

An Industrial Revolution Begins

This Week's Standards

TEKS: 4A, 4B, 4E, 4F, 8A, 8B, 8C, 9A, 9B, 11B, 11C, 12A, 12B, 13A, 13B, 13C, 13D, 13E, 17A, 17D, 24B, 24C, 24E, 25A, 25B, 25D, 25E

ELA/R TEKS: 1A, 1B, 1C, 1D, 2C, 3B, 4, 6A, 6C, 6F, 6G, 6H, 6I, 7B, 7C, 7D, 7E, 7F, 7G, 9Dii, 10A, 10B, 10C, 11A, 11Bi, 11Bii, 11C, 11Di, 11Dix, 11Dx, 11Dxi, 11E, 12B, 13C, 13D, 13E, 13H

ELPS: 1.D.1, 2.C.1, 2.C.2, 2.I.3, 2.I.5, 3.B.2, 3.G.1, 3.G.2, 3.H.3, 4.D.1, 4.E.1, 4.F.1, 4.F.2, 4.G.2, 4.G.3, 4.G.4

Words to Know

dispute – disagreement

annex – to add, or join together

Industrial Revolution – the transformation from an agricultural to an industrial nation

cotton gin – a machine that separates cottonseeds from raw cotton fibers

plantation – a large farm area on which crops are raised

cotton fiber – soft silky part of a cotton plant that can be woven into cloth

slave – a person under control of another person who is forced to work without pay

blockade (v.) – to isolate an area with enemy ships or forces to prevent the entrance and exit of traffic and commerce

supply – the total amount of a good or service available for purchase

demand – the amount of a particular economic good or service that a consumer or group of consumers wants to purchase at a given time

transportation – any device used to move items or people from one location to another

manufacturing – the act of making a product from raw materials

loom – a textile machine for weaving yarn into cloth or fabric

share (n.) – any of the equal portions into which the capital stock of a corporation is divided and ownership of which is shown by a stock certificate

factory – an industrial building where workers manufacture goods or supervise machines processing one product into another

free enterprise – also called a market economy; economy that relies mostly on market forces to distribute goods and resources and determine prices

capitalism – an economic and social system in which capital, land and non-labor factors of production are privately owned; labor, goods and resources are traded in markets; and profit, after taxes, is distributed to the owners

Theme Words

- revolution
- change
- industry
- capitalism
- invention

Suggested Literature

“Kids on Strike!” by Susan Campbell Bartoletti

“Industrial Revolution” by John D. Clare

“Kids at Work: Lewis Hine and the Crusade against Child Labor” by Russell Freedman and Lewis Wickes Hine
Graphic Library: “Eli Whitney and the Cotton Gin” by Jessica Gunderson
“Smokestacks and Spinning Jennys: Industrial Revolution” by Sean Price
“What Is Supply and Demand?” by Gare Thompson and Molly Aloian

Websites of the Week

This is a site with teacher prepared Power Point presentations about the Industrial Revolution. <http://worldhistory.pppst.com/industrialrevolution.html>

Summary of Previous Lessons

Last week students explored the westward movement in America. They were introduced to the expedition of Lewis and Clark who explored the Louisiana Purchase. Of significance last week was the concept of manifest destiny. Students learned that many Americans felt it was their God-given right to take and settle lands in the West. Students also explored the conflict anti-federalist Thomas Jefferson must have felt toward making the Louisiana Purchase. Finally, students learned about the importance of the fur trade to frontier America.

Summary of Current Lessons

- The Treaty of Ghent brought the War of 1812 to an anti-climactic end. Relations between Great Britain and the U.S. were somewhat civil at that time.
- The United States felt proud it had held off a British defeat. During the war, blockades forced Americans to find new ways to get the goods they needed. Thus began the Industrial Revolution of the 19th century.
- Many Americans went from an agricultural lifestyle in the country to a manufacturing one in the city.
- One of the first major inventions of the Industrial Revolution was the cotton gin. Eli Whitney’s machine quickly separated the cottonseed from the fiber. Now plantations in the Southern U.S. could quickly harvest even more cotton than before. This meant the use of more slave labor.
- Francis Lowell visited British textile factories in 1810. He memorized how the mechanical equipment was manufactured and used to produce cloth on power looms. Lowell’s power looms in the U.S. led to the development of textile factories and industry.
- The Industrial Revolution brought about great change for people and cities. People developed new methods of transportation, communication, healthcare and industry. Cities grew rapidly. They often became dirty and overcrowded. Factories were contributing factors to the pollution problem in the cities.
- Supply and demand are two important economic concepts in a capitalist economic system. Supply is the amount of a product that a business has for sale. Demand is the amount of the product people want to purchase. Equal supply and demand is best for the economy.
- The United States enjoys a free enterprise, or free market, economic system. In our country people have the freedom to earn, spend or save their money as they see fit.
- The United States economic system is based on four important ideas: freedom of choice, private property ownership, profits and owner control of business.

