



The Industrial Revolution through the Great Depression

Welcome! 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!





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<http://www.stevengraphs.com/worwar1silpo.html>

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

LESSON PLAN SCHEDULE

The Industrial Revolution
through the Great Depression

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Railroads, Gold, Snow, and Fire - Transcontinental RR (LB) - Seward's Folly (LB) - Chicago World's Fair (LB) - Begin Timeline (NB) - Penmanship: Men & Women who Made America (NB) - Begin "The Industrial Times" Newspaper	Wars in the West - The Indian Wars (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	A Gilded Age - Business Tycoons (NB) - Build a Suspension Bridge - Grocery Sales Flyer - Trade Cards (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	Innovations & Inventors - 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	PROJECT DAY! - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Factfile cards & envelopes - Choose a project that has not already been done to date - Try a recipe!
LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Immigration in America - What would an Immigrant See? (LB) - The Art of Decoupage: • Ornaments • Paper Tole - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	Work Conditions Worsen - The Orphan Trains (NB or LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	The Arts - A Norman Rockwell "Cover" (NB) - Get to Know Frank Lloyd Wright (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	America Continues to Grow - America Grows: Map the New States (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 2) - Choose a project that has not already been done to date - Try a recipe!
LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15
Interesting People - Fan Deck of People of Interest - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	War on the Islands! - The Spanish-American War (NB) - Make a Penny Rug - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	The Progressive Era - The Changing of Fashion (NB) - The Amendments (LB) - Women Suffragists (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	Other Happenings - Pt. 1 - Make a Game: "Turn of the Century Scenes" - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 3) - Choose a project that has not already been done to date - Try a recipe!
LESSON 16	LESSON 17	LESSON 18	LESSON 19	LESSON 20
Other Happenings - Pt. 2 - Disasters (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	World War I - Pt. 1 - "What Can We Do for Home & Country" Postcards - WWI Silk postcards (NB) - WWI Journal - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	World War I - Pt. 2 - Military Weaponry (NB) - WWI Ammo Belt (NB) - Poetry, Registration, Map, Medal, Sgt. York, Mini-timeline, Propaganda, Pocket Bible - When & How to Display the Flag - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	The Roaring 20s - 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	PROJECT DAY! - Complete outstanding projects - Continue Factfile cards (set 4) - Choose a project that has not already been done to date - Try a recipe!
LESSON 21	LESSON 22	LESSON 23	LESSON 24	LESSON 25
The Stock Market Crash & The Great Depression - Pt. 1 - File Folder Game: "Get Your Kicks on Route 66" - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	The Stock Market Crash & The Great Depression - Pt. 2 - Oklahoma Dust Bowl (LB) - Stock Market Crash (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper	PROJECT DAY! - Complete outstanding projects - Choose a project that has not already been done to date - Try a recipe!	Pulling together the Lap Book™ - 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	Wrapping it up with a "Depression-Era Dinner"! - 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

With 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



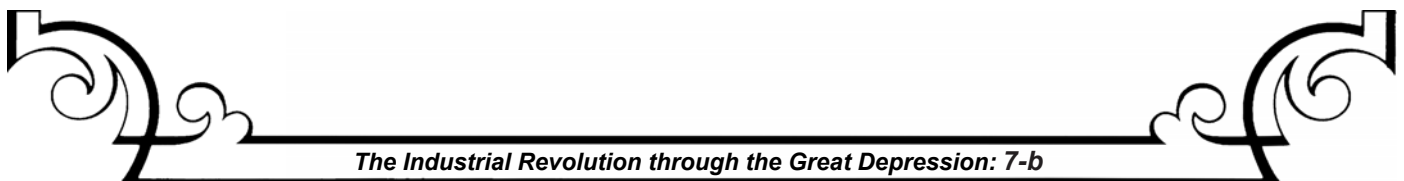
Company to protest the long workday required of the workers there. A number of policemen arrived and tried to break up the meeting. Everything was fine until someone threw a bomb at the policemen. It blew up and chaos ensued. When all was over, seven policemen were dead along with four of the protesters. 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

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

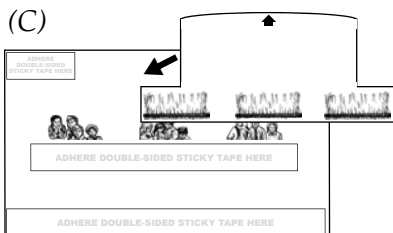
DIRECTIONS:

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.

