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Primary Sources: Industrial Revolution

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

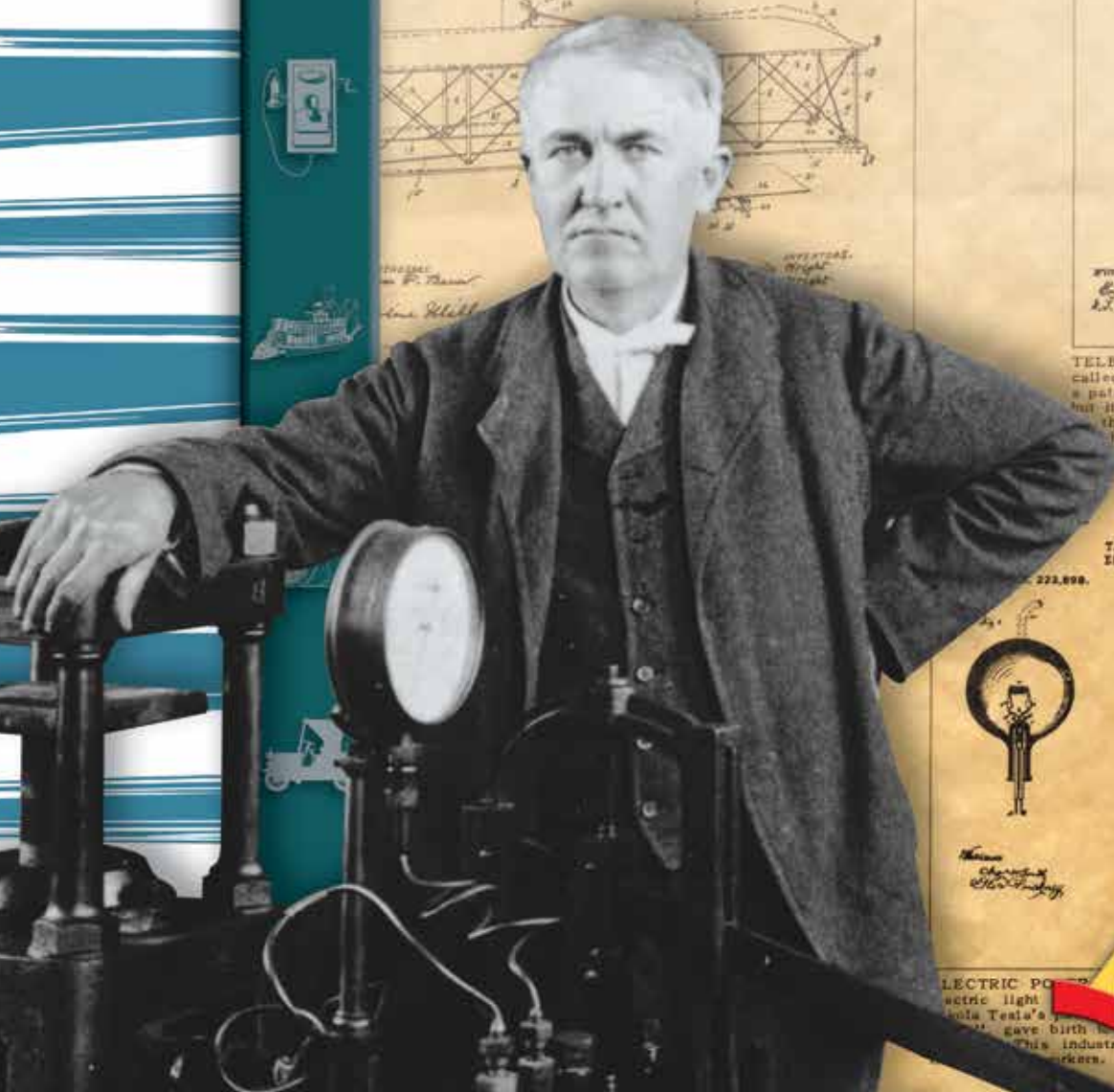
