

April 4, 2008

US History 10

Lesson: Expansion of American Industry, Day 1

Essential Question: How did new technologies and inventions change the lives of average Americans?

I. New Jersey Core Curriculum Content Standards

- A. 6.4.12 H.1 – Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.

II. Pennsylvania Academic Standards for History

- A. 8.3.9 A - Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
- B. 8.3.9 C – Analyze how continuity and change has influenced United States history from 1787 to 1914.

III. Lesson Objectives

- A. All students will be able to explain the importance of electricity and oil to the modern world.
- B. Most students will be able to make inferences about what their life would be like without the conveniences of modern technology.
- C. Some students will be able to relate simple inventions and technologies to more complex technologies that are used today.

IV. Materials

V. Motivation

- A. Once the bell rings, the instructor will turn off the lights and tell the students to stand up. Instructor will explain that the year is 1875 and that we are unable to use any objects in the room that did not exist at that time. For example, the lights are turned off because the light bulb was not invented until 1880 and the students are standing because their desks are made out of plastic. Instructor will then ask the students to brainstorm about what other objects in the room did not yet exist in 1875 and a list will be kept on the chalkboard. Possible items to put on the list include:
1. Anything made from plastic
  2. Computer
  3. Heater/air conditioner
  4. Some types of cloth used for clothing (polyester or nylon)

VI. Instruction and Activity

- A. Instructor will ask students to brainstorm what kinds of activities they usually do in the afternoons or evenings after school and record their responses on the board. After a significant list has been compiled, the instructor will ask which of these activities would not be possible without electric lights. As the students name the activities, they will be crossed off. Possible discussion questions include:
1. What would life be like if we did not have the electric light bulb?
  2. What other important things would not be possible without the electric light bulb?
- B. After completing the motivational activity, the instructor will explain that the late 1800's was a period of tremendous industrial and technological growth in the United

- States. It was during this period that the groundwork was laid for many things today that we take for granted.
- C. Students will then be assigned a partner and asked to think about the following questions and then share and discuss them with a partner. Some groups will be asked to share their thoughts and discussion with the class. Questions will be written on the board prior to the start of class.
1. What technology or invention has had the biggest impact upon your life?
  2. Why has it been so important to you?
  3. How does this technology/invention improve your life?
  4. What would your life be like without this technology/invention?
  5. What other technologies or inventions make the invention you chose possible?
- D. The instructor will explain that there were four specific areas of invention, all which became widely used in the late 1800's, that had a significant impact upon American history. They were new forms of energy (electricity and oil), new forms of communication (telephone and telegraph), the expansion of railroads, and newer and more efficient ways of making steel (Bessemer process). Today, we will focus on new forms of energy.
- E. The instructor will then have students discuss the importance of oil to their everyday life with their partner. While students are discussing, the instructor will write the following list of items on the board, all of which are contain materials made from oil:
1. Deodorant
  2. Pantyhose
  3. Toothpaste
  4. Lip stick
  5. Bug spray
  6. Movie film
  7. Pillows
  8. Rubber Cement
  9. Telephones
  10. Perfume
  11. Shampoo
  12. Aspirin
  13. Glue
  14. Football
  15. Pens
- F. After the list has been written, students will be asked to share what they discussed with the class. The instructor will then ask students how many objects from the list written on the board are made from oil products. Possible discussion questions include:
1. How important are these items to your everyday life?
  2. How would your life be different without them?
- G. Students will then be asked to write a paragraph, which will be due at the end of the period, based upon the following prompt:
1. The period after the Civil War was one of tremendous technological growth in the United States. Many items and technologies invented during this time laid the groundwork for many of the objects we take for granted today. Imagine that you

are a farmer living in 1885. Electricity has just been brought to your town. How would your life change? How would your business change?

F. If students finish early they should begin working on the key terms from chapter 13, section 1.

VII. Special Education Modifications

- A. Instructor will write down and/or repeat directions as necessary.
- B. Allow extra time for students to process information.
- C. All materials will follow COLA procedures.

VIII. Homework

- A. If students do not finish paragraph in class, it should be completed for homework.

IX. Assessment

- A. End of chapter assessment
- B. Class discussion
- C. Written paragraph response