

2: Starting a Revolution

American History 1812–Present

CLASS TIME

Three 45- to 50-minute sessions

OBJECTIVES

Students will examine American currency to identify factors that contributed to the Industrial Revolution. They will explore the history of Slater Mill and will examine arguments for and against placing this historical landmark on a coin design.

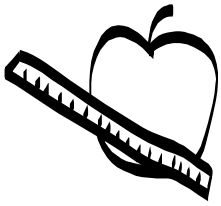
NATIONAL STANDARDS:

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

- **Culture**—Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- **People, Places, and Environments**—Describe and assess ways that historical events have been influenced by , physical and human geographic factors in local regional, national and global settings.
- **Individual Development and Identity**—Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

TERMS AND CONCEPTS

- The United States Mint 50 State Quarters® Program
- Industrialization
- Free enterprise
- Laissez-faire
- Robber baron
- Interstate commerce
- Natural resources
- Urbanization
- Monopoly
- Entrepreneur
- Immigration
- Reform



Starting a Revolution

SESSION 1

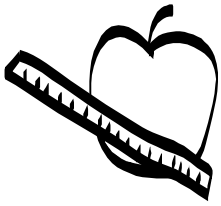
Materials

- Copies of the “Industrial Revolution Pre-Lesson Review” worksheet (1 per student)
- 1 copy of the “Industrial Revolution Pre-Lesson Review Key”
- 1 copy of the “50 State Quarters® Program Overview” sheet on page 45
- 1 overhead projector (optional)
- 1 overhead transparency (or classroom set of photocopies) of the “Quarter Design” page on page 59
- Copies of the “Quarter Connections” worksheet (1 per student)
- Copies of the “Quarter Information” sheets on pages 46 to 57 (1 packet per student)
- 1 overhead transparency (or classroom set of photocopies) of New York’s quarter reverse design
- 1 copy of the “Quarter Connections – New York Key”

Procedures

Prior to the lesson, have students complete the “Industrial Revolution Pre-Lesson Review” worksheet. Review this page at the beginning of class, as students will reference this page throughout this end-of-unit review.

1. Reference the “50 State Quarters® Program Overview” page to describe the 10 year coinage program. Use the example of your own state, if available.
2. Distribute copies of the “Quarter Design” page to each student.
3. Assign each student a partner and conduct a Think-Pair-Share activity in which students examine the quarter reverse designs and consider the question, “What link(s) might exist between the designs from the 50 State Quarters Program and the Industrial Revolution?” Possible responses may include that the quarters show the differences between the states and different states contributed to the industrial revolution, or that some of the quarter reverse designs mark historical events or achievements that relate to the Industrial Revolution.
4. Explain that through the examination of these quarters, students will identify specific links between the state designs and the Industrial Revolution.
5. Distribute copies of the “Quarter Connection” worksheet and one “Quarter Information” packet to each student.
6. Display New York’s quarter reverse design for all the students to see. Model the coin examination process using this coin to discuss and respond to each question on the worksheet.



Starting a Revolution

7. Place students in small groups and assign each group a coin whose design relates to the Industrial Revolution, such as the Pennsylvania, Missouri, Arkansas, and North Carolina quarter reverse designs.
8. In their small groups, direct students to examine their assigned coin design. The students will discuss and begin the “Quarter Connection” worksheet in their small groups.

SESSION 2

Materials

- 1 overhead projector (optional)
- 1 overhead transparency of the “Quarter Designs” sheet on page 71
- Copies of the “Quarter Design Writing Assignment” (1 per student)

Procedures

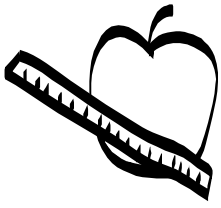
1. Allow students to regroup and, if necessary, complete the “Quarter Connections” worksheet from the previous session.
2. Ask one representative from each group to use the “Quarter Designs” overhead transparency to point out his or her group’s assigned quarter design. This student will explain the coin’s relationship to the Industrial Revolution.
3. As a class, discuss any additional connections or misconceptions of this coin’s relationship to the Industrial Revolution.
4. Once all groups have discussed their state’s quarter reverse design, distribute or display a copy of the “Quarter Design Writing Assignment” for the students to complete independently.
5. Allow students the remainder of the class period to work on this assignment.

