

## Activities

### Days 1,2,3: Origins

Through use of lecture, primary source documents, supplemental readings, and conceptual questions, students will develop definitions of industrialization and urbanization (including immigration) in America. Meets objectives 1, 2, 3, and 8.

### Days 4, 5: Technology and Invention

Students will be assigned an invention and will investigate its origins. They will spend one day in the computer lab searching for information and reading. The second day they will prepare a “Talking Head” about their invention and will present this to the class. Meets objective 3.

### Day 6: Big Business

Quiz on the chronology of industrialization and inventions. Students will read about the idea of laissez-faire. They will be introduced to the idea of and important people associated with “big business”. Middle schools might spend an extra day on the explanation of general economic and business terms and systems. Meets objective 4 and 5.

### Day 7: Effects of Big Business

Students will analyze political cartoons about trusts and monopolies in groups and present their findings. The pros and cons of big business will be identified. Students will write a brief essay taking either the pro or con side based on what they have learned in class. Meets objectives 4, 5, and 6.

### Day 8: Assembly line simulation

Students will simulate working on an assembly line. See attached lesson plan for details. Meets objective 6.

### Day 9: Labor Unions

After a homework reading assignment about the working conditions of the late 19<sup>th</sup> century, students will identify how work and life was changing for American workers. They will view a 10 minute video clip from the PBS *New York* series which depicts experiences of garment workers. Through class discussion, they will hypothesize about what options were available to workers who wanted to change their situation. Students will then take notes during a lecture about the development of labor unions. Meets objectives 6 and 7.

### Day 10: Labor Events

Students will be divided into groups and will be given a descriptive reading about a labor event (Railroad strike, Haymarket, Pullman). They will devise a graphic organizer to make sense of the event. Groups will then present their organizers to the class. The teacher will follow with a discussion about the significance of these events collectively. Meets objectives 6 and 7.

### Day 11: Voices of the past

Students will listen to a recording of *The Eight Hour Song* and discuss the meaning of the song and how and when it might have been used in the 1880s. Students will be put into groups of 3 to 4 and will be given several primary source documents and images which depict the

experiences of various business leaders, government leaders, labor leaders, workers, and the general public. They will examine the documents and discuss what they said about each group's vision of America and the "American Dream". Groups will present their conclusions to the class. The teacher will lead a discussion about the ideas, emotions, beliefs, hopes, and fears which were present in the late 19<sup>th</sup> century. Meets objectives 5, 6, and 7.

### **Days 12, 13, 14, 15: Poetry lesson and assessment**

Students will read and discuss Walt Whitman's "Passage to India", and Hart Crane's "The Bridge" and look at images of the Brooklyn Bridge as artistic models for the assignment. They will then go to the computer lab and will research a variety of primary sources on the web from a list given by the teacher. They will then use meaningful primary sources and their own voices to demonstrate poetically what it was like to live in an America at the end of the 19<sup>th</sup> century that had been transformed by industrialization. They will share their poem with the class on the last day of the unit. See attached lesson plan for further details. Meets all objectives.