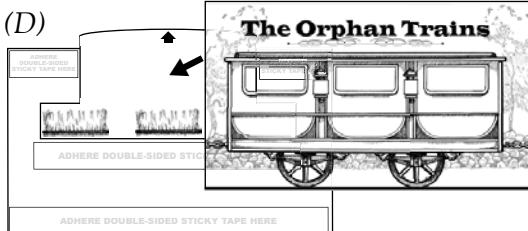
2. Cut out either the text blocks from M-7-3 or the blocks of lines from M-7-4. Write your information on the lines. Adhere the boxes to the inside of the card in the direction shown (A), (B).

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

Carefully cut out the windows of the train.

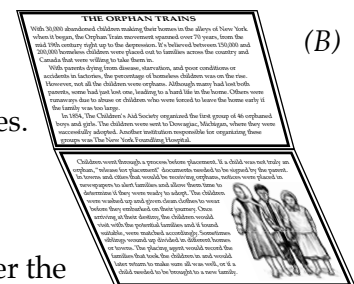
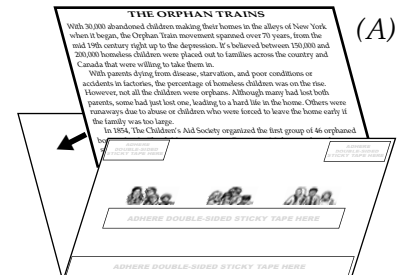


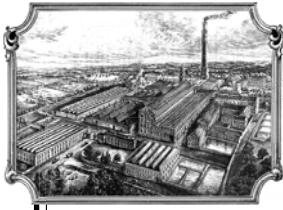
4. Using double-sided sticky tape, adhere pieces where designated. Keep the tape **WITHIN** the lines. Carefully set the sliding panel **ABOVE** the long middle tape piece and **BETWEEN** the top corner tape pieces (C).



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.





Men and Women who Made America

...in their own words...

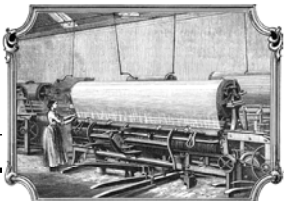
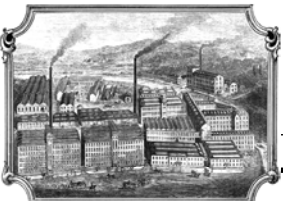
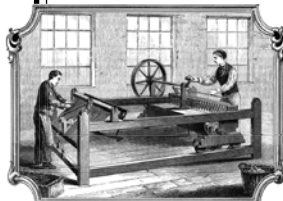


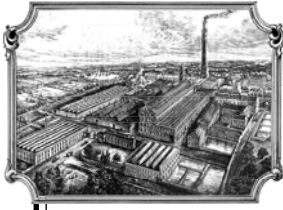
*"Anger is an acid that can
do more harm to the vessel
in which it is stored than to
anything on which it
is poured."*

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...

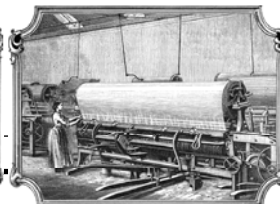
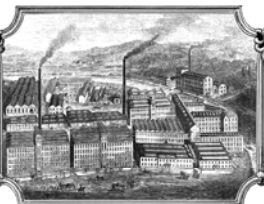
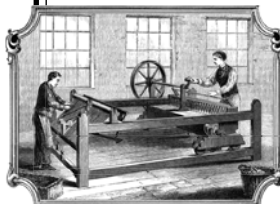


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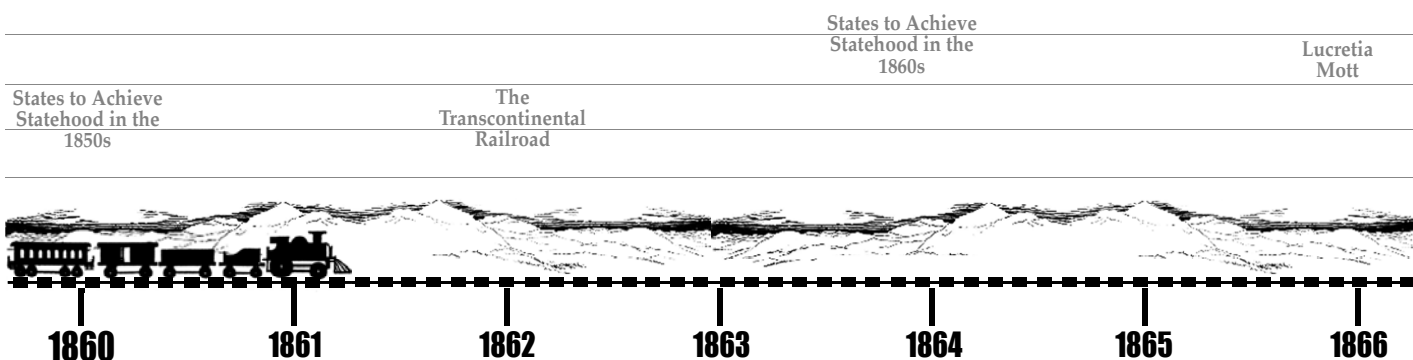
Mark Twain

