2005

Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 2: American History 1900-1910 Industrialization and Labor

Dayton Public Schools

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**Grade 9**

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INTRODUCTORY LESSON
The Lions of Capitalism (1 day)

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<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity:</td>
<td>• laissez-faire, capitalism, monopoly</td>
</tr>
<tr>
<td></td>
<td>Select a five to ten minute video segment. Have students record five facts, concepts, or names. At the end of the unit, view the same segment, and repeat the exercise to test for student learning. See Web site listed in the Additional Resources section of this unit for tips to use video for instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource: The Lions of Capitalism. From the turn of the century to the present, this video chronicles the achievements of the great capitalists: J.P. Morgan, Andrew Carnegie, Henry Ford and Ray Kroc. (1977) 55 minutes. DPS Media Services Department.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections:</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Explain why the U.S. government practiced laissez-faire during this time period.
- Play the game Monopoly, or at least explain the game: When you own a whole strip of property, you have a monopoly on that strip. Players that land on that property pay higher fees.
- Comparing industrial giants: Billionaire Bill Gates is chairman of Microsoft, the nation’s top computer software firm. Gates has been compared with the industrial giants of the late 1800s. Have students research and write a report on Gate’s life and achievements and compare him with one of the industrial giants of the late 1800s.

Additional Instruction:

- Give more information on Morgan’s financial influence on American economy.
- Have students look up the definitions of laissez-faire and monopoly. Then have students use these words in sentences.

Community Connections

- Have guest speakers or take filed trips to: Stock Market/Banks – Kettering Tower – Prudential Securities – Key Bank.
### The Industrial Age in America: Robber Barons and Captains of Industry (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td>captains of industry, robber barons, financiers</td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=429">http://edsitement.neh.gov/view_lesson_plan.asp?id=429</a></td>
<td></td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies:</td>
<td></td>
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</tbody>
</table>

#### Core Activity

Were these men captains of industry, without whom this country could not have taken its place as a great industrial power? Or were they robber barons, limiting healthy competition and robbing from the poor to benefit the rich? Your students decide!

#### Interdisciplinary Connections

**Language Arts**

#### Differentiated Learning

**Enrichment Activity:**

- Students with special interest can read all or part of "Personal Recollections of Andrew Carnegie" by Frederick Lynch on the Web site [http://etext.lib.virginia.edu/toc/modeng/public/LynCarn.html](http://etext.lib.virginia.edu/toc/modeng/public/LynCarn.html)

- The Vanderbilt Mansion National Historic Site, [http://www.cr.nps.gov/nr/twhp/wwlps/lessons/78vanderbilt/78vanderbilt.htm](http://www.cr.nps.gov/nr/twhp/wwlps/lessons/78vanderbilt/78vanderbilt.htm) offers an inquiry-based lesson plan about the Vanderbilt Mansion complete with texts, images, and correlations.

- On June 1, 2000, then U.S. Attorney General Janet Reno said this in reference to the controversy over Bill Gates and Microsoft: "America was not made the industrial giant of the world by the robber barons alone. It was made the industrial giant of the world by competition, by encouraging new developments, by encouraging young entrepreneurs to break into the market. It's the best system I've seen so far." Does Microsoft constitute an unfair monopoly? Students can read a detailed timeline of Bill Gates' life on the Web site [http://voteview.uh.edu/gates.htm](http://voteview.uh.edu/gates.htm). They can also read a related editorial by James Gleick at the Web site [http://www.around.com/microsoft.html](http://www.around.com/microsoft.html). Is Bill Gates a captain of industry or a robber baron?


**Additional Instruction:**

- Have students report on one of America's entrepreneurs of the late 1800's such as John D. Rockefeller, J P Morgan, or Andrew Carnegie or local businessmen owners such as Charles Kettering, Lelia Francis (Francis Realty Co.) The first African American female to own a real estate company in the U.S. The students should use their text as a guide.
The Students should include in their report: what these people were famous for and how they used monopolies and/or laissez-faire to their benefit. Then the students should ask themselves how did The nation’s entrepreneurs achieve their wealth? Was it through monopolies or laissez-faire?