Teacher Background Information

The Industrial Revolution marked the beginning of a change in the lives of women in the United States. Until this time, women had worked mostly as helpmates on family farms. Textile factory machines were large and powerful. Children, who were used extensively in most industry, were simply not usually tall enough to

successfully operate the power looms. The companies began recruiting young single farm girls to work in the factories. Many of the city factories built boarding houses in which the women could live. In addition, they were paid a monthly salary. The average of \$3.25 cents a week was much more than the women could earn working on a farm. Many of the women worked to save money for future marriages. Some girls sent their money home to the farm. Many of the young factory women began to participate in labor and civic groups. They organized protests against low wages and poor treatment. Many women continued their work in reform movements such as the anti-slavery and anti-alcohol movements. Later many of the women fought to get women the right to vote.

Teacher-Guided Questions

The Final War for Independence

- **Why was it so important to understand the effect of the British blockade during the War of 1812?** (The blockade forced Americans to rethink transportation and manufacturing of goods in the country. This eventually led to the Industrial Revolution.)
- **Why do you think U.S. citizens were so proud of themselves after the War of 1812?** (They had not won the war, but they had been able to defend themselves against a great power, Great Britain.)
- **Why do you think Canada did not want to be annexed to the United States?** (There may be various answers to this question, but students should make the connection that Canada was probably not interested in getting involved in the war and problems between the U.S. and Great Britain.)

An Industrial Revolution Begins

- **Explain why life was difficult for most people who lived during the beginning of the 19th century.** (There were very few machines that made day-to-day activities easier. Most tasks had to be completed by hand. It was very hard physical work.)
- **Why did most people still live on farms at the beginning of the 19th century?** (That was the only life they had ever known. They lived the way their parents and grandparents had lived. There were hardly any factories and lots of farms.)
- **Why is the beginning of the 19th century known as the Industrial Revolution?** (Advances in manufacturing meant more people were moving from an agricultural way of life on farms to a manufacturing way of life in cities.)
- **Why would people have wanted to work in factories?** (Agricultural work was difficult and often unprofitable. A job in a factory seemed like a steady way to make a living. It was a new way of life for people wanting adventure.)
- **Do you think it was a smart idea for people to move to the city from the farm?** (Answers will vary based on students' opinions.)
- **How did Eli Whitney's cotton gin affect Southern cotton plantations?** (Plantations could now produce more cotton than ever. People could process 55 pounds of cotton each day. The plantations then needed more labor, which was often found in the form of slaves.)
- **How did the invention of the cotton gin affect Northern textile factories?** (The factories could get raw cotton fiber to weave into cloth quickly and cheaper than before.)
- **Why do you think Francis Lowell had to memorize how to build the power looms?** (The British factories probably didn't allow anyone to take notes about their machinery. They didn't want competition. Lowell had to memorize how to build the machines so he could reproduce them in the U.S.)
- **Why was the Industrial Revolution a turning point for the new country?** (The new technology and machines would change the country forever. People who moved from farms to cities would not want to go back to the old ways of living. Developments in transportation, communication, healthcare and

manufacturing improved life for people.)

- **Why do you think the Industrial Revolution is also considered a negative event?** (The Industrial Revolution brought many people to live in the cities. The cities were unprepared for the increase in population that happened so quickly. Clean water, food, healthcare and natural resources were difficult to find at the time. The factories in the city were often dirty and produced pollution.)

Supply and Demand

- **What is supply?** (Supply is the amount of product a business has for sale.)
- **What is demand?** (Demand is the amount of product that people want to buy.)
- **What usually happens to demand if a price is too high?** (The demand will decrease, because people might not be willing to spend the large amount of money.)
- **What is the best situation for supply and demand?** (It is best when the supply is equal to demand. Everyone who wants the good can purchase it. Everyone is happy.)

The Free Enterprise System

- **How do people make economic choices?** (People choose how to earn, spend and save their own money.)
- **Why is the U.S. economic system described as a free enterprise system?** (The government does not control how people use their money. People can freely make their own choices about how to spend, save and earn their money.)
- **Why do you suppose people in other countries may want to have an economy based on the free enterprise system?** (There is less control by the government. People have more freedoms.)
- **What are the four major principles of the U.S. free enterprise system?** (Freedom of choice, private property ownership, profit and owner control.)

