a good job on and also to consider what you still need to work on! Good Luck!

Rubric

	Things that I did AWESOME on!	I will assess the task on:	Things I need to Improve ON!
Task 1		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on Picking THE GREATEST INVENTOR of ALL TIME and explaining your reasoning??</p>	
Task 2		<p>Practice Standards</p> <p>3. Organize information and data from multiple primary or secondary sources.</p> <p>How well do you think you did evaluating and drawing conclusions about the jobs children did during the New Industrial Revolution?</p>	
Task 3		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on the SEE/THINK/WONDER?</p>	

Task 4		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did writing a summary of the information you researched about the strike you chose?</p>	
Task 5		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How well do you think you did gathering the reasons for immigration to the US?</p>	
Task 6		<p>Practice Standards</p> <p>7. Determine next steps and take informed action, as appropriate.</p> <p>How well do you think you did evaluating and reflecting on our work?</p>	

USI industrialism in the US

Directions: Complete the following tasks and grade yourself on the rubric attached. When completed please email or attach your work to TEAMS under Assignments. Note: Please contact your teacher to see how they would like to receive your completed work!

The developments that started before the Civil War continued after it. There was even more expansion, more mining, and more industry! In between the Civil War and World War I, the US turned into the modern nation that we recognize today- but getting there took lots of work!

The Industrial Revolution brought about economic and social changes as a result of the move from small-scale to large-scale production. The shift to manufacturing in factories caused people to leave rural areas for urban centers, eventually creating overcrowded and polluted cities. The United States welcomed a steady flow of immigrants that supplied a work force for factories- factory owners employed men, women, and children for the lowest possible wages. The rapid development of industry caused widespread social problems, which resulted in many people living and working in unsafe, unsanitary conditions and fearing starvation if they lost their jobs. Reforms came slowly. By the late 1800s and early 1900s, workers formed trade unions and lobbied for and received better working conditions

Starter: Examine the picture below and complete the SEE, THINK, WONDER!

Task 1:



SEE	THINK	WONDER

Task 2. How Important was the railroad to the development of industry and a modern nation?

Between 1862 and 1864, Congress passed the Pacific Railway Acts- it subsidized (Provided financial help) the Central Pacific and Union Pacific railroad companies to build a transcontinental railroad. They relied on cheap, immigrant labor to lay tracks through harsh conditions and rugged terrain and were especially reliant on the Chinese and Irish immigrants, who finished the dangerous work. The Central Pacific Railroad started in Sacramento, California and the Union Pacific line started in Omaha, Nebraska. On May 10th, 1869, the two railroads met in the middle at Promontory, Utah and a golden spike was used to connect the two lines! The railroad routes built during the late 1800s led to an explosion in the population of the west, steel, cattle and coal industries also grew and locomotive technology expanded. To make rail travel easier, the railroad industry created 4 time zones across the US (Before this each community kept their own time and people missed trains and their connection trains all of the time)

Answer the following questions to check your knowledge!

- 1) Which 2 railway companies collaborated on the first transcontinental railroad?
- 2) Which industries were most impacted by the expansion of the railroad?
- 3) Why were time zones invented?

Task 3:

By the late 1800s, industry was revolutionized for a second time. After the Civil War, the US became one of the leading industrial powers in the world, and businesses such as steel and railroads grew by leaps and bounds. Business tycoons, notably the RAILROAD BARONS (those who owned the railroads) rose to prominence and made millions of dollars. Industrial growth, especially in the railroad sector, fueled a demand for new technology and new innovation led to others. Many of America's most significant technological developments came about in the late 19th century!

Complete the task below! (P2)

First, before you begin – decide on the inquiry questions you should ask about these inventors to determine which one is the GREATEST INVENTOR of ALL TIME!