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
Responses to Industrialism (1-2 days)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>History:</td>
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</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Core Activity</td>
<td>squalor, capital, monopoly, capitalism, entrepreneur</td>
</tr>
<tr>
<td></td>
<td>Students examine primary source documents on criticism of big business and wealth.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us26.cfm">http://www.digitalhistory.uh.edu/historyonline/us26.cfm</a></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>b. Monopolies;</td>
<td></td>
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<tr>
<td>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:</td>
<td>Language Arts</td>
<td></td>
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<tr>
<td></td>
<td>b. Laissez-faire policies toward big business;</td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Have students prepare and perform a short skit that focuses on an aspect of the labor union movement.
- Divide the class in groups. Assign each group one of these roles in the late 1800s: union organizer, factory owner, woman worker, African American worker, skilled white male worker, and unskilled worker. Have each group write a speech giving its opinion about joining a union and describing the risks or advantages of union membership from its perspective. Have a volunteer from each group read that group’s speech to the class. Have the class decide whether the arguments are convincing.

**Additional Instruction:**
1. Have students write an explanation of why a worker in the late 1800s fought for changes in the workplace.
2. Using the following “causes” have students write an “effect” for each “cause.”
   - Workers worked long days, jobs paid little; children forced to work; factories and mines often dangerous (A: workers wanted change)
   - Individual workers were powerless to ask for change (A: workers formed unions)
   - Unions protested, went on strike (A: conditions for workers improved)
The Industrial Age in America: Sweatshops, Steel Mills, and Factories (3-4 days)

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</table>

**History:**

B. Explain the social, political and economic effects of industrialization:

1. Explain the effects of industrialization in the United States in the 19th century including:
   a. Changes in work and the workplace;

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.

**Geography:**

C. Analyze the patterns and processes of movement of people, products and ideas:

3. Analyze the geographic processes that contributed to change in American society including:
   a. Industrialization and post-industrialization;

**Core Activity**

Students are engaged in deciding where do we draw the line between acceptable business practices and unacceptable working conditions? Can an industrial economy succeed without taking advantage of those who do the work?


**Interdisciplinary Connections**

Language Arts

Fine Arts

**Differentiated Learning**

**Enrichment Activity:**

- Union Songs – Woody Guthrie
  [http://www.woodyguthrie.org/biography.htm](http://www.woodyguthrie.org/biography.htm)


**Additional Instruction:**

- Jimmy Hoffa, former Teamsters Union President, is missing and they still haven’t found his body – discuss corruption in unions.
• Complete the formulating questions activity on p. 595 of the *American Nation* Text. Also, within “The Rise of Organized Labor” section of the same text (p590-594) have students pay close attention to the pictures within. Have students write down what they see going on in the pictures and why labor unions would have formed as a result of these (Students should see hard and bad working conditions, and then labor unions were formed to better the conditions.)

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
**Progressive Reform and the Trusts (1 day)**

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>greed, socialism, Sherman Anti-Trust law, business concentration of wealth and antitrust legislation</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students examine primary source documents on Progressivism and Business Trusts and compare and contrast the Progressive and Democratic Parties platforms on these issues.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business regulation and antitrust legislation;</td>
<td></td>
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</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

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**Differentiated Learning**

**Enrichment Activity:**

- Study trust busting and muckrakers like Ida Tarbell.
- Study Andrew Carnegie and his case for trusts. Now study the free enterprise system and its views of antitrust legislation. Compare and contrast these two views.

**Additional Instruction:**

- [John D. Rockefeller Biography](http://www.digitalhistory.uh.edu/historyoncpline/us31.cfm) from the Biography Channel. Have a set of questions that go along with the video for students to answer as they watch the video.
**The Progressive Era – National and Local (1-7 days)**

