

US History 2
Lesson Plan # 1 Grade 11
Farming Unrest

Short-term Objective:

Students will learn why farmers banded together. Further discussion will show that banding together to form associations helped to resolve some of their needs in the late 1800's.

Long-term Objective:

Students will identify that farmers who banded together were able to confront the railroad and banking systems to minimize profits of profiteers.

- Discuss why farmers decided to organize:
- Explain:
 - Farming was expanding in the West and South.
 - As the crop supply increased, the selling price decreased, as transportation costs increased.
 - Farmers blamed: High priced railroad costs, high prices charged by Eastern Manufacturers, and bankers.
- Discuss:
 - How farmers formed the Grange (later named National Grange)
 - Offered farmers education, fellowship and support.
 - Encouraged farmer to set up cooperatives.
- Discuss:
 - How Farmers Alliances were set up to rally and protest against banking and railroad power.
 - How alliances were used in political campaigns.
 - How the Populist Party (also known as Peoples Party) was used to appeal to common people.
- Explain:
 - The idea of free silver (coining of new currency) could cause inflation and economical ruins.

Classwork:

Use the following words and write a one page paper describing the Populist Party.
Free silver, National Grange, cooperative, Populist Party.

Homework:

Please answer the following questions in complete sentences.

1. What were financial problems faced by farmers?
2. Who did farmers blame for these problems?
3. How did the National Grange help farmers?
4. How did farmers benefit from Alliances?

Reference Massachusetts Department of Education Frameworks:

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)

- A. The Knights of Labor B. The American Federation of Labor headed by Samuel Gompers
C. The Populist Party D. The Socialist Party headed by Eugene Debs

US History 2
Lesson Plan # 2 Grade 11
Railroad Expansion

Short-term Objective:

Students will learn how a growing network of transportation enables people, information and products to integrate and spread across the United States.

Long-term Objective:

Students will learn how railroad expansion stimulated the growth and development of related equipment, tools and technologies.

- Discuss the role of better and ever changing railroad expansion:
- Explain:
 - Railroads carried supplies, weapons, troops and equipment to battle areas during the Civil War.
 - The North had a much more superior rail system than the South.
 - Origins of the First Continental Railroad in 1869 and expansion of more railroads by the 1890's.
 - Discuss the role of railroad barons such as Vanderbilt.
 - Their competitiveness and aggressiveness to make money and obtain major railroad control.
- Discuss:
 - How railroads stimulated the economy.
 - Carrying raw materials to factories and finished goods to consumers.
 - How railroads combined strategies to create and maintain a standard size rail system.
- Identify:
 - That entrepreneurs saw a need for rail travel improvements.
 - George Westinghouse...air brakes Eli Janey...car couplers
 - Gustavus Swift...refrigeration George Pullman...sleeping car
 - Opportunist business men from large railroads offered secret discounts to stimulate business.
 - How a growing railroad system enabled American industry to expand westward, allowing Eastern and Western suppliers and producers to transport materials more quickly.

Classwork:

Write a one page paper on how railroad barons used various methods to drive small railroad companies out of business.

Homework:

Write a brief paragraph on each of the following topics:

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|---|--------------------------|
| 1. Railroad Impact on Eastern and Western economies | 2. Railroad improvements |
| 3. New railroad technologies | 4. Railroad competition |

Reference Massachusetts Department of Education Frameworks:

USI.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)

US History 2
Lesson Plan # 4 Grade 11
The Growth Of Big Business

Short-term Objective: *Students will learn how the discovery of a natural resource such as oil leads to the creation of multiple businesses.*

Long-term Objective: *Students will discuss and learn how the growth of one business leads to the creation of other businesses.*

- Discuss how the creation and increase of corporations led to business growth.
- Explain:
 - The discovery of oil in western Pennsylvania stimulated the curiosity of researchers.
 - Oil was originally sold as medicine.
 - Later learned that oil would burn to produce heat and light.
 - Also used as a lubricant.
- Discuss:
 - Increased economic growth after the Civil War.
 - Natural resources were more readily utilized.
 - Transportation improvements enabled rapid shipment of raw materials and finished goods.
 - The importance of the combination of land, labor and capital.
 - How companies raised capital by becoming a corporation and selling stock.
 - Stock, shareholders and dividends.
 - Borrowing money:
 - For startup companies and for expansion of existing companies.
- Discuss:
 - How oil discovery created an explosion of new towns, businesses and drilling related suppliers.
 - Standard Oil, John Rockefeller and his successes in the oil business.
 - Why trusts were formed.
- Discuss:
 - Growth of the steel industry.
 - Andrew Carnegie, his visions and successes.
 - Antitrust laws

Classwork: Select five items which require steel
 Write a sentence on each item identifying why the steel is needed.

Homework: Draw a diagram or cartoon that reflects *one* of the following:
 1. Extraction of raw materials
 2. Raw materials being converted into finished goods
 3. Finished goods being transported to customers.

*Reference Massachusetts Department of Education Frameworks:
USII.2 Explain the important consequences of the Industrial Revolution. (H, E)
A. The growth of big business B. Environmental impact C. The expansion of cities*

US History 2
Lesson Plan # 5 Grade 11
The Labor Force

Short-term Objective: *Students will discuss and learn about poor working conditions of men, women and children in factories.*

Long-term Objective: *Students will learn how poor working conditions created a need to for labor unions to protect workers of all ages.*

- Discuss:
 - How the growth of business and industry created new jobs.
 - Better jobs allowed for good wages. Luxuries were now more affordable.
 - Small factories had grown to mass production facilities.