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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

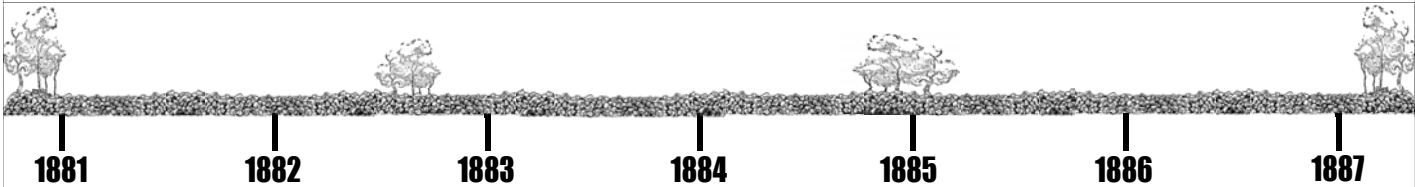
Booker T.
Washington

Samuel Porter
Jones

Nikola Tesla

George Eastman

Dwight Lyman
Moody



Chester Alan
Arthur

William Frederick
Cody
"Buffalo Bill"

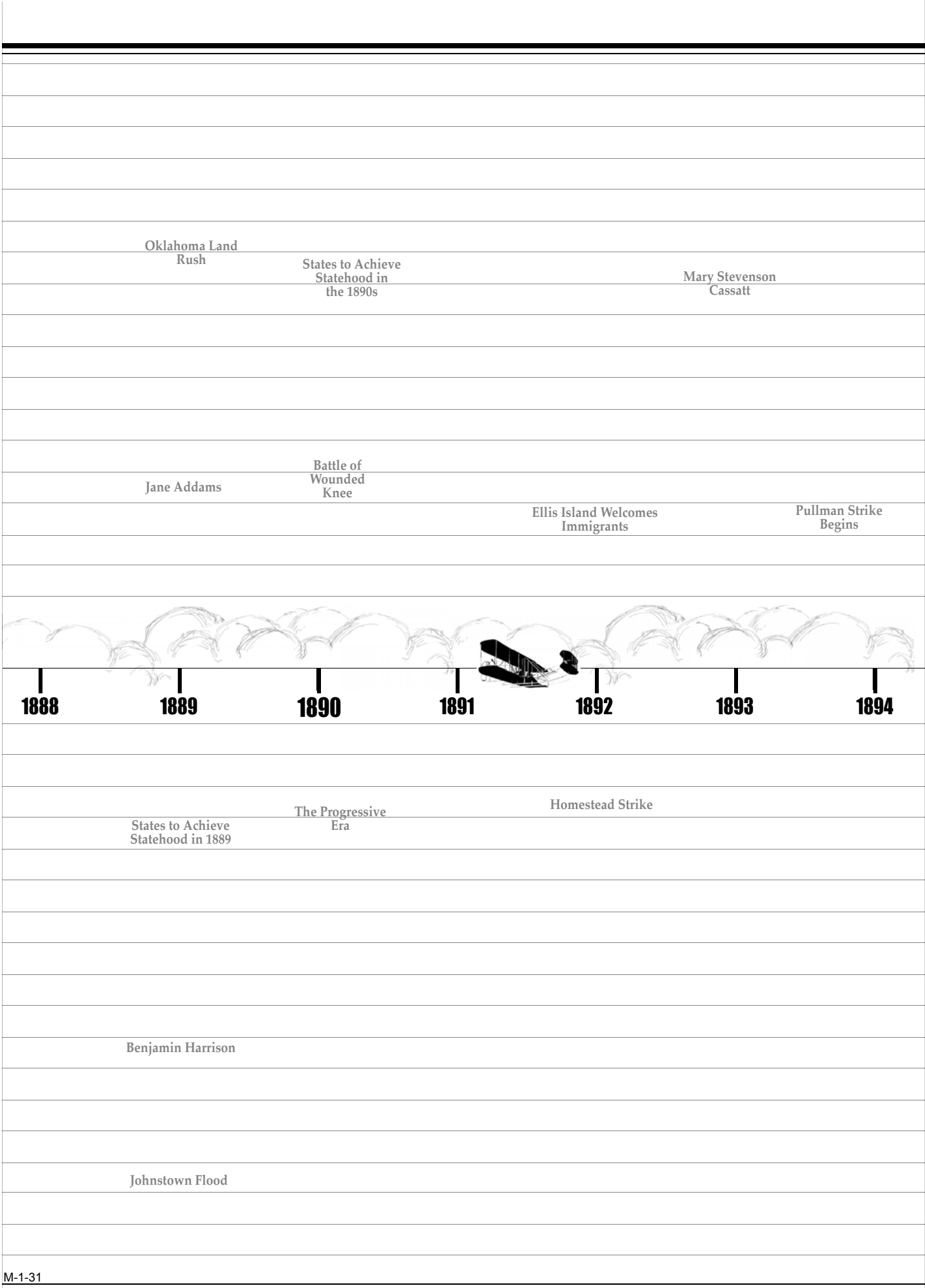
Annie
Oakley

Chicago's
Haymarket Riot