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>This is a teaching unit that features three lesson plans on the Progressive Era: Change of Times, Industrialization and Ohio and Miami Valley Connections. Students will explore the backgrounds of some of the important people in the Progressive Era, determine the importance of events that were causes for actions and reactions before and during the Progressive Era and, ultimately, placed an importance on each social group’s actions in all areas of this era. Lastly, students will view MY SCRAPBOOK to analyze primary sources for Ohio and the Miami Valley area that depict our state and local connections to the Progressive Era.</td>
<td>immigration, Progressivism, industrialization, reforms, labor force, suffragette, monopolies, trade union, muckrakers, trusts, political machine, urbanization, Progressives</td>
</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
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<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
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<tr>
<td>c. Modernization of agriculture;</td>
<td></td>
<td></td>
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<tr>
<td>d. Urbanization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Kings of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Unregulated working conditions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Laissez-faire policies toward big business;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Violence toward supporters of organized labor.</td>
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<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th century and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Urban reforms;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Conservation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business regulation and antitrust legislation;</td>
<td></td>
<td></td>
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<tr>
<td>d. The movement for public schooling;</td>
<td></td>
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</tr>
<tr>
<td>e. The regulation of child labor.</td>
<td></td>
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</tbody>
</table>
People in Societies:
C. Analyze the ways that contacts between
people of different cultures result in exchanges of cultural practices:

5. Explain the effects of immigration on society in the United States:
   a. Housing patterns;
   b. Political affiliation;
   e. Labor practices.

Geography:
A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:

1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
   a. Urban areas;
   d. Centers of industry and technology

C. Analyze the patterns and processes of movement of people, products and ideas:

3. Analyze the geographic processes that contributed to changes in American society including:
   a. Industrialization and post-industrialization;
   b. Urbanization and suburbanization;
   c. Immigration.

Economics:
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:

2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy:

B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:
3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.

Citizenship Rights and Responsibilities:

A. Analyze ways people achieve governmental change, including political action, social protest and revolution:

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:

   a. Extensions of suffrage;
   b. Labor legislation;
   c. Business regulation.

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:

   a. Clear and present danger;
   b. Compelling government interest;
   d. Libel or slander;
   e. Public safety;

Social Studies Skills and Methods:

A. Evaluate the reliability and credibility of sources:

1. Determine the credibility of sources by considering the following:

   a. The qualifications and reputation of the writer;
   b. Agreement with other credible sources;

   c. Recognition of stereotypes;
   d. Accuracy and consistency of sources;
   e. The circumstances in which the author prepared the source.
B. Use data and evidence to support or refute a thesis:

3. Analyze one or more issues and present a persuasive argument to defend a position.

Differentiated Learning

Enrichment Activity:

• The Web site makes suggestions for enrichment activities.

Additional Instruction:

• The Web site shares considerations for additional instruction.
Vanderbilt Mansion National Historic Site: Monument to the Gilded Age (1-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students discover how the Vanderbilts became one of the wealthiest families in America and how their lifestyle influenced business, culture, architecture, and society in ways that still affect us today.</td>
<td>Gilded Age, philanthropy</td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19\textsuperscript{th} century including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/78vanderbilt/78vanderbilt.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/78vanderbilt/78vanderbilt.htm</a></td>
<td></td>
</tr>
<tr>
<td>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Divide the class into five groups and assign each group one of the following aspects of life during the Gilded Age: occupations, transportation, housing, leisure activities, and fashion. Concentrating on the last two decades of the 19th century, have each group research its category to discover the practices of both the wealthy and the average citizen. Ask each group to select a spokesperson to summarize the findings for the class. Finally, hold a general classroom discussion on the differences between the lifestyles of the wealthy and the average citizen during the Gilded Age.

- Discuss with students the concept of philanthropy and have them list several examples. Encourage them to consider national, state, as well as local level efforts. Working in groups of three or four, have them select and visit a local organization—museum, hospital, university, library, or social club—that receives substantial philanthropic gifts. Ask each group to interview someone from the organization and try to find answers to the following questions: How have philanthropic donations benefited your organization? What philanthropists (individuals or businesses) have made major donations? Has their contribution been publicly recognized (e.g. through a plaque, name of a building, etc.)? Why and when did they or do they make their donations? Have the groups share their reports with the class and then discuss how their community as a whole benefits from philanthropic gifts.

