

2003

# American Labor Movement: Lesson Plan for Grade 10

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## **Lesson Plans**

### **American Labor Movement**

**Grade(s):** 10

**Suggested Time:** 2-3, 45 minute classes

#### **Materials**

Upton Sinclair's *The Flivver King*

Charlie Chaplin's *Modern Times*

Aldous Huxley's *Brave New World*

Printed copies of the photographs & documents included with this lesson

#### **Core Instruction**

Students will have read sections of *The Flivver King* (teachers can assign according to student's ability)

Teacher will explain how the mass production necessitates the elements of the assembly line and how capital and labor each play a role in the process highlighting the social and economic affects on American society

Students will watch *Modern Times* and *Brave New World*

Teacher will lead a discussion on the films and books about the working condition in factories in the 1920s and whether unions, and the tactics they use, are helpful or hurtful to their cause

Students will then look at the photos and documents and discuss how accurately the film and books portrayed the conditions in factories.

#### **Follow-up Activity**

Students will write a position paper siding with either management or labor on the issue of working conditions discussed in the films, book, and class discussion

#### **Assessment**

Students will be evaluated based on the position paper and their participation in classroom discussion

#### **Standards**

*History 9-10, Benchmark B:* Explain the social, political, and economic effects of industrialization.

- *Indicator:* Grade 10, GLI 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: a. Laissez-faire policies; b. Monopolies; c. Standard of living
- *Indicator:* Grade 10, GLI 3. Analyze the reasons for the rise and growth of labor organizations in the United States {i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including: a. Unregulated working conditions; b. Laissez-faire policies toward big business; c. Violence toward supporters of organized labor

- *Indicator:* Grade 10, GLI 4. Explain the goals and outcomes of the late 19th century and early 20th century reform movements of Populism and Progressivism with emphasis on: e. The regulation of child labor

*Economics 9-10, Benchmark A:* Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them.

- *Indicator:* Grade 10, GLI 1. Evaluate the effects of specialization, trade, and interdependence on the economic system of the United States
- *Indicator:* Grade 10, GLI 2. Analyze the development and impacts of labor unions, farm organizations and business organization on the United States economy

*Citizenship Rights and Responsibilities 9-10, Benchmark A:* Analyze ways people achieve governmental change, including political action, social protest and revolution.

- *Indicator:* Grade 10, GLI 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: b. Labor legislation