

ELEMENTARY U.S. HISTORY 7: INDUSTRY AND LABOR

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: Elementary U.S. History 6: The Last Great Period of New Settlement course.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A * means get a checkout. All written work is turned in to the supervisor.

PURPOSE: Learn how the United States expanded its industry and dealt with the effects of industrial growth.

ESTIMATED TIME: 6–7 hours.

MATERIALS NEEDED TO DO THIS COURSE

Heron materials:

Heron study booklet, *Elementary U.S. History 7: Industry and Labor*, with these data sheets (DS):

7267 7266 7545 7546 7547 7548 7549 7528

Exam: 7315, 7316 (review)

Other required texts/references:

United States—Adventures in Time and Place (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1–800–442–9685.

Encyclopedia at level of *The New Book of Knowledge*.

Other recommended texts/references:

A History of US, Joy Hakim, Oxford University Press: (paper or cloth)

Book 8 An Age of Extremes, ISBN 0-19-515334-0 (paper); ISBN 0-19-515333-2 (cloth)

Access to Internet strongly recommended.

Other materials:

Student's time line from Elementary U.S. History 6, roll of newsprint or butcher paper, large map of US, crayons or markers, clear tape.

NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at.

You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

A. INTRODUCTION

1. PRACTICAL APPLICATION:

a) Read the Purpose statement for this course. ____

b) Look at the list of books for Elementary U.S. History 7 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. ____

- c) Read step F.2 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step F.2. _____

B. INVENTIONS AND INDUSTRY

- *1. READ: DS #7545 Industrial Expansion. _____
2. DEMONSTRATE: Three ways that the coming of electricity changed the way people lived. _____
3. READ: *United States—Adventures in Time and Place* (US), pp. 540–541 only, Ch. 19, Lesson 1 “The Rise of Big Business.” _____
4. PRACTICAL APPLICATION: Look up *inventions* in an encyclopedia or on the Internet. Find one that you would like to know more about. Try to choose an invention not covered here unless you are really interested in one already talked about. Find out:
- a) who invented it,
 - b) how it worked/what it did (do a demonstration if you can),
 - c) how it improved some area,
 - d) if possible, find out if it is still in use today, and if so, how it has changed (and whatever else you want to add).
- Tell someone what you found out. _____
- *5. READ: DS #7546 Wealth and Classes of Society to heading “The Super-Rich.” _____
6. READ: DS #7547 How Much Is a Million Dollars? _____
7. DEMONSTRATE: Work out a way to show each amount of money and demonstrate it:
- a) \$1 _____
 - b) \$1,000 _____
 - c) \$1,000,000 _____
 - d) \$1,000,000,000 _____
- *8. READ: DS #7546 Wealth and Classes of Society, section “The Super-Rich.” _____
9. READ: US, pp. 542–543 only, section “Industrial Giants.” (Note: Ignore pp. 544–545 for now. They will be covered in a later section.) _____

10. DEMONSTRATE: How a corporation is different from a single-owner business. _____
11. DEMONSTRATE: Suppose a company had a monopoly over computer games. Show how this might affect what types of computer games were produced and the prices of the games. _____
- *12. READ: DS #7546 Wealth and Classes of Society, section “A Growing Middle Class.” _____
13. DEMONSTRATE: A way that the middle-class way of life was different from that of the rich and the poor. _____
14. PRACTICAL APPLICATION:
- a) Get your time line from Elementary U.S. History 6. _____
- b) Start a time line to add to it. Cover the period from 1915 to the present, and be sure to mark the year 2000. Use the same scale that you did for the earlier time line. _____
- c) Tape the time lines together. _____
- d) Fill in these points and anything else you want to include:
- First telephone conversation (Alexander Graham Bell)—1876
 - John D. Rockefeller monopolizes oil industry—1879
 - Electric light bulb invented (Thomas A. Edison)—1880
 - Electricity for cities—1880s–1890s.
- Include some illustrations. _____

