



A Nation of Industry and Innovation

Teacher Guide

Early electric light bulb



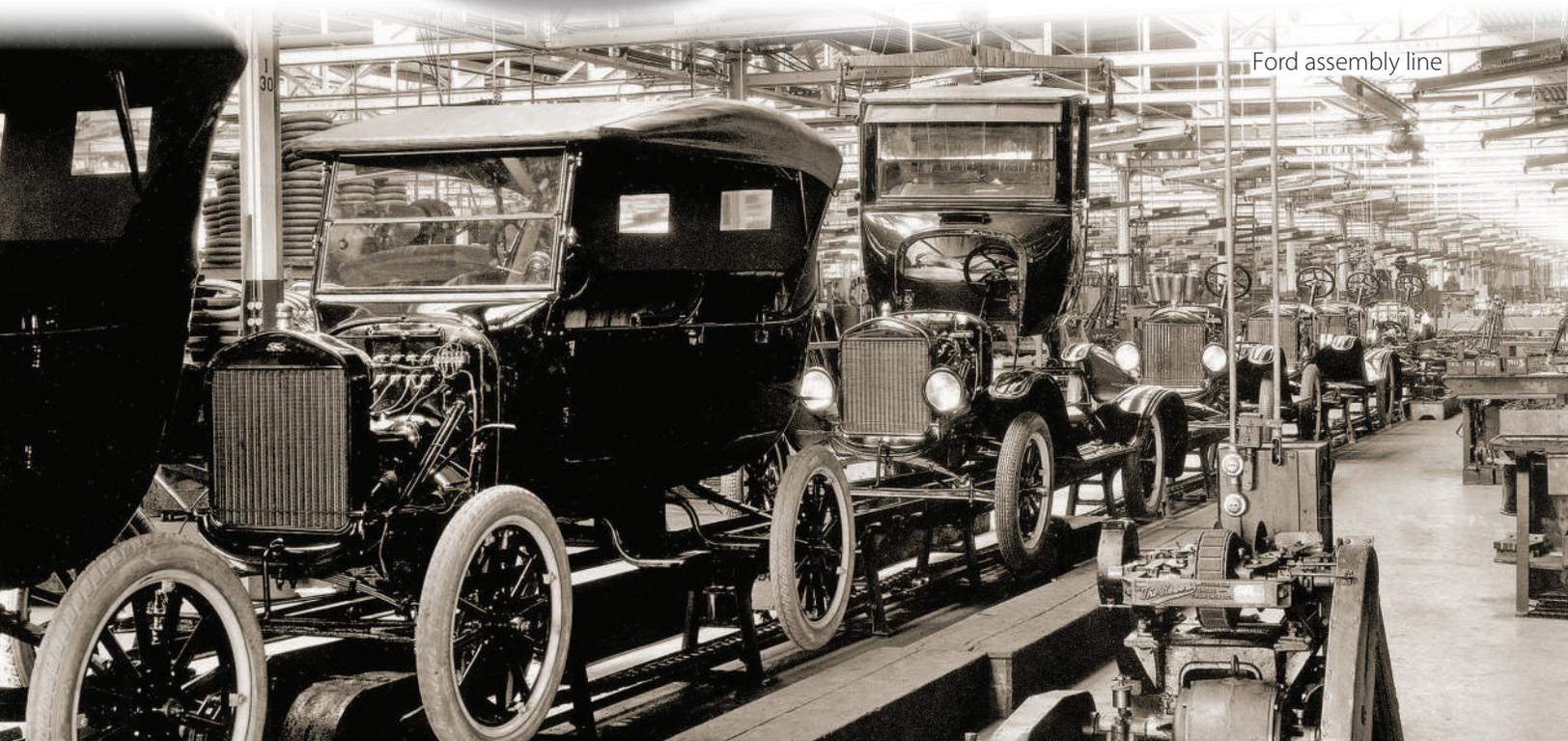
Young Theodore Roosevelt



Statue of Liberty



Ford assembly line



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A Nation of Industry and Innovation

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A Nation of Industry and Innovation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 3

Introduction

ABOUT THIS UNIT

The Big Idea

The late 1800s and early 1900s marked a significant shift in the United States—demographically, economically, and environmentally—as the rise of big business ushered in an era of industrialization and urbanization across the country.

During the 1800s, the United States became an industrial giant. People moved to the cities for factory jobs. In some instances, capitalist entrepreneurs became exceedingly rich tycoons of big business. Inventions changed the way ordinary people lived.

The benefits of industrialization and invention were not shared by all, however. Unskilled workers in particular had difficulty finding work, and when they did, they often worked long hours in difficult and sometimes dangerous conditions for very low pay. Eventually, workers formed unions to fight for better pay and working conditions.

As urban areas formed and grew to accommodate more and more factories and their employees, living conditions in cities were often unsafe and unsanitary. Industrialization also raised questions about land use and management across the country. Theodore Roosevelt put the country on a new course of conservation and preservation to safeguard the nation's resources and natural wonders for future generations.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- importance of studying the past
- causes, effects, events, individuals, and geography of the American Revolution
- foundational American documents, including the Declaration of Independence, U.S. Constitution, and Bill of Rights
- principles included in the U.S. Constitution
- events and impacts of George Washington’s presidency
- role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- purpose of separation of powers and checks and balances
- how a bill becomes a law
- division of power between the national government and the states through federalism
- ways to demonstrate civic virtues
- how to become a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions—New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast—and Alaska and Hawaii
- what the Louisiana Purchase was and how it changed the United States
- Lewis and Clark and the Corps of Discovery, including Sacagawea
- how the United States expanded westward over time
- how life in the West differed from life in the East
- Oregon Trail
- idea of manifest destiny
- impact of transportation technologies, such as covered wagons, flatboats, steamboats, and railroads, on westward expansion
- California Gold Rush
- impact of the Homestead Act

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the mid-1800s to 1941.

mid-1800s	Monopolies control industries like steel and oil.
1870s	Alexander Graham Bell invents the telephone; Thomas Edison invents the electric light bulb.
1872	Yellowstone becomes the first U.S. national park.
1885	France gifts the Statue of Liberty to the United States.
1894	Labor Day becomes an official holiday.
1900	Millions of people work in factories across America.
1900	The United States has almost 200,000 miles (322,000 km) of railroad tracks.
early 1900s	Changes in many cities make urban life healthier and safer.
1901	Theodore Roosevelt becomes the twenty-sixth president of the United States.
1903	Wilbur and Orville Wright build the first operational airplane.
1908	Henry Ford’s step-by-step manufacturing process produces the Model T.
1920s	George Washington Carver discovers many uses for peanuts, sweet potatoes, and soybeans.
1941	Mount Rushmore is completed.

- impact of westward expansion on Native Americans, including relocation and removal, the reservation system, and armed conflict
 - Trail of Tears
 - Crazy Horse and Sitting Bull
 - Battle of the Little Bighorn
 - massacre at Wounded Knee
- how the issue of slavery divided the North and South after the American Revolution
- why the North was suited for an industrial economy
- how manufacturing came to the United States
- how free enterprise benefits business owners
- what prompted urbanization in the North
- why the South had an agricultural economy
- how the North's demand for cotton affected the slave trade in the South
- difference between plantations and other types of farms
- difference between importing and exporting
- how supply and demand affect price
- innovations in transportation, such as the turnpike, steam engine, steamboat, and locomotive
- what caused growing opposition to slavery in the North
- Harriet Beecher Stowe and *Uncle Tom's Cabin*
- names and achievements of notable abolitionists
- what the Underground Railroad was and how it worked
- why Southern states seceded from the Union
- why the Union went to war against the Confederacy
- when the Civil War became about the issue of slavery
- why President Lincoln issued the Emancipation Proclamation
- what the Emancipation Proclamation did
- history behind Juneteenth
- how the Civil War ended
- rights protected by the Thirteenth Amendment
- how we honor Abraham Lincoln today

What Students Need to Learn

- Second Industrial Revolution
 - railroads and raw materials
 - inventors and innovations: Alexander Graham Bell (telephone), Thomas Edison (electric power station, electric light bulb), George Washington Carver (agricultural innovations), Henry Ford (Model T, assembly line), Wright brothers (airplane)
 - growth of big business and monopolies: Andrew Carnegie (Carnegie Steel), John D. Rockefeller (Standard Oil)
 - conditions for American workers
 - rise of unions
 - causes and effects of urbanization
 - immigration
- Theodore Roosevelt
 - early life and career
 - conservation efforts as president
 - national parks, landmarks, and sanctuaries

AT A GLANCE

The most important ideas in Unit 5 are the following:

- The Second Industrial Revolution had both positive and negative consequences for the United States, including increased immigration, more efficient production and lower prices, harsh conditions for workers, the rise of big business and monopolies, urbanization, and the growth of unions.
- Theodore Roosevelt was an early advocate of conserving the country's natural resources and put his ideas into practice to establish national parks, national landmarks, and animal sanctuaries.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

A Nation of Industry and Innovation Student Reader—two chapters

Teacher Components

A Nation of Industry and Innovation Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A Nation of Industry and Innovation* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 41.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

A Nation of Industry and Innovation Timeline Card Slide Deck—thirteen individual images depicting significant events and individuals related to industrialization and the conservation movement. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

mid-1800s



Chapter 1

1870s



Chapter 1

1872



Chapter 2

1885



Chapter 1

1894



Chapter 1

1900



Chapter 1

1900



Chapter 1

early 1900s



Chapter 1

1901



Chapter 2

1903



Chapter 1

1908



Chapter 1

1920s



Chapter 1

1941



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 5 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. The first chapter discusses the causes and effects of industrialization in the United States, while the second discusses the origins of the conservation movement. Many events and innovations developed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *A Nation of Industry and Innovation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, by the mid- to late 1800s, businesses had formed monopolies over certain industries, while Henry Ford introduced his Model T in 1908.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *A Nation of Industry and Innovation* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Curriculum Series. A total of twenty days has been allocated to the *A Nation of Industry and Innovation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	How did America become an industrial nation, and what were the impacts of industrialization?
2	How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter,

in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	loom, weave, transcontinental, raw material, industrialism, capital, telegraph, investor, monopoly, union, urbanization, tenement
2	conservationist, suburban, rural, national park, national landmark, sanctuary

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 55–60. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Cost of the Ford Model T, 1908–24 (AP 1.4)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.5)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