**Additional Instruction:**

- Divide the class into four or five groups to represent different interests at a mock public meeting on city problems of the late 1800’s. Groups should include city officials who run the meeting, tenement dwellers, middle and wealthy class, and reformers. Each group should present at least two problems that the whole group should discuss. Have students write the problems and their solutions on the board.
• Give students copies of excerpts of the book *How the Other Half Lives*. Ask students to compare and contrast the lives of the two groups of people. You may also have the students use the two pictures on p. 608 *American Nation* Text to compare and contrast the two different lives.

**Additional Resources**

**Supplemental Texts:**

• Students (or educators) wishing to learn more about the Vanderbilt family may want to read:

  
  

**Video:**

• Biography on Cornelius Vanderbilt: *The Commodore* (Biography Channel)

**Community Connections**

• Bring community leaders engaged in fund raising to class to explain how funds are raised and distributed to people or groups.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
Ida Tarbell and Standard Oil (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Muckraker, Progressive Era</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>After reading a primary source by Ida Tarbell, and a secondary source evaluating her stance, students analyze this muckraker’s plea for the government to use its powers to regulate the business practices of the Standard Oil Company. Students use prior knowledge and what they have learned in this lesson to select and evaluate a current proposal for government regulations and business practices.</td>
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<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Business regulation and antitrust legislation</td>
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</tbody>
</table>

Citizenship Rights and Responsibilities:

A. Analyze ways people achieve governmental change, including political action, social protest and revolution:

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:

f. Business regulation;

Interdisciplinary Connections

Language Arts

Drama

Differentiated Learning

Enrichment Activity:

- Assign The Jungle by Upton Sinclair (1906) and discuss in class.

Additional Instruction:

- Organize the class into small groups. Ask each group to (1) list the reforms sought by Progressives in the early 1900s, (2) review earlier chapters and list social, economic, and political problems of the late 1800s and (3) compare the two lists, deciding which twentieth century reforms had roots in which 19th century reforms. (Use class text as a reference.)

- Have students assume the persona of Charles Parkhurst, Ida Tarbell, Upton Sinclair, Tom L. Johnson or Robert LaFollette. In that persona, have students write a letter in which they comment on the news that their state or city has just adopted one of these political reforms: the primary, the initiative, the referendum, or the recall.

Informal Assessment

Clearly marked assessment in the lesson.
To Market, To Market (10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td>transportation</td>
</tr>
<tr>
<td>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</td>
<td>This project has students investigate and examine the impact transportation has had on peoples’ lives comparing and contrasting the turn of the 19th and 20th centuries.</td>
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<tr>
<td></td>
<td>Interdisciplinary Connections</td>
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<tr>
<td></td>
<td>Language Arts</td>
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<tr>
<td></td>
<td>Art</td>
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<td></td>
<td>Science</td>
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</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Student folders will be evaluated using a checklist for pre-project activities. At the project stage, student projects will be evaluated using a checklist generated by students and the instructor.

- Have students select an invention they have learned about recently that is still in use today and find out how it had changed since the 1800s. Tell students to think about how the invention could be improved and describe possible changes. Have students decide whether existing technology could improve the invention or whether improvements would have to wait for future technology. Each student should make a poster showing the various improvements, telling how and when each took place, and showing how the invention might look in the future. The poster may be illustrated with diagrams or copies of photographs showing the invention as it first looked how it looks today, and how it might look in the future.

Additional Instruction:

- Ask students to write a letter from a person living in 1910 to a descendent today, explaining how the inventions from 1860-1910 changed the way people lived.

Additional Resources
Web Sites:

- Big Six Information Access Skills
  http://www.Big6.com

- Citing Electronic Resources: Library of Congress -
  http://memory.loc.gov/ammem/ndlpedu/start/cite/index.html


Community Connections

- Field Trip to Ohio Historical Society’s Transportation Exhibit and Ohio Village or to Carillon Park to view the exhibits on transportation.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Social, Political and Economic Effects of Industrialization (4 days)