C. IMMIGRATION AND GROWING CITIES

- *1. READ: DS #7546 Wealth and Classes of Society, section “Immigration and Its Problems.” _____
2. READ: DS #7548 A Symbol of Liberty. _____
3. PRACTICAL APPLICATION: Read the poem out loud to your supervisor. Then tell your supervisor
- a) What part of the poem did you like the most and why. _____
- b) What do you think Emma Lazarus’ main message was when she wrote the poem? _____
4. READ: US, pp. 546–549 only, Ch. 19, Lesson 2 “The Growing Cities,” through section “How They Lived.” Include the “Infographic” on pp. 548–549. _____

5. DEMONSTRATE:
 - a) a reason why immigrants from southern Europe came to the United States. ____
 - b) a reason why immigrants from Eastern Europe came to the U. S. ____
 - c) what life was like for many immigrants in the cities. ____
6. ESSAY: Pretend you are an immigrant to America. Describe some of the things you would have difficulty with if you knew no one and could not speak English. _____
7. READ: Read step F.1 now and complete the step by the end of the course. _____
8. READ: US, pp. 550–551, Ch. 19, Lesson 2, sections “The Settlement House” and “Why It Matters.” _____
9. DEMONSTRATE: How settlement houses helped the immigrants. _____
10. READ: US, pp. 552–553, “Legacy Linking Past and Present: Play Ball!” _____

D. LABOR PROBLEMS

- *1. READ: DS #7549 Workers and Unions. _____
2. DEMONSTRATE:
 - a) what a labor union is. ____
 - b) how a labor union could help workers. ____
 - c) how a labor union could harm business. ____
3. READ: US, pp. 544–545, Ch. 19, Lesson 1, section “The Labor Movement,” through section “Why It Matters.” _____
4. PRACTICAL APPLICATION: Add to your time line. Fill in these points and anything else you want to include:
 - Massive immigration from Europe to America—1870–1924
 - Labor unions started—late 1800s.
 Include some illustrations. _____

E. THE WORLD OF THEODORE ROOSEVELT

1. READ: US, pp. 560–565, Ch. 19, Lesson 4 “The World of Theodore Roosevelt,” through section “Why It Matters.” (*Rough Riders*, p. 561, were a volunteer cavalry group who fought under Theodore Roosevelt during the Spanish-American War.) _____

2. PRACTICAL APPLICATION: Make a drawing of three things that were accomplished when Theodore Roosevelt was president. _____
3. PRACTICAL APPLICATION:
- a) Work out for yourself why each of these is important:
- muckrakers and trust busting ____
 - construction of the Panama Canal ____
 - first airplane flights by the Wright brothers ____
 - assembly line production of cars by Henry Ford ____
 - national movement to protect and conserve natural resources. ____
- b) Pick two of them and explain why they were important. Then turn in your paper to the supervisor. ____
- c) Choose one of the topics in b) and find out three things that you didn't know about the topic and tell another person. _____
4. PRACTICAL APPLICATION: Add to your time line a final time. Fill in these points and anything else you want to:
- Theodore Roosevelt becomes President—1901
 - Wright Brothers make first airplane flight—1903
 - Henry Ford builds cars on assembly line—1913
 - Panama Canal is opened—1914

Supervisor pass. The student's time line should include all the points listed in steps B.14, D.4 and this step, with some illustrations for each step. _____

NOTE TO STUDENT: Save your time line to use again in Elementary U.S. History 8.

F. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: Find out from your parents (or other relatives) if any of your family came to America as immigrants. If possible, find out where they came from, when they came, and why. Have them tell you any interesting stories about the trip and/or settlement here, and look at any pictures they might have. Write a report on what you found and turn it in to your supervisor. _____
2. PRACTICAL APPLICATION: Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** _____
3. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the single row for _____

Elementary U.S. History 7. Then do Part A of the Important Events and Dates Drill with it (the drill follows the table). _____

4. DRILL: Do Part B of the Important Events and Dates Drill. _____

5. DRILL: Do Part C of the Important Events and Dates Drill. _____

6. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

This student has passed the exam for this course.

Examiner _____ Date _____

20 March 2001 Revised 15 October 2005
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