- Barr, Catherine. *The Wolves of Yellowstone: A Rewilding Story*. New York: Bloomsbury Children's Books, 2022.
- Benge, Janet, and Geoff Benge. *George Washington Carver: From Slave to Scientist*. Bingley, U.K.: Emerald Books, 2002.
- Buckley, James, Jr. *Who Were the Wright Brothers?* Illustrated by Tim Foley. New York: Penguin Workshop, 2014.
- Burgan, Michael. *Who Was Henry Ford?* Illustrated by Ted Hammond. New York: Penguin Workshop, 2014.
- Farrell, Mary C. *Fannie Never Flinched: One Woman's Courage in the Struggle for American Labor Union Rights*. New York: Abrams, 2016.
- Frith, Margaret. *Who Was Thomas Alva Edison?* Illustrated by John O' Brien. New York: Penguin Workshop, 2005.
- Gigliotti, Jim. *Who Was George Washington Carver?* Illustrated by Stephen Marchesi. New York: Penguin Workshop, 2015.
- Heiligman, Deborah, and Chelsea Clinton. *She Persisted: Clara Lemlich*. Illustrated by Alexandra Boiger and Gillian Flint. New York: Penguin Young Readers/Philomel Books, 2021.
- Hopkinson, Deborah. *Thanks to Frances Perkins: Fighter for Workers' Rights*. Illustrated by Kristy Caldwell. Atlanta: Peachtree Publishing Company, 2020.
- Matthews, Tom L. *Always Inventing: A Photobiography of Alexander Graham Bell*. Washington, D.C.: National Geographic Children's Books, 2015.
- Murphy, Frank. *Take a Hike, Teddy Roosevelt!* Illustrated by Richard Walz. New York: Random House Books for Young Readers, 2015.
- Osborne, Linda B. *This Land Is Our Land: A History of American Immigration*. New York: Abrams, 2016.
- Paeff, Colleen. *The Great Stink*. Illustrated by Nancy Carpenter. New York: Simon & Schuster/Margaret K. McElderry Books, 2021.
- Sandler, Martin W. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Somerville, MA: Candlewick Press, 2015.
- Siber, Kate. *National Parks of the U.S.A.* Illustrated by Chris Turnham. London: Wide Eyed Editions, 2018.
- Turk, Evan. *You Are Home: An Ode to the National Parks*. Illustrated by Evan Turk. New York: Simon and Schuster/Atheneum Books for Young Readers, 2019.
- Yazdani, Ashley B. *A Green Place to Be: The Creation of Central Park*. Somerville, MA: Candlewick Press, 2019.

A NATION OF INDUSTRY AND INNOVATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Nation of Industry and Innovation

<p>"The Second Industrial Revolution and the Growth of Cities" Core Lesson (TG & SR, Chapter 1)</p>	<p>"The Second Industrial Revolution and the Growth of Cities" Core Lesson (TG & SR, Chapter 1, AP 1.4)</p>	<p>"The Second Industrial Revolution and the Growth of Cities" Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.5)</p>	<p>"Primary Source: 'The New Colossus' by Emma Lazarus" (TG & SR, Chapter 1, AP 1.2)</p>	<p>"PRIMARY SOURCE ACTIVITY: Comparing Urban and Rural Life" (TG, Chapter 1 Additional Activities, AP 1.2)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Nation of Industry and Innovation

<p> "George Washington Carver: American Icon" (TG, Chapter 1 Additional Activities)</p>	<p> "Thomas Edison: Inventor and Entrepreneur" (TG, Chapter 1 Additional Activities)</p>	<p> "Alexander Graham Bell: Scientist, Inventor, Teacher" (TG, Chapter 1 Additional Activities)</p>	<p> "Who Were the Wright Brothers?" (TG, Chapter 1 Additional Activities)</p>	<p> "The Statue of Liberty: A National Symbol" (TG, Chapter 1 Additional Activities)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation of Industry and Innovation

<p>Chapter 1 Assessment</p>	<p>"Theodore Roosevelt and the Conservation Movement" Core Lesson (TG & SR, Chapter 2)</p>	<p>"Theodore Roosevelt and the Conservation Movement" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapter 2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Primary Source: 'Conservation as a National Duty' by President T. Roosevelt" (TG & SR, Chapter 2, AP 1.2)</p>	<p>"PRIMARY SOURCE ACTIVITY: Theodore Roosevelt: Conservationist President" (TG, Chapter 2 Additional Activities, AP 1.2)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

A Nation of Industry and Innovation

"The Story of Our National Parks" (TG, Chapter 2 Additional Activities)	"VIRTUAL FIELD TRIP: Yellowstone National Park" Or "VIRTUAL FIELD TRIP: Yosemite National Park" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 5 Performance Task Assessment	Unit 5 Performance Task Assessment
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A NATION OF INDUSTRY AND INNOVATION PACING GUIDE

_____’s Class

(A total of twenty days has been allocated to the *A Nation of Industry and Innovation* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Nation of Industry and Innovation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Nation of Industry and Innovation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation of Industry and Innovation

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

A Nation of Industry and Innovation

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CHAPTER 1

TOPIC: The Second Industrial Revolution and the Growth of Cities

The Framing Question: How did America become an industrial nation, and what were the impacts of industrialization?

Primary Focus Objectives

- ✓ Describe the impacts of the First and Second Industrial Revolutions on the U.S. economy. (3.15, 3.15.a, 3.15.b)
- ✓ Identify technological advancements of the First and Second Industrial Revolutions. (3.9)
- ✓ Summarize the causes and effects of urbanization in the United States. (3.8)
- ✓ Understand the meaning of the following domain-specific vocabulary: *loom, weave, transcontinental, raw material, industrialism, capital, telegraph, investor, monopoly, union, urbanization, and tenement.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Second Industrial Revolution and the Growth of Cities”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.4

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- display copy of Cost of the Ford Model T, 1908–24 (AP 1.4)
- sufficient pieces of 8.5" x 11" paper (scrap paper is OK)
- “How to Make a Paper Airplane” instructions from the Internet
- Untold History video clip “The Telegraph: The Civil War Text Machine”
- enlarged image from the Internet of the octopus cartoon

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the instructions, video, and image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

loom, n. a tool used to weave fabric (4)

Example: The power loom was able to produce fabric much faster than earlier models operated by hand.

Variations: looms

weave, v. to create fabric by lacing together threads (4)

Example: The worker carefully wound the colored threads on the loom so she could weave the detailed pattern.

Variations: weaves, weaving, wove, woven (adj.), weaver (n.)

transcontinental, adj. crossing the entire continent (5)

Example: The transcontinental railroad made long-distance travel from one side of the country to the other much faster and more efficient.

raw material, n. something that can be used to make or create a product, such as cotton for clothing (5)

Example: Iron ore was an important raw material for the railroad industry because iron was used to make spikes and rail lines.

Variations: raw materials

industrialism, n. a system in which a society's economy is based on machines and factories (5)

Example: Industrialism made it possible for businesses to produce more goods more quickly and for less money.

Variations: industrial (adj.), industrialize (v.), industrialized (adj.), industrialization (n.)

capital, n. money or resources used to produce goods and services (6)

Example: The entrepreneur needed more capital to start her new business.

telegraph, n. a machine that communicates messages over long distances by sending signals through wires (7)

Example: The telegraph operator in New York tried to send a message to California, but it did not get through because a tornado had knocked out the telegraph wires in Oklahoma.

Variations: telegraphs, telegraph (v.)

investor, n. a person who puts money into a business with the goal of making more money (9)

Example: The investor paid for a large share, or part, of a startup business that she thought was going to be very successful.

Variations: investors, invest (v.), investment

monopoly, n. the total control of an industry (10)

Example: The Standard Oil Company had a monopoly on oil production in the United States.

Variations: monopolies, monopolize (v.)

union, n. an organization formed by workers to win and protect workers' rights (12)

Example: Leaders of the union presented their employer with their demand for a safer working environment.

Variations: unions, unionize (v.), unionization (n.)

urbanization, n. the process of a region changing to have more or larger cities, or urban areas (12)

Example: Urbanization was a result of people leaving rural areas to find work in factories.

Variations: urbanize (v.), urban (adj.)

tenement, n. an apartment building, usually located in a city and meeting only the minimum safety and comfort standards (15)

Example: The residents of the tenement lived in dark rooms with poor air circulation and faulty plumbing.

Variations: tenements

THE CORE LESSON 35 MIN

Introduce *A Nation of Industry and Innovation* Student Reader

5 MIN

Distribute copies of the *A Nation of Industry and Innovation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention railroads, inventors and inventions, Theodore Roosevelt, and national parks.

Introduce "The Second Industrial Revolution and the Growth of Cities"

5 MIN

Review what students read in Unit 4 about early industrialization and railroads in the United States. Explain that the United States experienced much more industrial growth in the late 1800s, after the U.S. Civil War. In this chapter, students will read about the changes that this brought to the country and people's daily lives.

Call students' attention to the Framing Question. Tell students to look for how the United States became an industrial giant as they read the text.

Guided Reading Supports for “The Second Industrial Revolution and the Growth of Cities”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Changing Nation,” pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

SUPPORT—Call attention to the word *factory* in the second paragraph, and remind students that a factory is a place where workers use machines to make goods. Point out that during the Second Industrial Revolution, many factories produced machinery for use in other factories.

CORE VOCABULARY—Point out the vocabulary terms *loom* and *weave*, and explain their meanings.

SUPPORT—Call attention to the image of the woman working in a textile factory on page 4, and read the caption aloud. Explain that the machine shown in the image, a jacquard loom, helped make the process of making fabric with complicated woven patterns much faster. Ask students how this new system would have affected consumers, or the people who buy goods. (*Jacquard looms increased the supply of patterned fabric and lowered its cost. As a result, more people could afford to buy it.*) (3.15, 3.15.a, 3.15.b, 3.15.c)

After reading the text, ask the following questions:

LITERAL—Which inventions were made during the First Industrial Revolution? (3.9)

- » Possible answers: The steam engine and the cotton gin were invented during the First Industrial Revolution.

EVALUATIVE—How did the First Industrial Revolution change how people worked? (3.2, 3.5)

- » The First Industrial Revolution introduced machines that could be used to make goods instead of making them by hand. Instead of doing the work, people operated and maintained machines that did the work for them.

EVALUATIVE—How did cities change in the 1800s during the Second Industrial Revolution? (3.8, 3.25)

- » During the Second Industrial Revolution, more and more factories were built near or in cities. People moved from more rural areas,

and from other countries, to work in these factories. As a result, the population, size, and economies of cities grew.

“Railroads, Natural Resources, and Growth,” pages 4–6

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 4–5 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *transcontinental*, *raw material*, and *industrialism*, and explain their meanings.