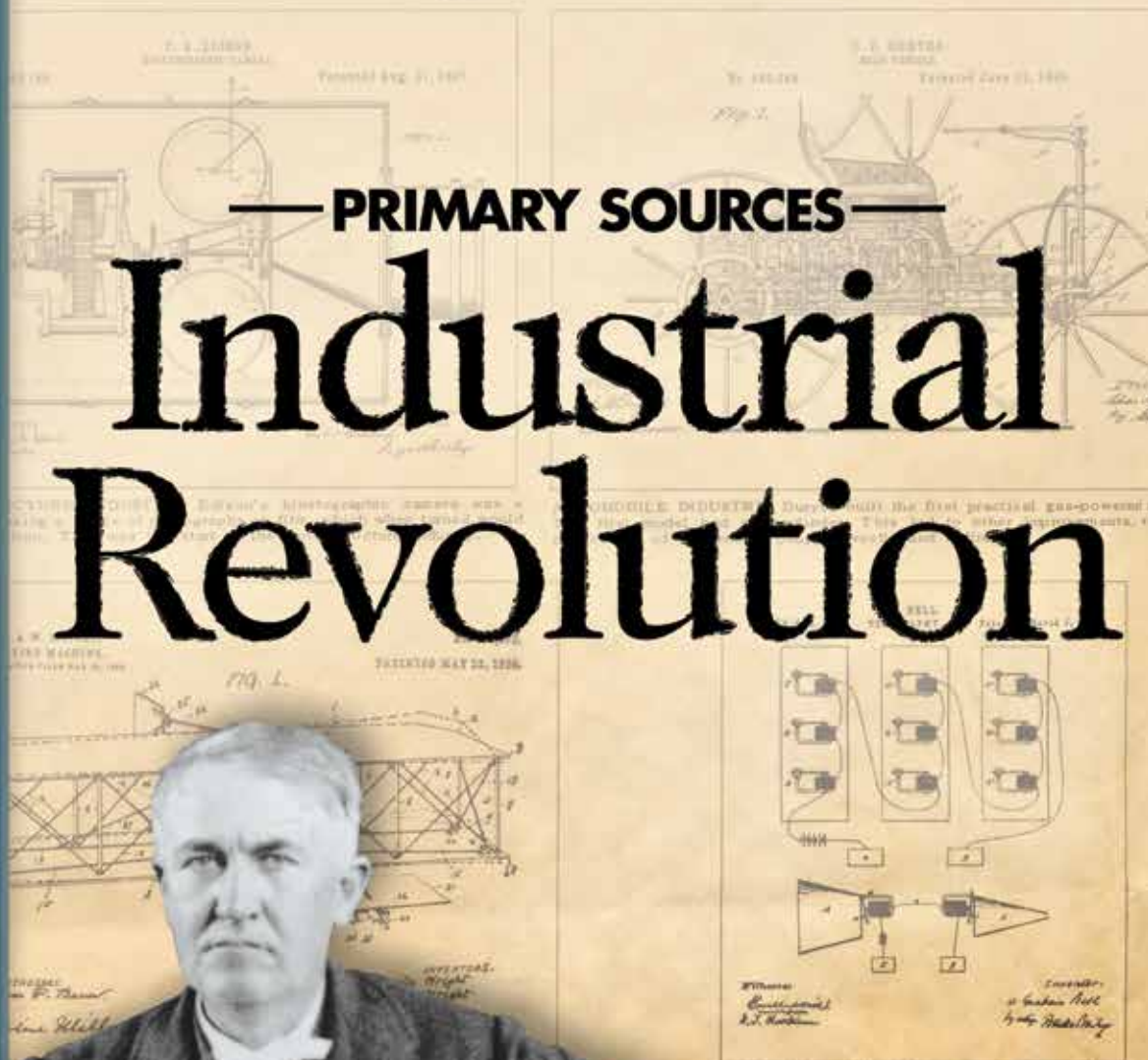
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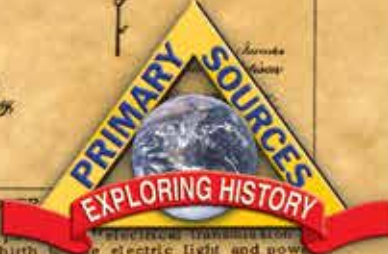
EARLY AMERICAN INVENTIONS
patents covering an era of American i

