Common Core Social Studies Learning Plan Template

**Lesson Title:** Were Industrialists Good for America?

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**Appropriate for Grade Level(s):** 8th grade

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):**

H2.[6-8].22 Describe the effects of **industrialization** and new technologies on the development of the United States

CCSS.ELA-Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Speaking and Listening. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues

**Type of Lesson:** Research Based Discussion Strategy- Structured Academic Controversy

**Student Readings (list):** *All student readings come from Pro vs Con Conflicting Views of Major Events in American History 1875-2000* Timothy A. Beauchemin 2000

**Total Time Needed:** 1- 80 minute block period

**Lesson Outline:**

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 5 minutes | Opening activity: What were some effects the Industrial Age had on the United States? (This reviews previous lessons from the unit). | Students are generating a list of responses. Share as a class when done. |
| 15 minutes | Pass out the reading material. Read out loud the background reading. | Once done reading, the students will fill in the first part of the SAC handout. As a class, we will add on to the opening activity if we need to. |
| 2 minutes | Get students into groups of 4 and assign two people “All Hail the Entrepreneur!” and the other two “Down with the Robber Barons!” | Students need to write their position given at the top of the SAC handout. |
| 10 minutes | Teacher will post annotation directions on the board: “In the margins, write “CC” (for counterclaim). Then, write an appropriate counterclaim and find one piece of evidence to support your idea. | Students will silently read their assigned text. When they are done reading, they will complete the annotation assignment. They will complete the Background Reading section of the SAC handout. |
| 10 minutes | Teacher should post the student directions with the time allotted on the board. | Once the students are done, the pairs need to complete the Preparing My Argument section of the SAC handout. |
| 4 minutes | Teacher will keep time and make sure groups are on task. | Pair #1 will advocate for their assigned position regardless of personal position or opinion. Pair #2 will make notes and ask questions about information they don’t understand. |
| 4 minutes | Teacher will keep time and make sure groups are on task. | Pairs will reverse roles. |
| 2 minutes | Teacher will keep time and make sure groups are on task. | Each pair uses their notes and what they learned from the other side and makes a short presentation demonstrating their understanding of the opposing view. |
| 5 minutes | Teacher will keep time and make sure groups are on task. | Groups work together to discuss the issue, trying to find points of agreements among the members and reach a consensus on some issue. Groups will record their answers on the SAC handout. |
| 5 minutes | Teacher will lead a whole class debrief. | Students will share information. |
| 15 minutes | Students will need to take their final position on the topic and write a powerful paragraph with their claim, reasoning, and evidence. The students will also need to complete the reflection part of the SAC handout. | Students will complete the rest of the SAC handout. |

**Description of Lesson Assessment:** The SAC handout will serve as the assessment for this lesson. Students will be recording the claims, reasons, and evidence from both readings. After the student discussion presenting both sides of the argument, students will take a stand on the position (were industrialists good for America?) and write a powerful paragraph with their claim, two pieces of evidence, and reasoning.

**How will students reflect on the process and their learning?** On the SAC handout, the students will have the opportunity to reflect on their participation in the discussion (what they did well and what they need to improve upon).

Background Reading

The industrial age was a time when machine power replaced animal power. One effect was a great increase in economic growth. The new opportunity to undertake big, expensive projects also led governments to make it easier for people to start corporations. The increase in economic growth and the use of the corporation led to the accumulation of great wealth. And, while most people became wealthier, a much greater gap was created between the rich and poor. Soon, some people called for government to regulate business.

All Hail the Entrepreneur!

By “P.J. Morton”

We should celebrate the invention of the corporation as a great advance. And, we should praise as heroes the people who run the most successful corporations.

Corporations allow people to undertake big business projects that individuals cannot afford on their own. For example, only a corporation can afford the expense of starting a textile factory, steel mill, oil refinery, or railroad.

And, because of these big projects, clothing, food, communication, and transportation are all less expensive. More Americans can afford such luxuries as telephones, electric lights, fresh meat, fruits and vegetables, and several changes of clothes, all because of the corporation.

Naturally, the people who run the most successful corporations get rich. But, the only way they can get rich is if they offer something people want to buy. Rockefeller sells oil and Carnegie sells steel at a lower price than their competitors. That benefits everyone who buys their products.

Some complain that the low prices charged by the big corporations bankrupt family-owned businesses. Well, when did charging low prices suddenly become a crime? Are we next going to complain because the quality of the products made by corporations is too good?

