



# The Industrial Revolution through the Great Depression

**W**elcome! As America ended a Civil War and was experiencing a period of reconstruction, technology began to boom and the country began to grow in new ways, launching into a new century. This study will take you on a journey through several eras: Industrial, Gilded, Progressive, and Jazz to name a few! You'll also meet history-makers who influenced America through talents, science, service, and more. You'll experience events both tremendous and tragic, from advances in technology to disasters and wars. Spanning over 70 years, America made herself a country to be respected and an influence on the rest of the world.

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section. This study can also act as an excellent accompaniment to any American history program.

You will want to print out all the Teacher Helps beforehand and brief yourself on the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however some also offer text to save on time when necessary. If you use the provided text, encourage the child regularly to read it aloud. Some projects require the child to exercise research skills to provide information.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or The Industrial Times newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, language related activities, or a form of creative writing. These Project Days also offer an opportunity for review each week.

**Although the lessons are numbered, it does not mean that you have to stick to one day per lesson.** Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!





## Acknowledgements:

Home School in the Woods would like to acknowledge the following sources for some art and reference images: © 2010 www.arttoday.com, Dover Publications, FreeClipartNow.com, NASA, National Archives and Records Administration, and the Library of Congress Prints and Photographs Division Washington, D.C. for the following images for reference: ppsmsca 12856, LC-USZ62-61761, cph 3a53178, npcc 19554, cph 3a29251, hec 09950, cph 3g09863, cph 3c28944.

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Text lessons researched and written by Jaron Pak

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# LESSON PLAN SCHEDULE

The Industrial Revolution  
through the Great Depression

**KEY:**  
(LB) - To be included in Lap Book™  
(NB) - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Railroads, Gold, Snow, and Fire</b> - Transcontinental RR (LB) - Seaward's Folly (LB) - Chicago World's Fair (LB) - Begin Timeline (NB) - Penmanship: Men & Women who Made America (NB) - Begin "The Industrial Times" Newspaper	<b>Wars in the West</b> - The Indian Wars (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>A Gilded Age</b> - Business Tycoons (NB) - Build a Suspension Bridge - Grocery Sales Flyer - Trade Cards (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>Innovations &amp; Inventors</b> - An Edison Experiment - Make a Flip Book - Make a Wright Bros. "Flyer" - Henry Ford & The Ford Motor Co. - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>PROJECT DAY!</b> - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Facfile cards & envelopes - Choose a project that has not already been done to date - Try a recipe!
<b>LESSON 6</b> <b>Immigration in America</b> - What would an Immigrant See? (LB) - The Art of Decoupage: • Ornaments • Paper Tole - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 7</b> <b>Work Conditions Worsen</b> - The Orphan Trains (NB or LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 8</b> <b>The Arts</b> - A Norman Rockwell "Cover" (NB) - Get to Know Frank Lloyd Wright (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 9</b> <b>America Continues to Grow</b> - America Grows: Map the New States (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 10</b> <b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 2) - Choose a project that has not already been done to date - Try a recipe!
<b>LESSON 11</b> <b>Interesting People</b> - Fan Deck of People of Interest - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 12</b> <b>War on the Islands!</b> - The Spanish-American War (NB) - Make a Penny Rug - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 13</b> <b>The Progressive Era</b> - The Changing of Fashion (NB) - The Amendments (LB) - Women Suffragists (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 14</b> <b>Other Happenings - Pt. 1</b> - Make a Game: "Turn of the Century Scenes" - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 15</b> <b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 3) - Choose a project that has not already been done to date - Try a recipe!
<b>LESSON 16</b> <b>Other Happenings - Pt. 2</b> - Disasters (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 17</b> <b>World War I - Pt. 1</b> - "What Can We Do for Home & Country" Postcards - WWI Silk postcards (NB) - WWI Journal - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 18</b> <b>World War I - Pt. 2</b> - Military Weaponry (NB) - WWI Ammo Belt (NB) - Poetry, Registration, Map, Medal, Sgt. York, Mint-timeline, Propaganda, Pocket Bible - When & How to Display the Flag - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 19</b> <b>The Roaring 20s</b> - The Prohibition (NB) - Serum Run to Nome (LB) - Create a Film Report! (NB) - Make a "Yo-Yo" Quilt - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 20</b> <b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 4) - Choose a project that has not already been done to date - Try a recipe!
<b>LESSON 21</b> <b>The Stock Market Crash &amp; The Great Depression - Pt. 1</b> - File Folder Game: "Get Your Kicks on Route 66" - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 22</b> <b>The Stock Market Crash &amp; The Great Depression - Pt. 2</b> - Oklahoma Dust Bowl (LB) - Stock Market Crash (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	<b>LESSON 23</b> <b>PROJECT DAY!</b> - Complete outstanding projects - Choose a project that has not already been done to date - Try a recipe!	<b>LESSON 24</b> <b>Pulling together the Lap Book™</b> - Review the topics studied as you bring together the Lap Book™ - Finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio	<b>LESSON 25</b> <b>Wrapping it up with a "Depression-Era Dinner"!</b> - Finish off the unit with a party! - Choose from the many suggestions for décor, foods, games, and more! This is a great opportunity to share what you've learned with relatives and friends!