SESSION 3

Materials

Copies of information about the positive and negative effects of Slater Mill on American society, such as those available at:

- www.slatermill.org
- thesaltsailor.com/rhodeisland/state4.htm
- www.woonsocket.org/slatervillagelife.html
- www.si.edu/lemelson/centerpieces/whole_cloth/u2ei/u2materials/eiTessay.html
- Writing paper



Starting a Revolution

Procedures

1. Introduce students to the history of Slater Mill:

Slater Mill was an early American textile mill named after its founder, Samuel Slater. Slater is often noted as the father of the American Industrial Revolution. At the end of the 1700s, Samuel Slater was a young man working in a cotton-spinning mill in England. While the textile industry was fairly advanced in England by this point, it was also becoming extremely overcrowded. Due to British laws, machinery was not able to be transported from England to the United States and thus the machinery used in mills in the United States was still relatively primitive. Slater believed that in the United States he would be able to use his knowledge of textile machinery and mill management to make his own fortune.

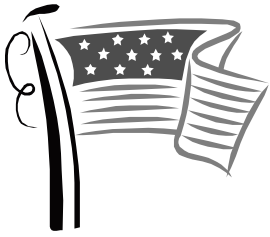
When Slater moved to the United States, he learned of two men, Moses Brown and William Almy, who were trying to revolutionize the textile industry. Slater came to these men with a plan to rebuild their machines and redesign their mill into a more efficient operation. Through his work, Slater developed the first successful cotton-spinning mill in the United States. This mill was central to the launch of the Industrial Revolution and to the growth of a young nation.

2. Explain that, independently, students will closely examine the history surrounding this mill and will identify both the positive and negative effects of its existence. Provide students with a reading that shows Slater Mill's positive and negative effects on American society.
3. Direct the students to read this information. Ask half of the students to list the positive effects of Slater Mill on American society and the other half to list the negative effects.
4. After the students have completed the individual portion of the assignment, assign each student a partner who examined the opposite viewpoint. In their pairs, students should share and debate the information they have discovered regarding the Slater Mill.
5. Regroup and pose the question, "If someone were to commemorate the Industrial Revolution with a special coin, how would you feel about the image of Slater Mill in the coin's design?"
6. Independently, students will write a persuasive essay in which they clearly state whether they are for or against the image of Slater Mill as part of a coin design and why they maintain this belief.

EXTENSION

The students will examine the effects of the Industrial Revolution on their home state.

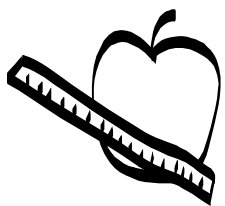
NAME _____



Industrial Revolution

Pre-Lesson Review

1. Explain and state the significance of the Sherman Anti-Trust Act.
2. Explain the terms "Social Darwinism" and "laissez-faire" in relation to the Industrial Revolution.
3. What is vertical/horizontal integration?
4. Name the key inventions of the industrial age.
5. What was the *Gospel of Wealth* and who is associated with it?
6. Explain the importance of the transcontinental railroad.
7. Why were unions formed and what tactics were used by unions during this time?
8. State the importance of Ellis Island/Statue of Liberty to immigrants.
9. Explain tenement houses and the formation of ethnic communities.
10. What is meant by "political machines" and how did they impact immigrants?
11. Explain the Chinese Exclusion Act and National Origins Act.
12. State reasons people immigrated to the United States.



Industrial Revolution

Pre-Lesson Review—Key (1)

1. Explain and state the significance of the Sherman Anti-Trust Act.

The Sherman Anti-Trust Act was one of the first attempts of the federal government to regulate business practices. Prior to this act, companies were able to organize trusts (when a corporation or multiple corporations act together and place a majority of their stocks in the hands of a board of trustees). Trusts often lead to certain companies having a monopoly on their industry and controlling prices within that industry. This act was significant because it made it illegal for businesses to build trusts in order to eliminate the competition.

2. Explain the terms “Social Darwinism” and “laissez-faire” in relation to the Industrial Revolution.

- Social Darwinism: The belief that stronger companies will survive by eliminating competition within their industry.
- Laissez-Faire: The belief that the government should not regulate or interfere in commercial affairs.

3. What is vertical / horizontal integration?

Vertical integration: The controlling of each step of production in an industry.

Horizontal integration: The controlling of one area (step) of production.

4. Name the key inventions of the industrial age.

Power-driven sewing machines, agricultural machines, mechanical drills, Bessemer process, telegraph, telephone, trans-Atlantic cable, incandescent light bulb

5. What was the *Gospel of Wealth* and who is associated with it?

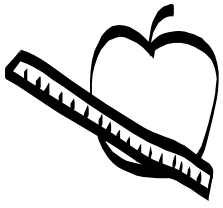
Published by Andrew Carnegie, this was an explanation of his accumulation of wealth and his belief that wealth came with a social responsibility (philanthropy).

