

A Changing Society: Industrialization and Urbanization

Grade Level or Special Area: Grade 6

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Length of Unit: Nine lessons, plus culminating activities (roughly three weeks)

I. ABSTRACT

During the period known as the “Gilded Age,” massive transitions took place both in society and private enterprise. Through a variety of cooperative learning activities and whole group instruction, students will focus on the massive shifts in social classes, migration, conditions of labor, and the growing involvement of government in free enterprise. The culminating activity allows students to review the adage “history repeats itself” by applying what students have learned to a modern situation.

II. OVERVIEW

A. Concept Objectives

1. Students recognize that societies are diverse and have changed over time. (Colorado Model Content Standard, History Standard 3)
2. Students know how to use the processes and resources of historical inquiry. (Colorado Model Content Standard, History Standard 2)
3. Students understand how different economic systems impact decisions about the use of resources of production and distribution of goods and services. (Colorado Model Content Standard, Economic Standard 2)
4. Students appreciate human movement by understanding major patterns of domestic and international migration and frictions that develop between groups.

B. Content from the *Core Knowledge Sequence* (p. 142)

1. The post-Civil War industrial boom
 - a. The “Gilded Age”
 - b. The growing gap between social classes
 - c. Horatio Alger and the “rags to riches” story
 - d. Growth of industrial cities: Chicago, Cleveland, Pittsburgh
 - e. Many thousands of African-Americans move north.
 - f. Urban corruption, “machine” politics: “Boss” in New York City, Tammany Hall
2. The condition of labor
 - a. Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers
 - b. Union: American Federation of Labor, Samuel Gompers
 - c. Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania
 - d. Labor Day
3. The growing influence of big business: industrialists and capitalists
 - a. “Captains of industry” and “robber barons”: Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt
 - b. John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
 - c. Capitalists as philanthropists (funding museums, libraries, universities, etc.)
4. “Free enterprise” vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies

- C. Skill Objectives
1. Construct a time line of American history highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections. (adapted from CMCS, History 1.6.a)
 2. Gather information from multiple sources, including electronic databases, to understand events from varying perspectives. (CMCS, History 2.6 b)
 3. Interpret information from historical maps, photographs, art works and other artifacts of the past. (CMCS, History 2.6.c)
 4. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere's history. (CMCS, History, 3.6a)
 5. Demonstrate expanded knowledge of the geography of the US and the world in relation to nineteenth century immigration, industrialization, urbanization, and social reforms. (CMCS, Geography 1.6.f)
 6. Identify economic activities within a region and examine the reasons for their locations. (CMCS, Geography 4.3 a)
 7. Describe and discuss the reasons for human migrations. (adapted from CMCS, Geography 4.1 a)
 8. Describe the influence of population on environment. (CMCS, Geography 4.1 c)
 9. Deduct geographical reasons for human settlements in a various regions (CMCS, Geography 4.4 b)
 10. Understand how population growth affects air, land and water quality, and how they impact the physical environment (CMCS, Geography 5.2 a)
 11. Explain how population movements influence people's lives. (CMCS, Geography 5.2 c)
 12. Analyze the impact human migration has had on regions and countries. (CMCS, Geography 6.1 b)
 13. Identify different economic goals and give examples of the tradeoffs among economic goals. (CMCS, Economics 1.2 b)
 14. Identify choices individuals and businesses make that impact productivity. (adapted from CMCS, Economics 1.3.d)
 15. Identify how fundamental characteristics of the U.S. economic system influence economic decision making; and describing the characteristics that make the United States economy a mixed economy. (CMCS, Economics 2.2 c-d)
 16. Give examples of the role of government in a market economic system. (CMCS, Economics 2.3 b)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. *An Age of Extremes* by Joy Hakim
 2. *Beyond the Lines: Pictorial Reporting, Everyday Lives, and the Crisis of the Gilded Age America* by Joshua Brown
 3. *American Experience: The Richest Man in the World: Andrew Carnegie* [video recording] from PBS Video
- B. For Students
1. Westward Expansion After the Civil War (as noted in the *Core Knowledge Sequence*, 5th grade, History and Geography, p. 116)
 2. Civil War: Causes, Conflicts, Consequences (as noted in the *Core Knowledge Sequence*, 5th grade, History and Geography, p. 117)
 3. Industrialism, Capitalism, and Socialism (as noted in the *Core Knowledge Sequence*, 6th grade, History and Geography, pp. 140-141)

4. Immigration (as noted in the *Core Knowledge Sequence*, 6th grade, History and Geography, p. 142)

IV. RESOURCES

- A. Appendix A enlarged (Lesson One)
- B. Five Actors (Lesson Two)
- C. Pictures from websites laid out in Appendix D (Lesson Two)
- D. Simple costuming from time period (Lesson Two)
- E. *How the Other Half Lives* by Jacob Riis (Lesson Four)
- F. *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman (Lesson Four)
- G. Stick for each student (Lesson Six)
- H. Twine (Lesson Six)
- I. 8 ½" X 11" paper cut in half for each student (Lesson Six)
- J. Selection of resource materials for a variety of reading levels for Andrew Carnegie, JP Morgan, Cornelius Vanderbilt, and John D. Rockefeller (Lesson Eight)
- K. Copies of Appendices B, C, E, F, G, I, J, K, L, N, P, Q, R, and S for each student
- L. Copies of Appendices A, D, H, M, O for teacher
- M. Business Owners to participate in panel discussion (Culminating Activity)

V. LESSONS

Lesson One: What Does America Look Like? (45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Assess and establish prior knowledge of America post-Civil War (*Core Knowledge Sequence*, pp. 116-117).
 - b. The "Gilded Age"
 3. Skill Objective(s)
 - a. Construct a time line of American history highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
 - b. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere's history.
 - c. Demonstrate expanded knowledge of the geography of the US and the world in relation to nineteenth century immigration, industrialization, urbanization, and social reforms.
 - d. Identify economic activities within a region and examine the reasons for their locations.
 - e. Deduct geographical reasons for human settlements in a various regions
- B. *Materials*
 1. Opening timeline (Appendix A) large enough to hang up in classroom for entire class to see and be able to add on to
 2. Bold marker (to be used to add info to timeline)
 3. Vee Heuristic diagrams for each student (Appendix B)
 4. Transparent copy of Appendix B for instructional purposes
 5. Overhead projector
 6. Overhead markers

7. Map of post-Civil War America for each student (Appendix C, page 1 – recommend copying onto back-side of Appendix B)
 8. Colored pencils
- C. *Key Vocabulary*
1. North: region of the United States located north of the Mason-Dixon Line often identified as the Union
 2. South: region of the United States located south of the Mason-Dixon Line often identified as the Confederacy
 3. “Gilded Age”: a term coined by Mark Twain to describe the increasing opulence of the time period from 1880 to 1912
 4. Production: the ability to form or create something
 5. Industries: commerce, business, trade of a product
 6. Agricultural: form of production based on farming
 7. Manufacturing: non-farming industry
 8. Society: the groups of people and their jobs that live in a particular region
- D. *Procedures/Activities*
1. Briefly introduce the upcoming unit by defining “Gilded” on the board and asking students what they think might be going on in a time period known as the “Gilded Age” through Think, Pair, Share Activity (1 ½ minutes to think on own, two minutes to share with a partner with what they came up with, three minutes for pairs to share with class their ideas). Write down ideas the class develops on board.
 2. Give brief (two minute) description of what was actually taking place during this time period (increased industrialization, movement to cities, corruption, increased disparity of wealth, greater clash between workers and owners shown through violent strikes and riots, etc.) as identified throughout this unit and also elaborated on in History & Geography textbook or other background resources included in “Background Knowledge for teachers” section of this unit.
 3. Hold up timeline (Appendix A) pointing out that the Gilded Age took place post-Civil War and to begin this unit the class needs to know what America looked like because great changes are going to take place. Ask students if they remember any important events that took place during this time and add to timeline (e.g. Lincoln elected president – 1860; Civil War begins-1861; Gettysburg Address – 1863; Civil War ends – 1865; Sherman marches through the South – 1864-65). This is to begin to remember what happened leading up to this era from 5th Grade.
 4. Hand out Vee Heuristic diagram looking at destruction, people, and industries of post-Civil War era (Appendix B).
 5. Review diagram structure, how to complete diagram, and write their name on the paper. Direct students that they will have two (2) minutes to think of a possible answer without talking or writing. Students will then have 30 seconds to write down one possible answer. They will then pass their paper to their right and have 30 seconds to write another possible answer. Repeat this so students have at least 10 answers on their sheets. Students may write the same answer on each sheet they receive; however, an answer may not be repeated. Remind students to scan other answers given when they get a new sheet so they can see what has been written. After activity is completed, give students time to read silently or share aloud answers. Have students fill in any additional pieces of information from answer key not included (if students read over sheet silently just say, “Make sure you have ...”).