— PRIMARY SOURCES —

Industrial Revolution



TELEPHONE INDUSTRY: The Patent Office called Bell's invention "telegraphy" in awarding a patent in 1876. It was first considered a curio, but it is now responsible for employing hundreds of thousands of people with over 100 million telephones in use in the United States.



ELECTRIC POWER
Electric light
Nikola Tesla's
gave birth to the electric light and power
This industry also employs hundreds of
workers.

PUBLISHED
Volume 1
as the L
tedious
pieces
required
one mill

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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Cyrus Field and His Transatlantic Cable Dream

Standard/Objective

- Describe and analyze the effects of changing technologies on the global community. (NCSS)
- Students will be able to describe and illustrate the significant effects of the 1866 transatlantic cable on global relations by creating their own telegrams and making a two column chart comparing communication before the cable and after the cable.

Materials

Copy of the facsimile *The Eighth Wonder of the World*; Copies of the historical background information (page 44); Copies of the student activity sheet, *The Benefit of Cable Messages* (page 45); For optional use: *The Atlantic Cable* (page 46); Two large sheets of chart paper; Markers

Discussion Questions

- How did this cable change communications between the two continents, Europe and North America?
- What would it have been like to wait two weeks for news from Europe, especially during a war?
- Discuss why this poster is so effective in visually showing the historic event.
- Who do you think is pictured at the top of this page surrounded by flags? Which flags are they?
- Why did the artist include a picture of the sea god Neptune (Poseidon)?
- What do the lion and the eagle represent?
- What does the rope-like border represent?

Using the Primary Source

Make copies of *The Eighth Wonder of the World* poster to hand out to pairs of students. Share the full-color copy with the whole class. Have students share their observations about this poster prior to reading any of the background information. Then read together the historical background information (page 44) about Cyrus Field. Discuss the questions listed above. Students can then work with partners to complete the student activity sheet *The Benefit of Cable Messages* (page 45). Brainstorming as a group might be helpful for students to generate ideas for their telegrams.

After students have finished their telegrams, have students complete a large T-chart comparing communication between the two continents before the cable and after the cable.

Extension Ideas

- Cyrus Field was extremely persistent. Have students write a poem about how he never gave up and kept on trying new ways to meet his goal of laying a telegraph cable between the two continents.
- Have students research to discover what Queen Victoria and President Buchanan wrote to one another in 1858.

Cyrus Field and His Transatlantic Cable Dream *(cont.)*

Historical Background Information

Imagine running a hose from your house to your school. You would need to keep connecting sections of hoses together and check to see if they remained connected. Now imagine laying a very thick cable for 2,700 miles (4,350 km) under water from Europe to North America.

Cyrus Field, a wealthy American merchant and businessman, dreamed of creating a transatlantic telegraph cable to allow rapid communication between Europe and North America. He wanted to especially link New York City with London, but the straight route across the Atlantic between those two cities was not realistic. He and Samuel Morse consulted on ways to make this possible. A land cable was finally laid from New York to Hearts Content, Newfoundland. Crossing the ocean from Newfoundland to Ireland was much safer, since the ocean floor was smoother and shallower. Between 1857 and 1866, Field organized five very expensive expeditions to lay the cable. The first three were failures. The cable either broke, portions were lost, or the signal ceased to function.