SUPPORT—Call attention to the image of Promontory Point on page 5, and read the caption aloud. Tell students that this photograph shows the “Golden Spike” ceremony that happened on May 10, 1869. To celebrate the completion of the transcontinental railroad, the last four spikes hammered into the railroad were made of gold and silver. Explain to students that more than fifteen thousand laborers, most of whom were Chinese immigrants, built the railroad. These workers were excluded from this photograph, an example of the racism that Chinese immigrants faced back then. Remind students that while primary sources give us a glimpse into the past, they do not always give us the full picture.

Next, have students read the remainder of the section on pages 5–6 independently.

 **SUPPORT**—Call attention to the terms *exported* and *imported*. Remind students that they learned these terms in Unit 4. Invite a volunteer to explain the difference between these terms. (*To import is to bring a good or service into the country from another country, and an import is a good or service that has been or is being imported; to export is to send a good or service to another country, and an export is a good or service that has been or is being exported.*) Explain that exporting and importing natural resources and finished goods are still important parts of the global and U.S. economies today. Then tell students that scarcity happens when there is not enough of a resource or a good. Ask students to think about what countries might do when there is a scarcity. (*Countries can import resources or goods from other places.*) Explain that people, businesses, and even countries often choose to specialize, or to focus on producing one type of good or one type of service, which they then export to other places. Ask students to consider why a business or a country would choose to specialize in producing a good or service. (*One reason is that a business that specializes gains expert skills and knowledge that help it operate more efficiently, lowering its costs. A second reason is that the business or country may have access to a large and cheap supply of the resources needed to produce the good or service.*) (3.15.d, 3.15.e, 3.17)

After students read the text, ask the following questions:

LITERAL—By 1900, how many miles of railroad tracks did the United States have? (3.9, 3.25)

- » The United States had almost two hundred thousand miles (322,000 km) of railroad tracks by 1900.

EVALUATIVE—How did the railroads help industries in the United States grow? (3.9)

- » The railroads helped industries in the United States grow by quickly and cheaply moving raw materials to factories. Industries also grew by producing materials needed to make railroads.



EVALUATIVE—What is the difference between an import and an export? (3.15.d)

- » An import is something that is bought from another country, while an export is something that is sold to another country.

LITERAL—What natural resource was discovered in Pennsylvania in 1859? (3.28)

- » Oil was discovered in Pennsylvania in 1859.

EVALUATIVE—Why was the discovery of oil important? (3.16)

- » This discovery was important because oil was used to make machines work more smoothly and to make fuel to power machinery. Oil also became an important good that was exported by the United States.

“Industry, Inventors, and Innovators,” pages 6–8

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 6–7 aloud.

CORE VOCABULARY—Point out the vocabulary *capital* and *telegraph*, and explain their meanings.

Invite volunteers to read the next three paragraphs of the section on page 7 aloud.

SUPPORT—Explain that some people believe that Carver invented peanut butter, but that is a myth. He did not invent peanut butter. He did, however, find more than three hundred other uses for peanuts and made peanuts a popular part of the American diet. Ask students how a scientist discovering new uses for peanuts helps farmers. (*More uses for a crop will result in more people buying it, which helps farmers sell more of it and/or sell it at a higher price.*) (3.6.a)

Read the last two paragraphs of the section on pages 7–8 aloud.

SUPPORT—Tell students that inventors like Carver, Edison, and Ford were very famous and that they actually knew each other. Henry Ford and George Washington Carver were friends. Thomas Edison offered Carver a job in his lab in New Jersey, but Carver chose to continue to pursue his important work at the Tuskegee Institute, an academic and vocational higher learning institution for African American students.

Activity Page



AP 1.4

SUPPORT—Display Cost of the Ford Model T, 1908–24 (AP 1.4). Note that the x-axis at the bottom refers to years, and the y-axis at the left refers to the cost of a Ford Model T in dollars. Mention to students that these prices are what it would have cost at the time. The 1908 price of \$950 is equivalent to more than \$25,000 in the modern day. Tell students that the chart shows how the price of the Model T changed over time. Ask students to call out the prices at different years on the chart. Ask: How did the price of a Model T change over time? (*It reduced.*) How much did the price change between 1908 and 1924? (*The price changed from about \$950 to less than \$300, which is less than one-third of the original price.*) What might have caused the lowered price? (*Answers may include increased supply of the Model T thanks to more efficient production, expanded production, and/or reduced price of raw materials.*) What might a lower price have done to demand for the Model T? (*It is likely that it increased demand.*) (3.6.a, 3.15.b, 3.15.c)

SUPPORT—Organize the class into groups of five, and arrange each group in a line. Tell students that each group is an assembly line that will make paper airplanes. Distribute a small stack of paper to each group. Display the “How to Make a Paper Airplane” instructions for students. Each student will complete one of the first five steps in the directions (skip step 6), working in the appropriate order and passing the paper to the next person in the sequence. Model each fold, and then have the assembly lines make as many paper airplanes as they can in one minute. After students have assembled their paper airplanes, ask: Do you feel it was easier or harder than making a paper airplane by yourself? How do you think it would feel to work like this for eight or more hours a day? (*Answers will vary, but students may suggest it was easier to make more airplanes than they could alone; students may feel that working in such a manner all day would be repetitive, tiring, or boring.*) (3.6.a)

Note: Students will read more about the Wright brothers in Unit 7.

After reading the text, ask the following questions:

 **LITERAL**—What is capital? (3.15)

- » Capital is the money and resources used to produce goods and services.

INFERENTIAL—Why does a manufacturing business need capital to get started? (3.15, 3.16)

- » To get started, a manufacturer needs capital to buy or build a factory, pay employees, and buy equipment and raw materials.

LITERAL—Which region of the country did the work of George Washington Carver benefit the most? Explain. (3.6.a, 3.28)

- » The South benefited the most from the work of George Washington Carver. Carver aimed to help southern farmers by researching crops that were grown in the South.

INFERENTIAL—Why are inventors like Alexander Graham Bell, Thomas Edison, and Henry Ford still important today? (3.5, 3.6.a, 3.9)

- » Possible answer: Bell's, Edison's, and Ford's inventions changed life for people in the 1800s and early 1900s. Modern versions of many of their original inventions are still used by people today.

EVALUATIVE—How were the Wright brothers' and Henry Ford's accomplishments similar, and how might they have affected the environment? (3.6.a, 3.9)

- » Possible answer: Henry Ford and the Wright brothers both made inventions that changed how Americans traveled. The inventions made it possible for Americans to travel more frequently and for longer distances, leading to increased air pollution and fuel usage by drivers and passengers.

“The Growth of Big Business,” pages 8–10

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 8–9 aloud.

CORE VOCABULARY—Point out the vocabulary term *investor*, and explain its meanings.

SUPPORT—Explain that a telegraph was an old-fashioned way of texting. It sent messages in code across long distances through electrical wires. The code it used is called Morse code—named for the telegraph's inventor, Samuel Morse—and is made up of short and long sounds called dots and dashes. Each letter in the alphabet was assigned a series of dots and dashes. Messages were spelled out using the telegraph machine. Remind students what they learned about the Civil War in Unit 4. Explain that the telegraph played an important role in that war. To illustrate how the telegraph worked and how it was used in the Civil War, show the

clip from the Untold History video “The Telegraph: The Civil War Text Machine” (00:48).

Next, invite volunteers to read the last three paragraphs of the section on pages 9–10 aloud.

CORE VOCABULARY—Point out the vocabulary term *monopoly*, and explain its meaning.

SUPPORT—Mention that students may be familiar with the game Monopoly. Explain that success at the game comes from creating real estate monopolies—gaining exclusive ownership of all the properties of a certain kind or color. Direct students to the cartoon on page 10. Display the enlarged version of the image. Explain that it shows a monster called Monopoly destroying a city. Read the phrases on some of the tentacles aloud. Explain that a trust is a type of monopoly. Ask: Is the cartoon in favor of monopolies or against them? (*against them*) How do you know? (*Monopolies are shown as a monster, and that monster is destroying a city.*) (3.3, 3.3.a, 3.4, 3.4.a)

SUPPORT—Check that students understand the economic roles of producer and consumer by asking whether Andrew Carnegie should be considered a producer or a consumer. (*Carnegie was both a producer and a consumer. He was a producer because he manufactured and sold steel. He was a consumer because he bought and used coal and iron and other products he needed to make steel and run his business.*) (3.15)

After the volunteers read the text, ask the following questions:

LITERAL—Who was Andrew Carnegie? (3.6)

- » Andrew Carnegie was a businessperson who became very wealthy from investing in railroads and steel.

EVALUATIVE—As businesspeople, how were Andrew Carnegie and John D. Rockefeller similar? (3.15, 3.15.a)

- » They both formed large businesses that had monopolies over their industries.

EVALUATIVE—How did monopolies affect consumers? (3.15)

- » Monopolies made prices higher for consumers.

“American Workers,” page 11

Scaffold understanding as follows:

Have students read the section on page 11 independently.

SUPPORT—Call attention to the image of children working in a factory on page 11, and read the caption aloud. Tell students that the workday during

the Second Industrial Revolution was much different than it is today. Workers, including children, could spend as many as sixteen hours a day in a factory. Workers also worked six days a week. Ask students how this compares to how much people they know work. (*Many people commonly work five eight-hour days a week.*) (3.5)

After students read the text, ask the following questions:

LITERAL—What kinds of jobs did most people have before the growth of industry? (3.2, 3.5, 3.15.e)

- » Before the growth of industry, most people worked as farmers or craftspeople.

LITERAL—What was it like to work in a factory in the late 1800s and early 1900s? (3.2, 3.9)

- » The hours were long, and the conditions could be unsafe.

LITERAL—What were some of the benefits of industrialization? (3.15.b, 3.15.c)

- » Industrialization helped producers make things faster and at lower cost. That meant people could afford to buy many different goods. It also created new kinds of jobs and introduced more employment opportunities for women.

“Trade Unions” and “Labor Day,” page 12

Scaffold understanding as follows:

Read the section “Trade Unions” on page 12 aloud.

CORE VOCABULARY—Point out the vocabulary term *union*, and explain its meaning.

Read the sidebar “Labor Day” on page 12 aloud.

SUPPORT—Tell students that people celebrate Labor Day in many ways, including holding parades and hosting picnics.

After reading the text, ask the following questions:

LITERAL—What is a union? (3.2)

- » A union is an organization formed by workers to win and protect workers’ rights, such as the right to a safe workplace.

LITERAL—How did unions get company bosses to listen to their concerns? (3.2)

- » Workers held strikes, or stopped working, as a way to get bosses to improve their jobs.

