

**JUNE KELLY**  
**Teaching American History**  
**Immigration, Industrialization, and the Progressive Era**  
**Lesson Plan Two**

**Class:** U.S. History II

**Unit:** Industrialization

**Grade Level:** Grade 10 Honors

**Standards: U.S. Economics Skills 25.** Explain the basic economic functions of the government in the economy of the United States. (E)

**USII.1** Explain the various causes of the Industrial Revolution. (H, E)

- A. The economic impetus provided by the Civil War
- B. Important technological and scientific advances
- C. The role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

**USII.2** Explain the important consequences of the Industrial Revolution. (H, E)

- A. the growth of big business
- B. the environmental impact
- C. the expansion of cities

**Topic:** Local Industry and Advertising

**Statement of Purpose:** Students will be introduced to industrialization in their textbook. They will then receive a brief history of advertising and its role in industrialization. They will also learn about local businesses in the early 1900s and view some of the local advertising for some of these businesses. Students will then view a local video, “The Pepperell Mural” which highlights the history of Pepperell over the last two hundred years, with an emphasis on local businesses. Students will then choose one of the local businesses to further research on their own. They will culminate their research into a short-term project. The project will consist of two parts: 1. A brief history of the selected business. 2. The creation of an advertisement to accompany the selected business.

**Learning Objectives:**

- Using textbook materials, students will analyze how large corporations came to dominate American business throughout the Progressive Era;
- Using supplementary materials, students will research turn-of-the-century local businesses and advertising
- Using a short-term project, students will display more effective communications through both a written assignment and a created visual.

## **Schedule: Materials and Time**

### **Activity:**

**Time:** 5 days

#### Day 1

- Read textbook pages 436-440, “The Rise of Industry.”
- Answer questions and discuss material in page 437 chart, “Major Industries c. 1900.”
- View Transparency 14-2 and discuss effects of industrialization on average Americans (see Attachments).
- Create a web diagram illustrating “Factors Leading to Industrialization” (Finish as homework).

#### Day 2

- Cover previous day’s homework.
- View 30 minutes of “Pepperell Mural” video.
- Discuss key points of video.
- Homework assignment is for students to research family members to see if any have worked for some of the businesses highlighted in the video.

#### Day 3

- Distribute nationally recognized business advertisements and discuss visual elements of the ads.
- Distribute handouts on turn-of-the-century Pepperell businesses.
- Distribute local business advertisements during the early 1900s.
- Distribute and discuss short-term local history project
- Homework assignment is for students to choose one of the local businesses presented (or another local one of their choice) and do further research on their own about owners, location and goods provided by the selected business

#### Day 4 (Computer Lab Day)

- Work on either a hand-drawn or computer generated advertisement to accompany the chosen local business.
- Write a brief history of the selected business to accompany the advertisement. This may be finished as homework.

#### Day 5 (Presentation Day)

- Share projects with the class

### **Assessment:**

- Students will be able to write a brief history based on their chosen business.
- Students will be able to create an advertisement for an early 1900s local business.
- Students will have a better understanding of the role of advertising during the Progressive Era.

**References:**

- Video, **The Pepperell Mural**, Pepperell Historical Society, Produced by Dick Conway—Conway Chevrolet Buick Inc., Pepperell, MA 2005.

**Materials:**

- Textbook, **American Vision**, Glencoe-McGraw Hill, 2005 edition.
- Nationally-known company advertisements, **Advertising—The American Dream**, University of California Press, 1985.
- Local business research and advertising, **A Pepperell Reader**, Pepperell Historical Society, 2005.
- Local business research and advertising, **Images of America—Pepperell**, Arcadia Publishing, 1996.

## Student Project Outline for Progressive Era

### News Article

#### Task:

You are reporter during the Progressive Era. You will be viewing many photographs taken during this period by the Chicago Daily News. Your job is to sort through their photographs and find one that will bring the social reform movement alive to your readers. Once you find this “perfect” picture, you will write a corresponding newspaper article.

#### Background:

The Chicago Daily News has a vast amount of photographs on such topics as settlement houses (Hull House and others), child labor, and women in the workplace. You will be using the Library of Congress website, and you will be able to find the Chicago Daily News within this website. The website address is found at the following:

<http://memory.loc.gov/ammem/index.html>

#### *How to be an Investigative Reporter*

- **Photographic analysis**  
Before you can begin, practice learning how to analyze a photograph. What you see is not necessarily what you get! Look at a photograph from this time period given to you by Ms. Kelly. Looking at your photograph, complete the Photographic Analysis form, to learn strategies on photographic analysis. When you finish compare your findings with you classmates who analyzed the same photograph.
- Bring your photograph and completed Photographic Analysis Form to the library for research. To help with your research please use the attached research guide. This will be considered a class time research activity. Begin your research based on the questions you wrote on your photographic analysis form. You may use all forms of information in our library. Please cite your sources.
- When you finish your research on your photograph, you may begin writing your news article. Photographs and news articles will be presented in class tomorrow.

#### Evaluation:

Analysis of photograph	10 points
Research guide	10 points
News Article	40 points

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- Bring your photograph and completed Photographic Analysis Form to the library for research. To help with your research please use the attached research guide. This will be considered a class time research activity. Begin your research based on the questions you wrote on your photographic analysis form. You may use all forms of information in our library. Please cite your sources.
- When you finish your research on your photograph, you may begin writing your news article. Photographs and news articles will be presented in class tomorrow.

**Evaluation:**

Analysis of photograph	10 points
Research guide	10 points
News Article	40 points