<table>
<thead>
<tr>
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<td>History:</td>
<td>Core Activity</td>
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</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students will role-play a person living in the United States during the 1890s. Students will research their role using focus questions about daily life, including standard of living, and apply this knowledge by analyzing and explaining the social, political, and economic realities. Students will have the opportunity to demonstrate their understanding by sharing their answers with the class and writing letters about the business practices of the 1890s.</td>
<td>industrialization, laissez-faire policies, monopolies, trusts, standard of living, Gilded Age, spoils system, tariffs</td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_C/H10B2_Social_Political_and_Economic_Effects%20of%20Industrialization.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_C/H10B2_Social_Political_and_Economic_Effects%20of%20Industrialization.pdf</a></td>
<td></td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares considerations for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.
### They Changed the World

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>standard of living</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
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<tr>
<td>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
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</tbody>
</table>

#### Core Activity

The period 1875-1925 was a time of vast scientific, technical and social change in America. Dayton’s own Wright Brothers and Paul Laurence Dunbar were among those instrumental in changing our society at the turn of the Twentieth Century. At the Dayton Aviation Heritage National Historical Park’s Wright-Dunbar Interpretive Center, these men’s lives and careers are explored. In the exhibit, “Turn of the Century,” their achievements are noted in the context of their changing times. They were very much a product of their age. Yet, they also helped to produce a new age of change.

Find the entire activity on the Web site:


#### Interdisciplinary Connections

- Art
- Science
- Language Arts

#### Differentiated Learning

**Enrichment:**

- With the help of the National Park Service museums in this lesson, have your students locate a speaker who does re-enactments of either the Wright Brothers or Paul Laurence Dunbar. Invite them to perform at your school, or go see a performance as a field trip. Then have your students create a written critique of the historical accuracy of the performance.

**Additional Instruction:**

- Locate a popular song of the time period (1875-1925) that relates to flight or to African American Life. Play the song; then ask your students to identify three things in the lyrics that are important to the song and its explanation of history, society, or culture.

**Informal Assessment**

Clearly marked assessment on Web site with rubrics.
# The Industrial Age in America: Sweatshops, Steel Mills, and Factories (3-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization.</td>
<td><strong>Core Activity:</strong> Can an industrial—and indeed a post-industrial—economy succeed without taking advantage of those who do the work? Students will take a stand on sweatshops today, supported with evidence.</td>
<td>Haymarket Affair, the Homestead Strike, Triangle Shirtwaist Factory Fire, sweat shops</td>
</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Articles on sweat shops today- &quot;Workers in maquiladoras from Tijuana to Juarez are fighting back against NAFTA-driven exploitation <a href="http://www.hartford-hwp.com/archives/46/003.html">http://www.hartford-hwp.com/archives/46/003.html</a>&quot;</td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Interdisciplinary Connections
- **Language Arts**

## Differentiated Learning

**Enrichment Activity:**

- Have students research and create a visual display including sketches and political cartoons of the labor strikes during this period.
Additional Instruction:

- Write the following headings on the chalkboard: The New Working Class of the Late 1800s, and Working Conditions in the Late 1800s. Ask students to brainstorm information on these topics. Enter their responses under the appropriate heading. Then ask students to use information on the board to make two generalizations: one on the new working class and one on its working conditions.

- Ask volunteers to offer words and phrases describing working conditions and concerns of the working class in the late 1800s. List responses on the board. Then have students evaluate if and how well the labor movement addressed these conditions and concerns.

Additional Resources

Supplemental Texts:

- Biography on Rockefeller and Carnegie. From "The Case for Sweatshops" by David R. Henderson [Hoover Institution](http://www-hoover.stanford.edu/) a link from the [Hoover Presidential Library](http://hoover.archives.gov/index.html) administered by the [National Archives and Records Administration](http://www.archives.gov/)

Video:

- Deer Hunter, DVD, directed by Michael Cimino (1978; CA, Universal Studios). Show parts of the movie: (steel mill scenes)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# Photographs of Lewis Hine: Documentation of Child Labor (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>tuberculosis, progressive reformers, “hawkers”</td>
</tr>
<tr>
<td>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</td>
<td>By the early 1900s many Americans were calling child labor “child slavery” and were demanding an end to it. Students decide their position.</td>
<td></td>
</tr>
<tr>
<td>e. Labor practices;</td>
<td>Resources: Photographs included in lesson</td>
<td></td>
</tr>
</tbody>
</table>