 **EVALUATIVE**—Why do we celebrate Labor Day each year? (3.6.b)

» We celebrate Labor Day each year to honor American workers.

“The Growth of Towns and Cities,” pages 12–15

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *urbanization*, and explain its meaning.

SUPPORT—Remind students that they learned the word *urban* in Unit 2. Guide them to recall that *urban* means relating to a city. Point out the suffix *-ation* in the word *urbanization*. This suffix refers to a state of being or a process of being or becoming. *Urbanization* means the process of becoming more urban, or more like a city.

Have students read the section on pages 12–15 with a partner.

 **SUPPORT**—Direct students to the image of the Statue of Liberty on page 13. Explain that the statue stands in New York Harbor. It was a gift from the people of France to the United States in the late 1800s. Over the years, it has become a symbol of the United States, representing the promise of freedom and opportunity. Today, people can visit the Statue of Liberty and climb the inside of the statue.

 **SUPPORT**—Ellis Island is an island about one mile (1.6 km) south of Manhattan in New York City. Between 1892 and 1924, Ellis Island was the main center at which immigrants to the United States were processed and granted or refused entry to the country. It is believed that about twelve million people entered the United States through this one facility. The arrivals’ legal documents were inspected, and then they themselves were subjected to a medical examination. People could be refused entry if the facility’s doctors believed they were carrying a contagious disease or if their paperwork was not in order. Ellis Island was closed in 1954. Today, it is a museum.

SUPPORT—The term *skyscraper* is used to describe a building so tall that it seems to scrape the sky. The term became popular in the 1880s when buildings more than ten stories high first began to be constructed. Such tall buildings were only possible because of recent technological advancements, namely the development of mass-produced steel.

After students read the text, ask the following questions:

LITERAL—What is urbanization? (3.8, 3.25, 3.26)

» Urbanization is the process of a region changing to have more or larger cities.

EVALUATIVE—Why did people move to cities during the early 1900s? (3.2, 3.8, 3.9, 3.26, 3.28)

- » People moved to cities to work in factories where they could make more money. Cities also had schools, libraries, stores, and other services, like electricity and indoor plumbing, that made life easier.

EVALUATIVE—Why did people build skyscrapers? (3.2, 3.16, 3.25, 3.26)

- » As cities grew, land became more expensive. It soon was cheaper for builders to build taller buildings instead of buying more land.

“Growing Pains,” pages 15–16

Scaffold understanding as follows:

Invite volunteers to read the section on pages 15–16 aloud.

CORE VOCABULARY—Point out the vocabulary term *tenement*, and explain its meaning.

SUPPORT—Remind students that many of the conditions of cities in the early 1900s were also conditions in rural areas. Rural areas had wooden buildings, lacked paved roads and indoor toilets, and did not have regular garbage pickup. Ask why these conditions were serious problems in cities but were not seen as serious problems in rural areas. (*People lived crowded together in cities. This increased the likelihood of disease spreading. Fire could also more easily spread between buildings that were located close together.*) (3.26)

After the volunteers read the text, ask the following questions:

LITERAL—What was housing like for poorer people, including new immigrants, living in major cities? (3.8, 3.25, 3.26, 3.28)

- » People lived in buildings with little light and no running water. Their rooms were small and crowded.

EVALUATIVE—How did cities work to improve living conditions over time? (3.25, 3.26, 3.28)

- » Cities hired people to pave streets, collect garbage, and build sewer systems. They also created police and fire departments to keep people safe.

Primary Source Feature: “The New Colossus’ by Emma Lazarus,” page 17

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 17.

 **Background for Teachers:** Emma Lazarus was a Jewish American poet who was born in New York in 1849. She wrote a few books of poetry, and her work came to the attention of Ralph Waldo Emerson, one of the foremost poets and

writers in America at that time. In 1883, Emma Lazarus was asked to compose a sonnet in honor of the Statue of Liberty, still under construction, to raise funds for the pedestal on which the statue would stand. Lazarus was strongly moved by the suffering of immigrants from Europe to the United States, especially Jewish migrants fleeing persecution and poverty. She was involved with relief efforts and advocated for the rights of these migrants. Her poem “The New Colossus,” which is inscribed on the pedestal of the statue, is phrased as if it were Liberty herself calling upon the poor and oppressed of the world to come to the United States, to be free, and to thrive. The original colossus the poem’s title refers to is the Colossus of Rhodes, a giant statue of Helios, the Greek sun god, that stood in the ancient Greek city of Rhodes.

Read the poem aloud.

SUPPORT—Point out the phrase “the brazen giant of Greek fame.” The word *brazen* means made from brass, an alloy made of zinc and copper. Mention that this refers to an ancient brass statue, the Colossus of Rhodes. The statue depicted Helios, the Greek sun god. This was one of the seven wonders of the ancient world.

SUPPORT—Explain that the word *pomp* refers to ceremony and ritual.

SUPPORT—Point out that the term *tempest-tost* features an alternative spelling of the word *tossed*. Explain that a tempest is a storm, so *tempest-tost* means storm tossed.

SUPPORT—Inform students that the poem is describing the Statue of Liberty, although it was not yet finished when the poem was first written.

After reading the poem, ask the following questions:

LITERAL—What is the overall message of the poem? (3.3, 3.3.a, 3.3.b, 3.6.d)

- » The message is that the Statue of Liberty stands as a symbol of freedom, openness, and welcome to the migrants who make the journey to the United States.

INFERENTIAL—How is a contrast drawn between the Statue of Liberty and the Colossus of Rhodes, or other ancient statues? (3.3, 3.3.a, 3.3.b, 3.3.c, 3.4.a, 3.4.b, 3.6.d)

- » The Statue of Liberty is presented as friendly and welcoming, whereas the “brazen giant” is presented as an intimidating conqueror. Among other details, she lifts her beacon to signal “world-wide welcome.”

INFERENTIAL—Why are people coming to the United States referred to as “huddled masses yearning to breathe free” and “wretched refuse of your teeming shore”? (3.3, 3.3.a, 3.3.b, 3.4.a, 3.6.d)

- » These phrases are used to contrast the plight of people in Europe and the way they are treated with the welcome that the United States offers. The language stresses that people who are unwanted in their

European homes are desired in the United States, where they can live and breathe as free people.

EVALUATIVE—How does the message of welcome expressed in the poem contrast with what you have read about the lives of migrants in this period? Explain your answer. (3.3, 3.3.a, 3.3.b, 3.3.c, 3.4.a, 3.4.b, 3.6.d, 3.8)

- » Possible answer: The message of welcome in the poem gives a positive vision of what the lives of migrants would be like in the United States. However, the reality of life in tenements and work in factories suggests that many migrants still lived as “huddled masses” within the United States. Students may point out that the intentions of the poem are noble, but it was difficult to make reality live up to them.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “How did America become an industrial nation, and what were the impacts of industrialization?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did America become an industrial nation, and what were the impacts of industrialization?”
 - » Key points students should cite include: the Second Industrial Revolution brought the United States economic success and was a time of significant innovation, including the invention of the telephone, electric light bulb, and automobile; transcontinental railroad lines made it possible to quickly and cheaply move goods and people across long distances; natural resources like oil, coal, and minerals were necessary for industrialization; much of the railroad was constructed by migrant laborers, especially from China and Ireland; big businesses like Carnegie Steel and Standard Oil formed monopolies; the growth of factories and the use of the assembly line changed

how Americans worked, shifting away from farming and skilled crafts to completing repetitive tasks; factory workers, including children, worked long hours in often dangerous conditions; machines made goods cheaper and more accessible to more Americans; unions were formed to improve pay and working conditions; industrialization contributed to urbanization as more people moved from farms to cities and immigrants came to the United States in search of opportunities; over time, leaders worked to make cities safer and more sanitary for residents.

- Choose one of the Core Vocabulary words (*loom, weave, transcontinental, raw material, industrialism, capital, telegraph, investor, monopoly, union, urbanization, or tenement*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Theodore Roosevelt and the Conservation Movement

The Framing Question: How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?

Primary Focus Objectives

- ✓ Summarize the early life and career of Theodore Roosevelt. (3.6.a)
- ✓ Describe what it means to be a conservationist. (3.6.a, 3.25, 3.27)
- ✓ Explain how Theodore Roosevelt worked to conserve the country's resources for future generations. (3.6.a, 3.27)
- ✓ Understand the meaning of the following domain-specific vocabulary: *conservationist, suburban, rural, national park, national landmark, and sanctuary.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Theodore Roosevelt and the Conservation Movement":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- images from the Internet of Niagara Falls and Devils Tower

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

conservationist, n. a person who wants to stop human actions that are harmful to wild or natural spaces (21)

Example: The conservationist worked to protect the local wetlands, which were threatened by a new building project.

Variations: conservationists, conservation (n.), conservationism (n.), conserve (v.)

suburban, adj. relating to an area where people live outside of, but close to, a city (21)

Example: During the 1940s and 1950s, many people moved from urban areas to suburban areas, where there was more space.

Variations: suburb (n.)

rural, adj. relating to the countryside (22)

Example: He dreamed of moving to a rural area to get away from the smog and crowds and traffic of the city.

national park, n. an area of land protected by the federal government that can be enjoyed by the public (23)

Example: The family visited the national park to enjoy the outdoors and learn more about the land and the people who lived there in the past.

Variations: national parks

national landmark, n. an area or a structure protected by the federal government that has important meaning for a country (24)

Example: The national landmark represented the bravery of the people who once lived in the area.

Variations: national landmarks

sanctuary, n. a safe space for animals (24)

Example: The wildlife charity established a sanctuary to give elephants a safe place to live and raise their young.

Variations: sanctuaries

THE CORE LESSON 35 MIN

Introduce “Theodore Roosevelt and the Conservation Movement” 5 MIN

Briefly review with students what they read in Chapter 1 (effects of industrialization and urbanization, the impact of railroads, raw materials, inventors and inventions, life in cities). Explain that while many people wanted to use America’s natural resources for business, others wanted to preserve or protect America’s natural resources. One of those people was Theodore Roosevelt. In this chapter, students will read about Roosevelt and early efforts to protect America’s lands.

Call students' attention to the Framing Question. Tell students to look for how Theodore Roosevelt brought about national change and protected the environment as they read the text.

Guided Reading Supports for “Theodore Roosevelt and the Conservation Movement”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Roosevelt the Reformer,” pages 18–19

Scaffold understanding as follows:

Read the section on pages 18–19 aloud.

After reading the text, ask the following questions:

LITERAL—What did Theodore Roosevelt enjoy as a child? (3.6.a)

- » He enjoyed nature and collecting plants and animals.