6. Have students now predict what they think might take place during the Gilded Age with a partner.
 7. Hand out map of post-Civil War era (Appendix C). Students may work individually or in partners to transfer information onto maps in appropriate regions.
- E. *Assessment/Evaluation*
1. Informal teacher questioning of definition of Gilded.
 2. Teacher observed completion of dated information being added to timeline.
 3. Teacher observed completion of Vee Heuristic diagram of 5th grade knowledge during activity.
 4. Completion of post-Civil War map based on answer key included (page 2 of Appendix C).

Lesson Two: Tales from People of the Time (What Is Life Like?) (one to two 45-minute lessons)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time. Students know how to use the processes and resources of historical inquiry.
 2. Lesson Content
 - a. The growing gap between social classes
 - b. Horatio Alger and the “rags to riches” story
 - c. Many thousands of African-Americans move north.
 - d. Urban corruption, “machine” politics: “Boss” in New York City, Tammany Hall
 - e. Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers
 3. Skill Objective(s)
 - a. Interpret information from historical maps, photographs, art works and other artifacts of the past.
 - b. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere’s history.
 - c. Demonstrate expanded knowledge of the geography of the US and the world in relation to nineteenth century immigration, industrialization, urbanization, and social reforms.
 - d. Identify economic activities within a region and examine the reasons for their locations.
 - e. Describe and discuss the reasons for human migrations.
 - f. Deduct geographical reasons for human settlements in a various regions.
 - g. Analyze the impact human migration has had on regions and countries.
- B. *Materials*
1. Readers (five people)
 2. List of suggested readings (Appendix D) – all suggestions are on the same appendix page so review materials and give readers copy of lesson content and skill objectives as listed above in order to develop their character in relation to this lesson
 3. Copies of pictures from sites listed in Appendix D to give student additional visual ideas
 4. Appropriate costumes

5. Large chalkboard/white out board with writing utensils for four people
 6. Checklist for letter (Appendix E) – one per student
- C. *Key Vocabulary*
1. Share cropper: farmer who rents land (often at a high price) for subsistence farming
 2. Sweat Shop: a place where people work for low pay and generally in uncomfortable conditions
 3. Political Machine: an organized group within a political party that is strong enough to control the political party
 4. Corruption: bribery or fraud
 5. Labor: work
 6. Social classes: division of people based upon culture and economics
 7. Industrialists: capitalists of heavy industry
- D. *Procedures/Activities*
1. Students will listen to (and possibly interview dependent on time/expectation) or partake in an historical reenactment. Identify school community members who would be available to role play different people from the era or use students who are strong and expressive readers. Provide minimal costumes (hat, coat, cloak, tool) and a copy of the information regarding characters (Appendix D) to each “actor” several days prior to this class.
 2. Write vocabulary words on the board and as a class develop definitions for the words.
 3. Prior to performances, review with students appropriate behavior. If the class is large, break students up into groups and have performers present in different areas with students rotating to hear each presentation.
 4. Revisit definitions to see if they are complete and edit as necessary. Have students record these definitions in their notes.
 5. Identify each “person” (capitalist, share cropper, etc.) and record in columns on the board. Use a five minute timed Chalktalk (without talking, several students each take a piece of chalk and write down one piece of relevant information in the appropriate location and then individuals place the chalk on another students desk to continue the process. In this instance, have the entire activity take only five minutes). Briefly discuss each role.
 6. Have each student select a role he/she would be interested in playing. Pretending to be a participant, have each student write a letter to a friend as the individual (see Appendix E).
 7. Extension Activity: Have students present roles or write poems as individuals to present to school community.
- E. *Assessment/Evaluation*
1. Teacher observed participation in Chalktalk activity.
 2. Students will be assessed on the friendly letter based on checklist (Appendix E).

Lesson Three: Growth of Cities with Factories and Social Classes (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 - b. Students know how to use the processes and resources of historical inquiry.
 2. Lesson Content
 - a. Growth of industrial cities: Chicago, Cleveland, Pittsburgh
 - b. Many thousands of African-Americans move north.

3. Skill Objective(s)
 - a. Construct a time line of American history highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
 - b. Demonstrate expanded knowledge of the geography of the US and the world in relation to nineteenth century immigration, industrialization, urbanization, and social reforms.
 - c. Describe and discuss the reasons for human migrations.
 - d. Describe the influence of population on environment.
 - e. Deduct geographical reasons for human settlements in a various regions.
 - f. Explain how population movements influence people’s lives.
 - g. Analyze the impact human migration has had on regions and countries.
- B. *Materials*
 1. Narrative included in step 2 below
 2. Sheet of paper per student for notes
 3. Appendix F for each student
 4. Answer Key (included in Appendix F)
- C. *Key Vocabulary*
 1. Laborer: manual worker
 2. Migration: relocation, to move
 3. Urban: city (antonym is rural)
 4. Rural: countryside (antonym is urban)
- D. *Procedures/Activities*
 1. Review with students through open discussion from Lesson Two what the freed slave, factory worker and sweatshop worker told them about their life from Lesson Two (focus on people moving and connections made in order to get work).
 2. Share the following fictitious narrative: It is a beautiful sunny day after the solid rain that had been falling for the past week. We had decided to row down the Monongahela River in to the confluence of the three rivers. As we passed the farmers and fellow picnickers along the way we reflected on how imposing Fort Duquesne looks in the distance with the steep cliff sides that rise across from it. This is my childhood memory from the early 1800s. As an adult I now look around me and see all the industrialization that has taken place. Steel factories belch plumes of dirty smoke into the air. The river, which we once loved to row and picnic upon, is now so disgusting that fisherman can’t catch anything edible. I go to visit my old childhood friends and pass through communities of Poles and Slavs who speak foreign language and play loud polka music all night long. I know the sun is there, but I rarely see it. Due to all the factory smog it is generally dark by 3 PM and the gaslights are lit so we can watch the workers stagger home from their strenuous day. Pittsburgh isn’t the picturesque city it used to be.
 3. Have students divide a sheet of paper in half so they have two long columns (as opposed to wide). Tell students to write down on one side key changes that took place in the narrative over the course of the 19th century in this “Industrial Town” and in the other column why these changes took place.
 4. Pair students up and have them discuss their ideas and why these changes took place. As students discuss their ideas wander through the classroom making sure students are on the right track and that they are staying on task. Join in with a pair as necessary to further discuss suggestions brought up.

5. Bring the class back together and lead a discussion (or have a student lead a discussion) on the impact of the changes on the city (can add environment, population, etc.). Record on board.
 6. Once students have generated a good list, have them select three or four to include in their notes. Discuss other cities the students may know of which went through a similar transition (make sure Chicago and Cleveland come up).
 7. Now state that this lesson thus far only relates to people moving to a place. Raise hands and share what happens to the places where people move away from. At this point remind students of the freed slave story about all the people going away from Lesson Two.
 8. Assign the individual completion of Appendix F.
 9. Extension Activity: Have students research and orally present upon the impact of migration on their community. What has it affected most and has it been a positive or negative impact?
- E. *Assessment/Evaluation*
1. Teacher observed participation in discussions and pair groups
 2. Appendix F

Lesson Four: Conditions of Life (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 - b. Students know how to use the processes and resources of historical inquiry.
 2. Lesson Content
 - a. Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers
 3. Skill Objective(s)
 - a. Identify different economic goals and give examples of the tradeoffs among economic goals.
 - b. Identify choices individuals and businesses make that impact productivity.
 - c. Identify how fundamental characteristics of the U.S. economic system influence economic decision making; and describing the characteristics that make the United States economy a mixed economy.
- B. *Materials*
1. *How the Other Half Lives* by Jacob Riis
 2. *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman with photographs by Lewis Hine
 3. Photo Analysis Sheet (Appendix G) – two per group
 4. Teacher Notes (Appendix H)
- C. *Key Vocabulary*
1. Tenement: a crowded apartment building usually housing immigrants or impoverished people
 2. Boarder: a person who pays cash in exchange for meals and bed
 3. Sweatshop: a place in which individuals work for low pay and in poor conditions
 4. Child labor: young children working generally for little money
 5. Wages: earnings, salary
- D. *Procedures/Activities*
1. Open up the class with a discussion about jobs and seeing if any students have paid jobs, what sort of jobs, any government guidelines involved, etc.