Corporations also invent creative methods of making the economy more efficient. For example, railroads offer discounts, called rebates, to big oil, coal or cattle companies. The railroads can do this because big shippers keep the trains full. And since the shipper’s transportation cost is less, it will sell its products for less. This benefits anyone who eats steak or uses oil or coal.

America’s workers benefit from the corporation, too. Not only can low-income people afford things that used to be luxuries, but also there are more job opportunities than ever before. And working conditions and pay are higher than ever before. This is because the only way a corporation can get people to work for it is if it pays and treats its workers well. Otherwise, workers will work somewhere else.

One reason America has risen from a minor, second-rate country to a world power is because our government has left its citizens free to start businesses and benefit from their success. How hard would a Carnegie or a Rockefeller have tried if he knew the government was going to tell him how to run his business or take in taxes half of what he earned?

Our economic system benefits everyone who wants to work hard. And, its greatness is due to the fact that it is free. Let’s keep it that way.

Down with the Robber Barons!

By “Edith Bell”

There is no easier place to start a corporation than the U.S. Consequently they now dominate our economy. Those who run these giant corporations are the wealthiest and most powerful people in the world. Unfortunately, none of this is good for America.

Since numerous “shareholders own corporations” there is no way of knowing who is responsible for their policies. And, they are using their sizes to bankrupt small businesses and create monopolies. Everyone agrees that monopolies hurt consumers. When there is no competition, monopolies charge outrageously high prices for their products.

One way corporations create monopolies is by controlling prices. For example, a corporation will bankrupt a rival business by actually charging less than what it costs to produce something. The corporation is big enough to survive the temporary loss of money better than the small business. Then, once its rival is gone and it has a monopoly, it raises prices to whatever it wants.

Another common tactic is for the owner of corporations to work out agreements with each other. For example, big railroads will offer a discount to transport the products of big shippers (such as oil, cattle, or coal companies). How can small businesses compete when they have to pay more to ship their products?

A big corporation does more than just raise prices when it has a monopoly. It also controls working conditions. It pays its workers next to nothing and works them long hours. Workers die every day in coalmines because of unsafe conditions. But it is cheaper for the corporation to lose a man than to invest in better safety equipment or build extra escape tunnels. Workers can do nothing about it, because they have nowhere else to go.

Industrialization has also led to a wider gap between the rich and the poor. John D. Rockefeller is worth $1 billion. Andrew Carnegie made $300 million when he sold his steel company. These men have worked hard. Maybe they even worked harder than those who toil in their hot, dangerous factories for 12 hours per day. But, they are not worth more than a million times as much as the men who work for them.

Government must regulate corporations. It should set a lower limit on what workers can be paid and an upper limit on how long they can be required to work, and it should make monopolies illegal. It is also time government taxed incomes. An income tax is more effective at making sure the rich pay their fair share than tariffs.

Structured Academic Controversy

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Background Reading | |
| Vocabulary words I should know and use | Important facts from background reading |
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| Preparing My Argument | |
| My Claims and Reasons | My Evidence and Examples |
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| The Other Side of the Issue | |
| Opposing Claims and Reasons | Opposing Evidence and Examples |
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| Common Ground and Further Questions | |
| Using evidence, we can agree that… | We need further clarification on … |
|  |  |
| What did you learn about ***industrialists***? What is your final position on the issue (were they good for America)? Write a powerful paragraph with your claim, 2 pieces of evidence, and your reasoning. | |
| Reflect on your participation in the discussion. What did you do well? What do you need to improve upon? | |

**Powerful Paragraph Rubric**

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| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** |  | | **Claim** | Claim is clear, correctly placed, and is restated in the closing sentence. | Claim is either unclear or incorrectly placed, and is restated in the closing sentence. | Claim is unclear and incorrectly placed, and is restated in the closing sentence. | Claim is unclear and incorrectly placed, and is not restated in the closing sentence. | \_\_\_\_ | | **Evidence** | Paragraph has two pieces of evidence taken straight from the text and support the claim. | Paragraph has one piece of evidence that supports the claim. | Evidence does not support the claim. | There is no evidence. | \_\_\_\_ | | **Reasoning** | Each piece of evidence is supported with reasoning that explains the connection between the evidence and claim. | Only one piece of evidence is supported with reasoning. | The reasoning does not support the claim and evidence. | There is no reasoning. | \_\_\_\_ | | **Mechanics and Grammar** | Paragraph has no errors in punctuation, capitalization, and spelling. | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. | \_\_\_\_ | |  |  |  |  | **Total Points** | \_\_\_\_ | | |
| **Teacher Comments**: |