| USHC Unit 6 Response to Industrial America | |
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| **Unit Overview** | |
| Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that the government could and perhaps should intervene to regulate economic problems. | |
| **Overarching Inquiry Question** | |
| How did different groups respond to growing inequality?  *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(s)** | |
| American Culture and Identity; Capitalism and Technological Innovation; Natural Rights and Societal Development | |
| **Skills Emphasis at a Glance** | |
| **CO: Comparison**- Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.  **CE: Causation-** Evaluate significant turning points, including related causes and effects that affect historical continuity and change.  **P**: **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization. | |
| **Standard(s)** | |
| **USHC 3.CO:** Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.  **USHC 3.CE:** Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877 to 1924.  **USHC 3.P:** Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.  **USHC.3.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity. | |
| **I Can Statement(s)** | |
| 1. I can compare and contrast the beliefs and strategies used by businesses and workers to gain power. (**3.CO**) 2. I can assess the conditions in America that led to the formation of the Populist and Progressive movements and evaluate the levels of success in addressing those conditions for both movements. (**3.CE**) 3. I can summarize the government’s efforts in promoting economic growth and provide specific examples to support the summary. (**3.P**) | |
| **Unit Sequence** | **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.* |
| **I can compare and contrast the beliefs and strategies used by businesses and workers to gain power. (3.CO, 3.E)** | |
| As an opening activity, have students think about how they would react to the following new rules:   1. They can only earn D’s as passing grades in school no matter how hard they work. 2. They are only allowed to go to the bathroom once per day while they are at school so that they will get more work done. 3. School is going to start promptly at sunrise and end around sunset each day. 4. If they don’t comply, they must drop out of school and not finish.   Introduce the “I can” statement and connect it to the opening discussion.  In a method of the teacher’s choosing, provide direction instruction to give students an overview on types of monopolies, convict leasing, Social Darwinism, labor unions, and socialism.  Next, assign groups to examples of workers responses to business practices. In groups of 4 or fewer, have students review selected materials on their assigned topic. Students could create a visual or electronic aid to present their findings to their peers. Their product should answer the following questions:   * What were workers unhappy with? * How did they react? * What happened when they organized a reaction?   Then, the students share their findings with their peers.  Next, have students take a look at a historical example of a strike turning violent by examining the Homestead Strike using [these documents provided by the Stanford History Education Group.](https://sheg.stanford.edu/history-lessons/homestead-strike)  Have students follow and annotate a timeline on the Homestead strike while the teacher lectures or shows a video here.  Next, have students look at an excerpt from Emma Goldman’s autobiography, where she remembers the Homestead Strike later in life.  Then, have students look at the newspaper interview with Henry Frick in the Pittsburgh Post on July 8, 1892,  Finally, ask students to complete a T-chart contrasting the beliefs and strategies of businesses and workers. | The teacher might ask probing questions to start the classroom discussion such as,   * Do you think this would make students more productive? * Would students adapt well to these conditions? * How would society be affected by these new protocols?   Traditional lecture can certainly work here, but so could secondary source readings or videos. A combination of all three could be helpful to keep students’ attention.  Some examples of workers responses that could serve as topics could include, but are not limited to: Great Railroad Strike of 1877, National Labor Union, Knights of Labor, Haymarket Bombing, American Federation of Labor  Teachers can use their own materials or choose from some of the following examples. Of course, teachers will want to tailor the selection of materials to their individual students.  Potential Resources for groups packets can be found here:  [Great Railroad Strike of 1877](http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=2&psid=3189) Secondary Source, University of Houston  [Great Railroad Strike of 1877](http://railroads.unl.edu/topics/strike.php) Newspaper coverage, Secondary Source, University of Nebraska Lincoln  [National Labor Union](http://www.americaslibrary.gov/jb/recon/jb_recon_workday_1.html) Secondary Source, Library of Congress  [National Labor Union](https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/national-labor-union), Secondary Source, Encyclopedia.com  [Knights of Labor](https://www.history.com/topics/19th-century/knights-of-labor), Secondary Source, History.com  [Knights of Labor](https://socialwelfare.library.vcu.edu/organizations/labor/knights-of-labor-2/), Secondary Source, Virginia