LITERAL—What types of jobs did Theodore Roosevelt have? (3.6.a)

- » He was a cowboy, served in the military, worked in the state government, and served as president of the United States.

INFERENTIAL—What do the types of jobs Theodore Roosevelt had tell you about him? (3.6.a)

- » Possible answer: The importance and variety of Roosevelt's jobs suggest that he was very capable and had many interests. He was also probably very dedicated to helping improve the lives of others in the country.

“Many Hats” and “Teddy Bears,” pages 20–21

Scaffold understanding as follows:

Invite volunteers to read the section “Many Hats” on pages 20–21 aloud.

SUPPORT—Explain that in 1898, the United States fought a war with Spain. Roosevelt formed a volunteer cavalry unit known as the Rough Riders that the U.S. Army sent to fight in Cuba, which was still controlled by Spain. As the leader of the ultimately legendary group, Roosevelt became a war hero.

Invite a volunteer to read the sidebar “Teddy Bears” on page 20 aloud.

SUPPORT—Point out that Theodore Roosevelt was “now known as ‘Teddy’ Roosevelt.” Teddy is an affectionate short form of Roosevelt’s name, Theodore. Roosevelt’s celebrity and larger-than-life image in the public eye led to the widespread use of this nickname. However, it is likely that Roosevelt personally hated to be called Teddy.

SUPPORT—Explain that the teddy bear is named after Roosevelt. In 1902, Mississippi’s governor invited Roosevelt to visit the state on a bear hunting trip. Roosevelt didn’t find any bears during the trip, so his assistants captured a black bear and tied it to a tree. Roosevelt was a proud sportsman and did not believe that it was right to shoot the bear. Newspapers around the country shared this story, including a cartoon of Roosevelt with the bear. A couple in New York, with Roosevelt’s permission, made a stuffed bear called “Teddy’s Bear” to honor him. Teddy bears are still popular today.

After the volunteers read the text, ask the following questions:

LITERAL—What did Theodore Roosevelt do before he became vice president? (3.6.a)

- » Theodore Roosevelt went to Harvard University, then worked in state government and in New York City’s police department. He also fought in the military.

LITERAL—Which presidential candidate chose Theodore Roosevelt to run with him as his candidate for vice president? (3.6.a)

- » William McKinley chose Theodore Roosevelt to run as his vice-presidential candidate.

EVALUATIVE—As president, how did Theodore Roosevelt’s policies change over time? (3.6.a)

- » At first, he supported big businesses. Eventually, he adjusted his focus to become a reformer who passed policies that would improve daily life in the United States.

“Environmental Reforms,” pages 21–23

Scaffold understanding as follows:

Have students read the first paragraph of the section on page 21 with a partner.

CORE VOCABULARY—Point out the vocabulary term *conservationist*, and explain its meaning.

SUPPORT—Call attention to the image of Mount Rushmore on page 21, and read the caption aloud. Point out that the monument honors four U.S. presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Explain that Mount Rushmore is located in the Black Hills of South Dakota, on land that is sacred to the Teton (Lakota) Sioux. The mountain, known as Six Grandfathers to Indigenous peoples, is within traditional tribal lands and was reserved for those groups in the Treaty of Fort Laramie (1868) until the U.S. government broke the treaty and forced the tribes off the land.

Have students read the next paragraph of the section on pages 21–22 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *suburban* and *rural*, and explain their meanings.

SUPPORT—Review the definitions of *urban*, *suburban*, and *rural*. Ask students which type of area they live in. How can they tell? (3.25, 3.26, 3.28)

SUPPORT—Review with students the different challenges of protecting the environment in different regions of the country. Ask which region had the most cities and the most industry. (*the East*) Ask which relied most on mining and logging. (*the West*) Ask which type of industry was most important in the South. (*farming*) Discuss how protecting the environment in each region could conflict with local economic interests. (3.28)

Have students read the remainder of the section on pages 22–23 with a partner.

 **SUPPORT**—Direct students to the map of U.S. National Forests on page 22. Ask: Which region of the country has the most national forest land? (*the West*)

After students read the text, ask the following questions:

LITERAL—What is a conservationist? (3.26, 3.27)

- » A conservationist is a person who wants to stop human actions that are harmful to wild or natural spaces.

EVALUATIVE—How did Theodore Roosevelt’s views on conservation differ from those of the people who owned big businesses like railroads? (3.6.a, 3.26, 3.27)

- » Big business owners believed that land was there for them to make money with. They did not care about protecting the land or animals, and they did not consider how their actions hurt Native Americans or future generations. This attitude differed from Roosevelt’s belief that the government should fight to protect the land.

EVALUATIVE—Why was protecting the environment a difficult task? Do you think that this task is easier today? Why or why not? (3.2, 3.5, 3.26, 3.27)

- » Possible answers: Each region had many differences, including geography and economic activities. Protecting the environment meant thinking about what each region needed. It also meant considering how people could continue to earn a living while saving forests and wildlife for future generations to enjoy. It's easier today for people to be involved in protecting the environment. Scientific advances have given us more knowledge about how environmental harms are caused. But there are more people, more businesses, and more dangerous substances that pose risks.

“National Parks, Landmarks, and Sanctuaries” and “National, State, and Tribal Parks,” pages 23–24

Scaffold understanding as follows:

Invite volunteers to read the section “National Parks, Landmarks, and Sanctuaries” on pages 23–24 aloud.

CORE VOCABULARY—Point out the vocabulary terms *national landmark* and *sanctuary*, and explain their meanings.

SUPPORT—Share with students the image of Devils Tower from the Internet. Tell students that this natural rock tower was named the country's first national monument in 1906. It remains a sacred site for Native American peoples and a very popular tourist destination in Wyoming.

SUPPORT—Call attention to the images of Yellowstone and the Grand Canyon on page 24, and read the caption aloud. Ask students to describe the striking physical features in each image. (*bright colors, different elevations, unusual formations*) Ask students why they think these places were made national parks. (*They have beautiful and interesting geography. They're also probably home to many types of wildlife.*) (3.6.e, 3.27)

Read the sidebar “National, State, and Tribal Parks” on page 23 aloud.

CORE VOCABULARY—Point out the vocabulary term *national park*, and explain its meaning.

SUPPORT—Point out to students that tribal parks are owned and managed by the Native American peoples who own that land. Explain that the U.S. federal government has recognized that these nations have their own governments that control how that land is used.

SUPPORT—Share with students the image of Niagara Falls from the Internet. Explain that the falls are shared by the United States and Canada. Half of the falls are in the state of New York, and half are in Ontario, Canada. Remind students that they learned in Unit 2 that Niagara Falls is important to the economy of the Mid-Atlantic region. Ask students why they think Niagara Falls was made a state park. (*Niagara Falls was made a state park to protect it from industrialization so that people in the future may enjoy it.*) (3.6.e, 3.27)

After reading the text, ask the following questions:

EVALUATIVE—Why did President Roosevelt make sure that Yosemite was protected by the U.S. government? (3.6.a, 3.6.e, 3.26, 3.27)

- » Even though Yosemite was a national park, many of its trees were being cut down and livestock was allowed to graze in the park. Roosevelt wanted to stop future development so that people could enjoy the park for generations.

LITERAL—What did President Roosevelt do besides creating national parks to protect specific areas? (3.6.a, 3.27)

- » He named places as national landmarks or monuments.

“Remembering Roosevelt Today,” page 25

Scaffold understanding as follows:

Have students read the section on page 25 independently.

SUPPORT—Call attention to the image of Theodore Roosevelt National Park on page 25, and read the caption aloud. Tell students that this national park is on land that was very important to Roosevelt. He came here during times of great sadness and loss. The beautiful wilderness around him helped him recover and gave him peace.

After students read the text, ask the following questions:

EVALUATIVE—Why did Theodore Roosevelt decide to run for president again in 1912? (3.2, 3.6.a, 3.27)

- » Theodore Roosevelt decided to run for president again in 1912 because he observed that work on protecting the environment had stopped, and he wanted it to continue.

EVALUATIVE—How did Roosevelt continue to show his love of nature after leaving the presidency? (3.6.a)

- » He traveled to Africa, and he explored the Amazon River.

Primary Source Feature: “‘Conservation as a National Duty’ by President T. Roosevelt (1908),” page 26

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 26.

Introduce the source to students by reminding students that Theodore Roosevelt believed in the importance of protecting the environment.

Explain that in 1908, Roosevelt gave a speech in which he explained his beliefs. This source is an excerpt from that speech.

Read the excerpt aloud as students follow along. Invite volunteers to paraphrase parts of the speech in their own words.

SUPPORT—Point out the word *exhaustion*. Tell students that exhaustion means the process of running out of something. And if someone is exhausted, they have run out of energy.

SUPPORT—Point out the word *exploiting*. Tell students that to exploit something is to make full use of it. We often talk about exploiting natural resources or opportunities.

SUPPORT—Draw attention to the word *impoverished*. This means reduced to a state of poverty, or being extremely poor.

SUPPORT—Draw attention to the word *obstructing*. To obstruct is to block. If something is obstructing, it is blocking, preventing action, movement, or sight.

SUPPORT—Point out the word *navigation*. Navigation is the act of finding a way or of piloting a ship, plane, or other vehicle.

SUPPORT—Draw attention to the word *foresight*. Note the prefix *fore-*, which means before. To have foresight is to see something before it happens or before others notice.

After reading the excerpt, ask the following questions:

LITERAL—What problem does President Roosevelt identify in the first paragraph? (3.3, 3.3.a, 3.3.b, 3.4, 3.4.a)

- » The problem he identifies is that the current methods of acquiring and using natural resources are going to cause those resources to run out.

EVALUATIVE—What is President Roosevelt proposing when he says that Americans must use “foresight”? (3.3.a, 3.3.b, 3.4.a)

- » He is proposing that steps be taken to consider the future impact of actions in the present. He means that decisions must be made with consideration of how they will affect the availability of natural resources in the future.

LITERAL—What does President Roosevelt say is a “right of the Nation”? (3.3, 3.3.a, 3.3.b, 3.4, 3.4.a)

- » President Roosevelt says that it is the right of the nation “to guard its own future.”

INFERENTIAL—What does Roosevelt mean by saying that the nation has the right “to guard its own future”? (3.3.a, 3.3.b, 3.4.a)

- » When Roosevelt says that it is the right of the nation “to guard its own future,” he means that the country can and should protect its natural resources for the future, even though some individuals want to use those resources for their own personal gain.