2. Break students into groups of three to five with the following guidelines. Each group must have an assigned writer, timekeeper, encourager (or task master), and page-turner. Groups will be looking at pictures from *How the Other Half Lives* and *Kids at Work* (if not available, both *An Age of Extremes* and *Pearson Learning/Core Knowledge History and Geography* contain some pictures). Students may openly talk about what they are looking at, but must stay on task with no outside discussion or talking to individuals in another group. This should take roughly 10-15 minutes depending on resources used. If needed, have students use other trade books.
 3. Pass out a photo analysis to each group to the assigned writer. Have students pick out two pictures and complete the photo analysis sheet to be turned in.
 4. Have a timed five-minute Fast Write in which students individually write their thoughts regarding what they saw in the pictures. This is to be turned in.
 5. As a class discussion, have students share their impression from the pictures (this could be done through questioning, sharing their Fast Write, etc.)
 6. Have students take notes from ending lecture, clarifying details using Teacher Notes in Appendix H.
- E. *Assessment/Evaluation*
1. Teacher observed participation in group discussion.
 2. Evaluation of group work on Photo Analysis Sheet (Appendix G)
 3. Rubric response to Fast Write
 4. Teacher observed completion of notes from lecture

Lesson Five: The Corporations (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 2. Lesson Content
 - a. The growing influence of big business: industrialists and capitalists
 - b. “Free enterprise”
 3. Skill Objective(s)
 - a. Identify different economic goals and give examples of the tradeoffs among economic goals.
 - b. Identify choices individuals and businesses make that impact productivity.
- B. *Materials*
1. Chalkboard/chalk or similar substitute
 2. Appendix I
- C. *Key Vocabulary*
1. Free enterprise: business governed by the Laws of Supply and Demand, not restrained by government interference, regulations or subsidies
 2. Big business: a large company with multiple locations that holds power in the market place
- D. *Procedures/Activities*
1. Ask the students what sort of food they can order if they go to McDonalds. Then go on to identify a few cities or countries which have McDonalds and ask if you could order the same items at these locations. Close with why that is. Ask class to shout out the names of some large department stores they know. Why do you shop in these stores? (focus on expectations, cost, etc.)
 2. Have students verbally generate a list of businesses (Mom and Pop stores, boutiques, department stores, etc.) Describe the growth of large shops such as

- Woolworth or Marshall Fields that took place during this time period. Tell students that these businesses had a major impact on the community. Have students think and then share with a partner three possible changes to a community these entities made (prompt students by asking them to consider prices in big businesses as opposed to small boutiques).
3. Have a student record on the board a list of possible reasons (make sure lower prices, set conditions, and name recognition are included).
 4. Assign Appendix I.
- E. *Assessment/Evaluation*
1. Teacher observed participation in discussion and small group activity
 2. Appendix I

Lesson Six: Working Together – Unions and Trusts (three 45-minute lessons)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 - b. Students know how to use the processes and resources of historical inquiry.
 2. Lesson Content
 - a. Union: American Federation of Labor, Samuel Gompers
 - b. Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania
 - c. Labor Day
 - d. Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt
 - e. John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
 3. Skill Objective(s)
 - a. Explain how population movements influence people’s lives.
 - b. Analyze the impact human migration has had on regions and countries.
 - c. Identify different economic goals and give examples of the tradeoffs among economic goals.
 - d. Identify choices individuals and businesses make that impact productivity.
 - e. Identify how fundamental characteristics of the U.S. economic system influence economic decision making; and describing the characteristics that make the United States economy a mixed economy.
 - f. Give examples of the role of government in a market economic system.
- B. *Materials*
1. Appendix J – one per student
 2. Appendix K – one per student
 3. Appendix L – one per student
 4. One stick for each student
 5. Twine
 6. 8.5” X 14” paper cut in half so each student has half a piece
- C. *Key Vocabulary*
1. Labor union: an organization of workers that helps protect jobs, increased wages, and better working conditions
 2. Monopoly: to gain control of or dominate
 3. Trust: an organization of companies formed with the purpose of controlling an industry

D. *Procedures/Activities*

1. Start with simulation in which each student has a two similar sized sticks, one on his or her desks, and one under it (remember NO sword fighting!) and some form of eye protection. At class leaders' discretion, after everyone has donned his or her eye protection, signal each student to break his or her stick. Briefly discuss how easy it was to do. Next have each student take the stick from under his or her desk and pile them together. Wrap them together with a piece of string or rubber so they are all tightly in one bundle. Have students take turns trying to break the bundle of sticks. After a few students have attempted to break it, discuss as to why it is more difficult to break the sticks when they are tied together. Briefly introduce that today's lesson will look at people or companies who stick together and how there is strength in numbers.
2. Students will each be assigned a union or trust to create a "paper doll chain" demonstrating how the strength in numbers of either a Union or a monopoly/trust has increased the power of people or companies.
3. Give each student an assigned topic and the accompanying research sheet (Appendix J). Answers can be located in *History & Geography* textbook or completed on the Internet.
4. When students have completed research, have them create paper cut-outs using symbols that represent their units (directions for cut-outs and suggestions are included in Appendix K).
5. Have students display their cut-outs and teach other students about their subject.
6. All students will then complete the Quotes sheet (Appendix L).

E. *Assessment/Evaluation*

1. Teacher observed completion of research.
2. Teacher evaluated paper cut-outs based on rubric in Appendix K
3. Teacher evaluation of Quotes sheet (Appendix L).

Lesson Seven: The How-to of Case Studies (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. No specific CK content (skill to be taught in preparation for Lesson Eight)
3. Skill Objective(s)
 - a. Gather information from multiple sources, including electronic databases, to understand events from varying perspectives.

B. *Materials*

1. Appendix M
2. Appendix N – one per student
3. Chalkboard/whiteout board, plus item to write with
4. Volunteer student

C. *Key Vocabulary*

1. Case Study: the examination of all variables in order to provide a holistic view of an understanding of an event or situation as possible
2. Holistic: complete
3. Perspective: viewpoint
4. Primary Source: information received directly from the source; often in forms of interviews, diaries, autobiographies, etc.

5. Secondary Source: information received not directly from the source; examples included biographies, recounts from other people about the individual, etc.
6. Fact: truth
7. Opinion: judgment

D. *Procedures/Activities*

1. On the board, write the word “Case Study” with the following definition: the examination of all variables in order to provide as complete an understanding of an event or situation as possible.
2. Discuss the meaning behind the definition and purpose of a case study (to obtain a comprehensive understanding of the entity being evaluated under multiple circumstances). Be sure to include that a case study is generally done in a natural setting (such as a classroom, neighborhood, and private home) in order to give a complete and holistic approach.
3. Select a student from the class and share with the class that you will all be completing a case study on the individual in order to determine whether or not the individual is a good student. Prior to doing this, you may need to receive parent/administration approval. If you find it might be too risky to use a student, try a class pet or a student’s pet, making sure to avoid possible allergies.
4. Hand out Appendix N to each student with a separate sheet of paper that, after they’ve read through the sheet, they can cover up the sheet so focus is kept specifically on the section to be worked on. If your school already has a Case Study form used by Special Education Department, you may want to adapt it for this rather than using Appendix N. Interview the student, some possible questions are included in Appendix M, with students recording the “data” they receive on Appendix N. It is important here that students record direct quotations as opposed to their own interpretations of the idea. In other words, fact versus opinion. **Modification:** It might be worth initially picking out a person to act as the interviewer’s personal recorder in which the interviewer specifically tells the recorder what to write down.
5. After you complete the interview, have students brainstorm other sources, possible ideas included also on Appendix N, students may gather additional data from in order to gain a holistic view of the individual. Write student answers on the board and then have students pick our a few to record on their sheet.
6. Now that students have begun to develop a grasp of Case Studies, have them identify difficulties with the process. Think, Pair, Share here (give them two minutes to jot down some ideas on their sheet, two minutes to share with a partner, and then write down ideas on board that are shared with the entire class). Start with the example of the vagueness in the term “good” as part of the question to be evaluated and discuss how this can be improved prior to the think, pair, share so that students are modeled the process.
7. Final assignment is to have students write a summary paragraph of the data they gathered from the interview and a second expository paragraph describing how Case Studies can be used in History/Geography class as directed on Appendix N.

E. *Assessment/Evaluation*

1. Teacher observed comprehension in step-by-step process by reviewing individual sheets and informally questioning/participation in discussion/brainstorming activities.
2. Teacher evaluation of two paragraphs based on rubric (Appendix M)

Lesson Eight: Capitalist Case-Studies – Good Guys or Bad (five 45-minute lessons)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 - b. Students know how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. “Captains of industry” and “robber barons”: Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt
 - b. John D. Rockefeller
 - c. Capitalists as philanthropists (funding museums, libraries, universities, etc.)
3. Skill Objective(s)
 - a. Gather information from multiple sources, including electronic databases, to understand events from varying perspectives.
 - b. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere’s history.

