***\*Top of Form***

***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: The Industrial Revolution**

**Teacher Name(s):** Jessica Attardo-Maryott

**School District:** Athens Area School District

**Building:** Harlan Rowe Junior High School

**Grade Level:** 9

**Subject:** United States History

**Time Required:** Five 40-minute class periods plus homework

**Lesson/Unit Summary *(2-3 sentence synopsis)*:** This lesson educates students about the U.S. Industrial Revolution through discussion, research, and video, and is summatively assessed through student completion of a project. Included are suggestions for the video, PowerPoint notes on the Industrial Revolution, project instructions and a rubric

**Essential Questions for Lesson/Unit**

Can you identify, explain and analyze how the Industrial Revolution affected American politics, society and the economy?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

 ***(Include standards numbers and standards statements.)***

**Academic Standards: Economics**

**EC.6.1.9.A.** Analyze the similarities and differences in economic systems.

**EC.6.1.9.B.** Explain how traditional, command and market economies answer the basic economic questions.

**EC.6.2.9.D.** Analyze the functions of economic institutions (e. g., corporations, not-for-profit institutions).

**EC.6.2.9.E.** Explain the laws of supply and demand.

**EC.6.2.9.F.** Analyze how competition among producers and consumers affects price, costs, product quality, service, product design and variety and advertising.

**EC.6.3.9.C.** Explain how resources can be used in different ways to produce different goods and services.

**EC.6.4.9.A.** Explain why specialization may lead to increased production and consumption.

**EC.6.4.9.B.** Explain how trade may improve a society's standard of living.

**EC.6.4.9.D.** Explain how the locations of resources, transportation and communication networks and technology have affected United States economic patterns

**EC.6.5.9.A.** Define wages and explain how wages are determined by the supply of and demand of workers.

**EC.6.5.9.B.** Describe how productivity is measured and identify ways in which a person can improve his or her productivity.

**Academic Standards: History**

**H.8.1.9.C.** Analyze the fundamentals of historical interpretation; Fact versus opinion; Reasons/ causes for multiple points of view; Illustrations in historical documents and stories; Cause and result

**H.8.1.9.C.** Analyze the fundamentals of historical interpretation; Fact versus opinion; Reasons/ causes for multiple points of view; Illustrations in historical documents and stories; Cause and result

**H.8.1.9.D.** Analyze and interpret historical research; Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e. g., History Day projects, mock trials, speeches); Credibility of evidence; Author or source of historical narratives' points of view; Central issue

**H.8.3.9.A.** Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914 (Political Leaders, Military Leaders, Cultural and Commercial Leaders, Innovators and Reformers)

**H.8.3.9.B.** Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914 (Documents, 19th Century Writings and Communications, Historic Places)

**H.8.3.9.C.** Analyze how continuity and change has influenced United States history from 1787 to 1914 (Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion , Social Organization, Transportation and Trade, Women's Movement; Historic Places)

**H.8.3.9.D.** Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914 (Domestic Instability, Ethnic and Racial Relations, Labor Relations, Immigration and Migration, Military Conflicts)

**Lesson/Unit Objectives**

1. 1. Students will be able to identify, discuss, and analyze the roles of sweatshops, women
2. workers, child labor, disease, hazards as societal issues during the Industrial Revolution.
3. 2. Students will be able to identify, discuss and analyze the effects of: labor unions, trade

 unions, American Federation of Labor, Railroad Strike of 1877, Haymarket Riot of 1886,

 Homestead Strike of 1892, Pullman Strike of 1894, Eugene V. Debs & Socialist Party.

3. Students will culminate all learned information through the research and creation of a

 nineteenth Century U.S. History Industrial Revolution Era project for display in a

 classroom museum.