- Explain:
 - Working conditions
 - The work day length...10-12 hours
 - How immigrants would work for lower wages.
 - Unsafe working conditions.
 - Women working for fewer salaries than men.
 - Child labor.

- Discuss:
 - How and why labor unions formed.
 - Knights Of Labor and its intentions.
 - The formation of the American Federation of Labor
 - Led by Samuel Gompers
 - Its intent to protect skilled laborers.

- Discuss:
 - How unions work to protect employees:
 - Help workers keep jobs
 - Resist against employer's ability to fire employees at will.
 - The purpose of *strikes* and *injunctions*
 - Mary Jones' campaign for workers' rights and The International Ladies Garment Worker's Union

Classwork: Use each of the following terms in a sentence:
Sweatshop, injunction, trade union, strike, strikebreaker

Homework: It is the year 1900. Imagine you are a child laborer in a *sweatshop* that manufactures clothing.

- Write a brief essay on the poor working conditions that you would experience.
- Would your wages be low? Would conditions be safe? Would you be treated respectfully?
- Would you be tired after a 10-12 hour work day? Would you be able to attend school?
- Would you have time to earn a high school diploma?

Reference Massachusetts Department of Education Frameworks:

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.

A. Knights of Labor B. American Federation of Labor C. Populist Party D. Socialist Party

Assessment

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Please answer the following questions. Read each question carefully. Each question is worth 5 points.

Multiple Choice

1. The _____ worked for shorter hours for workers.
a. Populist Party b. National Grange c. Cooperative d. Farmer's Alliance

2. The combining of companies is called _____.
a. dividends b. corporations c. shareholders d. merger

3. Railroad barons were created because the industry _____.
a. concentrated b. consolidated c. condensed d. collated

4. Whose electric power plant lit up over 80 buildings in New York City?
a. Thomas Edison b. Cyrus Field c. Henry Ford d. George Eastman

5. A feeling of anti-labor grew after a bloody incident in Chicago . It was called the _____.
a. Haymarket Riot b. Pullman Strike c. Homestead Strike d. Railroad Strike of 1877.
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Completion

6. Construction of _____ increased demand for iron, steel, coal, timber and other goods.

7. The _____ united the nation's regions, stimulated industry and expanded American business.

8. During the late 1800's, the government awarded more than 400,000 _____ for new inventions.

9. One way a company could raise capital was by selling _____ for it's business.

10. Carnegie's steel company became powerful through _____ integration, buying coal and iron mines, railroads and other companies.

Matching

a. George Eastman

b. Henry Ford

c. Cornelius Vanderbilt

d. Alexander Graham Bell

e. Mary Harris Jones

f. Gustavus Swift

g. John D. Rockefeller

h. Granville Woods

i. Cyrus Field

j. Eugene V. Debs

11. _____ railroad baron

12. _____ invented the telephone

13. _____ invented a small camera

14. _____ built the Model T

15. _____ labor union leader

16. _____ developed railroad refrigerator cars

17. _____ laid a transatlantic telegraph cable

18. _____ patented 35 inventions

19. _____ formed Standard Oil Company of Ohio

20. _____ Pullman Strike leader

Teaching American History

Applying What I Have Learned

The *Teaching American History Class* has given me a deeper insight into what actually caused things to happen in United States History. Upon returning to school this September, I discussed the events of my TAH class with my students. Discussions of my experience helped to give students a deeper and more profound insight into things that triggered historical events of the early 1900's.

The various guest speakers in our *TAH* class were seekers of truth. They reported and wrote about our nation's history from information learned from research of actual documents, not from news stories. Life during the 1920's and life after World War 1 showed me that Americans were interested in healing from the war and moving forward. They tried to forget about difficulties in Europe and pretended that global issues did not affect them. Instead, unrest continued in Europe, only to evolve into another World War. Americans just tried to get on with their lives.

The *TAH* class also showed me that people, politicians and leaders are creatures of habit, in that we sometimes don't really learn from our mistakes. We say we have learned from them but, when thrown back into a new crisis, our politicians and leaders don't always reflect upon past issues and outcomes. My students and I discussed why global issues, fighting between countries and global unrest never seems to end.

Additionally, I have learned to understand how Americans felt after World War 1, World War 2 and the Viet Nam War and have discussed these feelings with my students. We (my students and I) have discussed and role-played how they would perceive events in those times and how they would view life in America and the world in general. We discussed how one might feel to lose a family member or friend in a war situation, as most of my students have not yet experienced such a loss.

Discussions also centered on President Roosevelt's *New Deal* and compared it to President Obama's *American Recovery and Reconstruction Act*. We discussed the creation of jobs that were needed on critical projects, such as, the rebuilding of bridges and roads. We talked about how these types of jobs help keep people employed. Students agreed that people engaged in a full time job are more likely to be too busy to get into trouble and do bad things.

On several occasions, I have displayed the DESE Frameworks on my Smart Board to demonstrate to my students what they are expected to learn. We discuss why it is important to understand our country's history. In every one of my history classes, students identify their ancestry and discuss that America is a mixing bowl of Native American Indians, migrants from Russia and Asia through the Bering Straights and hundreds of thousands of immigrants from many different countries.

One of the most interesting topics was that of John Kennedy and the Cuban Missile Crisis. My students and I discussed that JFK had a *back line* with Nikita Khrushchev. It is little details like this that make history so interesting. I also discussed that what you see in the news or on television may not be what is really happening. There were several discussions about how JFK had been at a summit earlier and Krushchev had somewhat insulted President Kennedy. Students snickered when they learned that Kennedy had played "virtual poker" with Krushchev over the Cuba issue.

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