B. *Materials*

1. Teacher background notes (Appendix O)
2. Appendix P – one per student
3. Appendix Q – one per student
4. Access to multiple forms of resources (suggestions included in Bibliography related to specific people); use both books and Internet for information gathering

C. *Key Vocabulary*

1. Robber Baron: a derogatory term referring to an individual who becomes powerful in business through negative practices
2. Captain of Industry: a complimentary term referring to an individual who becomes powerful in business
3. Capitalist: an individual who invests in a product
4. Industrialist: an industrial entrepreneur

D. *Procedures/Activities*

1. Inform students they will be using the research tactic (Case Study) they learned about yesterday in order to complete a Case Study of a famous capitalist from the Gilded Age. They want to find out who the person is. Students will be working in groups in order to determine where (both types of sources and perspectives) they can gather relevant information from and what information they need to collect.
2. Break students into groups (you can do this based on teacher’s discretion). Assign whom the group is studying and roles within the group (recorder, time keeper, encourager – roles are defined on Appendix P). Once that is completed give each group a copy of Appendix P to review and then complete. Each person must complete the sheet.
3. Jigsaw in order for students to share what they selected. (Have all recorders meet together, all time keepers meet together, and all encouragers meet together. Have them share their responses and add anything relevant to their sheet, and then have students switch groups again so they are in another group with people they have not been in a group with previously. Again have them share their answers.) Have initial groups meet back to share what they have added to their sheets.
4. As a whole group, have the students develop a protocol sheet in which all groups gather information on the assigned capitalist with the same key topics (the key

topics to be included are family, work, personal characteristics, triumphs, and tribulations in the list).

5. Give students time (maybe two days) to collect data from multiple sources and perspectives (make sure they include information from the capitalists peers, workers, etc.)
6. Once students have collected data on their protocol sheet, give them time as a group to review what each has collected and give each person a copy of what was located.
7. On the board write the two possible titles “Captain of Industry” or “Robber Baron.” Using Chalktalk (described in Lesson Two), have students write down what they think of when they see these terms (this could include people, definitions, examples, associated words). Develop a definition of each title and have students write it down in their notebooks. Give students time to decide whether they think the capitalist they researched was a “Captain of Industry” or “Robber Baron.” Have them write down the name of the individual and the nickname under the definitions they recorded. Once they have done that, give them time to support their decision with at least 6 bullet points with the source identified. Assign students individual book cover project to be completed answering the question was the capitalist you researched a “Captain of Industry” or “Robber Baron,” ensuring that they support their response with a direct data collected from the Case Study. Guidelines and rubric included under Appendix Q.

E. Assessment/Evaluation

1. Teacher and student checklist completed for participation in Case Study data collection (Appendix P).
2. Rubric assessment of book cover (Appendix Q).

Lesson Nine: A New Economy (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students recognize that societies are diverse and have changed over time.
 - b. Students know how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. “Free enterprise” vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies.
3. Skill Objective(s)
 - a. Give examples of the role of government in a market economic system.
 - b. Identify how fundamental characteristics of the U.S. economic system influence economic decision making; and describing the characteristics that make the United States economy a mixed economy.

B. Materials

1. Chalkboard/chalk or similar substitute
2. Notebook paper for each student
3. Appendix R for each student

C. Key Vocabulary

1. Free enterprise: the ability to start up a business with recognition of risk
2. Market: the place in which products are bought, sold or traded
3. Economics: system of buying, selling, and trading products
4. Regulation: rules or guidelines

D. *Procedures/Activities*

1. Draw a linear expression of government involvement in economic systems on the board -a line with capitalism on one side, socialism in the middle, and communism on the opposite side (review that in practice communism has been operated through a command economy, where as true communism allows Supply and Demand to decide upon the production of goods).
2. Have students speculate on where the United States is located now. Review with students the basis for capitalism and the definitions of laissez faire and free enterprise.
3. Discuss ideas of where the US government is involved in business. Start with a simulation. Have students get into groups of four or five and tell them they are starting a skateboarding and fashion consultation business. Develop a list of what they need to do that involves the government before they can get started and as their business is open.
4. Have groups orally share their lists and give exasperated looks with each new item – if you have a very visual class throw a penny, rock or building block into a jar to express vastness.
5. Share the following fictitious narrative: “The year is 1906. A traveling salesman comes into town selling an incredible new diet pill. Many people flock to purchase the new diet aid and the salesman quickly leaves town. Great success is had and everyone comments on the physical changes taking place. A few weeks later illness hits all who took the diet pill. Turns out it wasn’t a pill; it was a tapeworm!” Give students time to respond to the story.
6. Have students generate a list of reasons why the government has become involved in business.
7. Bring out the books used during Lesson Four. Hand back the Photo Analysis used during this lesson and have students complete, on a large sheet of paper that can be hung up, a two-column assignment. On the left side record what they see as wrong and on the right, a possible solution to the problem.
8. Do the same with monopolies and trusts. Bring out a Monopoly board.
9. Lecture on the Interstate Commerce Act and Sherman Anti-Trust to demonstrate how government now plays a role in private enterprise. Using Standard Oil as an example, describe the key reason the government became involved (reference the fact that Standard Oil was buying out most of its competitors or “swallowing” them up so that they became part of Standard Oil. This could allow Standard Oil to then charge very little for their product -unfair control of prices. Those companies that were still around that competed against them in the market place couldn’t charge so little and either went out of business or were bought by Standard Oil. Once there was no other competition, Standard Oil could charge whatever they wanted. This is just like the goal in monopoly. The Sherman Anti-Trust acted to prevent this massive build up of a company taking over all its competitors from happening. The government now regulates take-overs).
10. Assign Appendix R.

E. *Assessment/Evaluation*

1. Teacher observed participation in simulation and discussion.
2. Appendix R

VI. CULMINATING ACTIVITY

- A. Invite local business owners to come in and be on a panel to discuss elements focused on in this unit such as the role of government in private enterprises, migration of workers, business tradeoffs, and/or unions and trusts. Select a student to be panel moderator with

students generating the questions to be asked. Students may respond in the following ways: students participate in a mock panel, write an editorial for the local paper, or write a persuasive essay.

- B. History is said to repeat itself! In this culminating activity students will identify a modern situation (within the past 10 years) and evaluate if we have learned from history. Students will use the skills they have developed throughout this unit and the knowledge they gained in relation to social classes, migration, conditions of labor, and government involvement in free enterprise. Some possible research subjects are Microsoft, the Gap, Wal-Mart, migrant farm workers, or an entity related to your community.
- C. Core Knowledge Content Quiz located in Appendix S.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Gilded Age Timeline
- B. Appendix B: Vee Heuristic Diagram
- C. Appendix C: Map of post-Civil War America
- D. Appendix D: Resource List for Developing Characters
- E. Appendix E: Checklist for Letter
- F. Appendix F: Urbanization and Mass Migration
- G. Appendix G: Photo Analysis Sheet
- H. Appendix H: Teacher Notes
- I. Appendix I: Growth of Big Business
- J. Appendix J: Research Sheet for Unions or Trusts
- K. Appendix K: Paper Cut-out Directions and Rubric
- L. Appendix L: What is it about?
- M. Appendix M: Teacher Notes (possible questions, evaluation of two paragraphs)
- N. Appendix N: Case Study suggestions
- O. Appendix O: Teacher Background Notes
- P. Appendix P: Research Sheet for Case Study
- Q. Appendix Q: Book Cover Project and Rubric
- R. Appendix R: Government Involvement
- S. Appendix S: Content Quiz
- T. Appendix T: Content Quiz Answer Key

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Appendix A

The Gilded Age

Lincoln
elected President

WWI
Breaks out

1860

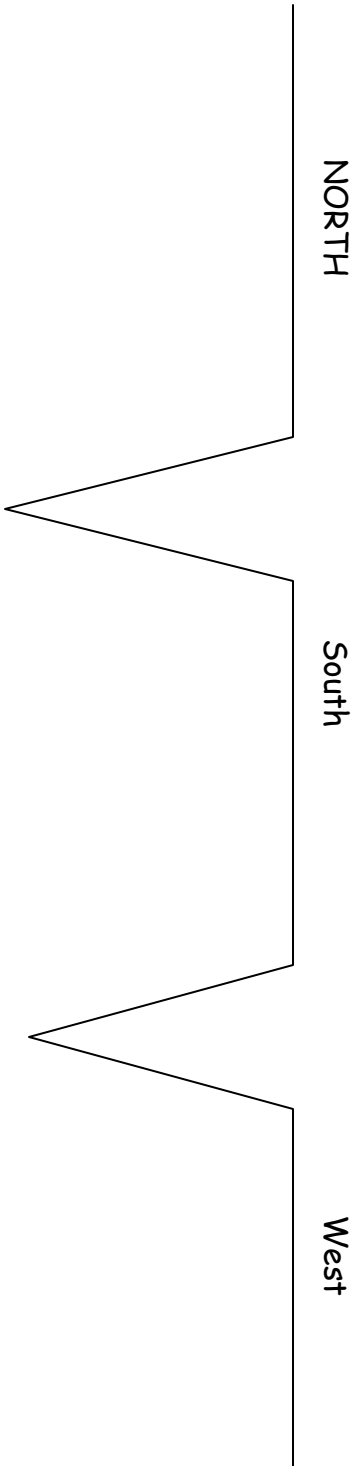
1920

Name _____
Date _____

Vee Heuristic Diagram

The following diagram allows you to analyze dichotomous situation post-Civil War. Read the question carefully and then answer it in the appropriate location.

How did the destruction and devastation that occurred in the South during the Civil War differ from that experienced by the North and West?