James Abram
Garfield

Stephen Grover
Cleveland

Statue of
Liberty



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 and Rush
November 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
State 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



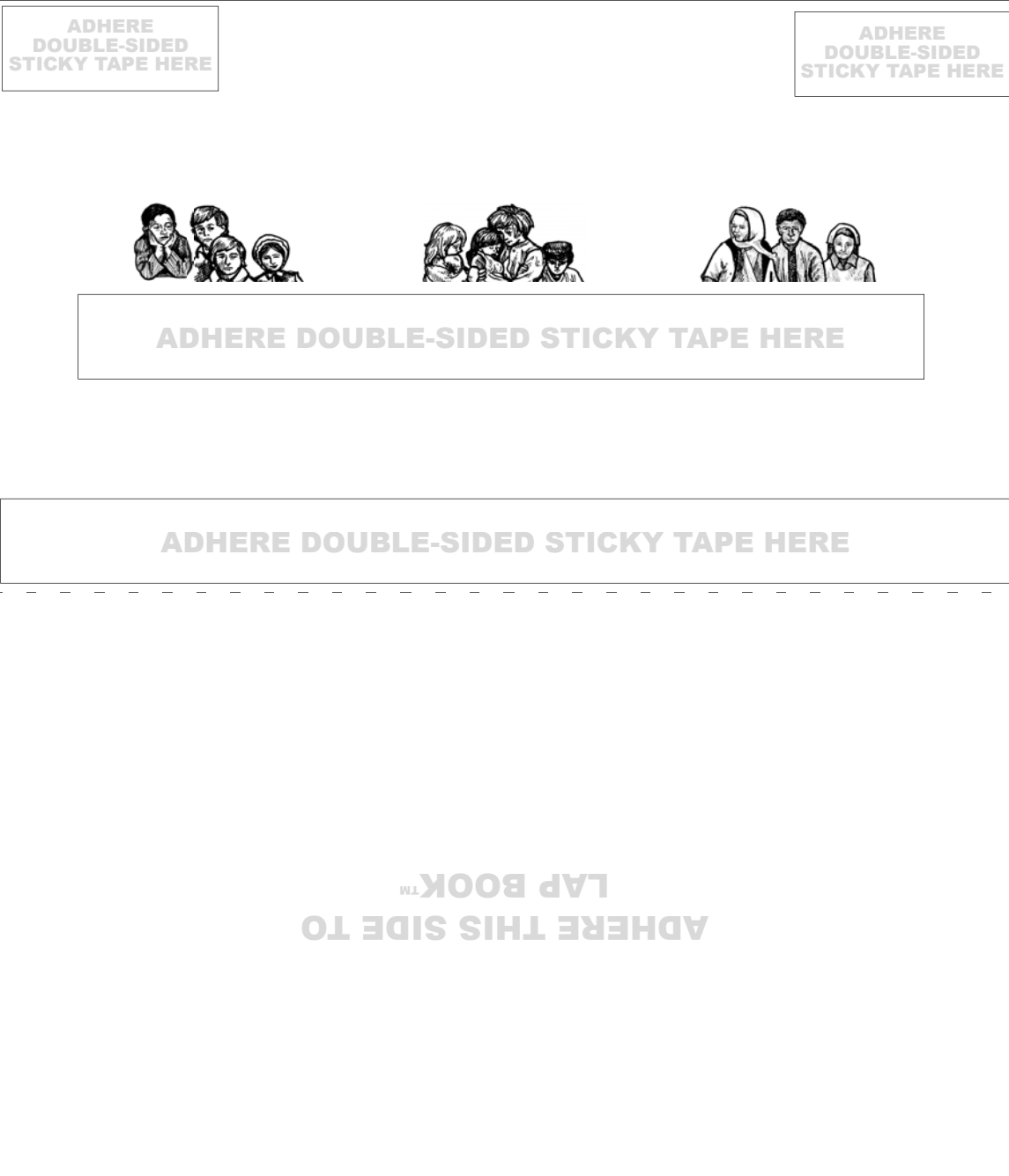
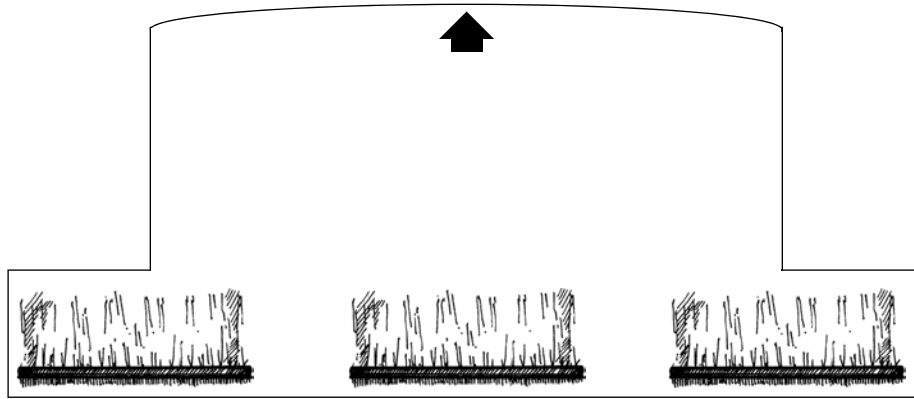
Riots Break Out at the McCormick Machine Company