## Interdisciplinary Connections

- Language Arts
- Business Law

## Differentiated Learning

### Enrichment Activity:


- As an interactive computer activity utilizing the Internet and multimedia, divide students into teams of two to four students. Direct each team to use the Archival Research Catalog ([ARC](http://www.archives.gov/research_room/arc/index.html)) database to search the photographs of Lewis Hine. They only need to use the keyword “Lewis Hine.” Challenge the students on each team to identify ten photographs that they feel best tell the story of child labor during the early 1900s. Teams should download their chosen photographs and create multimedia presentations for the class explaining and defending their choices. Explain that the evaluation will be based on their use of the Internet, incorporation of multimedia, and understanding of child labor issues at the turn of the century.

### Additional Instruction:

- Historical Society of Montgomery County
  Photos of local History

- Have students review the photographs again from the lesson Web site found above. Either while the students are doing this or after they view them, have the students create a T chart. The chart should include: things they see that are harmful to the children, and benefits the businesses get from child labor.
Additional Resources

Supplemental Texts:


Video:

- Show (select cuts) from movie: *Once Upon a Time in America*, DVD, directed by Sergio Leone (1984; CA, Warner Brothers).

Community Connections

- Local photos
- Use photos of children working at odd jobs, fast food, car washes, etc.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Child Labor in America (1-15 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>industrialization, photojournalism</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Children have always worked, often exploited and under less than healthy conditions. Industrialization, the Great Depression and the vast influx of poor immigrants in the 19th and 20th centuries, made it easy to justify the work of young children. This lesson asks students to critically examine, respond to, and report on photographs as historical evidence.</td>
<td></td>
</tr>
<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>Language Arts Art</td>
<td></td>
</tr>
<tr>
<td>e. The regulation of child labor.</td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

1. Children continue to work in our own country and around the world and modern-day social reformers are still concerned. Use the Web to research and respond to the current issue of child labor.

   - Using the [Modern Memo](http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/modmemo.html) lesson and create a newspaper activity which deals with the issue in today’s world, mirroring the activity presented above.
   - On a map of the world, label areas where children are working and describe the working conditions.
   - Write a letter to a policy maker or editor expressing your opinions, based on your research.

2. Search for and select a photograph that you find especially moving from either the [American Memory](http://memory.loc.gov/ammem/index.html) collection or the [NAIL](http://www.archives.gov/research_room/arc/index.html) database. Write a poem expressing the feelings of the child/children in the photograph.

4. Write a letter from the perspective of a working child. Imagine yourself writing to a friend. Describe a typical day working at a mill, factory, cannery, a mine or a farm.

5. Read a work of fiction to get a greater understanding of the life of a child during the Industrial Revolution. (e.g. Katherine Paterson’s *Lyddie* or Dickens’ *Oliver Twist* or *Hard Times*)

6. Compare a photograph of children working from the early 20th century with a photograph of children working today.

7. Create a simulation of a town meeting in which the issue of child labor is discussed. Participants may play the roles of: parents, employers, children, mayor, social reformers, and journalists.

8. Examine issues relating to child labor in the United States. Research the issues and consider whether students who work in malls or fast food restaurants are exploited in any ways. For class discussion or debate:
   - Should there be stiffer legislation?
   - Should there be more careful monitoring of children’s work by parents and teachers?
   - What should the rules be regarding the hours and responsibilities of young workers?
   - Should there be rules be regarding interference with school work?

Additional Instruction:
- Ask students to name tasks they have performed or jobs they have held for which they have been paid money. Ask them what job conditions they had hoped to have. Then discuss working conditions they would find unacceptable. Describe to students the conditions children had to work in during the late 1800s and ask if they would work like this? Explain that many children had to, to help support their family. Explain to students it is because of early labor regulations of children working that they have better conditions today.

Additional Resources

Web Sites:
- America From the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945 [http://memory.loc.gov/ammem/fsowhome.html]

Other Library of Congress Resources:

Community Connections
- Have a fast food manager speak to class about hiring, training, and working conditions in a restaurant.

