| **MWH Unit 5 Technological Revolution** | |
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| **Unit Overview**  This unit focuses on how industrialization during the 19th century affected the world both politically and culturally. It begins with the importance of industrialization originating in Great Britain during the 18th century and the technological innovations that emerged. Politically, industrialization would determine global powers, bring about capitalism among western nations, and lead to the rise of “captains of industry” who impacted government and policies due to the political power they held. Industrialization led to major cultural changes in society, as it changed the way people worked and lived. With the rise in factory jobs, new industrial centers were formed, and urbanization took place. People faced many changes as they moved to cities to take jobs such as living in tenement housing, dangerous work conditions, long work hours, pollution, and poor living and health conditions. Positively, steady pay and work hours led to a rise in the middle class and shifts in spending patterns with extra money available for entertainment and leisure activities, leading to a new market for sports and recreation activities. In this unit students will inquire into causes of the Industrial Revolution and the technological, political, social, and economic impacts it had. | |
| **Overarching Inquiry Question** | |
| How did industrialization act as a catalyst for political, economic, and social change?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Economic Systems and Interaction  Human Experience  Innovation, Revolution, and Change | |
| **Skills Emphasis at a Glance** | |
| Evidence (i.e.: primary and secondary sources)  Causation  Continuity and Change  Contextualization  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standard(s)** | |
| **MWH Standard 3: Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918**  MWH.3.CC Analyze continuities and changes in the quality of life in Europe resulting from industrialization.  MWH.3.CE Analyze industrialization as a catalyst for new immigration and migration patterns.  MWH.3.CX Contextualize industrialization within the various cultural and political changes occurring during the 19th century.  MWH.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can explain why the Industrial Revolution began in England. * I can identify and explain the impact of new technological innovations that emerged during the Industrial Revolution. * I can explain the positive and negative impacts of industrialization on society. * I can describe how industrialization led to increased immigration and migration. * I can describe the cultural, social, political, and economic effects of increased migration and immigration due to industrialization * I can explain how countries responded to the social, economic, and political impacts of industrialization. * I can create and support an argument in response to the inquiry question: how did industrialization acted as a catalyst for political, economic, and social change?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.*** |
| * As an introduction to this unit and as a way to activate prior knowledge of the Industrial Revolution, students will do a Think-Pair-Share focusing on modern day availability of goods.   + Possible topics:     - Availability of goods, variety, and prices from a big-box store like Walmart, Costco, etc. vs. a “mom-and pop” store.     - Online ordering from stores and the speed those products get there i.e. Amazon and Amazon Prime.     - Price and quality of manufactured goods vs. something homemade.     - What makes all of these possible? (factory production, modes of transportation for faster delivery, etc.) * **I can explain why the Industrial Revolution began in England.**   + Students will follow the instructional steps as described in [Mini- DBQ Project - The Industrial Revolution: Beginnings](https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/DBQ%20Industrial%20Revolution.pdf) to analyze primary sources in order to determine why the Industrial Revolution began in England. Students will analyze a variety of sources in order to answer the question: Why did the Industrial Revolution begin in England? * **I can identify and explain the impact of new technological innovations that emerged during the Industrial Revolution.**    + In order to contextualize the changes brought on by the Industrial Revolution, students will explore the technological innovations that changed the way people worked and lived by pitching these innovations in the style of Shark Tank.     - Students will research an assigned technological innovation and create a visual that explains how the “product” works and the impact of their product, both positive and negative.       * Suggestions for technological innovations:         + Flying shuttle         + Spinning jenny         + Water frame         + Cotton gin         + Bessemer process         + Steam engine     - Students will pitch their products to the class who will serve as the potential investors looking to improve the lives of their customers. As students are pitching their products, the rest of the class will take notes and decide which products they want to fund and why. This helps the students acquire information about the technological innovations of the Industrial Revolution and their impact as well as help develop/strengthen the skill of supporting an argument with evidence. * **I can explain the positive and negative impacts of industrialization on society.