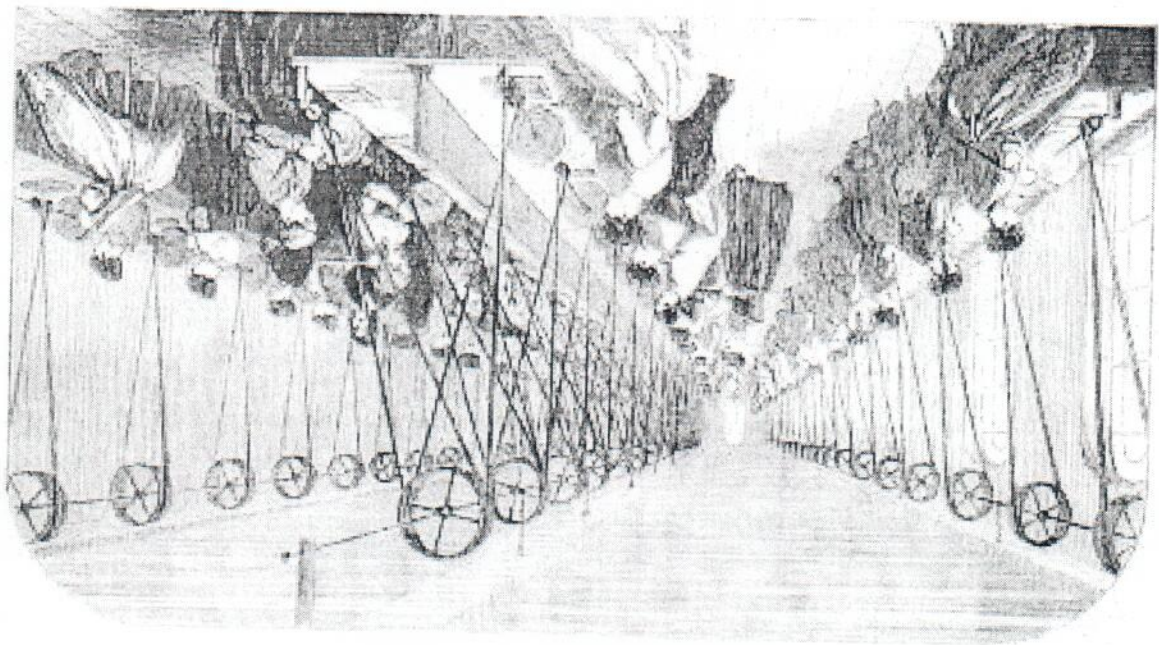


Name: _____
Homeroom: _____
Date Received: _____
Date Completed: _____

Students will spend about 1 class period at each station. Students will be responsible for all the questions at each station. The end of each class will be a share out in which students from each group share something learned with the rest of the class. Students will lose points for distracting behavior.



INDUSTRIAL REVOLUTION STATIONS 1-6

Station 1: The Industrial Revolution

Name: _____

Date: _____

Directions: Using the provided text, answer the questions below. As with all the stations, you will start off working individually at a level 0.

1. Why did most inventors invent something new?
 - a. Fame.
 - b. Money
 - c. Popularity
 - d. Friends
2. How did the demand for cotton cloth support slavery?
 - a. Slaves were needed to work in the cotton fields.
 - b. Slaves were needed to sew clothes
 - c. Slaves were needed to run the machines in clothing factories.
 - d. Slaves grew the best cotton plants.
3. Which statement describes an assembly line?
 - a. Each person follows the product being produced from beginning to end.
 - b. Workers trade jobs once each month so that they don't become bored.
 - c. Each person does one job over and over.
 - d. Workers are well paid for their expertise.
4. Circle three of Thomas Edison's inventions.
 - a. Light bulb
 - b. Batteries
 - c. Automobile
 - d. Power generating plan
5. The purpose of labor unions was that they...
 - a. Provided entertainment and social activities for members.
 - b. Provided protection for members.
 - c. Provided a place where workers could get together.
 - d. Brought workers together in order to take action to get better working conditions and pay.
6. Describe working conditions in sweatshops and factories. How were they similar and how were they different?
7. Explain the impact that newspapers played in the industrial revolution? Be sure to use the term **muckraker** in your answer.

Petition for Improvement



Directions: Pretend that you work in this factory in the early 1900s. You are representing your labor union and should present requests for better working conditions to your employer. In the space below, list your requests for satisfactory working conditions.

Name: _____

Date: _____

Station 2: Handmade versus Machine-made Items

Directions: Use the products on your table. Determine whether each product was made by a machine or by hand. As with all the stations, you will start off working individually at a level 0.