EVALUATIVE—What line from the excerpt is evidence that President Roosevelt believes conservation will be helpful for businesses? (3.3.a, 3.3.b, 3.4.a)

- » The last line of the excerpt says that wasting natural resources will make it impossible to develop them later. This suggests that if resources are conserved now, they can be used by people later in a responsible way.

INFERENTIAL—Do Roosevelt’s words still apply today? (3.3.a, 3.3.b, 3.4.a)

- » Possible answer: Roosevelt’s words still apply today. Even though the government has protected many lands and monuments, people and businesses still use natural resources irresponsibly. It is still the job of citizens and the government to protect the environment.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently or with a partner.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the caption(s), making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?”
 - » Key points students should cite include: Theodore Roosevelt developed a love of nature from an early age; Theodore Roosevelt fought in the military and worked in state government before

becoming vice president in 1900; Theodore Roosevelt became president of the United States after William McKinley was killed; over time, Theodore Roosevelt became a reformer and worked to change how Americans treated the environment; Theodore Roosevelt worked hard to conserve and preserve land in a way that would benefit the different environments and peoples across the United States, including giving a speech calling conservation a duty; Theodore Roosevelt established millions of acres of national forests and created numerous national parks, landmarks, and monuments to protect natural wonders in the United States from business use and development; Theodore Roosevelt chose not to run for president in 1908 but ran in 1912 when he saw that improvements to the environment had stopped; when Theodore Roosevelt did not win the 1912 election, he continued to explore the natural world, including a journey down the Amazon River.

- Choose one of the Core Vocabulary terms (*conservationist, suburban, rural, national park, national landmark, or sanctuary*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

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Assessment: Chapter 1—*The Second Industrial Revolution and the Growth of Cities*

A. On your own paper, write the letter(s) that provide(s) the best answer.

1. Use the image to answer the question.



What is this statue a symbol of? Select the **two** correct answers. (3.3, 3.3.a, 3.6.d)

- a) capital
- b) freedom
- c) industry
- d) discovery
- e) opportunity

2. Use the image to answer the question.



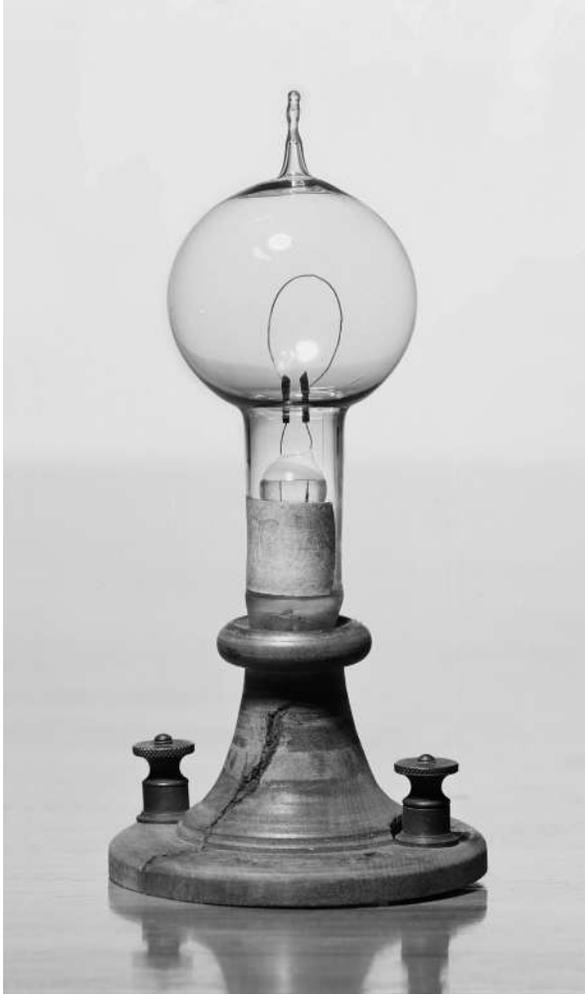
What event is shown in the image? (3.3, 3.3.a, 3.4, 3.4.a, 3.9)

- a) creation of a new trade union
 - b) discovery of oil in Pennsylvania
 - c) invention of the first steam engine
 - d) completion of the transcontinental railroad
3. The building of the railroads had both positive and negative effects. One positive effect of the railroads during the 1800s was that they _____. (3.2, 3.9, 3.25)
- a) connected the United States and Europe
 - b) connected the East and West Coasts of the United States
 - c) connected North and South America
 - d) connected Europe and Australia

One negative effect of the railroads was that they _____. (3.2, 3.9, 3.25)

- a) caused damage to the environment
- b) made goods more expensive
- c) increased travel times
- d) made trade more difficult

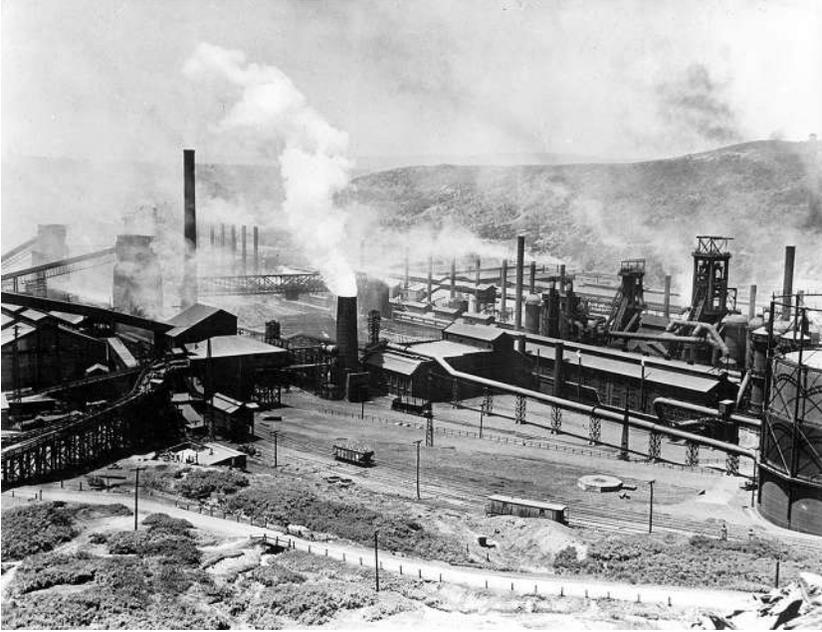
4. Which feature most likely created a challenge for the builders of the transcontinental railroad?
(3.9, 3.20, 3.25)
- a) the Great Lakes
 - b) the Columbia River
 - c) the Rocky Mountains
 - d) the Appalachian Mountains
5. Use the image to answer the question.



Who made the invention shown in the image? (3.3, 3.3.a)

- a) Henry Ford
- b) Thomas Edison
- c) Alexander Graham Bell
- d) George Washington Carver

6. Use the image to answer the question.



- Why were factories like this one important during the Second Industrial Revolution? (3.9)
- a) They produced textiles used for clothing.
 - b) They produced oil used for heating homes.
 - c) They made steel used for buildings and railroads.
 - d) They made lumber used for making ships and schools.
7. What hope did Emma Lazarus's poem "The New Colossus" express for new arrivals to the United States? (3.3.a, 3.3.b, 3.8)
- a) that immigrants would be welcomed and make a positive impact
 - b) that immigrants would encourage people to stay in Europe
 - c) that immigrants would help the United States industrialize
 - d) that immigrants would be able to find work in the countryside
8. Why did workers form unions? Select the **two** correct answers. (3.2, 3.15)
- a) to stop urbanization
 - b) to improve their pay
 - c) to guarantee lower prices
 - d) to honor American workers
 - e) to ensure factories would become safer
9. How did monopolies hurt customers? (3.2, 3.15)
- a) They set high prices.
 - b) They offered few services.
 - c) They held strikes and boycotts.
 - d) They replaced small workshops.

10. Why was the facility at Ellis Island needed? (3.2, 3.8)

- a) to make it easier for migrants to work in factories
- b) to provide housing for large numbers of immigrants
- c) to prevent large numbers of people from immigrating
- d) to process the large numbers of immigrants arriving

11. The term *urbanization* refers to the growth of what? (3.25, 3.26)

- a) cities
- b) farms
- c) factories
- d) railroads

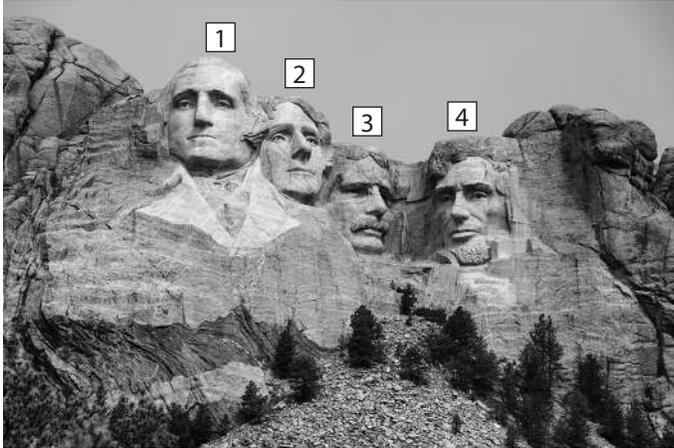
B. On your own paper, write a well-organized paragraph in response to the following prompt:

All of the changes brought by industrialization were bad. Using evidence from the chapter, argue for or against this claim. (3.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d)

Assessment: Chapter 2—Theodore Roosevelt and the Conservation Movement

A. On your own paper, write the letter(s) that provide(s) the best answer.

1. Use the image to answer the question.



Which number in the image identifies Theodore Roosevelt? (3.3, 3.3.a, 3.6.d)

- a) 1
- b) 2
- c) 3
- d) 4

Theodore Roosevelt was added to Mount Rushmore to represent which event(s) in U.S. history? (3.2, 3.6.a, 3.27)

- a) the Civil War
- b) the American Revolution
- c) Indian removal
- d) conservation and industry

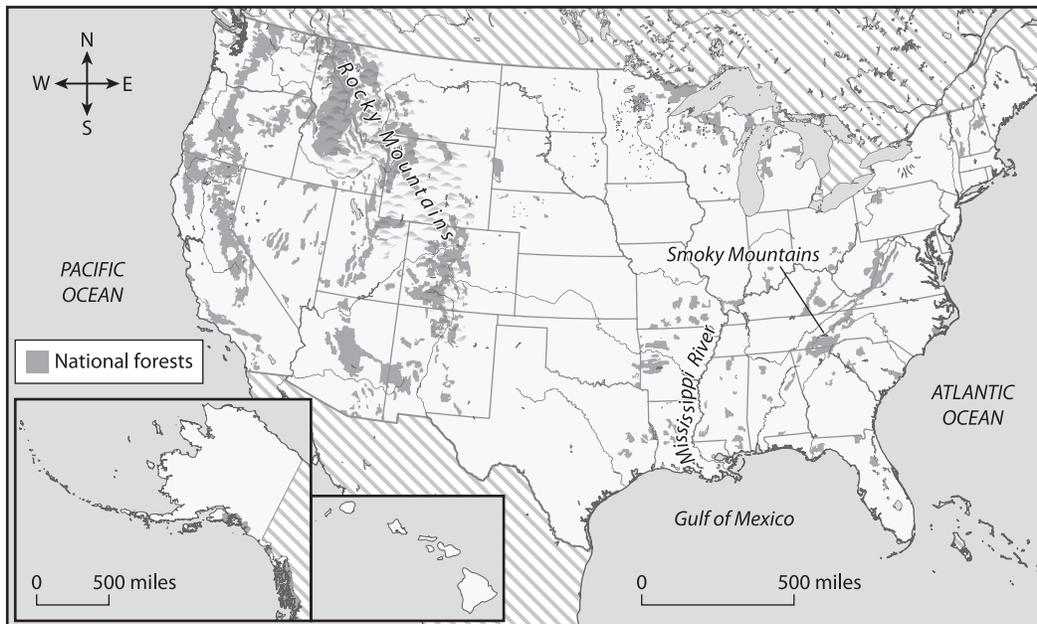
2. Use the image to answer the question.