- 1)
- 2)
- 3)
- 4)
- 5)

Task 1 (P. 3.4)	
<p style="text-align: center;"><u>Tasks</u></p> <ol style="list-style-type: none">1) Research <u>6</u> of the inventors below2) Decide which one should be remembered as the greatest inventor of all time and your reasons why.3) Using evidence from your research, create a single PowerPoint slide and outline the reasons for your choice (include a picture of inventor and their important invention)	Granville T. Woods
Thomas Edison	Charles Goodyear

Samuel F.B. Morse	Nikola Tesla
Alexander Graham Bell	George Westinghouse
Elias Howe	Eli Whitney
Isaac Singer	Robert Fulton

Cyrus McCormick

George Eastman

Task 2: Consequences of the Industrial Revolution!

As businesses grew, many of them became too expensive or risky for one person to own. Instead CORPORATIONS owned the and SHAREHOLDERS controlled them. Selling STOCK was an easy way to raise CAPITAL (money) and banks could make a profit through involvement in corporate finances.

Some individual businesses were so successful that they gained worldwide recognition, like John D. Rockefeller and the Standard oil company. Before long, the Standard oil company controlled almost the entire American petroleum industry, because Rockefeller created a MONOPOLY by buying up all of the smaller companies and taking over the competition and driving them out of business! This is known as HORIZONTAL INTERGRATION.

In 1882 Rockefeller created the Standard Oil TRUST – a corporate board that bought stock in and controlled many companies in the petroleum industry. Standard Oil then owned its competition and could set prices.

Another famous businessman was Andrew Carnegie who began his career as a railroad employee and after making smart investments in steel and iron, he founded Carnegie Steel Company. Carnegie bought up all of the businesses in the manufacturing process of making steel. This is known as VERTICAL INTERGRATION- he owned not only the steel mills, but also the mines, the transportation, and the warehouses. He was able to cut costs and make a better product.

Congress ended up passing the SHERMAN ANTITRUST Act based on the idea that competition was necessary in free markets. It made trusts and monopolies illegal, but it was difficult to enforce!

Task 3: What was life in the factory like for workers?

Although many businessmen prospered, factory workers faced long hours, low pay and unhealthy working conditions. At this time, factory workers were not only adults but children!

Go to this website <https://www.historyplace.com/unitedstates/childlabor/> and examine each of the pictures.

Answer the questions below

- a. Which job do you think was the hardest and why?

- b. Which job do you think was the easiest and why?

- c. If you had to pick a job, which one would it be and why?

- d. How do you think having to work so hard, as these children did, impacted them? What do you think the long-term effects were? What are the short-term effects?

Because of the terrible working conditions in the factories, Unions became much more important. The first national union, **THE KNIGHTS OF LABOR**, was founded in Philadelphia in 1867. The leader, Terence Powderly, the union went public and welcomed women, African American and unskilled workers.

With its large membership, the Knights tried to use **COLLECTIVE BARGAINING** to secure pay equality, safer working conditions and a shorter workday.

TASK 4 Complete the SEE, THINK, WONDER below and answer the question-

What does this cartoon tell us about labor unions?



Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.

SEE	THINK	WONDER

SAMUEL GOMPERS founded another union – **THE AMERICAN FEDERATION OF LABOR (AFL)** which was a coalition of several smaller unions of skilled workers.

STRIKES and **BOYCOTTS** were used by these unions to help fight for workers' rights in the workplace. Although strike sometimes helped unions fight business, they also sometimes damaged the reputation of the unions, some of which came to be seen as violent **ANARCHIST** groups. Anarchists were opposed to governments and laws.

Task 5: Research one of the following strikes to see how people viewed the actions taken by the striking workers!

- a) The Haymarket Affair, Chicago Illinois, 1886
- b) The Homestead Strike, Homestead, Pennsylvania, 1892
- c) The Pullman Strike, Pullman Illinois, 1896.

Write a brief summary of what took place for the strike you chose to research!