**Vocabulary/Key Terms for Lesson/Unit**

Industrial Revolution merger

consolidation sweatshop

assembly line trade union

mass production collective bargaining

injunction factory system

corporation

**Historical Background for Teachers / Research Narrative**

(***Insert a 2-3 page abstract that details your research on the lesson/unit topic. This is where you get to share your scholarship with your peers. You should provide enough information that a teacher could potentially teach the lesson/unit and answer general questions based on studying your narrative.***

**Industrial Revolution in the Nineteenth Century United States**

The United States Industrial Revolution was a transformation in American society from a

predominantly agrarian society to one based on industry. The Industrial Revolution was

modeled after the transformation taking place in England, at its height sweeping the U.S.

between 1820 and 1870. Teaching the Industrial Revolution allows students to develop an

understanding of women entering the workforce, children leaving the workforce, the institution

of labor laws and protections offered through unions.

The Industrial Revolution movement, although a benefit to the economy, caused great

discourse among America’s employees and specialized craftsmen. Anger was expressed in

Boston among shoemakers who saw industrialization as ruining their trade and the quality of

their work. Union organizations were not so much a means to protect labor rights as much as

they were viewed as a means of protecting the craft (Commons, 1909).

With a flood of new inventions and the creation of factory systems, Americans and

immigrants both flooded to the cities. With that came concerns regarding disease, overcrowding,

and discrimination (Appleby, Brinkley, & McPherson, 2000). Hours in factories were long and

tedious (Meeker, 1920), often creating controversy and concerns about worker safety (Frayne,

1920) and the motivation of workers to be productive (Cohen, 1920). Studies of the Industrial

Revolution provide for an opportunity to examine features of society that created a state of

economic and population growth as well as the introduction of worker unrest.

Worker unrest centered upon safety concerns, exorbitant 60 hour work weeks (Frayne,

1920), and the ability to bargain with owners for reasonable wages. These assurances would

allow production to continue to provide mass products to consumers at reasonable prices

(Appleby, et al., 2000). Employers and owners saw worker unrest as bringing an end to their

ability to command workers into compliance with the threat of losing their job (Cohen, 1920).

The fight for fair labor practices were often bloody and violent (Ball, 1911) and the legalization

of unions were viewed as the most reasonable compromise to bring disharmony to an end

(Frayne, 1920; Meeker, 1920).

Industrialization affected not only immigration and cities, but also transportation,

westward movement, and the creation of millions of jobs within the new working and middle

classes. With the socioeconomic status of the United States widening, the thousands of new

inventions created during the Industrial Revolution found their way into America’s homes

(Appleby, et al., 2000). This lesson takes students on a journey that begins with an understanding of the social, economic, and political realms of industry and ends with their own research and creation of model from the Industrial Revolution era.

**References:**

Appleby, J., Brinkley, A., & McPherson, J. M. (Eds.). (2000). *The American journey: Building a*

*nation*. New York, NY: Glencoe McGraw-Hill.

Ball, W. W. (1911). The industrial revolution in South Carolina. *The Sewanee Review, 19*(2),

129-137.

Cohen, J. H. (1920). Collective bargaining and the law as a basis for industrial reorganization.

*Annals of the American Academy of Political and Social Science, 90*(Article Type: 6

research-article / Issue Title: Industrial Stability / Full publication date: Jul., 1920 /

Copyright © 1920 American Academy of Political and Social Science), 47-49.

Commons, J. R. (1909). American shoemakers, 1648-1895: A sketch of industrial evolution. *The*

*Quarterly Journal of Economics, 24*(1), 39-84.

Frayne, H. (1920). Will greater production cure social and industrial unrest? *Annals of the*

*American Academy of Political and Social Science, 91*(Article Type: research-article /

Issue Title: Labor, Management and Production / Full publication date: Sep., 1920 /

Copyright © 1920 American Academy of Political and Social Science), 56-63.

Meeker, R. (1920). Industrial democracy. *Annals of the American Academy of Political and*

*Social Science, 90*(Article Type: research-article / Issue Title: Industrial Stability / Full

publication date: Jul., 1920 / Copyright © 1920 American Academy of Political and Social Science, 18-21.