Commonwealth University  [Haymarket Bombing](https://www.history.com/this-day-in-history/the-haymarket-square-riot), Secondary Source, History.com  [Haymarket Bombing](http://digitalcollection.chicagohistory.org/cdm/search/searchterm/Haymarket%20Square%20Riot,%20Chicago,%20Ill.,%201886/mode/exact), Primary Source Collection, Chicago History Museum  [American Federation of Labor](https://www.ushistory.org/us/37d.asp), Secondary Source, USHistory.org  [American Federation of Labor,](http://www.let.rug.nl/usa/documents/1876-1900/samuel-gompers-letter-on-labor-in-industrial-society-to-judge-peter-grosscup-september-1894.php) Primary Source Letter from Samuel Gompers, University of Groningen  It might be wise for students to keep notes in a graphic organizer prepared by the teacher with cells for each of the topics that were assigned to the groups. They could do a gallery walk or use technology to do presentations.  These materials from the Stanford History Education Group are free to use, but they require teachers to register.  If the documents from SHEG are unavailable, other primary sources can be used as there are many available online that illustrate pro labor and pro industry views on strikes.  When the students have completed the T-chart independently, call on students to encourage discussion about what they included on each side and why. |
| **I can assess the conditions in America that led to the formation of the Populist and Progressive movements and evaluate the levels of success in addressing those conditions for both movements. (3.CE, 3.E)** | |
| Begin by showing [this image](https://www.loc.gov/resource/pga.00025/) to students and asking them to describe 5 things they see in the image, 3 things they think about the image, and 1 thing they wonder about the image.  Next, introduce the “I can” statement for the lesson and connect it to the opening discussion.  In a method of the teacher’s choosing, provide brief direct instruction on the Populist Movement and the Progressive Movement, including a look at the Election of 1896.  Next, explain to students that they will be investigating the issues that caused Populism and Progressivism to become popular in the late 1800s and early 1900s. Pass out the [documents from the Populist DBQ](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/06/OS_L_DBQ_Populism_Labor_Reform_sources.pdf) along with the [graphic organizer.](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/06/OSL_-DBQ_Populism_Labor_Reform_Aligned2020.pdf)  Individually or in pairs, have students complete the questions for each source.  When all students are finished with the questions, model how to complete the graphic organizer by filling in the first few boxes together as a class. Then have students work in small groups to complete the rest of the chart.  Finally, ask students to reflect on the work they have done with the primary sources by having them answer the question: Why were people drawn to the Populist Party/ Progressive Movement?  Next, explain to students that they will be investigating how successful the Populists/Progressives were.  Show the students the following infographic on the Progressive movement, [Progressive Era Reform Movements at A Glance](https://www.gilderlehrman.org/news/progressive-era-reform-movements-glance), from the Gilder-Lehrman Institute of American History.  Either have students select a number or assign one to them that corresponds with topics 1-10 on the infographic. Have students research one progressive reformer associated with that category.  Have them find answers to the following questions:   * What was this person’s goal? * How did they try to achieve it? * Were they successful? Why/why not?   Either on paper or in an electronic format, have students answer the questions and group them with others in the class based on category.  Once the students are done, have the class participate in a gallery walk to learn about various movements of the Progressive era.  Once they are done with the gallery walk, have them discuss, as tables or with an elbow partner, the following question: What did activists during this time accomplish? Overall, do you think they were successful in addressing the problems they were trying to fix? Why or why not? | Any image relating to the issues facing farmers in the late 1800s will work for this segment.  Note: This first portion of this lesson sequence is adapted from [this lesson plan](https://digital.library.sc.edu/blogs/academy/2019/06/13/dbq-us-history-and-the-constitution-the-rise-of-populism-in-the-1890s/) from the SC Department of Education.  The purpose of this overview is to give students context as they work through the following activities. These activities should be the main avenue of student learning about causes and effects of these movements, so a basic overview of terms is the goal of the direct instruction.  Be sure to rotate around the room as students work on answering questions for the sources, providing guidance and answering questions as necessary.  This can be done in a variety of ways, from a quick write to a more formal essay. Use whatever means works best for your class, but be sure to provide a rubric for any major assignments.  If desired, teachers could show this overview of the Progressive movement: [Khan Academy Video](https://www.khanacademy.org/humanities/us-history/rise-to-world-power/age-of-empire/v/the-progressives)  Call on students after they have had a few minutes to discuss the topic so that the class can discuss the question as a whole. |