Immigration:

Many **NEW IMMIGRANTS** in the 1880s came to the US from Eastern and Southern Europe as well as Asia and Mexico. Many immigrants came to escape different problems such as, overcrowding, religious and political persecution, and economic hardship in their homelands. They all hoped for a better life in America!

After immigrants completed the often-treacherous journey to the US, they had one last hurdle to cross- the Immigration Processing Center, where their health, legal status, and destination were confirmed. Many people had their names respelled, shortened or otherwise Americanized.

European Immigrants came through **ELLIS ISLAND**, Asian immigrants entered through **ANGEL ISLAND** and Mexican immigrants came through **EL PASO, TEXAS**.

These new immigrants tended to settle in ethnic neighborhoods, where they could continue speaking their language and practicing the religion, customs and traditions of their homelands. Because, immigrants were more notably different they were sometimes treated negatively. Some Americans felt that immigrants would take jobs away from Americans because they would work for less (**NATAVISM**), while others thought that the immigrants should **ASSIMULATE** into American culture as quickly as possible.

Ellis Island

For millions of immigrants, Ellis Island was a symbol of hope and freedom. Between 1892 and 1954, a very large number of people came to the United States. They came for a new life. There were over 12 million immigrants during this time. The largest wave of people came in the year 1907. Ellis Island is located just off the New Jersey shore in the New York Harbor. Ellis Island was set as ideas the immigration center. The name came from Samuel Ellis who owned the island in the 1770s.

Ellis Island was used as a staging place for the new immigrants. The ships would come and deliver people there.

Doctors would check for illness and disease. A ship's manifest listed all the names of the people on board. Sometimes the workers could not read the foreign names, and so they wrote down a different last name for those people. Many people had their names changed by clerks on the island.

For some people, Ellis Island was known as the "Island of Tears." Not all people were allowed to enter the United States. If they had a contagious disease or the person seemed to be a concern, they were forced to stay on the island and work. Some were even sent home. Most people made it through the island in just a few hours.

After reading the passage, answer the following questions.

1. Another title for this reading passage could be . . .
 - a. "Island Paradise."
 - b. "Problems of Immigration."
 - c. "Island of Tears"
 - d. "The Immigration Island."

2. Why was Ellis Island also called the “Island of Tears”?
 - a. People were injured at Ellis Island.
 - b. Ellis Island was a cruel place.
 - c. Not everyone was allowed to pass through Ellis Island to the United States.
 - d. Immigrants were unhappy to leave their homelands.
3. The author wrote this passage to . . .
 - a. justify keeping immigrations on Ellis Island.
 - b. inform the reader of how immigrants were not mistreated.
 - c. share general information about Ellis Island.
 - d. raise awareness of mistreatment of immigrants at Ellis Island.

Task 6: Reasons for Immigration

Read the passage below and write a thesis statement explain why immigrants came to the US.

“To operate efficiently, expanding industries needed expanding supplies of workers to grow crops, extract raw materials, and produce manufactured goods. Many of these workers came from abroad. The year 1880 marked the leading edge of a new wave of immigration to the United States. Over the next ten years, 5.2 million newcomers entered the country, almost twice the previous decade’s level of 2.8 million.

In the mid-nineteenth century, most immigrants hailed from Western Europe and the British Isles – from Germany, Scandinavia, England, and Ireland. Between 1880 and 1890, Germans, Scandinavians, and the English kept coming, but they were joined by numerous Italians, Russians, and Poles. In fact, these last three groups predominated among newcomers for the next thirty-five years, their arrival rates peaking between 1890 and 1910...

Many of the new European immigrants sought to escape oppressive economic and political conditions in Europe, even as they hoped to make a new life for themselves and their families in the United States. Russian Jews fled discrimination and violent anti-Semitism in the form of *pogroms*, organized massacres, conducted by their Christian neighbors and Russian authorities. Southern Italians, most of whom were landless farmers, suffered from a combination of declining agricultural prices and high birth rates. Impoverished Poles chafed under cultural restrictions imposed by Germany and Russia. Hungarians, Greeks, Portuguese, and Armenians, among other groups, also participated in this great migration; members of these groups too were seeking political freedom and economic opportunity. [People also left because there was not enough land. The process of dividing up family plots left younger siblings landless; others lost their lands because landowners consolidated their property and evicted them.]