## LESSON 7

### Work Conditions Worsen

**W**ith the vast flow of immigrants, many major cities became filled to the brink, and many ghettos were formed where people were packed in as tight as sardines. In many cases working conditions were not at all safe, and children were put to work at a very young age with dangerous jobs in factories and sweatshops.

#### Sweatshops and Child Labor

What is a sweatshop? Sweatshops were like “mini factories.” A small business run by a family or with only a few workers would simply set up shop right in their apartment. There they would work in cramped quarters plying their trade all day, every day. That’s right; workweeks were quite often ten- or twelve-hour days, seven days a week. No break; no weekends.

The official work age was fourteen, but this was hardly enforced, and children of all ages were found in factories. The paltry amounts of money they earned each week would go towards the family’s food, clothing, rent, and any other needs. Many children could be seen on street corners as well, selling ribbons or matches, or shining shoes. Some of the youngsters, especially boys, would sell newspapers. This harsh job, where you only made money if you sold enough papers, hardened these young boys, or “newsies” as they were nicknamed, and taught them the good, and especially the bad, of adult life at a very early age as they learned how to survive on the streets. All in all, it was not an easy life for anyone at that time. But many of these hard workers, the backbone of America, did eventually work their way up and achieve the American dream of success, and above all, they were free.

Women and children were often abused in pay and work hours. Women like Jane Addams and Lillian Wald decided to help them as well as they could. In 1889 Jane Addams opened the Hull House in Chicago. It was a place where immigrants could come to receive aid and learn what they could about how to survive in America. A few years later, in 1895, Lillian Wald opened the Henry Street Settlement in New York, where widows and the uneducated could come learn properly what rights they had and how to cook, sew, or even basic English lessons.

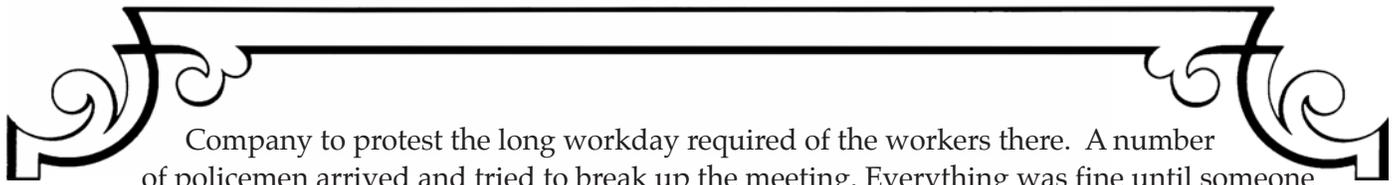
#### The Orphan Trains

Many children were orphans, living on the streets and struggling to survive from day to day. In 1854 the orphan trains started operating. These trains would take young children, especially orphans, out West to stations where they would be lined up and offered to families. In exchange for their upkeep, the child would become part of the working family, and a virtual adoption would take place. Although this worked fairly well for many children, some inevitably found themselves in bad situations or with abusive families. Although a movement to enforce stricter child labor laws was afoot during much of this time, it wasn’t until 1916 that the first child labor law, the Keating-Owen Child Labor Act, was passed.