Appendix B

Appendix C

Name _____

Date _____

The map below is of America, 1865. The Civil War has just ended and America needs to look at how to move forward. Complete the following:

- Color the Union blue, the Confederacy red, and the West green.
- In each region identify whether it is an agricultural or manufacturing region.
- Identify the predominant location of the following groups of people: ex-slaves, Asian immigrants, European immigrants, factory workers, and farmers.
- Washington D.C.

Insert United States map of your choice here.

Appendix C Answer Key

Name _____
Date _____

- ❑ Color the North blue, the Confederacy red, and the West green.
Make sure Union is colored blue (north of Mason-Dixon line), Confederacy is colored red (Virginia, Kentucky, Missouri, Oklahoma, Texas and states south) and remaining region green
- ❑ In each region identify whether it is an agricultural or manufacturing region.
Identify South as being mostly agricultural and North mostly manufacturing
- ❑ Identify the predominant location of the following groups of people: ex-slaves, Asian immigrants, European immigrants, factory workers, and farmers.
Place ex-slaves and farmers in South, farmers also in West, Asian immigrants along Pacific coast, and factory workers in North
- ❑ Washington D.C.
Correctly located

Appendix D

Resource List for Developing Characters

Recently freed slave

The following is an excellent resource of first-hand narratives of freed slaves after the Civil War. Some narratives include songs, poems, etc. that could be used to open. Recommend Lucinda Davis and Ms. Holmes.

- <http://xroads.virginia.edu/~hyper/wpa/wpahome.html>
- <http://xroads.virginia.edu/~hyper/wpa/index.html>

Factory worker

Rose Cohen is a young women. The first website is her story of her first day at work, the second about the infamous shirtwaist factory fire.

- http://www.ilr.cornell.edu/trianglefire/texts/stein_ootss/ootss_rc.html?location=Sweatshops+and+Strikes
- http://www.ilr.cornell.edu/trianglefire/texts/stein_ootss/ootss_ls.html

Sweatshop worker

An excellent source to learn about the industry and participants.

- <http://web.gc.cuny.edu/ashp/heaven/index.html>

Horatio Alger

Some say a “rags to riches” story others refer to him as a “moralist.” The first website offers a thorough biography. The second is an example of one of his articles, and the last includes two parodies written by Mark Twain about Alger.

- http://www.city-journal.org/html/10_4_urbanities-the_moral.html
- <http://www.washburn.edu/sobu/broach/chivalry.html>
- <http://www.washburn.edu/sobu/broach/algerres.html>

Boss Tweed

His name often synonymous with corruption and graft, this pro-Union political boss ay have filled his pockets but under his leadership the Metropolitan Museum of Art, American Museum of Natural History, and other public good works took place.

- <http://www.smithsonianmag.si.edu/smithsonian/issues02/feb02/boss.html>
- <http://7-12educators.about.com/blabosstweed.htm>

Appendix E

Name _____

Date _____

Now that you have heard some of the stories of the time, pretend you are one of the people you visited with. Write a letter as if you were one the individuals to a friend. Include the following items:

- It is clearly understood to the reader what “type” of individual (former slave, political boss, etc.)
- Describe at least 3 events in characters life
- Give accurate opinion of what is taking place in the world of the character that is consistent with the individual
- Appropriate address included for character
- Appropriate Date
- Letter is legible

Friendly Letter Checklist

	Point value	Yes	No	Comments
It is clearly understood to the reader what “type” of individual (former slave, political boss, etc.)	1			
Describes at least 3 events in characters life	3			
Gives accurate opinion of what is taking place in the world of the character that is consistent with the individual	2			
Reason for character being in location he/she is evident	1			
Appropriate address included for character	1			
Appropriate Date	1			
Correct grammar and spelling used and letter is legible	1			
Total points				

Appendix F, page 1

Name _____

Date _____

Vocabulary:

Laborer: manual worker

Migrate: relocate; to move

Urban: city (antonym is rural)

Rural: countryside (antonym is urban)

1. Give three (3) reasons why people would move to an urban location.
2. With so many people moving to urban areas, what are two (2) situations (problems or benefits) that may take place in the areas people migrated from?
3. What characteristics did many people who moved to urban areas share? Give at least two (2).
4. How did domestic and international immigrants to urban areas affect wages, prices of apartments and other daily living expenses?
5. Below draw a picture or write a brief description of the socio-economic classes in society.
6. Circle the largest class in question 4. Why did you choose the _____ class as your largest class?

Appendix F, page 2
ANSWER KEY

Date _____

Vocabulary:

- Laborer: manual worker
- Migrate: relocate; to move
- Urban: city (antonym is rural)
- Rural: countryside (antonym is urban)

1. Give three (3) reasons why people would move to an urban location.
Answers may vary
 - Jobs
 - Money
 - Family already relocated
 - Education

2. With so many people moving to urban areas, what are two (2) situations (problems or benefits) that may take place in the areas people migrated from?
Answers may vary
 - Educated may leave (e.g. doctor leaves causing greater distant to travel for help)
 - Fewer farmers means less competition in marketplace

3. What characteristics did many people who moved to urban areas share? Give at least two (2).
Answers may vary
 - Poor
 - Uneducated or unskilled
 - Foreign language

4. How did domestic and international immigrants to urban areas affect wages, prices of apartments and other daily living expenses?
 - Wages dropped due to supply (many people wanting jobs)
 - Prices of apartments increased due to demand.

5. Below draw a picture or write a brief description of the socio-economic classes in society.
Answers will vary. Just make sure industrialists, shop owners, skilled and unskilled are included or upper, middle, lower class are used

6. Circle the largest class in question 4. Why did you choose the _____ class as your largest class?

Appendix H

Conditions of Life and Labor Notes

The following is considered to be simple baseline information. Add as needed or relevant to your study.

Factory conditions	Reasons
Sweat shops	Factory owners could subcontract work at a cheaper rate without having to be concerned about work conditions because people were not in factory. Often times work took place in home so easier for families to all work and gain a piece of the wages.
Long Work Hours	More products needed to buy (no longer subsistence farming) thus need for more money took place. Factory owners wanted the most with the least expenses. Better to hire one and work 60 hours than two to work 30 each – person is already trained, etc. Due to so many people available to work, workers wanted to hold onto their jobs and would work long hours to do so. Work was often done by the piece so need to do more for acceptable wage.
Low Wages	Large labor force available drives down the wage paid due to competition. In early textile mills young women were urged to work to supplement father/brothers income from farm. The women earned what was considered a supplemental or secondary wage because they were not “supporting a family.” This created a minimal increase and consistently lower wage.
Women and Children as laborers	Cheaper All needed to support family wage when in poverty During this time period there was an increase of single women coming to country to work. Originally due to nimble and small fingers

<http://www.ilr.cornell.edu/trianglefire/> is a great website to learn about working conditions during this time period. It focuses on primary documents related to people from the Triangle Shirtwaist Fire and has excellent pictures to emphasize the above.

Extension activity: Research on the web the existence of modern day sweatshops. Where, when, and why do they exist in modern society? Who works in them? Is there an attempt to stop them, if so why, if not why not? Who is or is not doing something about the sweatshops?

Appendix I

Name _____
Date _____

Growth of Big Business

Corporation: business organization with stockholders given rights by the states with owners having limited liability

Free Enterprise: business governed by the Laws of Supply and Demand, not restrained by government interference, regulations or subsidies

Answer the following questions in complete sentences, unless otherwise directed, taking the time to carefully review possible answers before writing.

1. Who is involved in business? List at least five entities as you can and then briefly describe how they are involved (e.g. customers, sellers).

2. How did the growth of big businesses impact communities?

3. Why might a small community not want a Wal-Mart to build a facility in town?

4. How can the establishment of corporations cause a greater separation of the rich and poor?

Extension Activity:

Go to the web site "members.aol.com/superogue/system.htm." Read and respond to the article on this site.

Appendix J
Research Sheet

Name _____
Date _____

Working Together

Define:

Tradeoff:

Labor Union:

Monopoly:

Trust:

How are the above words examples of people working together? _____

In businesses, tradeoffs need to take place in multiple ways. Generally, people involved in a business want to get the most reward for the least amount of work. Working together creates a more powerful entity in which people hopefully will get the most reward they can. You are going to look at the power of people working together as group. The following are incidents or organizations in which people working together gained power. Using your textbook or other sources, answer the following questions based on the incident/entity you have been assigned. (Circle the incident/entity you have been assigned.)

Standard Oil

American Federation of Labor

Haymarket Square

Homestead, PA

1. Briefly describe what it is you have been assigned.
 - Is it an example of a union or trust?

 - What was goal?

 - When did it take place?
2. What is the conflict that took place?
 - Identify specific people or group of people involved.

 - What is the economic reason that it took place?

 - How will it affect productivity?
3. Resolution
 - How did the situation end or what was the result?