~ Wood et al., 548.

Task 7: Now Grade YOURSELF!

Now you get to grade your performance! Using the Rubric below, assess how well you think you did on your work. This is where you get to brag about what you think you did a good job on and also to consider what you still need to work on! Good Luck!

Rubric

	Things that I did AWESOME on!	I will assess the task on:	Things I need to Improve ON!
Task 1		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on the SEE/THINK/WONDER?</p>	
Task 3		<p>Practice Standards</p> <p>3. Organize information and data from multiple primary or secondary sources.</p> <p>How do you think you did on picking the greatest inventor of all time and explaining your reasoning?</p>	
Task 4		<p>Practice Standards</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on the SEE/THINK/WONDER?</p>	

Task 5		<p style="text-align: center;">Practice Standards</p> <p style="text-align: center;">6. Argue or explain conclusions, using valid reasoning and evidence</p> <p style="text-align: center;">How do you think you did on your thesis statement?</p>	
Task 6		<p style="text-align: center;">Practice Standards</p> <p style="text-align: center;">7. Determine next steps and take informed action, as appropriate.</p> <p style="text-align: center;">How well do you think you did evaluating and reflecting on our work?</p>	

Turn it in! Please email the completed work to your teacher, (attach as word doc) or, if you received this assignment via TEAMS (assignments) post t there. Please post your PPT slide either in an attachment via email or in TEAMS (assignments).

Unit 6: A Nation in Transition

DBQ 11: The Industrial Boom

Historical Context:

In 1860, the United States was mainly a land of farms and small towns. Fewer than one in five Americans lived in urban areas. (Today the figure is four in five.) While England was rapidly industrializing, the pace of industrial growth was much slower in the United States.

A number of factors seem to have delayed industrialism in the United States. With land plentiful and cheap, and labor relatively scarce and costly, Americans generally found it more profitable to make their livings on farms rather than in factories. And with the western prairies filling up with settlers, it looked in 1860 as if Americans would remain largely a nation of farmers, while England and other European nations became industrial giants.

But only forty years later the United States had become the greatest industrial nation in the world. Between 1860 and 1900, the U.S. production of coal increased from 10,000 short tons to 210,000 short tons, an increase of 2000 percent! Production of steel ingots rose over 5000 percent. By 1900, American workers produced over twice as much steel each year as Germany did, and five times as much as England. Our urban population during these years rose from 6 million to over 30 million. American workers, in huge numbers, were leaving the farms for the factories.

- ◆ **Directions:** The following question is based on the accompanying documents (1–7). As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
 2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
 3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
 4. Organize supportive and relevant information into a brief outline.
 5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: *What factors helped to promote America's huge industrial growth during the period from 1860 to 1900?*

- ◆ **Part A:** The following documents will help you understand the factors that encouraged the development of industry in the last four decades of the nineteenth century. Examine each document carefully, and answer the question or questions that follow.

(continued)