ROOMS AVAILABLE

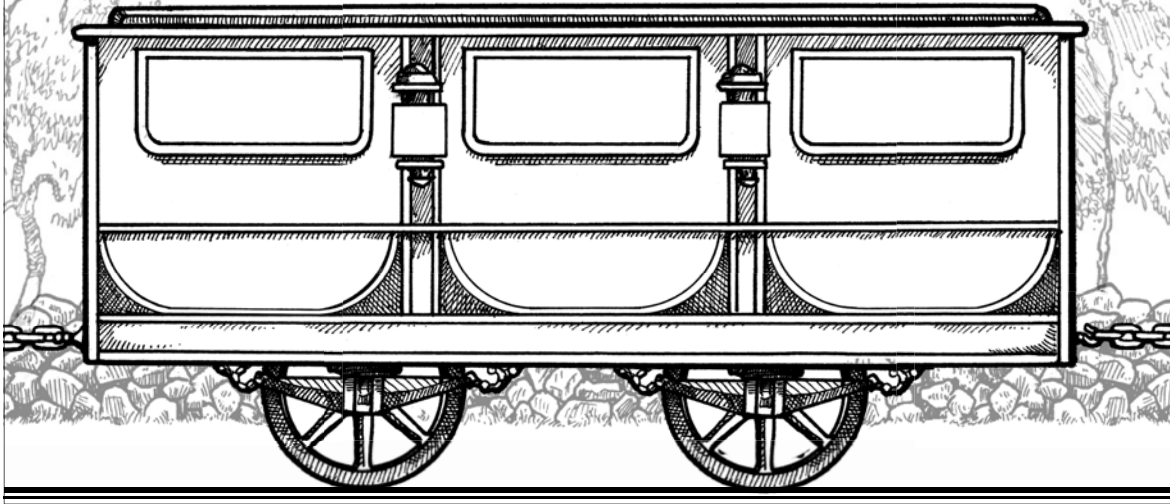
...But Filling Fast!

“Hull House” Offers Aid to Newcomers

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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.



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