#### The Unions, Strikes, and Riots

The basic idea of a labor union was a group of laborers or workers that banded together to uphold their rights and, through their numbers, to make their collective voice heard. Unions often worked, but many times they did not as well, and the resulting conflict of boss versus union became a disaster, leading to violence and often death.

One of the most notable Union conflicts is the Haymarket Square Riot of 1886. The “Knights of Labor” was a labor union originally formed in Philadelphia in 1869. It became very strong with hundreds of thousands of members nationwide. A large body of the Knights of Labor gathered in Chicago by the McCormick Machine



Company to protest the long workday required of the workers there. A number of policemen arrived and tried to break up the meeting. Everything was fine until someone threw a bomb at the policemen. It blew up and chaos ensued. When all was over, seven policemen were dead along with four of the protesters. Many more were wounded. This violence put a bad taste for the Knights of Labor in the mouths of most Americans, and the union started to decline in popularity afterwards.

Another well known strike was the Homestead Strike at the Homestead plant of Carnegie Steel in 1892. Here Henry Clay Frick, under orders from his boss, Mr. Carnegie himself, kicked out the workers of the plant when they and the Amalgamated Association of Iron and Steel Workers protested against a cut in their wages. Frick hired three hundred Pinkerton detectives to help guard the plant from the strikers. On July 6, a furious battle erupted between the opposing parties, and the strikers are said to have shot at the detectives. Accounts vary, but between eleven and sixteen men were killed in the fighting, and the detectives were defeated. The situation was not solved until militiamen were marched in some days later to restore peace.

Just two years later, the nationwide Pullman Strike took place. The workers at the Chicago Pullman Palace Car Company protested a cut in their wages when prices at company run facilities and housing were not reduced as well. The strike spread through the entire railroad world, and thousands upon thousands of workers went on strike against Pullman's cars. The strike did not end until President Grover Cleveland ordered troops to Chicago to put down the strike.

Needless to say, there was much dissent between the unions and company bosses. The bosses, usually justifiably, wanted to run their businesses with as little waste and as little expense as possible, but the workers, again, usually justifiably, wanted to be paid a fair amount for their work. This is partly why there was so much hostility when immigrants would arrive willing to work for reduced wages.

Even with all of these events, this was a time of growth for young America, and in many ways she was learning what she was capable of, whether it had to do with the rights of her people, the growth of her wealth, or the acceptance of strangers into her land of hard work and of freedom.



# LESSON PROJECTS



## 1) PENMANSHIP “Men and Women who Made America”:

Complete copywork page M-1-7. Three-hole punch and store in your notebook.

## 2) NOTEBOOK TIMELINE:

For Lesson 7, color, cut, and place the following figures:

*Orphan Trains, Chicago’s Haymarket Riot, Homestead Strike, Pullman Strike Begins*

## 3) CONTINUE THE NEWSPAPER “THE INDUSTRIAL TIMES”:

Add an article for “*Riots Break Out at the McCormick Machine Company*” on page four of the newspaper, *The Industrial Times*.

## 4) THE ORPHAN TRAINS:

With population, poverty, and poor conditions in the East, many children were abandoned to the streets or orphaned. Groups formed to help find the children homes with the families that had moved West.

- SUPPLIES:
- 1 copy of M-7-1 and M-7-2 on white card stock
  - 1 copy of M-7-3 (text supplied) OR M-7-4 (lines) on white or colored paper
  - scissors - glue stick - colored pencils
  - exacto knife and cutting surface - double-sided sticky tape

### DIRECTIONS:

1. Cut out the outer solid lines from M-7-1. Score and fold on the dashed line with children facing out. Color the children on the card and the curtains in the sliding panel. Set sliding panel aside.

2. Cut out either the text blocks from M-7-3 or the blocks of lines from M-7-4. Write your information on the lines. Adhere the boxes to the inside of the card in the direction shown (A), (B).