DBQ 11: The Industrial Boom *(continued)*

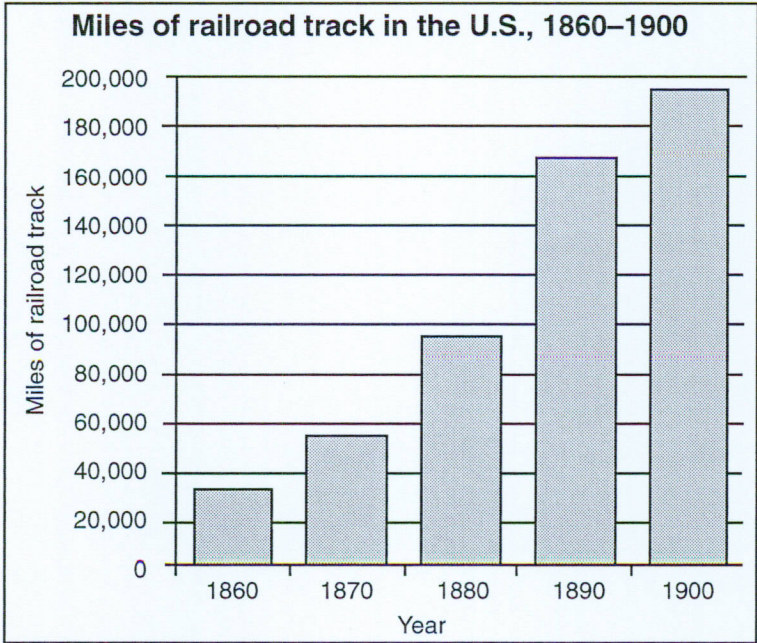
Document 1

In the 1850's, the English government sent a committee of businessmen to the United States to study how American industrialists operated their factories. Here is a brief excerpt from the report written in 1854.

... everything that could be done to reduce labour in the movement of materials from one point to another was adopted. This includes mechanical arrangements for lifting material, etc. from one floor to another, carriages for conveying material on the same floor, and such like.

How would the system described above help to cut labor costs and make factory production more efficient? _____

Document 2



Summarize this information in one short sentence. _____

Explain how the growth of the railroad promoted industrialization. _____

(continued)

DBQ 11: The Industrial Boom *(continued)*

Document 3

The following are excerpts from the 1860 Republican Party platform.

... sound policy requires ... an adjustment of ... imposts [tariffs] ... to encourage the development of the industrial interests of the whole country. ...

... we commend that policy of national exchanges which secures to the ... nation commercial prosperity and independence. ...

... the Republican party is opposed to any change in our naturalization laws, or any state legislation by which the rights of ... immigrants from foreign lands shall be abridged [reduced] or impaired [harmed].

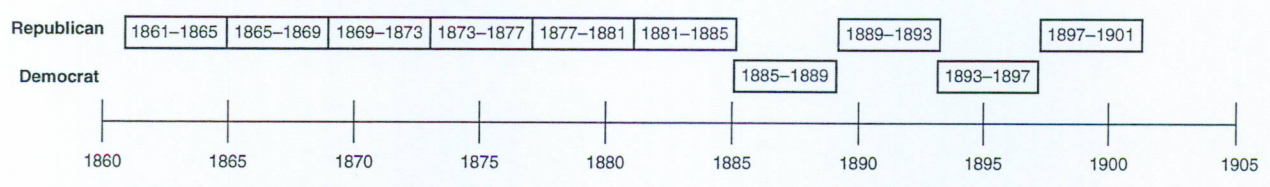
... appropriations by Congress for river and harbor improvements ... required for the accommodation and security of our ... commerce, are ... justified by the obligations of government. ...

... a railroad to the Pacific Ocean is imperatively demanded by the interests of the whole country ... the Federal government ought to render immediate and efficient aid in its construction.

How did these planks (parts) of the Republican platform promote the industrial and commercial growth of the country? _____