6. Explain the importance of the transcontinental railroad.

Railroads made the transportation of people, goods, and services throughout the country much easier and faster.

7. Why were unions formed and what tactics were used by unions during this time?

Unions were formed to protect against unfair labor practices regarding the treatment of workers. Union tactics varied from strikes and picketing to riots.



Industrial Revolution

Pre-Lesson Review—Key (2)

8. State the importance of Ellis Island/Statue of Liberty to immigrants.

Between 1892 and 1954, Ellis Island served as an entry point for immigrants relocating to the United States. At this location, millions of immigrants were examined and registered as American citizens. The Statue of Liberty served as a symbol of this period of immigration and of the new lives begun by the new American citizens.

9. Explain tenement houses and the formation of ethnic communities.

Tenement houses were multi-story apartment buildings found in large American cities. In most cases, these buildings were extremely dirty, causing diseases to spread rapidly. Fire also was a hazard of tenement houses, as candles were used for light as well as cooking. Many immigrants settled into neighborhoods with other members of their own ethnic groups in order to provide safety and support.

10. What is meant by “political machines” and how did they impact immigrants?

Political machines were organizations in cities that served as a link between the government and the people. They responded to the needs of the citizens.

11. Explain the Chinese Exclusion Act and National Origins Act.

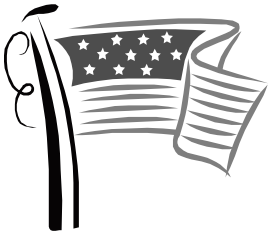
The Chinese Exclusion Act: This Congressional Act (1882) banned immigration of laborers from China to the United States for a period of 10 years.

The National Origins Act: This law (1924) established a system of national quotas, to limit immigration from particular countries.

12. State reasons people immigrated to the United States.

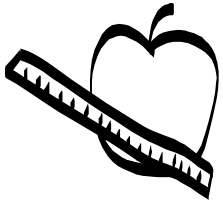
People often immigrated to the United States due to poverty, war, and persecution in their homelands. They looked to the United States as a land of freedom where jobs were plentiful.

NAME: _____



Quarter Connections

1. Name the state whose quarter reverse design you were assigned.
2. Describe the design that appears on this quarter.
3. Why do you believe that this design was selected for your assigned quarter?
4. Read the explanation for the design provided by the United States Mint Web site in the "Quarter Information" packet. In your own words, describe the rationale behind the quarter's design, as explained by the United States Mint.
5. Does the quarter's design link to the Industrial Revolution? In what ways?
6. Explain the importance of the identified link to the Industrial Revolution.



Quarter Connections

New York—Key

1. Name the state whose quarter reverse design you were assigned.

New York

2. Describe the design that appears on this quarter.

This quarter design includes an outline of the state, an image of the Statue of Liberty, and the words “Gateway to Freedom”

3. Why do you believe that this design was selected for your assigned quarter?

Answers should relate to the idea that the Statue of Liberty is a symbol which welcomed new immigrants to the United States. The words “Gateway to Freedom” mark the feelings of the immigrants as they entered their new home.

4. Read the explanation for the design provided by the United States Mint Web site in the “Quarter Information” packet. In your own words, describe the rationale behind the quarter’s design, as explained by the United States Mint.

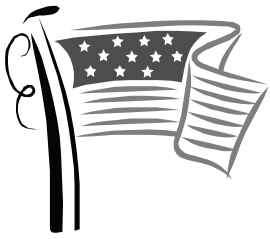
Answers should explain that the Statue of Liberty symbolizes the mass immigration of the late 1800s/early 1900s in which new citizens sought freedom and opportunity.

5. Does the quarter’s design link to the Industrial Revolution? In what ways?

The Statue of Liberty and the words that appear on the quarter link to the Industrial Revolution because the Statue of Liberty was a symbol of freedom that new immigrants would pass as they arrived at Ellis Island.

6. Explain the importance of the identified link to the Industrial Revolution.

The influx of immigrants to the United States provided a large work force to fuel the industries that were vital to the growth of the nation.



Quarter Design

Writing Assignment

You conducted research linking the designs of specific quarters to factors related to the Industrial Revolution. You will now create a quarter of your own. However, you will not illustrate the quarter; you will explain and expand upon the following in essay form.

Consider the following:

- What state would your quarter represent?
- What design would you choose to place on the quarter?
- How does the design you chose link to the Industrial Revolution?
- Expand upon the importance of the link you have made.