

Industrial Revolution

Suggested Days: 10

Standards & Benchmarks:

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

- **SS.912.A.3.2: Examine** the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **(Supporting Question 1)**
- **SS.912.A.3.3: Compare** the first and second Industrial Revolutions in the United States. **(Supporting Question 1)**
- **SS.912.A.3.4: Determine** how the development of steel, oil, transportation, communication, and business practices affected the United States economy. **(Supporting Questions 2 and 3)**
- **SS.912.A.3.5: Identify** significant inventors of the Industrial Revolution including African Americans and women. **(Supporting Question 2)**
- **SS.912.A.3.9: Examine** causes, course, and consequences of the labor movement in the late 19th and early 20th centuries. **(Supporting Question 4)**
- **SS.912.A.3.10: Review** different economic and philosophical ideologies. **(Supporting Question 5)**
- **SS.912.A.3.13: Examine** key events and people in Florida history as they relate to United States history. **(Supporting Question 3)**

Essential Vocabulary:

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|-------------------------------|--------------------------------|------------------------|
| ● Bessemer Process | ● horizontal integration | ● Social Darwinism |
| ● entrepreneur | ● laissez-faire | ● trust |
| ● socialism | ● monopoly | ● vertical integration |
| ● anarchy | ● industrialization | ● capitalism |
| ● market economy | ● Interstate Commerce Act | ● child labor |
| ● mixed economy | ● American Federation of Labor | ● Haymarket Riot |
| ● planned economy | ● Knights of Labor | ● Everglades |
| ● Henry Flagler | ● labor unions | ● Homestead Strike |
| ● Florida East Coast Railroad | ● railroads | ● Pullman Strike |
| ● Florida Gold Coast | ● telegraph | ● pools |
| ● innovation | ● Thomas Edison | ● corporations |
| ● Lewis Howard Latimer | ● George Pullman | ● holding companies |
| ● Jan E. Matzeliger | ● Henry Ford | ● Elijah McCoy |
| ● Sarah E. Goode | ● Orville and Wilbur Wright | ● Garrett Morgan |
| ● Granville T. Woods | ● Henry Plant | ● Madame C.J. Walker |
| ● Alexander Graham Bell | ● William Chipley | ● George Westinghouse |
| ● Thomas DeSaille Tucker | ● Eugene Debs | ● Hamilton Disston |
| ● George Proctor | | |

Textbook References: Topic 2, Lessons 1-3

Teacher Tips:

- With so many people to learn in this unit (inventors, businessmen...etc.) consider jigsaw type activities that have students take ownership of 1-2 people and teach others.
- Use as many political cartoons from the time period as possible in your lessons/bellwork (robber barons, child labor, laissez-faire, corruption, etc.)
- Students tend to learn the labor movement better if it is taught all at once in the Key Content but you should also bring up labor reform again during the Progressive Era.
- Students will struggle with understanding vertical vs. horizontal integration. Use modern examples like **pizza**.
 - “Who/What would you need to gain control of to make a monopoly in the pizza industry using vertical integration?” (sauce, dough, pepperoni...etc.)
 - *”Who/What would you need to gain control of to make a monopoly in the pizza industry using horizontal integration?” (Pizza Hut, Papa Johns, Dominos...etc)
- **Benchmark content limits**
 - Items assessing the Second Industrial Revolution are limited to the time period from 1865–1910.
 - Items will not require complex application or interpretation of economic graphs such as supply and demand curves.
 - Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.
 - Items assessing key events and peoples in Florida history are limited to the impact of Henry Flagler and the completion of the Florida East Coast Railroad in the development of the Florida Gold Coast.

Industrial Revolution

Focus Question	Do industrialized nations benefit the greater good?
Launching the Question	As a whole class discussion, create a +/- chart that shows the possible outcomes of a nation industrializing.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	Supporting Question 5
What were the causes, course, and consequences of the Second Industrial Revolution and what made this revolution different from the first?	Which inventors helped transform American society during the Second Industrial Revolution?	How did new entrepreneurs and business practices impact America's (& also Florida's) economy and society?	How did industrialization influence labor conditions and contribute to the start of the labor movement?	What are the differences between the prevailing economic and philosophic ideologies of the time?
Related Learning Goals	Related Learning Goals	Related Learning Goals	Related Learning Goals	Related Learning Goals
1. Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution. 2. Students will explain and/or evaluate the significance of events, movements, and people in American society prior to and/or during the Second Industrial	1. Students will identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society. 2. Students will identify the significant inventors of the Second Industrial Revolution.	1. Students will identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society. 2. Students will explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.	1. Students will explain the impact of social change and reform movements in the late nineteenth and early twentieth centuries. 2. Students will describe the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.	1. Students will identify the interpretation of broader economic concepts that should be addressed in historical contexts. 2. Students will be able to describe the beginnings and goals of socialism, and its similarities and differences to the American political/economic system

