

**Benchmark 3:**

Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

**Benchmark 4:**

Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

**Benchmark 5:**

Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

I-SEARCH INDEPENDENT RESEARCH PROJECTS \_ ^ \_\_\_\_\_  
FOR GIFTED AND TALENTED STUDENTS

**1. PARADOXES:**

Part of the rationale of the move towards industrialization and the development of technology was to create more leisure time for individuals. Ironically, many feel that the opposite has occurred. Write a song (rap, or other type of song) that expresses your feelings about our lack of leisure time today.

**2. ATTRIBUTES:**

Research (in more depth) the life history of 5 of the scientists/inventors that we discussed during this unit. Use this information to compare attributes between these people. Identify 5 common attributes that you feel contributed to these peoples success. Create a visual graphic presentation that clearly states each attribute with a specific example from each person's life to support your assertions.

**3. ANALOGIES:**

In the United States during the Industrial revolution laws were created to protect adults and children from exploitation and labor abuses. Consider how today similar situations are occurring in developing nations where industry has moved due to inexpensive labor. Choose one of these countries and create a PowerPoint presentation that presents the similarities between the sweat shops of the American industrial revolution and the factories in that country today.

**4. DISCREPANCIES:**

Create a bulletin board that displays "the dream" (what the immigrants thought they were coming to) vs. "the reality" of what life was really like here.

**5. PROVOCATIVE QUESTIONS:**

Consider the employment options for people of different socioeconomic groups throughout history. Think of the skills required for various jobs as well as the payoffs (job satisfaction, pay, prestige, etc.) and consider what this says about what our society values in it's citizens or labor force.

For example, in this country an in home caregiver requires the skills of a certified medical technician (2 yrs of schooling) and they are paid minimum wage. However, a cosmetologist at an upscale salon often makes very comfortable living. This might imply that our society values beauty and experiences over the medical care of our elderly.

Go to a public place (mall, supermarket, etc.) and give a survey to 50 adults. You will create this survey but it should capture what professions, skills, and personality traits are valued in our society. Present a summary of your findings to the class.

**6. EXAMPLES OF CHANGE:**

Create a poster displaying the "old way" something was done side by side with modern methods (i.e.: washing clothes by hand, washing machine)

**7. EXAMPLES OF HABIT:**

Many jobs have been done predominantly by women or by men. Although today women can do almost any job

available there are still jobs filled primarily by men or primarily by women. Create a role-play exercise where you are being interviewed for a job that is normally filled by a member of the opposite sex. Convince the employer that you are more than capable to do the job.

**8. ORGANIZED RANDOM SEARCH:**

During the Industrial Revolution many new inventions were developed that added to the quality of life. Follow one of the inventions from its beginnings to today (e.g. Home heating, car, flight, light bulbs / home lighting, radio, etc.); then project to 2050 and diagram or describe how it will be, using the technological advances of that future time.

**9. SKILLS OF SEARCH:**

Mining was one of the occupations in which children were employed. After watching the movie *October Sky*, you will note that as recently as that time, young men still of High School age were dropping out of school to work in the mines. Research modern day mining conditions and terms of employment.

**10. TOLERANCE FOR AMBIGUITY:**

Examine the enigma of the entrepreneur ("Robber Baron" and at the same time a philanthropist) during the Industrial Revolution. Create a comic book using a "Captain of Industry" as your hero.

**11. INTUITIVE EXPRESSION:**

During the Industrial Age, cities grew rapidly. Many people migrated from the farm to the city and countless others immigrated from other countries to pursue dreams of a brighter future. Due to such rapid population expansion and low wages for the factory workers, people were forced to live in squalid tenement houses. Describe in a sensory poem the sounds, sights, smells, tastes, and touches your experience in that setting.

**12. ADJUSTMENT TO DEVELOPMENT:**

Children were exploited during the Industrial Revolution because assembly lines and inventions could be operated by children or adults. Since children could be paid less for their labor the owners saved more money. The United States has passed laws that protect children in the workplace. Still children continue to be exploited in some countries. Research Child Labor and collect examples showing how children are treated today (in the workplace). Write an essay about your findings. Have we learned from our mistakes? Where do children still need protection?

**13. STUDY CREATIVE PEOPLE AND PROCESS:**

Study the photography of Lewis Hines - create a display of his immigration and child labor photographs. Give an oral presentation on the social significance of his life and works.

**14. EVALUATE SITUATIONS:**

During the time of the Industrial Revolution people came to America in search of a better life. You have studying the lives of typical immigrant families living in tenements and working long hard days in the factories. Pick three groups of immigrants (Ex: Irish, German, or Chinese) and research the typical life style in their home country. Then prepare a short speech as to why you feel their lives did or did not improve after immigrating.

**15. CREATIVE READING SKILL:**

Read a novel that was written during the industrial revolution. Write a short book report that explains what characteristics of the plot and characters indicate the time in which it was published. Explain what a similar story might be during the twenty first century.

**16. CREATIVE LISTENING SKILL:**

Listen to music that was popular during the Industrial Revolution in America. (List of songs can be found at: <http://www.mcneilmusic.com/wrkunion.html>) Pay attention to the lyrics and think about why you feel that this music was popular during this time. Write a short essay or poem explaining your thoughts on why these lyrics were accepted.

**17. CREATIVE WRITING SKILL:**

During the Industrial Revolution in America there were many changes. We are now in the midst of a Technological "Revolution" and life continues to change. Imagine you were to wake up and find yourself in the year 3001. Write a skit about the changes taking place during the new "Revolution."

**18. VISUALIZATION SKILL:**

Draw a comic strip with out words expressing the thoughts or feelings of an inventor who has come up with a solution to an important problem.

**ACADEMIC / CRITICAL THINKING SKILLS  
ANALYZING HUMAN ACTIVITIES! (AHA!)**

STATE STANDARD #8.12.1

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit? State the essential concepts) that this specific lesson will teach.

**1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]**

Textbook or Database: Living History: Industrial Revolution Gulliver Books  
0152005145

**KNOWLEDGE:**

Anticipatory Set: Teacher brings in examples or pictures of items that are hand made at home, pottery, baskets, woven items, tools

**Students will:** Distinguish between handmade and factory manufactured items (Examples: soap, candles, dolls, bread, transportation, diapers)

**COMPREHENSION:**

Students will demonstrate understanding of equitable barter and trade using game cards from "Made for Trade" Game.

**APPLICATION:**

**Anticipatory Set:** Play a television advertisement for the class. Discuss how the product is marketed and why it is a product that consumers will buy.

**Students will create a (class / team product):** the class will get permission to create and sell a product at school. Discuss production costs and expected profit. Analyze this as project ends.

**Multicultural and/or ESL and/or Bilingual Link:** Have students bring in any foreign currency they have. Allow students to view the currency. Discuss the history of currency (beginnings, what it is based on, where U.S. currency is printed, the EU and euros, etc.).

**Mathematics/Science Link and/or Humanities Link:** Have the students consider what would happen if U.S. currency became virtually worthless. What could we do to obtain o