Let's Write

This week's writing instructional focus is Expository Writing: Writing in Sequence. Students should complete this week's timeline activity on Page 4 before beginning the writing assignment. They should read this week's issue and outline main ideas from the article titled "An Industrial Revolution Begins." The graphic organizer will serve as a pre-writing and organizational tool. Students should revise and edit their final composition for correct capitalization, grammar, punctuation, spelling and sentence structure.

Writing Prompt

Complete this week's timeline activity on Page 4 before students begin writing this week's composition. Students will write about events in sequence. Encourage students to carefully check dates and information before writing. Also advise students to use information from this week's issue to support their ideas. Students may wish to work in editing groups to help one another edit for capitalization, grammar, punctuation, spelling and sentence structure.

Research Question of the Week

Ask students to think about the Industrial Revolution in the United States. Ask them to think about whether other countries have probably had their own Industrial Revolution. Students should research the Industrial Revolution that occurred in Great Britain. What similarities and differences can they find between the United States in the 19th century and Great Britain? Have students prepare a graphic organizer of their choice to show their comparisons. Students might also be interested in researching present-day countries that are in an Industrial and Economic Revolution today (e.g., China).

Best Practices for Teachers

Using technology to get your students excited about research and completing projects is still a great way to enhance effective teaching and learning. Educators know that getting students to collaborate on a project is a bit trickier when technology comes into play—one student usually winds up using the computer and the rest of the group watches.

A new, fun way students can practice collaborating is to write a shared story using technology! The site www.storybird.com is a great tool, especially for reluctant writers. It's also a big help in differentiating your instruction. This website is free, and educators can enter student names so the entire class can write their own stories or work with a partner—individual email addresses are not required.

For more information, check out this link: <http://help.storybird.com/customer/en/portal/articles/1498854-how-does-storybird-work>. A multitude of artwork and templates are provided to make this experience fun and not frustrating. Students and teachers can publish online stories and receive feedback from the storybird community. Enjoy!

Keeping a Consistent Daily Schedule

As simple as it may seem, keeping a consistent daily schedule is important to helping children do their best. Studies show children learn best when they follow a structured schedule at all times during school. Careful planning should ensure that students have individual, small-group and large-group experiences. Time should be allocated each day for students to participate in both teacher-directed and self-directed activities. Teachers can also help by encouraging families to keep a consistent homework, bedtime and morning schedule for their children.

Week 12 Answer Keys

Reading a Chart and Making a Timeline Activity,

Page 4

1. steamboat, steam locomotive, diesel engine; these inventions made it possible to move people and goods faster and more easily across the country
2. the cotton gin and looms; as it became easier to make cloth, more was produced, so people needed a faster way to make clothes and other things from the cloth
3. communication, medicine, life at home, etc.; students should support their answers with details from the timeline and this week's issue of Studies Weekly, as well as prior knowledge and logic
4. Answers will vary but should be supported with details and examples.

Assessment

1. D LOW to MODERATE/2
2. H MODERATE/2
3. B MODERATE/2
4. G LOW/2
5. A MODERATE/2
6. G MODERATE/2
7. D LOW to MODERATE/2
8. F LOW to MODERATE/2
9. C LOW/2
10. J LOW to MODERATE/2
11. A LOW to MODERATE/2

Causes and Effects of the Industrial Revolution

Activity, Teacher Supplement

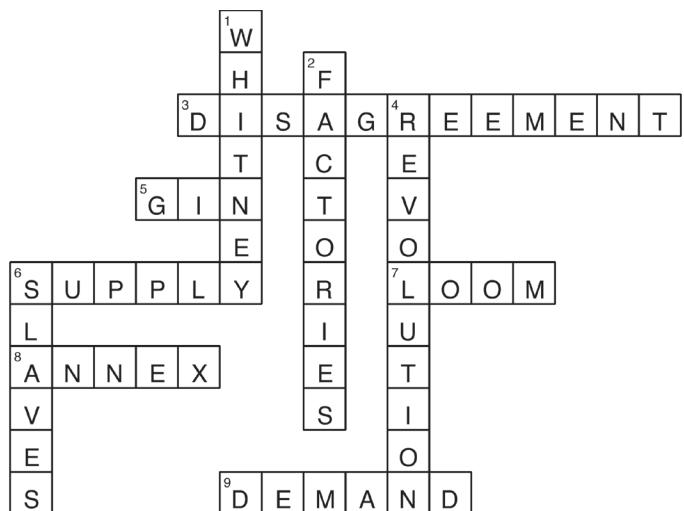
Answers may vary but should reflect an understanding of the material presented in this week's articles.