Informal Assessment
Teachers can create their own assessments based on the lesson content.
**Child Labor in the United States (1-2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td>Core Activity</td>
<td>Mechanization, standardization, simplification, state regulations</td>
</tr>
<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
<td>This activity asks students to look at Progressive-era photographs of child factory laborers. Students then write a letter of advice to the imagined parents of a child laborer and a one paragraph explanation of why they offered the advice they did in the letter.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6967/">http://historymatters.gmu.edu/d/6967/</a></td>
<td></td>
</tr>
<tr>
<td>e. The regulation of child labor.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Have students form small groups to research child labor practices or health and safety hazards in textile mills, mines, sweatshops, or steel mills. Have each group pick a problem area and plan a campaign to change the situation. Students can write a newspaper editorial, create political cartoons, or prepare short skits dramatizing the problem and showing how it affects workers.

**Additional Instruction:**

- Ask students to read the child labor section in their text. After everyone has finished reading, have students offer words and phrases that relate to the child labor movement. Write these responses on the board. Use their responses as a basis for discussion to explain why children were used in labor, and why Progressives began demanding reform.

**Additional Resources**

**Web Sites:**

- on-line exhibit dedicated to mill towns in the Southern Piedmont

**Community Connections**

Ask an attorney to speak to the class concerning child labor laws.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## Labor History in the United States (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History: B. Explain the social, political and economic effects of industrialization:</td>
<td><strong>Core Activity</strong>&lt;br&gt;The promise of opportunity in America resulted in working conditions that were harsh and dangerous for many men, women and children. Students, after reading about the major strikes of the era (Haymarket, Pullman, Homestead) and the Ludlow Massacre, discuss the ethics of the issues related to labor and big business.</td>
<td>arbitration, boycott, strike, lock-out, injunction, scientific management, Haymarket, Pullman, Homestead</td>
</tr>
<tr>
<td>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: c. Violence toward supporters of organized labor.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.horizonshelp.org/socsci/labor1890/overview.html">http://www.horizonshelp.org/socsci/labor1890/overview.html</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
- Language Arts

### Differentiated Learning

**Enrichment Activity:**
- Teacher may choose to use Handout #2 - "Scenarios" [http://www.horizonshelp.org/socsci/labor1890/handouts/scenarios.html](http://www.horizonshelp.org/socsci/labor1890/handouts/scenarios.html) from the lesson in class as another group assignment, or assign the activity as homework.

**Additional Instruction:**

1. Have students role play the following figures in the late 1800s: African American coal miner, child textile mill worker, Russian laundress, Mexican American cannery worker, Chinese American cook, make and female shoe factory workers, female Italian garment worker, German railroad worker. (Students may use their text to generalize about the roles of these characters. Ask the students to explain their jobs, working conditions, family economic situations, and job opportunities (You could pick those students who grasped this topic to do the role-play, if you do not want all students to role-play. Those students who are not involved in the role-play can fill out a chart as the students role play their parts. You may want to have this chart on the board to help guide those who will be taking notes. The chart should include all of the things that were already mentioned that the "role players" will be discussing...job opportunities, etc...)

2. (Optional): Have the class respond as late 1800s citizens regarding what they have learned about the plight of these workers.
Additional Resources

Web Sites:

- The American Federation of Labor-Congress of Industrial Organizations (AFCIO)  
  http://www.aflcio.org/
- The International Union of Operating Engineers (IUOE)  
  http://www.iuoe.org/index.asp
- The American Federation of Teachers (AFT)  
  http://www.aft.org/
- The International Union of Bricklayers and Allied and Craft Workers (BAC)  
  http://www.bacweb.org/

Community Connections

- Union History can be presented by local Union Leaders.

Informal Assessment

Teachers can create their own assessments based on the lesson contents.
United We Stand (3 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>labor union, minimum wage</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students investigate the time when workers in the United States did not have basic rights such as a minimum wage or time for a break.</td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/00/labor/index.html">http://memory.loc.gov/ammem/ndlpedu/lessons/00/labor/index.html</a></td>
<td></td>
</tr>
<tr>
<td>c. Violence toward supporters of organized labor.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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<tr>
<td></td>
<td></td>
<td>Drama</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

Create a mock trial based on the Pullman Strike, Haymarket Riot, or another notable labor incident. Working in small groups, students participate in a mock trial to identify who is to blame for a labor riot that has occurred.