1. List each item on your table in the appropriate column.

Handmade	Machine Made

2. Choose one handmade object from the table. In what ways was a special skill used in the production of this object?

3. Brainstorm lists of handmade and machine made items that are not found on your table.

Handmade	Machine Made

4. Make a list of things that you do by hand and a list of things you need a machine to do.

Do by Hand

Use a Machine

Directions: Use you lists from the previous page to answer the questions below. Write in complete sentences and support your claims with evidence whenever possible.

5. Describe the types of good or services that are handmade. Do not list specific items.

6. Make a list of ways that you can tell whether or not an object is handmade or machine-made.

7. Discuss the good things and the bad things about both handmade and machine-made production. Is one better than the other? Explain.

Station 3: Industrial Giants

Directions: Using the provided text, answer the questions below. As with all the stations, you will start off working individually at a level 0.

1. Which of the following best describes a sweatshop?

a. A place where people go to work out.

b. A store that sells workout cloths

c. A factory where the air conditioning is broken

d. A factory that is hot, dirty, and dangerous to work in.

2. Stock is best defined as _____.

a. A paper that represents ownership in company

b. Money

c. Cows and horses

d. A supply of something

3. Which of the following businesses were among those supported by J. P Morgan

a. Banks

b. Railroads

c. Hotels

d. Shipping

4. Which of the following best defines interest?

a. The amount of money saved?

b. A fee paid for money borrowed

c. The part of work that personal enjoys the most

d. Something that a person enjoys learning about

What was the Sherman Antitrust Act founded to protect against?

a. Stealing

b. Partnerships

c. Monopolies

d. Large companies

6. Explain what a "Robber Baron" is:

7. Explain whether J.P. Morgan was a Robber Baron. Use at least one piece of text evidence to describe you answer.

Name: _____

Date: _____

8. With wealth comes power and responsibility. The industrialists included in the reader earned fortunes, made important decisions, and gave back to humanity through charitable gifts. Write a well-organized reflection that addresses the following: Why would you be a responsible millionaire? If you had a fortune, what would you do for the good of humanity? What would you want to be remembered for?

Name: _____

Date: _____

Station 4: Working Conditions and the Industrial Revolution

Triangle Shirtwaist Fire

The following excerpt is from the March 26, 1911, issue of *The New York Times*:

**141 Men and Girls Die
in Shirtwaist Factory Fire;
Trapped High up
in Washington Place Building;
Street Strewn with Bodies; Piles of Dead Inside**



Three stories of a ten-floor building at the corner of Greene Street and Washington Place were burned yesterday, and while the fire was going on 141 young men and women, at least 125 of them mere girls, were burned to death or killed by jumping to the pavement below.

The building was fireproof. It shows now hardly any signs of the disaster that overtook it. The walls are as good as ever; so are the floors; nothing is the worse for the fire except the furniture and 141 of the 600 men and girls that were employed in the upper three stories.

Most of the victims were suffocated or burned to death within the building, but some who fought their way to the windows and leaped met death as surely, but perhaps more quickly, on the pavements below.

At 4:40 o'clock, nearly five hours after the employees in the rest of the building had gone home, the fire broke out. The one little fire escape in the interior was never resorted to by any of the doomed victims. Some of them escaped by running down the stairs, but in a moment or two this avenue was cut off by flame. The girls rushed to the windows and looked down at Greene Street, 100 feet below them. Then one poor little creature jumped. There was a plate glass protection over part of the sidewalk, but she crashed through it, wrecking it and breaking her body into a thousand pieces.

Then they all began to drop. The crowd yelled "Don't jump!" but it was jump or be burned—the proof of which is around in the fact that fifty burned bodies were taken from the ninth floor alone.

The victims, who are now lying at the morgue waiting for someone to identify them by a tooth or the remains of a burned shoe, were mostly girls of from 18 to 23 years of age.

There is just one fire escape in the building. That one is an interior fire escape. In Greene Street, where the terrified unfortunates crowded before they began to make their mad leaps to death, the whole big front of the building is guiltless of one. Nor is there a fire escape in the back.

The building itself was of the most modern construction and classed as fireproof. What burned so quickly and disastrously for the victims were shirtwaist, hanging on lines above tiers of workers, sewing machines placed so closely together that there was hardly aisle room for the girls between them, and shirtwaist trimmings and cuttings which littered the floors above the eighth and ninth stories.

According to two of the ablest fire experts in the city, the great loss of life at the Shirtwaist Factory fire can be accounted for by the lack of adequate instruction of the girls in the way to conduct themselves in time of fire.