Appendix K

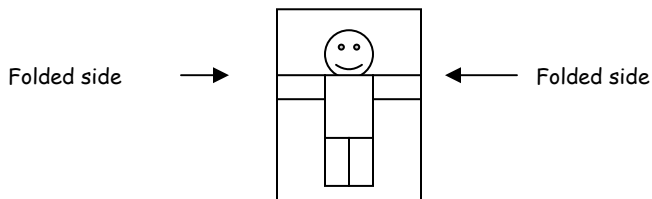
Paper Cut-Out Directions and Rubric

Now that you have gathered information about an incident or entity involving a union or trust from the period after the Civil War and before World War I, you are going to put it in a format to share with your classmates that is easy to read and obtain information from.

Step 1: Fold a sheet of 4 ¼" X 14" paper like a fan so you have three creases.



Step 2: Keeping the paper folded with the first crease on the right hand side, draw a symbol that represents the incident/event you researched. It could be words, a person, an item used during the incident, etc. Make sure the edges of the symbol touches both the left and right side of the paper so that when you cut it out in the next step, all the paper will be kept together.



Step 3: Cut out your symbol. ***DO NOT*** cut the folded side of the symbol! You want all the symbols to be connected (there will be four).

Step 4: Write the incident/entity on the first symbol in the chain. Select how you want to organize the information from your research in a way that someone who looks at your symbol chain can easily understand. You can write the information in bullets, symbols, or sentences. The main goal is for you and others to understand how working in a group (identify it as a union or trust) helped the people involved gain power. Write the information pertinent to the goal on one side with your name on the back.

Step 5: Hang up your symbol chain in a location that others may see and learn.

Exemplary	Proficient	Needs Improvement
Title and Name is properly placed based on directions	Title and Name is properly placed based on directions	No title or name evident
Symbol is easily representative of the incident/entity based on data included	Symbol is easily representative of the incident/entity based on data included	Symbol requires verbal explanation
Information is easy to read and clearly depicts demonstrates that working together as a group gave power	Demonstrates knowledge that working together gained power, but information is not easily gathered from information on symbols	Little evidence that working together as a group gave one side more power over another
All items from research questions are included on symbols	Though not all parts of research questions are answered, the three main topics are addressed on symbols	Missing one or more topics from research questions on symbols.

Appendix L

Name _____

Date _____

What is it about?

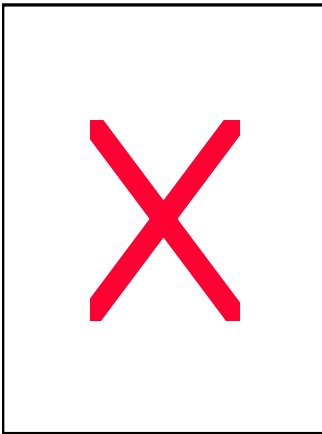
Below are quotes taken from infamous incidents or entities. On a separate sheet of paper write down what incident or entity you think it is about and what evidence you have to support your answer. Be specific. When you finish, staple your answer sheet to the front of this sheet.

1. "The situation tonight is more alarming than at any time since the trouble began. War of the bloodiest kind in Chicago is imminent, and before tomorrow goes by the railroad lines and yards may be turned into battlefields strewn with hundreds of dead and wounded. Lawlessness of the most violent kind was the order of things today... Chicago was never before the scene of such wild and desperate acts as were witnessed today and tonight... tonight it came to the knowledge of the Federal authorities here at the anarchists and socialist element made up largely of the unemployed, were preparing to blow up the south end of the Federal building and take possession of the millions in money now stored in the treasury vaults."

The Washington Post editorial, 1894

From: <http://www.cyberlearning-world.com/nhhs/html2/labordoc.htm#dock>

2.



Harpers Weekly, July 6, 1892

From <http://www.picturehistory.com/find/p/1126/mcms.html>

3. "The mission is to bring social and economic justice to our nation by enabling working people to have a voice on the job, in government, in a changing global economy and in their communities."

From <http://www.aflcio.org>

4. "It was the first in the field, and it has furnished the methods, the charter, and the traditions for its followers. It is the most perfectly developed trust in existence; that is, it satisfies most nearly the trust ideal of entire control of the commodity in which it deals. Its vast profits have led its officers into various allied interests, such as railroads, shipping, gas, copper, iron, steel, as well as into banks and trust companies, and to the acquiring and solidifying of these interests it has applied the methods used in building up the Oil Trust. It has led in the struggle against legislation directed against combinations. Its power in state and Federal government, in the press, in the college, in the pulpit, is generally recognized."

From: <http://www.history.rochester.edu/fuels/tarbell/PREFACE.HTM>

Excerpt from Ida M. Tarbell, *The History of the Standard Oil Company*

Appendix M

Introduction to Case Studies

Teacher Interview Question Suggestions

1. How much time do you spend on homework?
2. Do you turn in your homework all the time, some of the time, none of the time?
3. Describe a recent incident in which you helped one of your classmates (time how long it takes to respond)?
4. Do you discuss your work with your family?
5. How do you make sure you are turning in your best work?

Rubric for paragraphs

	3 points	2 points	1 point
ORGANIZATION (Includes: focus, development, organization)		<ul style="list-style-type: none"> •Has connected ideas that are organized around a central concept/topic in a sequential/logical order 	<ul style="list-style-type: none"> •Has ideas that are not connected; shows little or no attempt to establish order
CONTENT (Includes: focus, development)	<ul style="list-style-type: none"> •Has a central idea • Includes specific supporting details that are interesting to the reader •Contains relevant information •Stays focused on the topic 	<ul style="list-style-type: none"> •Has a central idea •Includes details that are general, brief, or obvious •Has mostly relevant information •Stays mostly focused on the topic 	<ul style="list-style-type: none"> •Does not have a central idea •Omits supporting details or details are very limited •Has irrelevant information •Strays from the topic
STYLE /FLUENCY (Includes: voice, vocabulary, word choice, and sentence structure)		<ul style="list-style-type: none"> •Has complete sentences •Shows an interest in the topic •Uses different beginning words for sentences (for example, not all beginning with the word <i>Then</i>) •Has age-appropriate words that are accurate, specific, or appropriate for the purpose of writing 	<ul style="list-style-type: none"> •Has incomplete or run-on sentences •Shows little or no interest in the topic •Uses the same words to begin most sentences •Uses words that are not accurate, specific, or appropriate for the purpose of writing
LANGUAGE USAGE		<ul style="list-style-type: none"> •Contains age-appropriate language usage, spelling, and mechanics; errors, if present, do not interfere with meaning 	<ul style="list-style-type: none"> •Contains errors in age-appropriate language usage, spelling, and/or mechanics that interfere with meaning
HEADING			Written in appropriate location

*Writing receives 0 points if it is off-topic or unreadable.

*Rubric is adapted from Colorado Department of Education CSAP Rubric for Short Constructed Response

Appendix N

Name _____
Date _____

Student Case-Study Sheet

Purpose of study: _____

Individual to be studied: _____

Individual being interviewed: _____

Location of interview: _____

Person conducting interview: _____

Date of interview: _____

Data Collected: _____

Additional sources to interview:

How to improve:

Summary of interview:

Appendix O, page 1

Teacher Notes

J. P. Morgan (1837 – 1913)

summarized from *JP Morgan* by Jeremy Byman

Family Life

- Family: pre-American Revolution
- Family originally moved to South Carolina and then moved North to Connecticut
- Father worked as banker and mercantile financier (esp. exporting cotton)
- JP was ill as child and “notorious for wild nature”
- Whig Party, followed temperance movement lectures, and Episcopal conventions
- Worked hard to catch up from illnesses, very bright
- He and father joined Republican Party with Civil War issue in support of Union and against expansion of slavery

Work History

- Worked in father’s import and investment business based out of London
- Supported Europeans in going to America for gold rush
- Handled cotton sales, railroad sales and Southern states bonds
- Sold remade rifles to Union army for big profit
- Speculated in gold
- Traded in gold, cotton, iron rails, foreign exchange, government bonds, and commercial loans post-war
- Banker to companies, states, and nations
- Acted in capacity of Alan Greenspan pre-Federal Reserve
- Helped unify railroad industry (after 1893 stock market crash Morgan took over multiple railroads as owners defaulted on their debts)

Nicknames

“Napoleon of Finance”

Triumphs

- Federal Reserve created to fill in role he played
- Saved the gold standard and briefly controlled the flow of gold into and out of the US in 1895
- To restore gold reserves to American government, he was given permission to purchase gold for government in exchange for bonds.
- Purchased US Steel from Carnegie for \$480 million creating resources for his railroad building
- Represented government to settle strikes
- In 1907 Stock Market Crash he was called in to support banks; he met with other investors who assessed which banks could be saved and did so thus slowing panic

Tribulations

- Economic panics and recessions/depression in 1850s on caused major difficulties
- Become symbol of heartless moneyman trying to suck out the lifeblood of small farmers and businessmen
- His company Northern Securities suffered from government prosecution that was eventually dropped (due to trust)