**Procedure:**

1. Recruit the principal or another social studies teacher to serve as the trial judge.
2. Divide the students into groups of six. Assign the following roles to the six students in each group:
   - attorney against labor unions
   - witness against labor unions
   - factory owner
   - attorney for labor unions
   - witness for labor unions
   - factory worker
3. Working within their groups, each student prepares a written argument supporting his or her role. Students may discuss supporting issues with their peers. For example, students taking roles against the labor unions may discuss issues with partner students taking roles for the labor unions.
4. Students search American Memory http://memory.loc.gov/ammem/ for primary sources to defend their arguments.
5. Student groups stage and videotape their mock trials.
Suggested Resources for Extension Lesson:

**Pullman Strike Web Links**
- [Pullman Strike](http://linux.cohums.ohio-state.edu/redir/1912_history.htm) Ohio State University
- [CPL Chicago 1894: Pullman Strike](http://www.chipublib.org/004chicago/disasters/pullman_strike.html) Chicago Public Library

**Haymarket Riot Web Link**
- [Chicago: 1886 the Haymarket Riot](http://www.chipublib.org/004chicago/timeline/haymarket.html) Chicago Public Library

**Seattle General Strike Web Link**
- [Seattle General Strike Project](http://faculty.washington.edu/gregoryj/strike/) University of Washington

**Additional Instruction:**
Create a chart with the students to help them understand the reasons for and results of unionization. The chart should include: **reasons** (A: long work days, low wages, and unsafe working conditions), **Strategies** (A: organize, bargain, and strike), and **Result** (A: some strikes improved conditions, others like the Carnegie Steel strike did not)

**Additional Resources**
- Eight hour strike [http://memory.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1872+10434))](http://memory.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1872+10434)))
- The Factory children’s prayer [http://memory.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1884+17213))](http://memory.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1884+17213)))
- The song of the shirt [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:field(DOCID+@lit(sb40482a))](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:field(DOCID+@lit(sb40482a)))
- The Workers’ anvil [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1878+08687))](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1878+08687)))
- Give our work girls a little more pay [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1885+03320))](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mussm:field(NUMBER+@band(sm1885+03320)))

**Community Connections**
- Union Workers can speak from ARMCO (Middletown Steel Company) and Delphi in Dayton.

**Informal Assessment**
Clearly marked assessment with rubric in the lesson.
**Triangle Shirtwaist Fire (2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>found on Web site</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>What caused the Triangle Shirtwaist Fire? Students will use primary and secondary sources to investigate.</td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td>Find the entire lesson on the Web site: <a href="http://urbandreamsproject.org/lessonplans/triangle">http://urbandreamsproject.org/lessonplans/triangle</a></td>
<td></td>
</tr>
<tr>
<td>b. Labor legislation;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Organize students into groups of three to role play a broadcast journalist conducting a short interview with a labor union official and a factory manager in 1886 about the causes of the Great Upheaval, its effects on the general public, and its potential consequences for workers and their union. Suggest that the labor leader and the manager may agree on some points and disagree on others. Have groups present their interviews to the class.

- Have students create a flow chart that illustrates the causes, events, government response, and effects of the Triangle Shirtwaist Fire, and child labor. Call on a volunteer to draw his or her flowchart on the board. Have class members modify and add to it as necessary.

**Additional Instruction:**

- Divide the class into three groups to prepare a headline and news story on the Triangle Shirtwaist Fire from the perspective of 1) unionized workers, 2) factory owners and industrial leaders and 3) neutral observers who did not make judgments. Have each group post its article on the bulletin board. Have other class members identify which article represents which group. Encourage students to point out specific words and phrases that help identify the group and its point of view. Ask students to think about how the biases articles could be rewritten in a more balanced way. Discuss how being able to identify bias in reporting helps readers develop a healthy skepticism when they go to various news sources.
Web Sites:

- The Triangle Factory Fire
  http://www.ilr.cornell.edu/trianglefire/
  The Triangle Fire, March 25, 1911
- http://newdeal.feri.org/library/d_4m.htm

Informal Assessment

Teachers can create their own assessments based on the lesson content.