Kate Alterman's Description of the Triangle Fire

(Note: This extract from the trial testimony of Kate Alterman, a worker who survived the fire, comes from the transcript of one of the most famous cross-examinations in legal history. Max Steuer, the attorney for the defendant owners of the Triangle Company, sought to show that Kate Alterman had been coached to tell her story in the most dramatic and horrifying manner possible. Although Steuer succeeded in winning the case for his clients, Kate Alterman's story still effectively evokes the terror and despair experienced by the Triangle workers.)

I went out from the dressing room, went to the Waverly side windows to look for fire escapes, I didn't find any. Margaret Schwartz was with me, afterwards she disappeared. I turned away to get to Greene Street side, but she disappeared, she disappeared from me. I went into the toilet room, I went out from the toilet rooms, bent my face over the sink, and then I went to the Washington side to the elevators, but there was a big crowd, and I saw a crowd around the door, trying to open the door; there I saw Bernstein, the manager's brother, trying to open the door but he couldn't; he left; and Margaret was there, too, and she tried to open the door and she could not. I pushed her on a side. I tried to open the door, and I could not, and then she pushed me on the side, and she said, "I will open the door," and she tried to open the door, and then the big smoke came and Margaret Schwartz I saw bending down on her knees, her hair was loose and her dress was on the floor a little far from her, and then she screamed at the top of her voice, "Open the door! Fire! I am lost! My God, I am lost, there is fire!" And I went away from Margaret. I left, stood in the middle of the room. That is, I went in the dressing room, first, there was a big crowd, I went out of the dressing room, went into the middle of the room between the machines and examining tables, and then I went in; I saw Bernstein, the manager's brother, throwing around the windows, putting his head from the window—he wanted to jump, I suppose, but he was afraid—he drewed himself back, and then I saw the flames cover him, and some other man on Greene Street, the flames covered him, too, and then I turned my coat on the wrong side and put it on my head with the fur to my face, the lining on the outside, and I got hold of a bunch of dresses and covered up the top of my head. I just got ready to go and somebody came and began to chase me back, pulled my dress back, and I kicked her with the foot and she disappeared. I tried to make my escape. I had a pocketbook with me, and that pocketbook began to burn, I pressed it to my heart to extinguish the fire, and I made my escape right through the flames—the whole door was a flame, right to the roof.

Source: Leonard E. Davies, *Anatomy of Cross-Examination*. (New York: Prentice Hall Law & Business, 1993), 389-390.

Directions: Using the passages on the previous page, answer the questions below.

1. Why is this tragic event entitled the "Triangle Shirtwaist Fire?"
 - a. It occurred on Triangle Street in Manhattan.
 - b. It occurred in a clothing factory in the Garment District.
 - c. The factory in question was named the Triangle Shirtwaist Factory.
 - d. The man responsible for dangerous conditions was named Triangle Shirtwaist.
2. Why did some factory workers jump out of the windows?
 - a. They thought they could survive the fall.
 - b. They were at risk of burning and chose the only other option.
 - c. They were trying to reach ladders brought by firefighters.
 - d. They were pushed out in the chaos.
3. The factory in which the fire took place manufactured what type of products?
 - a. Men's hats
 - b. Sewing machines.
 - c. Textbooks.
 - d. Women's clothing.
4. What was Kate Alterman's description of the Triangle Fire used for?
 - a. To gain support for an expose on factory conditions.
 - b. To publicize a novel on the Industrial Revolution.
 - c. To rally factory workers to fight for better working conditions.
 - d. To demonstrate the horror of the fire and factory conditions in civil court.
5. In your own words, describe the horror of the Shirtwaist Triangle Fire.

6. Explain how the conditions of the factory contributed to the severity of the fire. Use evidence from both passages to support your answer. [Remember: Answer with Inference, Text Evidence, Text Evidence]

Station 5: Industrial Revolution Inventors

Directions: Circle an inventor and answer the questions below. Then write a monologue, dialogue, poem or song in which you explain the inventor's impact on the Industrial Revolution. As with all the stations, you will start off working individually at a level 0.