**Instructional Prodedures and Activities**

***(List/describe the step-by-step sequence of procedures and learning activities.***

**This lesson involves five 40 minute class periods plus outside homework for students to complete. If the educator is unfamiliar with the Industrial Revolution, the author recommends the educator conduct some pre-reading on the subject based upon the topics covered in the three accompanying Power Points.**

**Day 1**

Introduce students to the ideas behind the Industrial Revolution through the

incorporation of a film. This author suggests using Discovery United Streaming video (also

available for purchase on Amazon.com) *Dear America: So Far from Home: The Story of Mary*

*Driscoll, an Irish Mill Girl: Lowell, Massachusetts, 1847*. The video introduces students to the

concepts of immigration, the creation of factory systems, life of the Lowell girls, formation of

trade unions, and discrimination.

**Day 2**

Introduce students to the educational background on the Industrial Revolution through

use of the ***Industrial Revolution Day 1 PowerPoint*** and accompanying ***Industrial Revolution***

***Day 1 Student Study Guide***. This PowerPoint and Study Guide reviews the background

information about movement into the cities, benefits and drawbacks of city life, and basic

definitions. Students should complete the Student Study Guides with a partner during “check for

understanding” intervals while completing in-class lesson.

**Day 3**

Continuing to build on information learned thus far, utilize the ***Industrial Revolution***

***Day 2 PowerPoint*** and ***Industrial Revolution Student Study Guide***. This lesson introduces

students to inventions that are more specific and the expansion of the United States population

due to transportation advancements. Students should complete the Student Study Guides with a

partner during “check for understanding” intervals while completing in-class lesson.

**Day 4**

The final teacher-led lesson includes use of the ***Industrial Revolution Day 3***

***PowerPoint*** and ***Industrial Revolution Day 3 Student Study Guide***. This lesson further explores

the life of the working class, the plea and legal battles for unions, and the violence that erupts as

a result. Students should complete the Student Study Guides with a partner during “check for

understanding” intervals while completing in-class lesson.

**Day 5**

Engage students in a twenty-minute discussion of summarizing and analyzing the past

four days of lessons. To have students apply what they have learned introduce students to the

***Industrial Revolution Project*** handout, which describes the project they will be creating.

Students are to research and re-create small museum pieces that represent this era of United

States history. This author recommends explaining ways to effectively identify, research, and demonstrate their learning by clarifying project expectations.

**Suggested Strategies for Differentiating Instruction**

|  |  |
| --- | --- |
|  | In meeting with expectations of student collaborative learning, it is suggested that educatorspair students as they work on the Student Study Guides. Pair completion allows students tocheck their work against another’s, allowing for correct completion. In addition, the projectmay need to be adjusted for extended time, based upon directives of IEPs. There is norequired student reading for this lesson. |

**Assessment of Student Learning (Formative and Summative)**

**Formative:** Students will be assessed during in-class discussions and utilization of Student

Study Guides.

**Summative:** Students will be assessed according to score received on Grading Rubric found on

the Industrial Revolution Project handout.

**Materials and Resources**

***(Include text, supplementary resources, primary source documents, websites, handouts, charts, maps, etc.)***

**Video Recommendation**: Discovery United Streaming Video on Immigration & Industrialization

- Dear America: So Far from Home: The Story of Mary Driscoll, an Irish Mill Girl: Lowell,

Massachusetts, 1847 http://player.discoveryeducation.com/index.cfm?guidAssetId=61213189-

0B65-4A77-9BF2-5C53006EBCDC&blnFromSearch=1&productcode=US

**Textbook Recommendation**: Appleby, J., Brinkley, A., & McPherson, J. M. (Eds.). (2000). *The*

*American journey: Building a nation*. New York, NY: Glencoe McGraw-Hill.

**Included Handouts:**

Industrial Revolution Day 1 Student Study Guide

Industrial Revolution Day 2 Student Study Guide

Industrial Revolution Day 3 Student Study Guide

Industrial Revolution Project

**PowerPoint Presentations:**

Industrial Revolution Day 1 PowerPoint

Industrial Revolution Day 2 PowerPoint

Industrial Revolution Day 3 PowerPoint

**Author(s) of Unit/Lesson Plan**

Jessica Attardo-Maryott, Athens Area School District, Harlan Rowe Middle School

Bottom of Form