3. Color and cut out outer box containing the train and title (M-7-2).

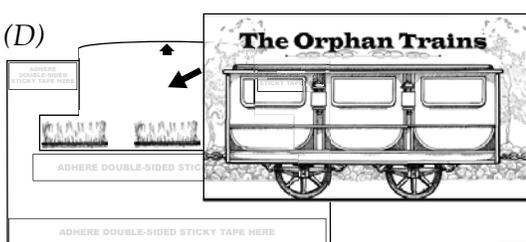
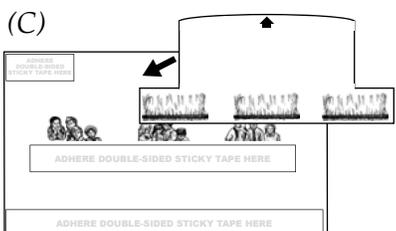
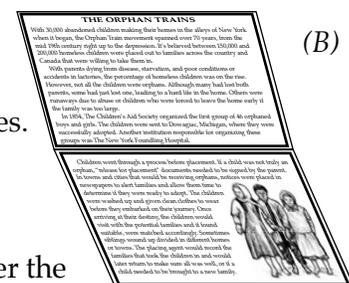
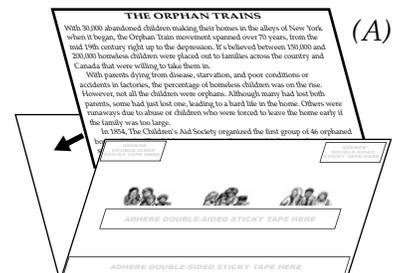
Carefully cut out the windows of the train.

4. Using double-sided sticky tape, adhere pieces where designated. Keep the tape WITHIN the lines. Carefully set the sliding panel ABOVE the long middle tape piece and BETWEEN the top corner tape pieces (C).

5. Take the cover train art and lay it over the top of the panel, aligning the windows over the curtains (D). Slide the panel up to show the kids in the windows! You may have to do it a few times to make it slide smoothly.

When completed, set aside in a zip-lock bag for inclusion in the Lap Book™ in Lesson 24.

Text is placed on INSIDE of the card. Image is on the OUTSIDE.





# Men and Women who Made America

*...in their own words...*

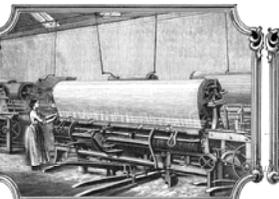
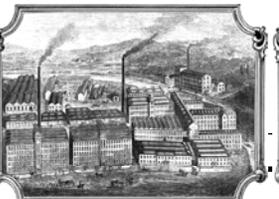
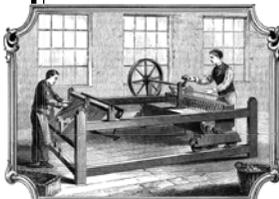


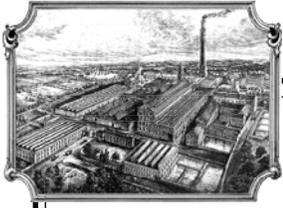
*"Anger is an acid that can do more harm to the vessel in which it is stored than to anything on which it is poured."*

*Mark Twain*

*"There is no frigate like a book to take us lands away nor any coursers like a page of prancing poetry."*

*Emily Dickinson*





# Men and Women who Made America



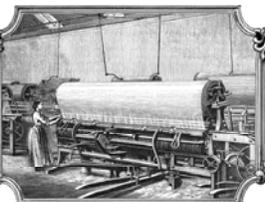
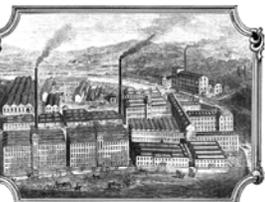
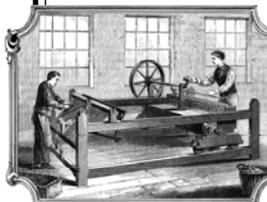
...in their own words...