Samuel Morse	Charles Goodyear	Alexander Graham Bell
Andrew Carnegie	J. P. Morgan	Henry Ford
Thomas Edison	Robert Fulton	Eli Whitney

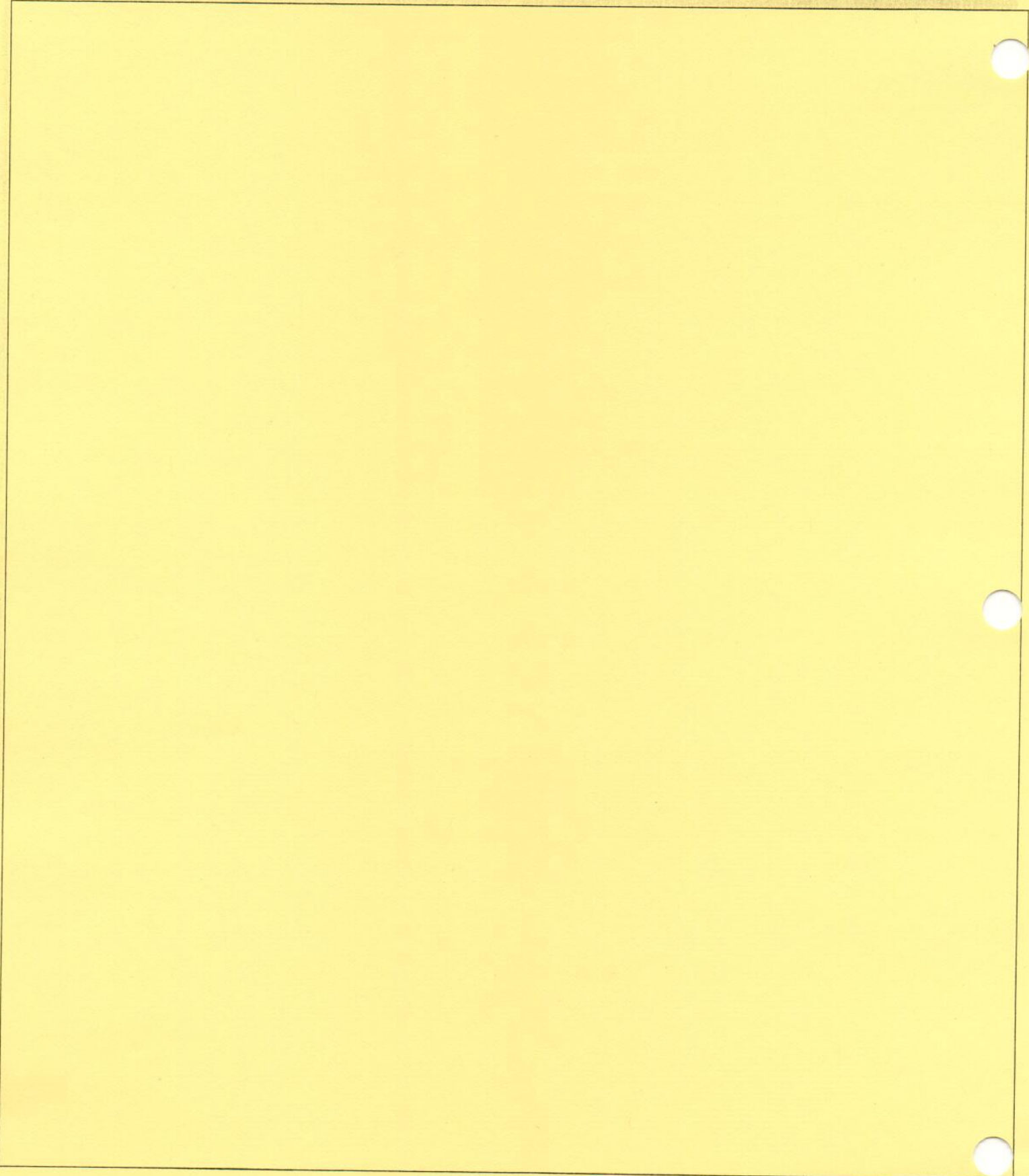
Inventor Background

Birth Year: _____
 Describe life before becoming an inventor: _____
 Birthplace: _____

Invention (s): _____

Explain how invention (s) impacted society: _____

Name: _____
 Date: _____



Directions: Now write a monologue, dialogue, poem or song in which you explain the inventor's impact on the Industrial Revolution. As with all the stations, you will start off working individually at a level 0.