After the third such failure, Field wrote the following account in his diary:

For a week all went well; we had laid out 1,200 miles of cable and had only 600 miles farther to go, when, hauling in the cable to remedy a fault, it parted and went to the bottom. That day I never can forget how men paced the deck in despair, looking out on the broad sea that had swallowed up their hopes; and then how the brave [Samuel] Canning for nine days and nights dragged the bottom of the ocean for our lost treasure, and, though he grappled it three times, failed to bring it to the surface. We returned to England defeated, yet full of resolution to begin the battle anew. Measures were at once taken to make a second cable and fit out a new expedition; and with that assurance I came home to New York in the autumn.

The fourth attempt finally linked the cable across the ocean between Newfoundland and Ireland. In August 1858, Cyrus Field arranged for Queen Victoria to send the first transatlantic message to President James Buchanan. The 98-word message took 16.5 hours to transmit. Until that moment, messages across the ocean took at least 12 days to send by ship. The president's reply of 143 words took 10 hours. New Yorkers responded with celebrations, praising Field and the telegraph inventor Morse. Unfortunately, the new cable was not successful for very long. Within 14 days it had stopped transmitting messages. People's praise then turned to jokes and criticism.

Finally, Field's group decided to make one long continuous cable. Only one ship was big enough to carry such an enormous load—*The Great Eastern*. The cable weighed 21,000 tons (19,100,000 kg) when it was completed. On July 13, 1866, *The Great Eastern* left Valencia, Ireland, laying cable all the way to Hearts Content, Trinity Bay, Newfoundland. It landed on July 27, 1866. The cable was a success at last and continued to transmit messages from one continent to another for many years. Field and his crews were eventually admired for their determination and commitment to overseas communication. The two continents could finally communicate in a reasonable time span.



Name _____

The Benefit of Cable Messages

Background Information

The American entrepreneur, Cyrus Field, promoted the Transatlantic Cable. Between 1857 and 1866, he made five expeditions to try to lay a telegraph cable on the ocean floor between Newfoundland and Ireland. A cable was successfully installed in 1858, but its signal lasted only a few weeks. After the Civil War ended, Field tried again to get his cable installed and working. In 1866 he was successful and stated that his victory was “like clasping hands across the sea.” The artist who designed this poster called the cable the eighth wonder of the world. (Source: Library of Congress)

Activity

Directions: How did the telegraph cable change the way people responded to their world when it was first invented? The following is one example of how telegrams might have changed the world.

Letter received on May 26, 1865: May 12, 1865, Dear Lilly, I am so sorry to inform you that your father is gravely ill. I pray you can come in time to be with him in these last days. With deepest sympathy, Your cousin, Mary.

Response: Mary, I will leave tomorrow on a steamer to London. I'll see you on June 5.

Outcome: If only I had known sooner, I could have been there. When I finally arrived on June 5, I learned my father had died on May 26.

versus

Telegram received on May 13, 1865: May 12, 1865, Lilly, Your father is ill. Come be with him these last days. Your cousin, Mary.

Response: Will catch steamer tomorrow and arrive May 23. Will send details later.