<p>Revolution.</p> <p>3. Students will analyze and/or evaluate the human experience during the Second Industrial Revolution.</p>				
<p>Lesson Delivery and Dates:</p> <ul style="list-style-type: none"> • Supporting Question 1: • Supporting Question 2: • Supporting Question 3: • Supporting Question 4: • Supporting Question 5: 				
Recommended Resources	Recommended Resources	Recommended Resources	Recommended Resources	Recommended Resources
<p>Gateway to U.S. History</p> <ul style="list-style-type: none"> • Second American Revolution Graph <p>Gilder Lehrman</p> <ul style="list-style-type: none"> • Anti-Corporate Cartoons/Activity <p>s3strategies</p> <ul style="list-style-type: none"> • Connection Cards: Industrial Revolution <p>Textbook</p> <ul style="list-style-type: none"> • Active Classroom: Take A Stand (Topic 2, Lesson 1) • Chart: The Birth of Telecommunication (Topic 2, Lesson 1) 	<p>National Geographic</p> <ul style="list-style-type: none"> • African American Inventors <p>CPALMS</p> <ul style="list-style-type: none"> • The Power of Innovation: Inventors of the Industrial Revolution <p>Quizlet</p> <ul style="list-style-type: none"> • Inventors of the 2nd Industrial Revolution <p>Textbook</p> <ul style="list-style-type: none"> • Interactive Gallery: Major Inventions of the Late 1800s (Topic 2, Lesson 1) 	<p>HATs</p> <ul style="list-style-type: none"> • “Rockefeller” • “Standard Oil Company” <p>DBQ Project</p> <ul style="list-style-type: none"> • “The Philanthropy of Andrew Carnegie: Did it Make Him a Hero?” <p>US Senate</p> <ul style="list-style-type: none"> • Political Cartoon: “Bosses of the Senate” <p>Florida Memory</p> <ul style="list-style-type: none"> • Henry Flagler • The Cigar Industry Changes Florida 	<p>HATs</p> <ul style="list-style-type: none"> • “Riis’s Urban Photography” • “Photographs of Working Children” • “Labor History” <p>History.com</p> <ul style="list-style-type: none"> • Child Labor <p>Library of Congress</p> <ul style="list-style-type: none"> • Labor Unions and Working Conditions • Political Cartoon: Hopelessly Bound to the Stake • Political Cartoon: The Protectors of Our Industries 	<p>Khan Academy</p> <ul style="list-style-type: none"> • Social Darwinism in the Gilded Age <p>Book Excerpts</p> <ul style="list-style-type: none"> • The Jungle by Upton Sinclair <p>Gateway to U.S. History</p> <ul style="list-style-type: none"> • Ideologies of Industry Chart <p>s3strategies</p> <ul style="list-style-type: none"> • Card Sort: Economics

		Textbook <ul style="list-style-type: none"> • Interactive Reading Notepad: Topic 2, Lesson 2 • Graph: Vertical and Horizontal Integration of Big Business (Topic 2, Lesson 2) • Active Classroom: (Topic 2, Lesson 1) 	Textbook <ul style="list-style-type: none"> • Flipped Video: Working Conditions in the Late 1800s (Topic 2, Lesson 3) • Interactive Reading Notepad (Topic 2, Lesson 3) • Interactive Cartoon: "A Different Kind of Knight" (Topic 2, Lesson 3) • Active Classroom: Cartoon It (Topic 2, Lesson 3) • Interactive Chart: "Major Strikes of the Late 1800s" (Topic 2, Lesson 3) • Guided Reading and Discussion (Topic 2, Lesson 3) 	
EOC Skills Lessons: These lessons are ready made, one-day activities that allow students to acquire skills necessary for success on assessments as well as review previously covered content. <ul style="list-style-type: none"> • EOC Skills Lesson Implementation Overview • EOC Skills Lessons 				
EOC Practice Question	EOC Practice Question	EOC Practice Question	EOC Practice Question	EOC Practice Question
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Analyze the following cartoons using the analysis tool provided and answer the questions that follow.	Create a chart of inventors with their inventions/ innovations from 1865 to 1910.	Students will complete the Hook Activity from the Captain of Industry vs. Robber Baron Mini-DBQ *Teacher should add a statements related to Florida for the students to classify.	Students will write a short journal entry from the perspective of a laborer detailing their working conditions and participation in union activities.	For the following terms related to economic ideologies, students will write their own definitions and create a symbol or drawing to represent the meaning of each.

Library of Congress

- [Analysis Tool](#)
- ["The Bosses of the Senate"](#)
- ["Where the Blame Lies"](#)
- ["Monster Monopoly"](#)

Questions:

1. What were the effects of the Second Industrial Revolution on government, society, and the economy? Use details from each cartoon in your answer.
2. What makes the second Industrial Revolution unique from the first?

- market economy
- planned economy
- mixed economy
- Capitalism
- Socialism
- Communism
- anarchy

LAFS.910.RH.1.3

LAFS.910.WHST.4.10

LAFS.910.WHST.4.10

LAFS.910.WHST.3.9

LAFS.910.WHST.1.2

Assessments Used for This Unit (Formative/Summative):

<p>Concluding Performance Task</p>	<p>Did the Industrial Revolution benefit the greater good? Students will construct an argument that addresses the focus question by writing a short speech in support of, or in opposition to, the focus question. The students will support their argument using specific claims and relevant evidence from historical sources while acknowledging competing views.</p> <p>(LAFS.910.SL.2.4)</p>
<p>Relatable Action Piece</p>	<p>Do industrialized nations benefit the greater good? Students will compose a tweet (on a post-it note or index card) to a modern company that details how one of their products or services impacted (positively or negatively) America socially, economically, and politically. Include at least 3 relevant hashtags, 1 of them containing a historical reference.</p> <p>(LAFS.910.WHST.4.10)</p>
<p>Reflection:</p>	