Personal Characteristics

- Risk Takers (at 20 bought boat load of coffee and was able to quickly resell)
- Liked to mingle with elite
- Father claimed he was disobedient, reckless, and greedy.
- Would make sure he took off time to travel
- Strong willed, full of opinions, and self confident
- Idealistic
- Anti-Semitic
- Working class was far beneath him
- Art collector
- Patriotic by believing a stable economy would bring prosperity to all

Appendix O, page 2

Miscellaneous

- Supported Gold standard
- Opposed Interstate Commerce Commission (ICC in 1887) set up to minimize discrimination and Sherman Antitrust Act (prevent trusts from driving competitors out of business, destroying locally-owned businesses, extracting rebates, and bribing politicians”
- Federal Reserve Board created several months after his death

John D. Rockefeller

Family

- July 1839 - May 1937
- Father claimed to be a “doctor” and would go from town to town claiming he could cure cancer
- Mother was very religious and hard working

Work

- At 18 became a bookkeeper and clerk
- Arranged complicated transportation deals that typically involved moving a single shipment of freight by railroad, canal, and lake boats
- Became engaged in trading ventures on his own account
- March 1859 Rockefeller goes into business for himself forming a partnership with a neighbor, Maurice Clark. Each man put up \$2000 and formed Clark and Rockefeller – commission merchants in grain, hay, meats, and miscellaneous goods
- Rockefeller began investigating the feasibility of entering the oil refining business in 1862
- January 1870 the Standard Oil Company of Ohio was created by John D. Rockefeller
- Began buying out other oil companies

Triumphs

- America’s first billionaire
- Made a great deal of money during the Civil War with grain sales
- During this period Rockefeller’s wealth had increased to such an extent that his major problem was what to do with it all. He solved this problem by hiring Frederick T. Gates in September of 1891 as a full time manager of his fortune. By this time Rockefeller was literally inundated with appeals from individuals and charities for funds.

Tribulations

- Standard was very aggressive in its marketing practices and tried to force all grocery and hardware stores that sold kerosene and lubricants to sell only Standard products. This policy, though successful in the short run, made the Standard widely unpopular and simply increased its vulnerability to political attack.

Personal Characteristics

- Excellent at math and public speaking
- pleasant, persistent, and patient
- iron nerves and would carry through very complicated deals without hesitation
- not a gambler but a planner; he avoided speculation

Miscellaneous

- In Rockefeller’s eyes, the state of the oil business was chaotic. Because entry costs were so low in both oil drilling and oil refining, the market was glutted with crude oil with an accompanying high level of waste. In his view, the theory of free competition did not work well when there was a mix of very large, efficient firms, and many medium and small firms. His view was that the weak firms in their attempts to survive drove prices down below production costs hurting even the well-managed firms such as his own.

Information adapted from

<http://www.beginnersinvest.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fvoteview.uh.edu%2Fentrejdr.htm>

Appendix O, page 3

Vanderbilt Family

- May 27, 1794-January 4, 1877
- Vanderbilt was born to a poor family and quit school at the age of 11

Work

- Was an American steamship and railroad builder, executive, financier, and promoter
- At age 11 to work for his father who was engaged in boating
- At 16 he persuaded his mother to give him \$100 loan for a boat to start his first business
- Opened a transport and freight service between New York City and Staten Island for eighteen cents a trip
- The War of 1812 created new opportunities for expansion, and Vanderbilt received a government contract to supply the forts around New York. Large profits allowed him to build a schooner and two other vessels for coastal trade
- Vanderbilt sold his interests and turned his attention to steamboats in 1818
- He charged his customers one dollar while other captains charged four dollars for the same trip. There was opposition from Fulton and Livingston, who claimed Vanderbilt was breaking the law as they had a legal monopoly on Hudson River traffic,
- In 1849, to help people get to the California Goldrush, Vanderbilt challenged the Pacific Steamship company by offering similar service via an overland route across Nicaragua, which saved 600 miles and cut the going price by half. This move netted him over \$1 million a year
- Nearing the age of 70, Vanderbilt decided once again that the wave of the future was in another direction -- building a railroad empire

Nicknames

- "Commodore"

Triumphs

- Beat out competitors and through Court Case was able to break up monopolies allowing him to gain control
- Engaged in steamboat transportation between Staten Island and New York, and so enlarged his business that he soon gained the complete control of the New York and Staten Island lines

Tribulations

- In 1850's he attempted to run a passenger service between NY and France, but was unprofitable

Personal Characteristics

- Business driven
- Considered vulgar due to his "in your face" attitude

Miscellaneous

- ***"I have been insane on the subject of moneymaking all my life."*** -- Vanderbilt, quoted in the New York Daily Tribune, March 23, 1878
- Left an estate of almost \$100 million.
- The Supreme Court judges nullified the navigation monopoly New York State had granted Fulton and Livingston and Vanderbilt gained control of much of the shipping business along the Hudson River. During the next eleven years, Vanderbilt made himself and Gibbons a fortune. Vanderbilt's wife also made money managing the New Brunswick halfway house where all travelers on the Gibbons line had to stay.
- The New York City elite snubbed him, saying he was a rich but hopelessly vulgar man
- Vanderbilt was never known for philanthropic activities and left most of his fortune to his son

Adapted from <http://www.stfrancis.edu/ba/ghkickul/stuwebs/bbios/biograph/vanderbi.htm>
and <http://www.sacklunch.net/biography/V/CorneliusVanderbilt.html>

Appendix O, page 4

Andrew Carnegie Family

- Born in Dunfermline, Scotland, on November 25, 1835
- Son of a weaver
- Came with his family to the United States in 1848 and settled in Allegheny, Pennsylvania
- Died in Lenox, Massachusetts, on August 11, 1919

Work

- Age thirteen, Carnegie went to work as a bobbin boy in a cotton mill
- Succession of jobs with Western Union and the Pennsylvania Railroad
- In 1865, he resigned to establish his own business enterprises
- Organized the Carnegie Steel Company (launched the steel industry in Pittsburgh)

Triumphs

- Sold the Carnegie Steel Company to J. P. Morgan for \$480 million
- Carnegie was perhaps the first to state publicly that the rich have a moral obligation to give away their fortunes
- Lifelong interests was the establishment of free public libraries to make available to everyone a means of self-education
- He and the Corporation subsequently spent over \$56 million to build 2,509 libraries throughout the English-speaking world
- Father considered a waste
- Conflict between workers and his business partner, Frick, caused doubts over his truth in worker relations

Tribulations

- Father considered a waste
- Conflict between workers and his business partner, Frick, caused doubts over his truth in worker relations

Personal Characteristics

- Loved to promote his ideas and opinions in print
- Great, tough, disciplined and determined
- Naïve or perhaps just eternally optimistic about human nature

Miscellaneous

- The wealthiest human being of his time, he was convinced of the merits of poverty in developing character

Information from <http://www.carnegie.org/sub/about/biography.html> and <http://www.clpgh.org/bridging/carnegie.html>

Appendix P
Research Sheet

Name _____
Date _____

Group roles:

Recorder: Person responsible for recording information

Timekeeper: Person responsible for letting group know when 2 minutes and 30 seconds remains to work and when time is up.

Encourager: Person responsible for keeping group focused and on task.

Case Study Research Sheet

From the list of resources you developed with your groups, select three resources and research information on your individual to complete the column labeled "data". In the column titled "source" recorded the title of the resource, author, and copyright date.

Circle the name of the individual you are studying:

Andrew Carnegie Cornelius Vanderbilt JP Morgan John D. Rockefeller

	Data	Source
Family Life		
Work History		
Treatment of workers/business associates		
Triumphs (how and doing what was he successful)		
Tribulations (what and how were his difficulties)		
Philanthropic work		

Appendix Q, page 1

Name _____

Date _____

Book Cover Project and Rubric

It is said you can't judge a book by its cover, but what do they know! Your assignment is to design a book cover for an imaginary book about one of the great industrialists of the Gilded Age. When you look at a book cover there are a few common items that most books have. Make sure you include a title, author, cover art, summary of the book, and reviews by critics.

Your title will be the name of your individual and "Captain of Industry" or "Robber Baron". In order to decide on your title, you will have to take the knowledge you gained from the Case Study and make a judgment (yes, you will have to support it with facts in your summary) about your industrialist.

The author will be your name. If you would like to use a pseudonym you may do so, but make sure you write your real name on the flipside of the cover so you can receive a grade.

Cover art is important for enticing readers to look at your book. You have a great deal of flexibility here; however, make sure the cover is clear. Possible ideas are a portrait of your industrialists or graphic art.

The summary of the book is one of the most important aspects of this assignment. You will need to entice the reader and give away the "plot" of the book. Allure the reader with stories as to why the industrialist is a "Captain" or "Robber." You must include specific details and incidents to receive full credit. Use research from your Case Study. Include more than one individual to support your perspective or source. Imaginary example: Charlie, a worker in the steel mill, continued to send notices that workers were getting violent, but Frick did nothing.