Which kind of area is shown in the image? (3.3, 3.3.a, 3.26)

- a) rural
- b) urban
- c) coastal
- d) suburban

3. Use the map to answer the question.



Which region of the country has the most national forests? (3.25, 3.26, 3.28)

- a) eastern United States
- b) western United States
- c) northeastern United States
- d) southeastern United States

4. Which statement best describes a cause of the conservation movement of the early 1900s? (3.2, 3.27)

- a) People believed that natural resources could never be used up.
- b) People would continue to need natural resources in the future.
- c) People would try to find new types of natural resources in the future.
- d) People wanted to encourage companies to use more natural resources.

5. This text is an excerpt from a speech by President Theodore Roosevelt. Use the excerpt to answer the question.

We are coming to recognize as never before the right of the Nation to guard its own future in the essential matter of natural resources. In the past we have admitted the right of the individual to injure the future of the Republic for his own present profit. In fact there has been a good deal of a demand for unrestricted individualism, for the right of the individual to injure the future of all of us for his own temporary and immediate profit. The time has come for a change. As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law, of requiring and doing justice, to protect ourselves and our children against the wasteful development of our natural resources, whether that waste is caused by the actual destruction of such resources or by making them impossible of development hereafter.

Based on the excerpt, President Roosevelt would likely agree that the federal government should _____. (3.3, 3.3.a, 3.3.b, 3.4.a, 3.6.a)

- a) pass fewer laws
 - b) make more national parks
 - c) sell more land to businesses
 - d) ask investors for more money
6. Why did Theodore Roosevelt believe that the national park system did not protect special places like Yosemite strongly enough? (3.6.a, 3.25, 3.27)
- a) He did not hear birds singing in the parks.
 - b) He saw the damage done by economic uses.
 - c) He saw the changes brought by construction of a dam.
 - d) He saw that Native Americans had lost their homes.
7. Why did President Roosevelt create national forests? Select the **two** correct answers. (3.6.a, 3.25, 3.27)
- a) to limit flooding
 - b) to prevent fires
 - c) to help industries
 - d) to create a drought
 - e) to stop urbanization

8. Which of these is most common in suburban areas? (3.26)
- a) small businesses
 - b) large apartments
 - c) office buildings
 - d) open spaces
9. Which of these is an action that a conservationist might take? (3.27)
- a) volunteering to paint a fence in a local park
 - b) starting a campaign to protect nearby wetlands
 - c) volunteering at a shelter for abandoned and abused pets
 - d) making lemonade from scratch and selling it in a neighborhood
10. Which statement best describes the importance of conservation? (3.27)
- a) It helps the population grow faster.
 - b) It creates more goods and services for consumers.
 - c) It creates more goods and services for producers.
 - d) It protects plants, animals, and resources for future generations.
11. Which phrase best describes a purpose of national parks and national landmarks? (3.27)
- a) to study how people interact with nature
 - b) to guard natural resources and wildlife habitats
 - c) to prevent government control of natural spaces
 - d) to protect the rights and freedoms in the Constitution

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Theodore Roosevelt changed the way Americans saw and used the land. Using evidence from the chapter, argue for or against this claim. (3.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.6.a, 3.27)

Performance Task: A Nation of Industry and Innovation

Teacher Directions: The Second Industrial Revolution was a time of invention and innovation. Developments from this time continue to affect the ways we live and work today.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their finished essay.

Prompt:

An innovation is something new, such as a new technology or a new way of doing something. Of all the innovations in this unit, which one had the biggest impact?

Make a claim and support it with evidence from the unit's reading and activities. (3.2, 3.3, 3.3.a, 3.3.b, 3.3.c, 3.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.5, 3.6.a, 3.9)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Henry Ford's assembly line had the biggest impact.
Reason:	The assembly line changed how goods were produced in factories.
Evidence:	Ford's assembly line produced cars more quickly and efficiently than before. This meant Ford cars could be sold for less and more people could buy them. The assembly line made it possible for more Americans to own cars, which changed how and where people traveled and lived. The assembly line was adopted by other industries.
Counterclaim and Answer:	Counterclaim: The airplane had a bigger impact than the assembly line. Answer: The effects of the airplane were limited to transportation.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of innovations resulting from industrialization; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Assembly lines increased production and lowered costs.• Henry Ford’s assembly lines were adopted by other industries.• The growth of the automobile industry made it possible for many families to own cars for the first time. It also helped the development of roads and highways.• George Washington Carver improved agriculture by finding innovative ways to use soybeans, sweet potatoes, and peanuts.• Thomas Edison’s electric light bulb changed everyday life.• Alexander Graham Bell’s telephone changed how people communicate.• The Wright brothers designed an airplane that was sold to the public and to the military.• Skyscraper engineering allowed larger, taller buildings to be constructed when urban land became expensive.• Theodore Roosevelt and the conservation movement brought lands under national protection and promoted sustainability.
<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of innovations resulting from industrialization, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of innovations resulting from industrialization, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of innovations resulting from industrialization. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

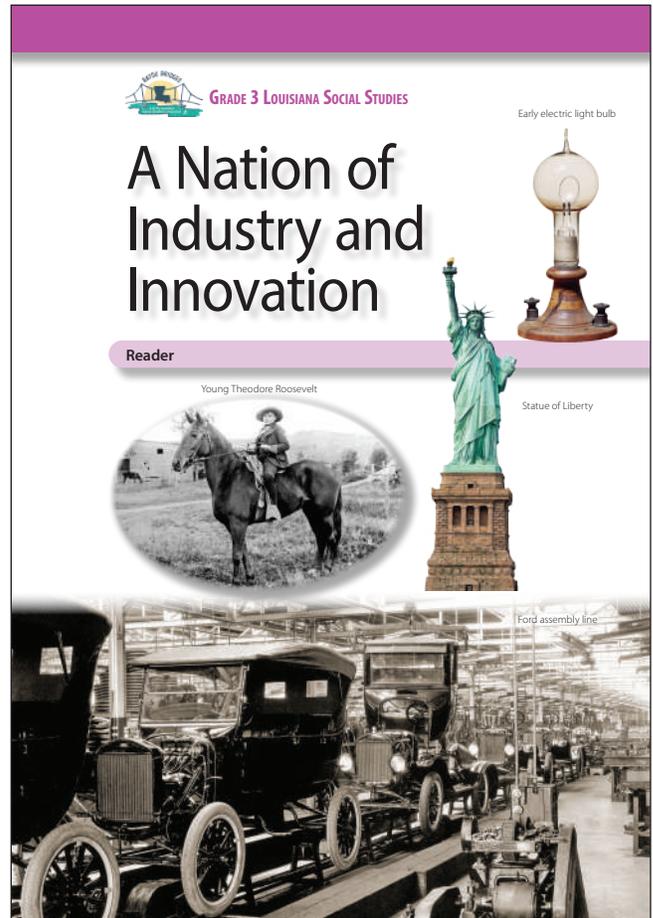
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the history of industrialization and conservation in the United States. They will learn about the origins of the Second Industrial Revolution, the importance of railroads and raw materials, famous inventors and inventions, the growth of big business and monopolies, the impact of industrialization on workers and the rise of unions, and the causes and effects of urbanization. Students will also learn about Theodore Roosevelt's conservation efforts, including the creation of national parks, national landmarks, national monuments, and animal sanctuaries.

In this unit, students will examine the causes and effects of industrialization; identify important inventors, inventions, and innovations; describe the impacts of industrialization; compare rural, suburban, and urban areas; describe different aspects of the free enterprise system through the lens of industrialization; summarize the life and achievements of Theodore Roosevelt; distinguish between national parks, landmarks, and monuments; explain the importance of conservation; and analyze primary sources related to industrialization and conservation.