Causes

1. During the War of 1812, British ships had blocked the American coast and made it difficult for the states to trade. This forced Americans to develop new ways to survive.
2. Eli Whitney invented the cotton gin. This allowed factories to produce cloth better and faster.

Effects

1. Life was hard for people in the U.S. Many went from living and working on farms to living in cities and working in factories.
2. People moved from farms to cities to work in factories.



Name: _____
USA Studies Weekly—1565 to the Present

Date: _____

Causes and Effects of the Industrial Revolution

Use information from this week's issue and your additional research to complete the cause and effect map below. In the space on the right of each box, draw a picture that illustrates one cause or effect.

Causes

The Industrial Revolution

Effects

Name: _____
USA Studies Weekly—1565 to the Present

Date: _____

An Industrial Revolution Begins

Week 12 Assessment

Directions: Use the article “The Final War for Independence” and your knowledge of social studies to answer the following two questions.

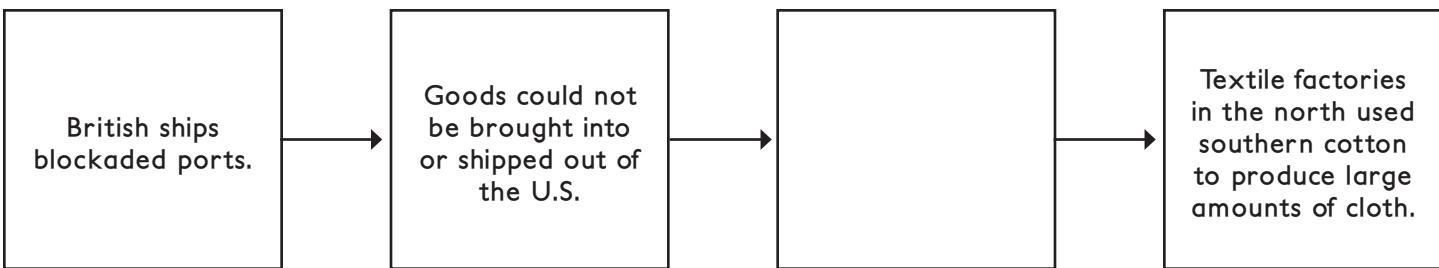
1. According to the article, the most likely reason the War of 1812 was considered a tie was _____.
 - Ⓐ Canada didn’t want to be part of the United States
 - Ⓑ Great Britain was too busy trying to defeat France
 - Ⓒ the American Indians did not cooperate with Great Britain
 - Ⓓ neither the United States nor Great Britain gained anything in the end

2. What was one direct result of the War of 1812?
 - Ⓕ Great Britain was finally able to defeat France.
 - Ⓖ American Indians were forced to move to Canada.
 - Ⓗ Americans had to find new ways to meet their needs for cloth.
 - 𝐽 Canada was annexed to the United States.

Directions: Use the article “An Industrial Revolution Begins” and your knowledge of social studies to answer the following six questions.