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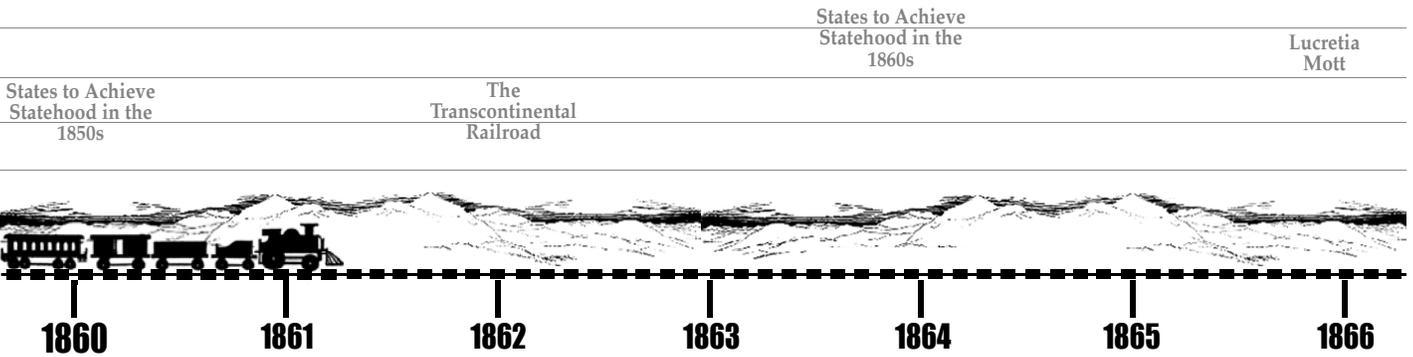
*Mark Twain*

*"There is no frigate like a book  
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# America's Progress into the 20th Century



The Near Extinction  
of the  
American Bison

Homestead Act

Orphan  
Trains

The Long Walk  
Begins in 1863

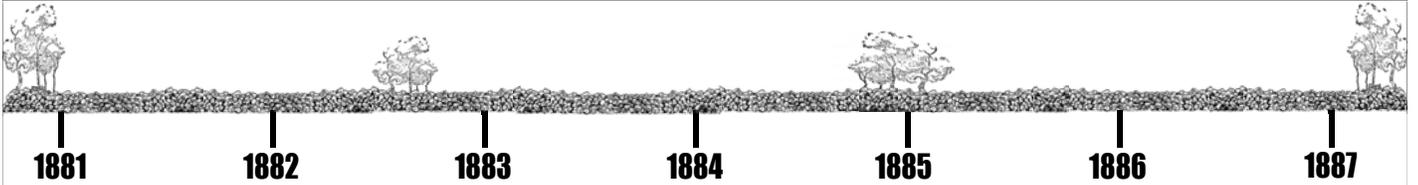
Booker T.  
Washington

Samuel Porter  
Jones

Nikola Tesla

George Eastman

Dwight Lyman  
Moody



Chester Alan  
Arthur

William Frederick  
Cody  
"Buffalo Bill"