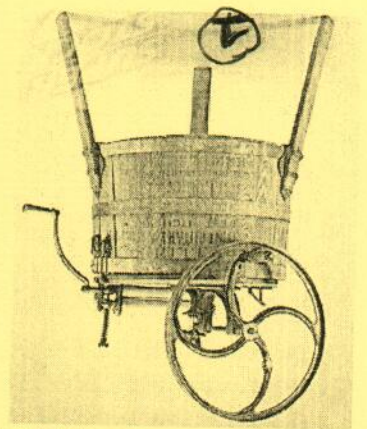
Station I: Sears Catalog

Name: _____

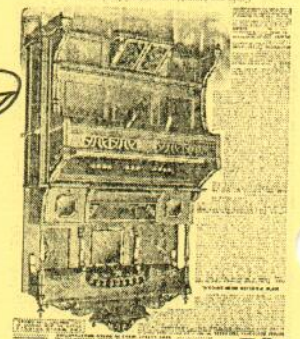
Date: _____

Directions: Look through the items in the historical Sears Catalog. Then find the counterpart for each item in the magazines provided. Cut out the product and glue it to the appropriate spot. As with all the stations, you will start off working individually at a level 0.

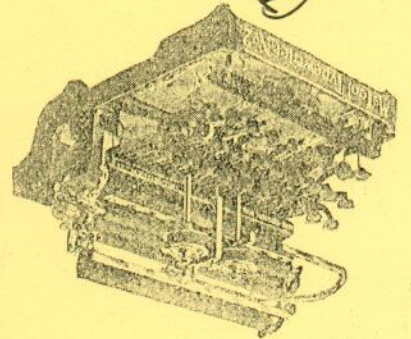
Hand turned clothes churn



\$32.85 OUR NEW PARLOR GEM ORGAN



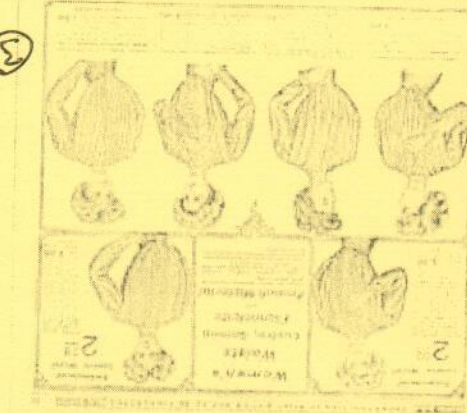
THE McCool \$25 Typewriter



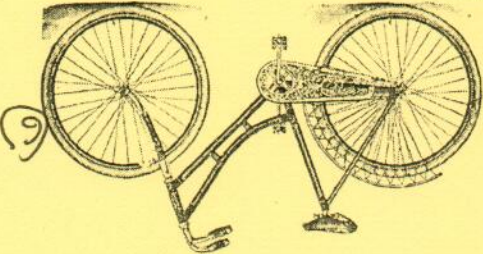
SEARS MOTOR BUGGY \$395.00



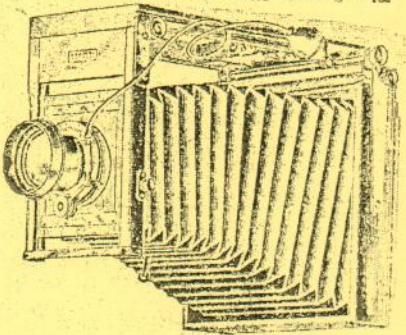
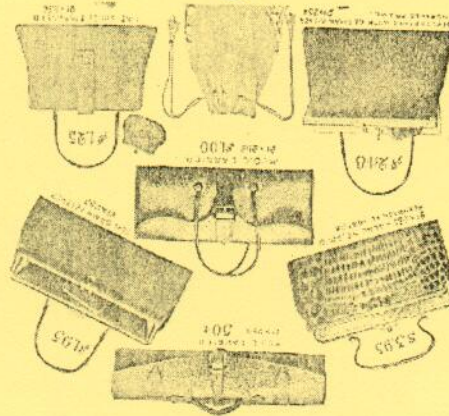
VACUUM CLEANER \$12.50



Our "Yukon" Ladies' Wheel. For \$56.00.



FURNISHED - With a handsome tool bag and tools complete. ENTIRE WEIGHT - 25 pounds. COILS - Ivory black, and ivory white. It will be sent in erection unless otherwise specified.



The Secoco View Camera with rear section of bed detached.

How Today's Items Have Evolved in Time
For each item for in the Sears catalog, find its replacement in a current newspaper or magazine. Number you items so that they correspond to the ones found in the Sears catalog. Cut them out and paste them below.

4

Name: _____

Date: _____

Modern Times	The Industrial Revolution	Prior to the Industrial Revolution	Item #1
Describe in detail how today's items have evolved and replaced those in the catalog	In what ways did this item affect physical labor or markedly increase the quality of life enjoyed by most Americans?	Describe in detail what each item replaced and what life was like before that item existed.	Item #2
			Item #3
			Item #4

			Item #9
			Item #8
			Item #7
			Item #6
			Item