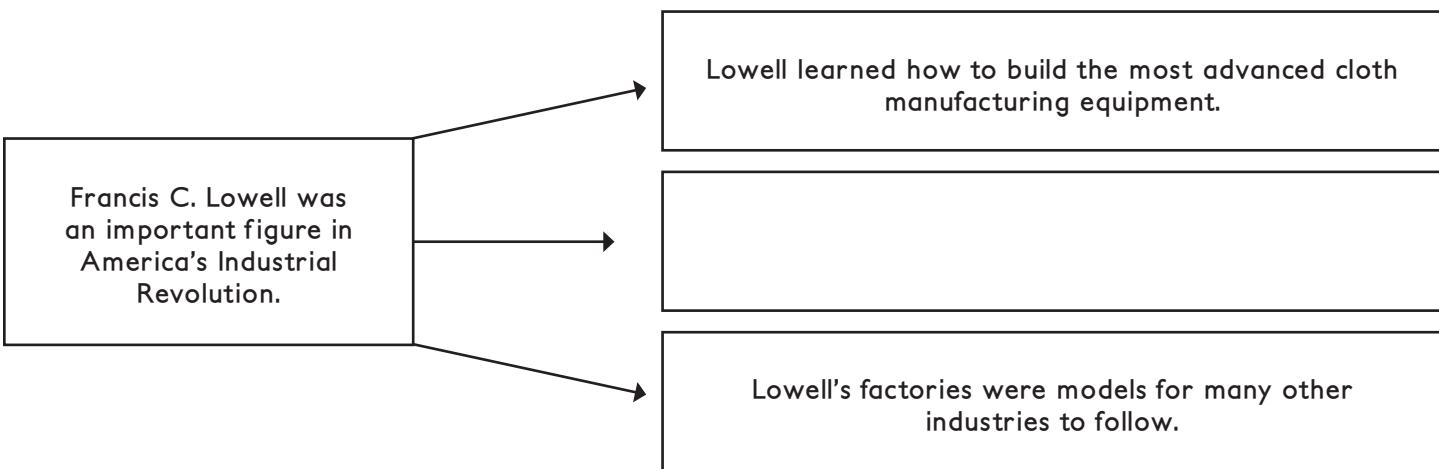
3. Which of these was a result of the Industrial Revolution in the United States?
 - Ⓐ People no longer had to work for a living.
 - Ⓑ Many people moved to cities to find work.
 - Ⓒ Life was made more difficult for all people in the United States.
 - Ⓓ No one made a living on farms anymore.

4. Which statement about Whitney’s cotton gin is best supported by information in this week’s issue?
 - Ⓕ The cotton gin caused people to move from farms to cities.
 - Ⓖ After the invention of the cotton gin, southern farmers grew and processed most of the world’s cotton.
 - Ⓗ Eli Whitney was probably a slave himself and wanted to make work easier.
 - 𝐽 The invention of the cotton gin could be responsible for the War of 1812.



5. Which of the following best completes the diagram above?

- Ⓐ Francis Lowell introduced new methods of cloth weaving.
- Ⓑ There was a great demand for products.
- Ⓒ The south could also manufacture cotton cloth.
- Ⓓ Francis C. Lowell visited England.



6. What idea would best complete the organizer shown above?

- Ⓕ Lowell was not responsible for the invention of the cotton gin.
- Ⓖ Lowell's idea of selling shares in his business was used by many companies.
- Ⓗ Lowell had an excellent memory for his age.
- Ⓡ Lowell's factories produced the best cloth available anywhere in the world.

7. What is the most likely reason Francis Lowell and his business partners had to sell shares in their corporation?

- Ⓐ They wanted to let everyone in the country get rich with them.
- Ⓑ It was the business method used by all other businesses at the time.
- Ⓒ The men hoped to use the share money to pay their bills.
- Ⓓ They did not have enough money of their own to open the business.

8. What is the most likely reason cities became dirty and overcrowded during the Industrial Revolution?

- Ⓕ City leaders were unprepared for the large number of people who came to live there.
- Ⓖ The city leaders did not care about the people who lived there.
- Ⓗ People who moved to cities from farms were dirty.
- Ⓡ Large factories took up too much space in the cities.

Directions: Use the article “Supply and Demand” and your knowledge of social studies to answer the following question.

9. Which of these is the best summary of the information in the article?

- Ⓐ Tyler wanted a new game to go with his gaming system. His friends wanted the game system too. They could all play together. They could not find the system in the store.
- Ⓑ Tyler did not have a supply of video games. He made a demand for a new game system. The supply and demand were not equal. His friends did not get the game either.
- Ⓒ Tyler didn't know if he would get a new video game for Christmas. The supply of the game was low, and the demand for the game was high. Luckily, the supply and demand evened out and Tyler got the perfect Christmas present.
- Ⓓ Tyler hoped he would be able to go to the video game store one Christmas. He wanted to buy a new game for his gaming system. His friends were there too. They wanted to buy a game system too.

Directions: Use the article “The Free Enterprise System” and your knowledge of social studies to answer the following question.

10. Why do you think the nation's free enterprise system is also known as a “free-trade” system?

- Ⓕ There are many items that are available to people for free in stores.
- Ⓖ People can trade their goods and services for money.
- Ⓗ There are no rules about how businesses are operated in this country.
- Ⓡ People are free to buy and sell goods and services as they choose in this system.

Directions: Use the article “The Free Enterprise System” and your knowledge of social studies to answer the following question.

11. During what period in history did many of the ideas for the United States' free enterprise system come from?

- Ⓐ Industrial Revolution
- Ⓑ Civil War
- Ⓒ Great Depression
- Ⓓ Roaring '20s