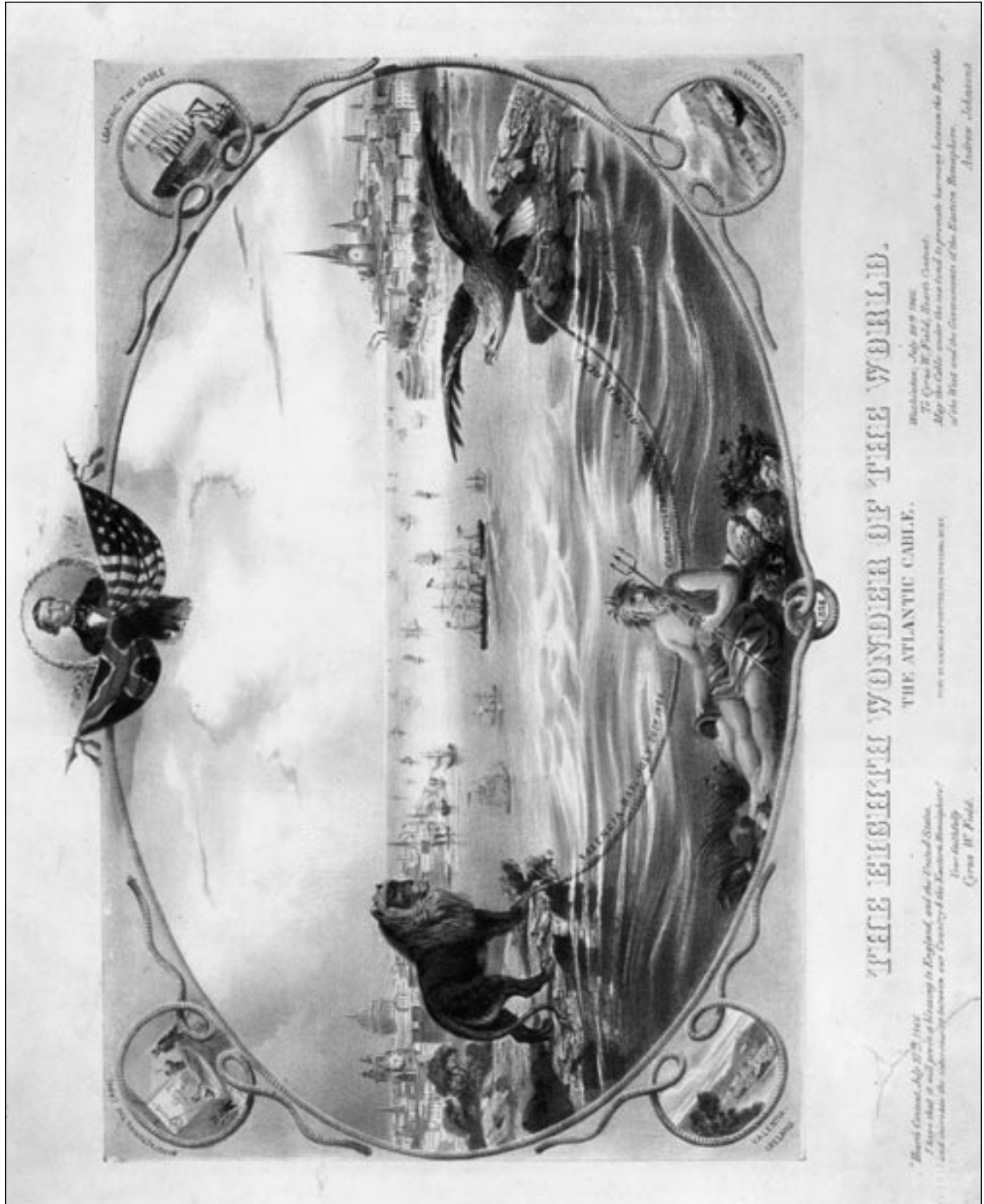
Outcome: I was with my father during his last three days. He died May 26.

Work with a partner to create a letter, telegram message, response, and outcome situation like the example above. Other ideas might include: sending messages about births and deaths to relatives, discussing important topics between two governments, notices about diseases that could be spreading, or notices about the death of a world leader and how that might affect some decisions.

Challenge

Why do you think the artist called this cable the eighth wonder of the world? What were considered the seven wonders at that time?

The Atlantic Cable



Library of Congress



THE EIGHTH WONDER OF THE WORLD.
THE ATLANTIC CABLE.

Heart's Content, July 27th 1866.

*I hope that it will prove a blessing to England, and the United States,
 and increase the intercourse between our Country & the Eastern Hemisphere.*

*Your faithfully
 Cyrus W. Field.*

THE ATLANTIC CABLE.

PUBL'D BY KIMMEL & FORSTER, 254 256 CANAL ST. N.Y.

Washington, July 29th 1866.

*To Cyrus W. Field, Heart's Content:
 May the Cable under the sea tend to promote harmony between the Republic
 of the West and the Governments of the Eastern Hemisphere.*

Andrew Johnson.