Annie  
Oakley

Chicago's  
Haymarket Riot

James Abram  
Garfield

Stephen Grover  
Cleveland

Statue of  
Liberty

Oklahoma Land  
Rush

States to Achieve  
Statehood in  
the 1890s

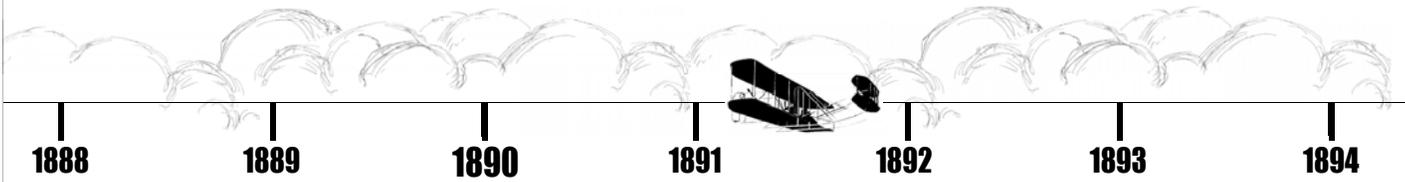
Mary Stevenson  
Cassatt

Jane Addams

Battle of  
Wounded  
Knee

Ellis Island Welcomes  
Immigrants

Pullman Strike  
Begins



States to Achieve  
Statehood in 1889

The Progressive  
Era

Homestead Strike

Benjamin Harrison

Johnstown Flood

**USED IN OTHER LESSONS**  
Ellis Island Welcomes Immigrants 1892-1943

**USED IN OTHER LESSONS**  
Jane Addams (1860-1935) founds Hull House in Chicago 1889

**USED IN OTHER LESSONS**  
Lillian Wald (1867-1940) opens Henry Street Settlement in New York 1895

**USED IN OTHER LESSONS**  
Orphan Trains 1854-late 1800s

**USED IN OTHER LESSONS**  
Chicago's Haymarket Riot May 4, 1886

**USED IN OTHER LESSONS**  
Homestead Strike July 6, 1892

**USED IN OTHER LESSONS**  
Pullman Strike Begins May 11, 1894

**USED IN OTHER LESSONS**  
Frank Lloyd Wright (1869-1959) designs "Fallingwater" house 1934

**USED IN OTHER LESSONS**  
Fanny Crosby (1820-1915) writes "Blessed Assurance" 1873

**USED IN OTHER LESSONS**  
John Philip Sousa (1854-1932) composes "The Stars and Stripes Forever" 1896

**USED IN OTHER LESSONS**  
George Gershwin (1898-1937) composes "Rhapsody in Blue" 1924

**USED IN OTHER LESSONS**  
Norman Rockwell (1894-1978) becomes director of *Boys' Life* (1913) and illustrates first cover for *The Saturday Evening Post* 1916

**USED IN OTHER LESSONS**  
Mary Stevenson Cassatt (c. 1844-1926) paints "The Bath" 1893

**USED IN OTHER LESSONS**  
Frederic Remington (1861-1909) sculpts "Bronco Buster" 1895

**USED IN OTHER LESSONS**  
Samuel Longhorn Clemens "Mark Twain" (1835-1910) writes *The Adventures of Tom Sawyer* 1876

**USED IN OTHER LESSONS**  
Laura Ingalls Wilder (1867-1957) publishes *Little House in the Big Woods* 1932

**USED IN OTHER LESSONS**  
Homestead Act 1862

**USED IN OTHER LESSONS**  
Oklahoma Land Rush October 22, 1889

**USED IN OTHER LESSONS**  
Klondike (Yukon) Gold Rush Begins August 17, 1896

**USED IN OTHER LESSONS**  
States to Achieve Statehood in the 1850s

**USED IN OTHER LESSONS**  
States to Achieve Statehood in the 1860s

**USED IN OTHER LESSONS**  
States to Achieve Statehood in 1889

**USED IN OTHER LESSONS**  
States to Achieve Statehood in the 1890s

**USED IN OTHER LESSONS**  
Santa Fe

**USED IN OTHER LESSONS**  
States to Achieve Statehood in 1912

**USED IN OTHER LESSONS**  
Phineas Taylor Barnum (1810-1891) coins the phrase "The Greatest Show on Earth" for his traveling circus 1871

**USED IN OTHER LESSONS**  
William Frederick Cody "Buffalo Bill" (1846-1917) presents first Wild West Show in Nebraska 1883

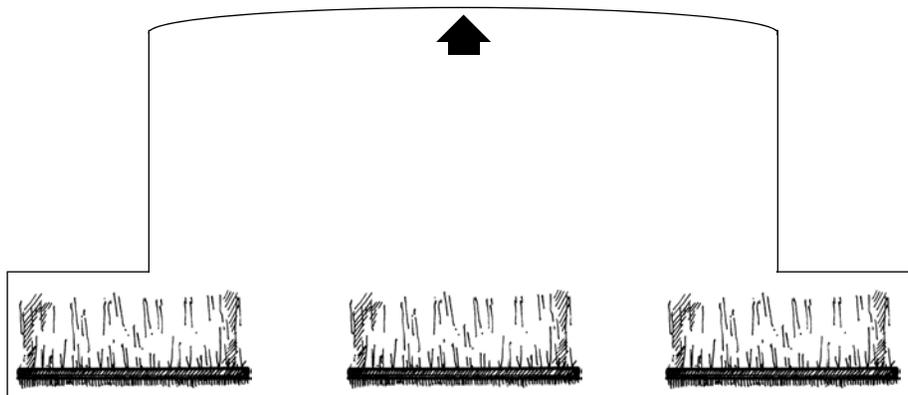
**USED IN OTHER LESSONS**  
Annie Oakley (1860-1926) joins Wild West Show 1885