**   + Students could explore these effects in whichever order they choose but it may be helpful if they group them together i.e. factories and the environment, urbanization and immigration/migration, etc. Once students have explored all of the impacts of industrialization, they will categorize them into positive and negative impacts and explain why they chose to put the impacts in either category. Students will discuss their decisions with a partner and may choose to move an item to a different category depending on the evidence provided by their partner. Students will then analyze their lists, looking for continuities and changes among the impacts of the Industrial Revolution. This will help students with the Socratic Seminar they will be participating in at the end of this part of the unit.   + The following are effects that **could** be covered in this part of the unit along with corresponding activities but not all of them are required.     - Environment       * While investigating the environmental impact of the Industrial Revolution such as pollution, deforestation, and resource depletion, students will research current environmental issues in order to make connections between industrialization and modern environmental issues.     - Urbanization       * To help students understand the impact of urbanization such as overcrowding, poor living conditions, etc., students will complete the instructional steps in the [Stanford History Education Group’s activity on Jacob Riis](https://sheg.stanford.edu/history-lessons/jacob-riis). In this activity students will analyze photographs by Jacob Riis as well as an excerpt from his book, *How the Other Half Lives*, in order to learn about conditions in cities during the Industrial Revolution. During this activity, students will also evaluate whether historical photographs are useful as evidence and whether a photographer’s views affects whether their photographs are good evidence of the past.       * Students will then play [the Urban Game](https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/3632/Urban%20Game%20Packet.pdf) to see how the spread of urbanization occurred over time and answer the corresponding reflection questions.     - Factories: working conditions, child labor       * To understand the transition from the cottage industry to the factory system as well as differences between unskilled and specialized labor, students will participate in an assembly line simulation following the instructional steps described in this [simulation from the University of Pittsburgh.](https://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation_0.pdf) This activity concludes with students answering reflection questions that has them think about the costs and benefits of an assembly line as well as how working conditions impact job performance. These questions can be used for class discussion and as a formative assessment.       * Students will investigate how the Industrial Revolution impacted working conditions by analyzing primary sources on child labor. Students will complete the instructional steps from the Library of Congress activity: [Analyzing Persuasive Techniques in Historical Media Messages: Child Labor](https://blogs.loc.gov/teachers/2015/05/analyzing-persuasive-techniques-in-historical-media-messages-child-labor/). This activity has students inquiring into child labor by analyzing sources that include a song, political cartoon, news article, and report on child labor. Students will also look at how media messages can sway public opinion by looking at the strategies used in media messages.       * As a formative assessment, students could write a letter or journal entry from the perspective of an industrial laborer. The letter should include the type of job that is being performed as well as working conditions, challenges, etc.       * In order to analyze non-European perspectives using primary and secondary sources, students will analyze sources from [The DBQ Project - Female Workers in Japanese Silk Factories](https://www.murrieta.k12.ca.us/cms/lib/CA01000508/Centricity/Domain/1739/DBQ%20Student%20Industrialization%20in%20Japan%20with%20questions.pdf) and compare the experiences of Japanese female industrial workers to those of Western female industrial workers using a Venn Diagram.     - Economic: Areas to explore: capitalism, socialism, communism, beginnings of a middle class, increased access to cheaper goods, haves vs. have nots       * To learn about the characteristics of capitalism and socialism in order to compare them, students will watch the [Crash Course: Capitalism](https://www.youtube.com/watch?v=B3u4EFTwprM) video and then complete a three-way Venn Diagram comparing capitalism, socialism, and communism.       * Students will read this article from [Khan Academy](https://www.khanacademy.org/humanities/us-history/the-gilded-age/gilded-age/a/development-of-the-middle-class) in order to learn about the emergence of the middle class and compare the middle class experience to the working class experience using a T-chart.     - Political - power in the hands of wealthy industrialists       * Students will use this [Robber Barons or Captains of Industry](https://www.southbuffalocs.org/cms/lib/NY01001376/Centricity/Domain/43/Robber%20or%20Captain%20TPT.pdf) source analysis activity to learn about important industrial leaders and their influence during the Industrial Revolution. Using the documents as evidence, students will determine if the industrial leaders should be considered robber barons or captains of industry.     - Positives of Industrial Revolution       * Students will analyze primary sources from [SC Digital Academy Source Analysis - Quality of Life](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/06/OS_L_DBQ_Industrialization_Quality_of_Life_sources.pdf) to explore the quality of life of people during the Industrial Revolution. Students will create a chart to compare how the Industrial Revolution impacted quality of life for the upper class, middle class, and working class.     - Once students have completed this part of the unit, they will participate in a Socratic Seminar that asks students to answer whether the positives of industrialization outweigh the negatives. * **I can describe how industrialization led to increased immigration and migration.**    + To analyze industrialization as a cause of changing immigration and migration patterns, students will annotate a map with immigration and migration patterns and the push and pull factors that moved people. Students will then fill out a T-Chart to note similarities and differences between patterns and push/pull factors. Students will inquire into the relationship between industrialization, immigration, and migration using the following resources:     - Britain - students will use two readings from the BBC website: [Immigration in the Industrial Era](https://www.bbc.co.uk/bitesize/guides/zqpvxsg/revision/1) and [Reasons for Immigration in the Industrial Era](https://www.bbc.co.uk/bitesize/guides/zy9jg82/revision/1) and migration maps such as [this one from Cultural Resources](http://www.culturalresources.com/images/maps/EngIndRevBig.jpg) to inquire into the role of industrialization in migration and immigration.     - The United States - students will complete the instructional steps in this [Interactive Map activity from the U.S. Census Bureau](https://www2.census.gov/programs-surveys/sis/activities/history/hh-25_teacher.pdf). This has students analyzing population density and the size of cities in relation to increased industrialization. Students will then use this [Immigration resource from the Library of Congress](https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html) and this resource from [Lumen: Immigration in the United States](https://courses.lumenlearning.com/boundless-ushistory/chapter/immigration/) to inquire into the push/pull factors related to immigration due to industrialization.   + After students have annotated their maps, and explored similarities and differences between patterns and push/pull factors, students will then summarize how industrialization led to increased immigration and migration and participate in a Think-Pair-Share to demonstrate their learning. * **I can describe the cultural, social, political, and economic effects of increased migration and immigration due to industrialization.**   + Once the students have a good understanding of the push and pull factors that led to increased immigration and migration, students will examine the effects immigration and migration had on Britain and the United States.   + Britain     - Students will use these readings from the BBC website: [Experiences of Immigrants](https://www.bbc.co.uk/bitesize/guides/zykqrdm/revision/1) & [Impact of Immigration](https://www.bbc.co.uk/bitesize/guides/zs9jg82/revision/1) to take notes on the effects of increased immigration and migration due to industrialization   + The United States     - Students will use this [Immigration resource from the Library of Congress](https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html) as well as this resource from [Lumen: Immigration in the United States](https://courses.lumenlearning.com/boundless-ushistory/chapter/immigration/) to take notes on the effects of increased immigration and migration due to industrialization.     - Students will inquire into the impact of immigration on government policy by following the instructional steps outlined in [Facing History’s The Legacy of Chinese Exclusion](https://www.facinghistory.org/educator-resources/current-events/legacies-chinese-exclusion). This activity asks students to analyze primary sources and connect the history of Chinese exclusion to the present.   + Once students have explored the effects of increased immigration and migration, students will categorize their findings into cultural, social, political, and economic effects. Students will rank the categories (cultural, social, etc.) from one to four with number one being the category they believe had the most impact and number four being the category they believe had the least impact. Students will then summarize the various effects of increased immigration and migration and explain, using evidence from the activities, to justify their ranking of the categories. * **I can explain how countries responded to the social, economic, and political impacts of industrialization.**   + The last part of the unit asks students to inquire into various reform movements and legislation brought on by industrialization in order to see how Britain, the United States, and Germany responded to the negative impacts of the Industrial Revolution that students explored earlier in this unit such as urbanization, child labor, working conditions, etc.   + Before learning about how Britain, the United States, and Germany responded to the negative effects of the Industrial Revolution, students will work with a partner or in a small group to come up with their own solutions to address these issues and then share their solutions with the class.   + Using the instructional steps in the [New Visions Activity: How reform movements attempted to transform society](https://curriculum.newvisions.org/social-studies/course/10th-grade-global-history/causes-and-effects-of-the-industrial-revolution/industrial-era-reform-movements/) activity, students will inquire into government responses to industrialization.   + Students will then compare their decisions from the previous activity with the actions of Britain, the United States and Germany to analyze the effectiveness of these solutions by looking at pros and cons of the solutions they suggested and the solutions these three countries implemented. * **I can create and support an argument in response to the inquiry question: how did industrialization acted as a catalyst for political, economic, and social change?**   + Students will end this unit by completing a summative assessment that answers the overarching inquiry question. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From the Critical Thinking Consortium, here is a resource on* [*causation.*](https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/) * *From New Visions, here is a resource on* [*contextualization.*](https://curriculum.newvisions.org/social-studies/course/getting-started/teaching-and-learning-new-visions-social-studies-curriculum/what-contextualization/) * *From historyskills.com, here is a resource on* [*continuities and changes*](https://www.historyskills.com/historical-knowledge/change-and-continuity/) * *From the Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/)*.* * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * This activity is designed to get students thinking about the ease of accessibility to goods, the variety of goods available, cheaper prices on mass produced goods, how quickly goods can get to them from around the world and the role of the Industrial Revolution. Students’ prior knowledge about the Industrial Revolution and the factory system should help them make the connection between access to modern day goods and the Industrial Revolution but the teacher may need to provide guided discussion questions if students are struggling with making the connection. * If teachers need some additional information about Think, Pair, Share, visit [NCTE](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html). * The DBQ has guided questions that the teacher could eliminate or add to depending on the needs of students. * The DBQ covers some of the Agricultural Revolution in documents 7 & 8. If teachers wanted students to look at it more in depth, students could use this [Agricultural Revolution reading from Lumen](https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-agricultural-revolution/) to accomplish this. * Teachers could consider having students categorize the causes of industrialization in England before they write their essay i.e. economic, geographic, political, etc. This would add another layer to the assignment and help students formulate an argument for their essay. * The teacher may want to give a formative assessment after students investigate the factors that led to the Industrial Revolution beginning in Britain. Students could do a quick write/exit ticket where they summarize the factors and then write about the factor they believe contributed the most. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * Depending on the needs of students, teachers could modify this assignment by having students do a Gallery Walk using images of significant innovations of the time period to acquire information about the technological innovations instead of Shark Tank pitch presentations. The rest of the activity could remain the same with students writing about the innovations they would fund and why. * During the student pitches, teachers could choose to let the “investors” ask questions to the presenters. Investors may want clarification on certain aspects of the product. * Please note that the list of suggestions for technological innovations is not an exhaustive list. * Teachers can choose to extend this Shark Tank activity throughout the entire unit. Students would present the positive impacts of their product and then use the activities in the next section to learn about the positives and negatives of industrialization and the role of their invention in causing those effects. At the end of the unit, the “investors” could re-evaluate which products they would fund based on new information gained from the unit. * As an extension activity, students could compare the impact of innovations of the Industrial Revolution to modern day innovations. Students could also compare the roles of product advertisements during both time periods. * There are many effects/impacts of the Industrial Revolution so students may find it helpful to use some sort of organizer to keep track of the information. Students could fill out a [SPICE chart](https://drive.google.com/file/d/1LrWg1pcL8s8G2nyCBi3ECxbBazl5ui0M/view?usp=sharing) (Social, Political, Interaction with the Environment, Cultural, Economic) with information about the effects of industrialization as they move through various activities in this unit. * Document D in the provided SHEG activity on Jacob Riis is an excerpt from his book, *How the Other Half Lives*. There is an option for an extended version that teachers may want students to look at instead of the abridged version the activity provides. It is longer than the abridged version but isn’t different as far as reading difficulty and provides students with more information that they can use to achieve this “I can” statement. * Based on student needs and/or time restraints, teachers could choose to eliminate the source analysis activity **or** the urban game. While both of these activities work well together as the urban game helps students visualize the changes they learned about in the source analysis activity, both are not necessary. Teachers could modify the urban game by having the students fill out a graphic organizer with the information that is read before each round to ensure that students are acquiring the content while playing the game. * The teacher could choose to use these activities to modify or supplement instruction based on student needs.   + Have students watch [Children of the Revolution: The Children who Built Victorian Britain](https://www.tes.com/teaching-resource/children-of-the-revolution-the-children-who-built-victorian-britain-11909951)   + Extend the topic of child labor by having students research child labor in the world today.   + Use the Zoom Out photo analysis method - show students an image that is zoomed in and have them reflect on what they see and what they think is happening in the photo. The teacher would then zoom out to show more of the image and have students repeat the same reflection, this time adding how their views changed now that more of the image is revealed. Teachers could zoom out a few more times until the image is fully revealed. An alternative to this would be image analysis based on quadrants of the image. * The teacher could choose to use these activities to modify or supplement instruction based on student needs.   + Instead of the Crash Course video, students could [analyze primary sources: Socialism v. Capitalism](https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/10616/Socialism%20vs%20Capitalism%20Performance%20Task_Part%201.pdf).   + The Crash Course: Capitalism video could be assigned using [Edpuzzle](https://edpuzzle.com) which allows teachers to imbed guided questions throughout the video.   + Teachers could assign the Khan Academy reading on the middle class using [Edji](https://edji.it/) which allows students to annotate articles online. * It is important for students to understand that while there were many negative effects of industrialization, there were lasting positive effects. * If teachers need some additional information about Socratic Seminars, visit [ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html). * Instead of a Socratic Seminar, a Fishbowl discussion could work as well. * Teachers may want to review with students the difference between push and pull factors. * Based on time constraints and/or needs of the students, teachers may wish to eliminate some of the questions in this activity. There are great questions on types of maps, geography, etc. but not necessarily essential in relation to the primary focus of the activity. * Some of the questions in the Interactive Map activity from the U.S. Census Bureau rely on students’ past knowledge of U.S. history. The teacher may want to guide students through these questions or may eliminate them as that is not the primary focus of this activity. * The resources from the Library of Congress and Lumen for the United States will be used again in the following “I can” statement. As there are multiple ethnic groups covered in the Library of Congress resource, not all of them need to be addressed; however, whichever ethnic groups are covered in this activity should also be covered in the next activity. * This resource could be used in an honors or AP classroom to look at migration in In France and Germany. Using this [reading from European History Online](http://ieg-ego.eu/en/threads/europe-on-the-road/economic-migration/leslie-page-moch-internal-migration-before-and-during-the-industrial-revolution-the-case-of-france-and-germany), students will look at migration during three time periods - pre-industrialization, early industry, and urbanization/industrialization. * As there are multiple ethnic groups covered in the Library of Congress resource, not all of them need to be addressed; however, whichever ethnic groups were chosen in the previous push/pull activity should also be covered in this activity. * The Lumen resource goes more in depth on the issues immigrants faced once they arrived in the United States. * As an extension of this activity, students could explore other reform movements that stemmed from this such as prison, mental health, and education reform and make connections to modern day issues involving those same areas. * It is important to have a clear and comprehensive rubric that students can access while completing the assessment. Teachers may want to provide examples, model expectations, or review the rubric with the students. * Rigorous summative assessments should require students to demonstrate the ability to think critically about the material they have learned and should contain a writing component. Because of the composite nature of the student’s instruction as suggested here, the summative assessment may best be posed as an open-ended question though teachers may wish to assess this in another way. |

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**Additional Resources**

*General Industrial Revolution Resources*

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*Factories and Industrial Workers*

Child Labor in America - Lesson Plan | Teacher Resources. (n.d.). Library of Congress. Retrieved March 25, 2020 from

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*Immigration*

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*Women in the Industrial Revolution*

History - An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera - Collection Connections | Teacher

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