If the critics say your book is great so will readers, hopefully! Write a 2-3 sentence review of your book, highlighting a specific item that you think you did very well. Sorry artists, this must be from the writing aspect. Make sure the review goes in quotes and you write the "author's" name and where he/she is known (*Wall Street Journal*, *The New Yorker*, *Junior Scholastic*). You could use one of the authors from your source list from the Case Study.

Appendix Q, page 2

Guidelines for assessment of Book Cover Project

Excellent	Proficient	Needs revamping
Title contains name of individual and either “Captain of Industry” or “Robber Baron”	Title contains name of individual and either “Captain of Industry” or “Robber Baron”	Title is incomplete or does not follow directions
Book cover is carefully done, neat, visually appealing, and related to title	Book cover is neat, visually appealing, and related to title	Book cover shows little effort, sloppy, or graphics are not related to title
Summary clearly supports title with at least 3 different factual individuals and/or incidents from own Case Study	Summary clearly supports title with at least 2 different based on fact individuals and/or incidents from Case Studies	Summary is not supported with actual incidents or individuals or summary does not support title
Self review of work (as critic) focuses on an element within the summary that was done very well and is written in quotes with an individual as the author historically related to the era	Self review of work (as critic) focus on an element within the summary that was done very well in quotes	Self review of work is unrelated, missing elements laid out in directions, or not present at all

Appendix R
Government Involvement

Name _____

Date _____

Government in Free Enterprise

Compare the conditions of the work place today with that of the time period between 1865-1920. How are they different?

How was government involved in business then? Now?

Then:

Now:

Write an expository paragraph answering the question:

Should government be involved in private business?

Make sure you include how government involvement affects owners, workers, and customers. Use Standard Oil or a similar modern situation such as Microsoft as an example to support your opinion.

Appendix S, page 1
CK Content Quiz

Name _____

Date _____

Industrialization and Urbanization

Fill in the blank: Use the word most applicable to complete the paragraph below.

After the Civil War a period known as the _____ took place in which some people became extremely wealthy, others extremely poor, thousands of freed slaves moved north, and cities such as Pittsburgh and Chicago grew industrially. During this period corruption in the form of _____ took place with Boss Tweed as a prime example. Factories and sweatshops became miserable places to work in which _____ and _____ made workers life unbearable. Unions were formed such as _____ in which employees found strength and power in numbers. Employees weren't the only ones uniting. Large companies worked together to form _____ in which competition was limited causing prices to go up. The oil company _____ was a prime example of this, eventually growing so powerful that the government became involved in breaking up through the _____ Antitrust Act. Industrialists such as Andrew Carnegie, JP Morgan, and Cornelius Vanderbilt became extremely wealthy, known as either "Captains of Industry" or _____. Many of these wealthy capitalists did become known as _____ due to their giving back money to the community by building museums and public libraries. Overall, this period caused a huge separation in the social classes and a transition by the United States government becoming involved in private business.

True or False: For each statement below write a "T" if the statement is true or an "F" if it is false. If the statement is false correct it so it is true.

1. _____ After the Civil War, many freed slaves moved to the North for a chance at better work conditions and better education.
2. _____ Boss Tammany of New York worked only to fill his pockets with money and did nothing to benefit the city of New York.
3. _____ Unions were formed by companies in order to knock out competition by other companies.
4. _____ Andrew Carnegie built public libraries, museums, and universities.
5. _____ Sweatshop workers were paid a fair price for the work they did allowing them to work only 40 hours per week.
6. _____ The US government has always been involved in private enterprise.

Appendix S, page 2

On the map below, identify two cities that had tremendous growth during the Gilded Age.

Insert Map of US of your choice here that identifies cities discussed (e.g. Cleveland, Chicago, Pittsburgh, etc.)

1. Identify two (2) causes for their growth.

-
-

2. Labor leaders were very nervous that the population growth of these cities would drive down wages workers could receive. Explain 1 reason why this fear existed.

3. Identify and explain two (2) other problems (not included in the above question) urban areas struggled with due to the massive population growth.

-
-

4. Why do people of the same ethnic background move to the same neighborhood/city?

Appendix S, page 3

Short Answer: Respond to each question accurately and as completely as possible using the vocabulary studied during this unit.

1. Pick one of the capitalists from this period and decide whether he is a “Captain of Industry” or “Robber Baron.” Support your opinion with evidence from his life.

2. A huge separation took place during this time period between those that were poor and those that were wealthy. Describe at least two (2) reasons why.

3. Describe the condition of labor during this time period.

4. How could chain stores (big business) make life easier *and* harder for people?

5. Describe two (2) factual reasons government became involved in private enterprise.

6. Evaluate how unions or trusts give power to their members.

Appendix T, page 1
CK Content Quiz

Name _____

Date _____

Industrialization and Urbanization

Fill in the blank: Use the word most applicable to complete the paragraph below.

After the Civil War a period known as the ___ **Gilded Age** ___ took place in which some people became extremely wealthy, others extremely poor, thousands of freed slaves moved north, and cities such as Pittsburgh and Chicago grew industrially. During this period corruption in the form of ___ **political machines** ___ took place with Boss Tweed as a prime example. Factories and sweatshops became miserable places to work in which ___ **low wages** ___ and ___ **poor conditions** ___ made workers life unbearable. Unions were formed such as ___ **American Federation of Labor** ___ in which employees found strength and power in numbers. Employees weren't the only ones uniting. Large companies worked together to form ___ **trusts** ___ in which competition was limited causing prices to go up. The oil company, ___ **Standard Oil** ___, was a prime example of this, eventually growing so powerful that the government became involved in breaking up through the ___ **Sherman** ___ Antitrust Act. Industrialists such as Andrew Carnegie, JP Morgan, and Cornelius Vanderbilt became extremely wealthy, known as either "Captains of Industry" or ___ **"Robber Barons"** ___. Many of these wealthy capitalists did become known as ___ **philanthropists** ___ due to their giving back money to the community by building museums and public libraries. Overall, this period caused a huge separation in the social classes and a transition by the United States government becoming involved in private business.

True or False: For each statement below write a "T" if the statement is true or an "F" if it is false. If the statement is false correct it so it is true.

1. **T** After the Civil War, many freed slaves moved to the North for a chance at better work conditions and better education.
2. **F** Boss Tammany of New York worked only to fill his pockets with money and did nothing to benefit the city of New York. (**built MOMA, American Museum of Natural History**)
3. **F** Unions were formed by companies in order to knock out competition by other companies. (**Trusts**)
4. **T** Andrew Carnegie built public libraries, museums, and universities.
5. **F** Sweatshop workers were paid a fair price for the work they did allowing them to work only 40 hours per week. (**an unfair price, working more than 40 hours**)
6. **F** The US government has always been involved in private enterprise. (**only recently**)

Appendix T, page 2

On the map below, identify two cities that had tremendous growth during the Gilded Age.

Insert Map of US of your choice here that identifies cities discussed (e.g. Cleveland, Chicago, Pittsburgh, etc.)

1. Identify two (2) causes for their growth.

- New jobs
- Family already lived there
- Poverty in former areas
- Opportunities for children

2. Labor leaders were very nervous that the population growth of these cities would drive down wages workers could receive. Explain 1 reason why this fear existed.

With more people coming in, more workers were available. This meant a boss could fire an employee and find someone to work for a lower wage.

3. Identify and explain two (2) other problems (not included in the above question) urban areas struggled with due to the massive population growth.

- Health: too many people in confined areas so disease quickly spread
- Education: how to educate so many people
- Pollution: Waste from people and factories

4. Why do people of the same ethnic background move to the same neighborhood/city?

- Already have friends and connections to help support, find a home and get a job

Appendix T, page 3

Short Answer: Respond to each question accurately and as completely as possible using the vocabulary studied during this unit.

1. Pick one of the capitalists from this period and decide whether he is a “Captain of Industry” or “Robber Baron.” Support your opinion with evidence from his life.

Answers will vary. Look for support of opinion.

2. A huge separation took place during this time period between those that were poor and those that were wealthy. Describe at least two (2) reasons why.

- Many uneducated or non-English speakers to take low level jobs.
- High rents/cost of living were charged to poor so poor could barely break even.
- Wages were low giving greater profits to wealthy

3. Describe the condition of labor during this time period.

Answers will vary. Look for commentary on poor or hardship work and why it was this way.

4. How could chain stores (big business) make life easier *and* harder for people?

- Could go to one store and now what you could get and find everything you need in one location.
- People had to get to location and big stores that sold everything cut out small Mom and Pop businesses.

5. Describe two (2) factual reasons government became involved in private enterprise.

- Conditions of labor were poor (might reference *The Jungle*)
- Children were put in schools as opposed to work force
- Low wages
- Concern of private market not really functioning like capitalist market because little competition (Standard Oil)

6. Evaluate how unions or trusts give power to their members.

Answers will vary. Look for concept of strength in numbers.