As part of their exploration, students will learn a little bit about working and living conditions during the Second Industrial Revolution. They will also learn about immigration to the United States in this period and the challenges faced by immigrants at the time. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

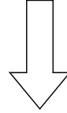
Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

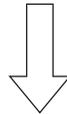
SOURCE:

Claims and Evidence

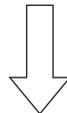
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*

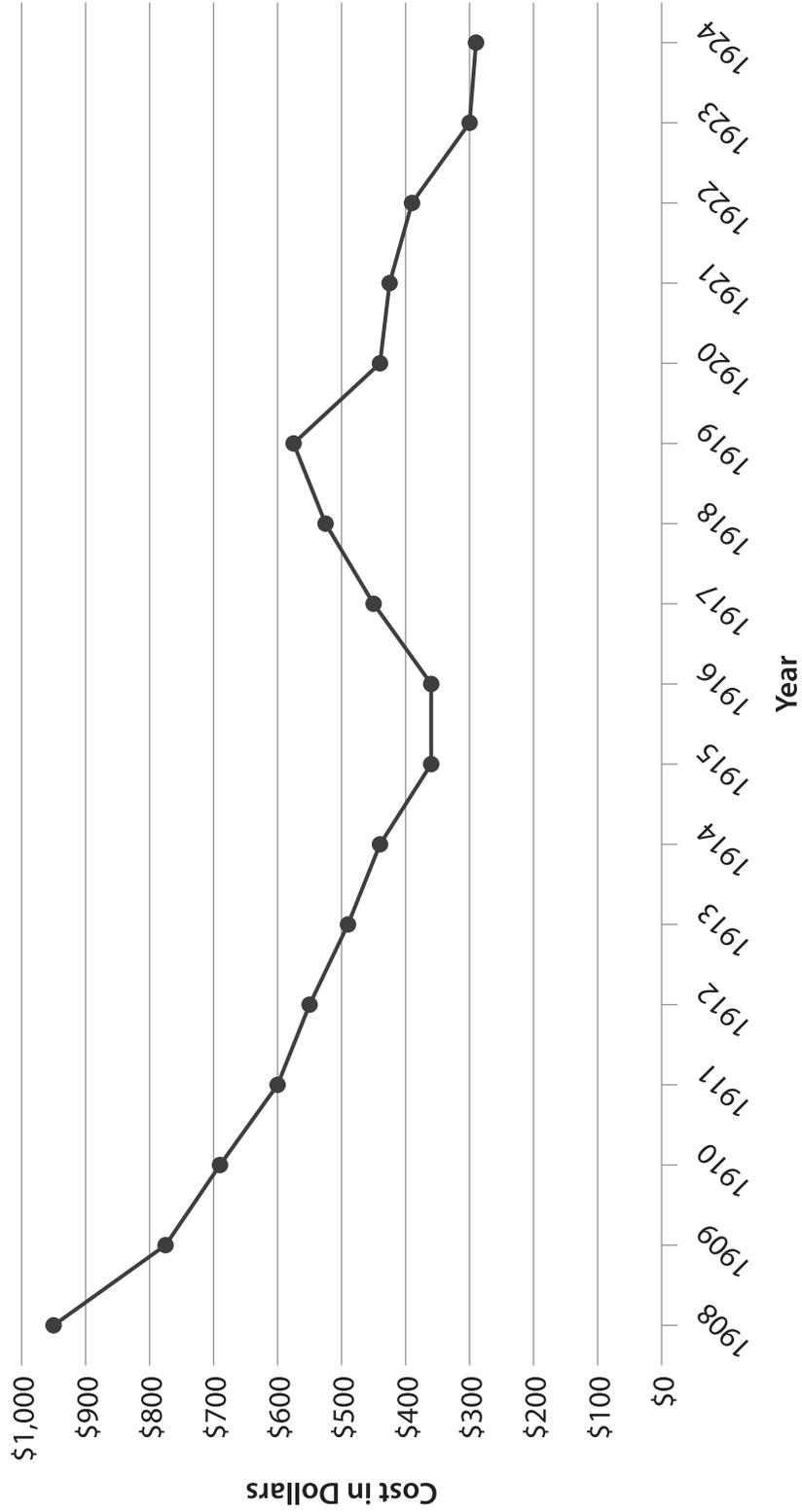


RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____ Date _____

Cost of the Ford Model T, 1908–24



Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | |
|-------|----------------------------|--|
| _____ | 1. loom | a) crossing the entire continent |
| _____ | 2. weave | b) money or resources used to produce goods and services |
| _____ | 3. transcontinental | c) something that can be used to make or create a product, such as cotton for clothing |
| _____ | 4. raw material | d) the total control of an industry |
| _____ | 5. industrialism | e) a machine that communicates messages over long distances by sending signals through wires |
| _____ | 6. capital | f) a tool used to weave fabric |
| _____ | 7. telegraph | g) the process of a region changing to have more or larger cities, or urban areas |
| _____ | 8. investor | h) to create fabric by lacing together threads |
| _____ | 9. monopoly | i) an organization formed by workers to win and protect workers' rights |
| _____ | 10. union | j) a person who puts money into a business with the goal of making more money |
| _____ | 11. urbanization | k) an apartment building, usually located in a city and meeting only the minimum safety and comfort standards |
| _____ | 12. tenement | l) a system in which a society's economy is based on machines and factories |

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the terms in the word bank to complete the crossword puzzle. Leave out any spaces in terms of two or more words.

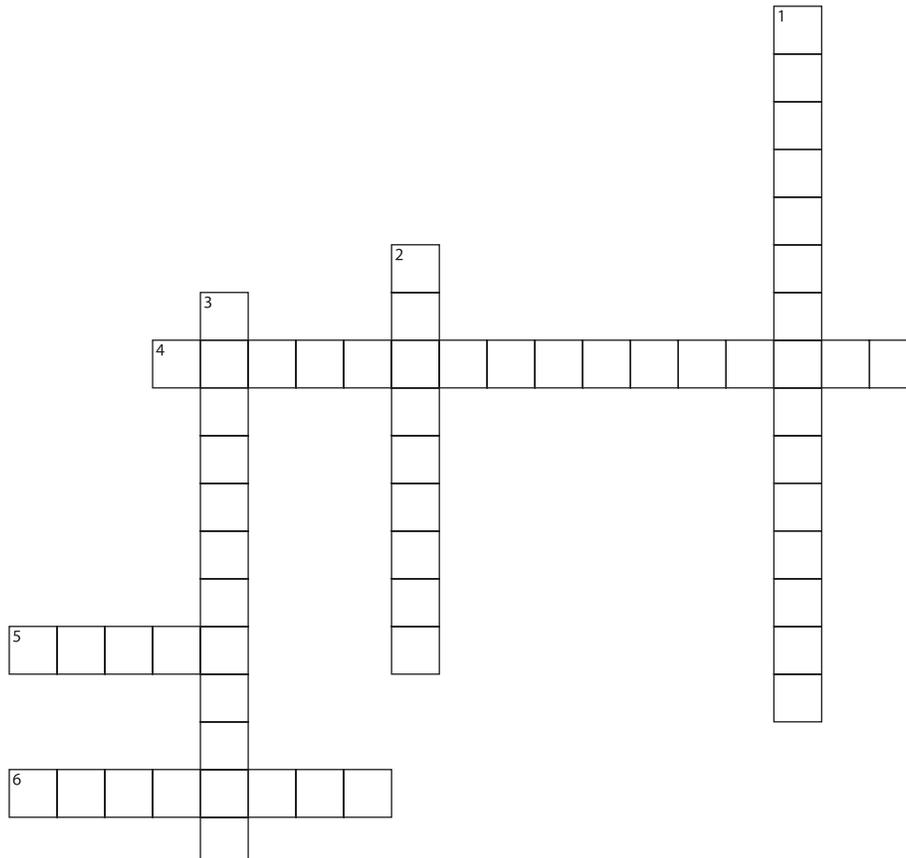
conservationist	sanctuary	rural	suburban
national landmark	national park		

Across:

- 4. an area or a structure protected by the federal government that has important meaning for a country
- 5. relating to the countryside
- 6. relating to an area where people live outside of, but close to, a city

Down:

- 1. a person who wants to stop human actions that are harmful to wild or natural spaces
- 2. a safe space for animals
- 3. an area of land protected by the federal government that can be enjoyed by the public



GRADE 3

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Explain claims and evidence.
 - c) Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Explain causes and effects.
 - d) Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
- a) Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
 - b) Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
 - c) Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
 - d) Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - e) Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women’s suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
 - b)** Describe the responsibilities of the three branches of government.
 - c)** Explain the relationship between the federal government and state government.
 - d)** Compare and contrast representative democracy (republic) and monarchy.
 - e)** Explain how our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
 - c)** Explain how supply and demand can affect the prices of goods and services.
 - d)** Differentiate between imports and exports.
 - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

Answer Key: A Nation of Industry and Innovation

Chapter Assessments

Chapter 1

- A.** 1. b, e 2. d 3. b, a 4. c 5. b 6. c 7. a 8. b, e
9. a 10. d 11. a
- B.** Students should clearly state a position on the claim and support or refute the claim with relevant evidence, such as: industrialization replaced many small workshops; industrialization made jobs in factories repetitive; industrialization led to long hours in dangerous conditions; industrialization led to child labor; industrialization made it possible to produce items faster and for less money; industrialization created new types of jobs. Answers should include explanations of how the evidence supports or refutes the claim.

Chapter 2

- A.** 1. c, d 2. a 3. b 4. a, b 5. b 6. b 7. a, b 8. a 9. b
10. d 11. b
- B.** Students should clearly state a position on the claim and support or refute the claim with relevant evidence, such as: Roosevelt established national forests, parks, landmarks, and sanctuaries that still exist today; because of what Roosevelt did at the national level, states and tribes also created their own protected areas. Answers should include explanations of how the evidence supports or refutes the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source: The source is a poem written by Emma Lazarus. The poem both describes the Statue of Liberty and expresses the ideals and values the statue symbolizes.

Connect the source to what you know: The Statue of Liberty stands in New York Harbor. It was one of the first sights that greeted large numbers of immigrants who arrived in the United States by ship in the late nineteenth century.

Understand the source. Identify its message, purpose, and/or audience: The source expresses the values that the poet hoped the United States

embodied, of openness and welcome toward migrants, and the idea that people from around the world could make a better life for themselves in the United States.

Draw a conclusion about the source: The source was placed on the base of the Statue of Liberty, which shows that others felt the poem was a good expression of American values and that others shared Lazarus's positive view of immigration.

Domain Vocabulary: Chapter 1 (AP 1.4)

- | | |
|------|-------|
| 1. f | 7. e |
| 2. h | 8. j |
| 3. a | 9. d |
| 4. c | 10. i |
| 5. l | 11. g |
| 6. b | 12. k |

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Describe the source: The source is a speech by President Theodore Roosevelt that explains the importance of protecting the environment.

Connect the source to what you know: During the Second Industrial Revolution, businesses in the United States wanted to use the land for its resources to make a profit. President Roosevelt wanted the federal government to protect more land for future generations to use and enjoy.

Understand the source. Identify its message, purpose, and/or audience: The purpose of the source is to convince people of the importance of protecting the environment. It warns of a future in which natural resources are exhausted or damaged. It explains why the natural environment is important today and for the future. It argues that decisions must be made with an eye to how they will impact natural resources in the future.

Draw a conclusion about the source: President Roosevelt wanted to inspire and convince people to protect the environment. In his speech, he issues a warning about a future in which vital resources such as forests, oil, and soil are exhausted. He promotes action to protect the environment and safeguard resources

for the future. He uses words like *right* and *duty* to explain that the government is allowed to take action to protect the environment.

Domain Vocabulary: Chapter 2 (AP 2.1)

Across

4. national landmark

5. rural

6. suburban

Down

1. conservationist

2. sanctuary

3. national park



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The Flyer makes a perfect take-off. Orville Wright, arranged that this photograph would be taken of the first controlled, sustained and powered heavier-than-air flight./Universal History Archive/UiG / Bridgeman Images: 6j

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