| **I can summarize the government’s efforts in promoting economic growth and provide specific examples to support the summary. (3.P)** | |
| As an introduction, ask students whether or not they believe that government officials regulate business in a way that is helpful to the general public. Some questions to get them thinking about this topic include:   * Does the government ensure that workers are safe at work? How? * Does the government make sure that people get paid enough? How? * Can any age person work any job they want to? Why not?   Introduce the “I can” statement and link it to the opening discussion. Explain to students that they are going to be examining several government actions and coming up with a response to the I can statement in the form of a news headline.  First, either handout pre-made T-charts or have students create their own with the following columns: Government Action and description/ Impact on the Economy.  Then, give students time to examine the following sources.  [Overview of the Sherman AntiTrust Act](https://www.investopedia.com/terms/s/sherman-antiturst-act.asp)  [Overview of the Chinese Exclusion Act](https://www.britannica.com/topic/Chinese-Exclusion-Act)  [Overview of the Pacific Railway Act](https://www.ourdocuments.gov/doc.php?flash=false&doc=32) (use print friendly version)  [Overview of the Interstate Commerce Act](https://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/us-government/interstate-commerce-commission)  When they are finished, ask students to write a one-two sentence summary of how the government influenced the economy.  Next, have students read the article on government corruption: [How the Gilded Age's Top 1 Percent Thrived on Corruption](https://www.history.com/news/gilded-age-corruption-corporate-wealth)  After reading, ask the question: How does this article uphold or contradict what you wrote in your summary?  Finally, have the students work in pairs to construct a newspaper headline that captures the essence of what that government action did for businesses and for workers. Collect headlines in a central location either in the classroom or online.  Discuss the groups’ headlines as a class, perhaps identifying common themes.  Have students write a paragraph addressing the “I can” statement. | This could be an excellent think/pair/share, journal entry, or class discussion.  These are only suggestions. The teacher is free to use other examples of government actions related to the economy. See Alignment Guide for more information.  Depending on students’ needs, the teacher may want to create some guided reading questions to focus student attention on the key points of the article.  The purpose here is to show the complexity of characterizing government actions, which on one hand looked very active and on the other were more corrupt. How can you get students to see that both could be true at the same time?  As students read out their headlines, it may be helpful to ask them to identify one specific government action that supports their work. |
| **Overarching Inquiry Question: How did different groups respond to growing inequality?** | |
| The teacher should put a large piece of poster paper on the wall with three major headings on it, entitled “business,” “government,” and “workers.”  Count off the students in the classroom to make 3 different groups. Assign each group to one of the above headings.  Have each group brainstorm the way their assigned heading responded to the growth of inequality. Have them add explanations to the poster paper on the classroom wall. Make sure they don’t just include a word or phrase, but an example to back it up that they learned from the lesson.  Once the three groups are finished, have a class discussion about how these responses to growing inequality are different and, perhaps, at odds.  Have the students write a thesis statement (but not a full essay) answering the prompt “How did different groups respond to growing inequality?” | If the class is large, the teacher may want to have two groups per category, or 6 total, to keep the student groups at a manageable size.  For example, under workers, a group might write “they organized themselves” and then give an example of Union activity. |

**References**

Hogan, Drew. (2018). DBQ: US History and the Constitution – The Rise of Populism in the 1890’s. Retrieved from: <https://digital.library.sc.edu/blogs/academy/2019/06/13/dbq-us-history-and-the-constitution-the-rise-of-populism-in-the-1890s/>

Avishag Reisman and Bradley Fogo, Lesson Plan for Stanford History Education Group - Homestead Strike Lesson Plan. Retrieved from: <https://sheg.stanford.edu/history-lessons/homestead-strike>

**Additional Resources**

[Populism, Agrarian Activism](https://www.khanacademy.org/humanities/us-history/the-gilded-age/gilded-age/a/the-populists), Secondary Source, Khan Academy

[The Grange Movement,](https://www.gilderlehrman.org/history-now/spotlight-primary-source/grange-movement-1875) Secondary Source, Gilder Lehrman

[The Election of 1896](https://www.ushistory.org/us/41e.asp), Secondary Source, History.com

[Populist Timeline](https://www.history.com/topics/us-politics/populism-united-states-timeline), Secondary Source, History.com

[Progressive Era](https://www.khanacademy.org/humanities/us-history/rise-to-world-power/age-of-empire/a/the-progressive-era), Secondary Source, Khan Academy