**USED IN OTHER LESSONS**  
Harry Houdini (1874-1926) performs "Mirror Cuff" escape 1904

**USED IN OTHER LESSONS**  
Dwight Lyman Moody (1837-1899) founds Moody Bible Institute 1886

**USED IN OTHER LESSONS**  
Ira Sankey 1840-1908 composes popular composition, "The Ninety and Nine" 1874





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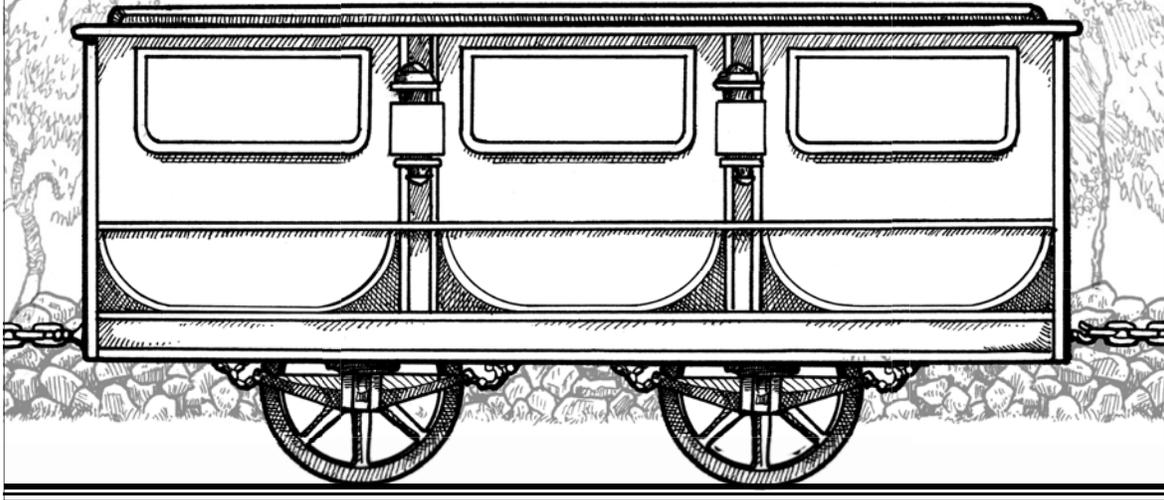


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LAP BOOK™**

# The Orphan Trains



## THE ORPHAN TRAINS

With 30,000 abandoned children making their homes in the alleys of New York City when it began, the Orphan Train movement spanned over 70 years, from the mid 19th century right up to the depression. It's believed between 150,000 and 200,000 homeless children were placed out to families across the United States and Canada that were willing to take them in.

With parents dying from disease, starvation, and poor conditions or accidents in factories, the percentage of homeless children was on the rise. However, not all the children were orphans. Although many had lost both parents, some had just lost one, leading to a hard life in the home. Others were runaways due to abuse or children who were forced to leave the home early if the family was too large.

In 1854, The Children's Aid Society organized the first group of 46 orphaned boys and girls. The children were sent to Dowagiac, Michigan, where they were successfully adopted. Another institution responsible for organizing these groups was The New York Foundling Hospital.

Children went through a process before placement. If a child was not truly an orphan, "release for placement" documents needed to be signed by the parent. In towns and cities that would be receiving orphans, notices were placed in newspapers to alert families and allow them time to determine if they were ready to adopt. The children were washed up and given clean clothes to wear before they embarked on their journey. Once arriving at their destination, the children would visit with the potential families and if found suitable, were matched accordingly. Sometimes siblings wound up divided into different homes or towns. The placing agent would record the families that took the children in and would later return to make sure all was well, or if a child needed to be moved to a new family.