Document 4

Political party control of the presidency, 1860–1900

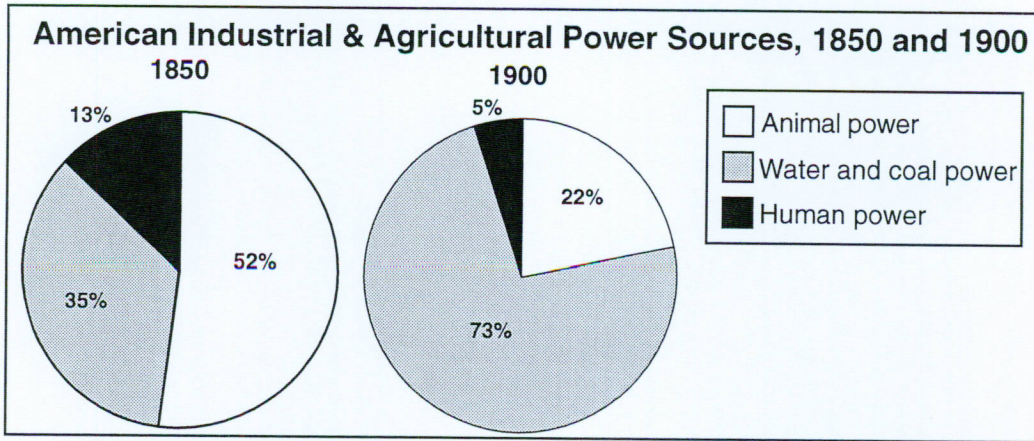


How do Documents 3 and 4 help explain why industry boomed in the late nineteenth century? _____

(continued)

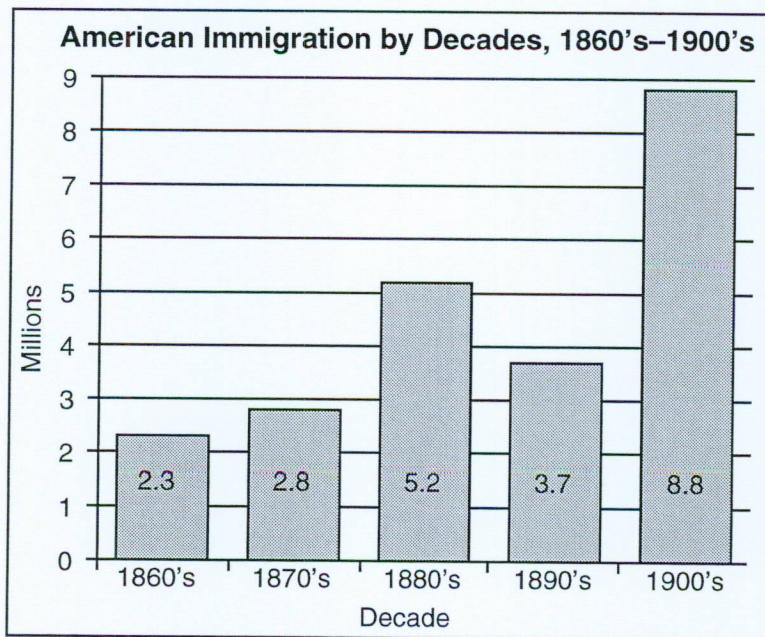
DBQ 11: The Industrial Boom *(continued)*

Document 5



How do these charts help to answer the question? _____

Document 6



Look back to the historical context paragraphs that discuss those factors that slowed the development of industrialism. Document 6 illustrates how one of those factors was overcome. Explain.

(continued)



DBQ 11: The Industrial Boom *(continued)*

Document 7

Andrew Carnegie, one of America's greatest industrialists, was a poor 13-year-old Scottish immigrant when he arrived in Pittsburgh, Pennsylvania, in 1848. By the 1860's, Carnegie was a wealthy and successful businessman. During the years after the Civil War he built Carnegie Steel Company into the largest and most successful steel company in the world. The following document explains, in part, why Carnegie was so successful. (From E. S. Meade, "The Genesis of the United States Steel Corporation," *Quarterly Journal of Economics*, August 1901.)

In 1882 the Carnegie Steel Company . . . inaugurated a policy whose object was to control all the factors which contributed to the production of steel, from the ore and coal in the ground to the steel billet and the steel rail.

What process was being described here? _____

Which other big industries of the late nineteenth century went through this same process?

◆ **Part B—Essay**

What factors helped to promote America's huge industrial growth during the period from 1860 to 1900?