

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

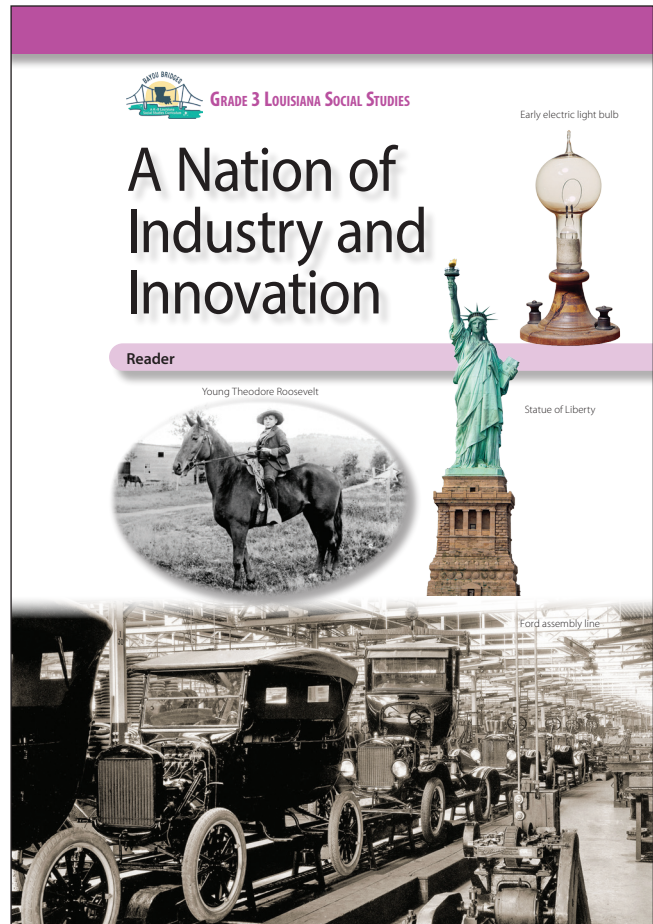
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the history of industrialization and conservation in the United States. They will learn about the origins of the Second Industrial Revolution, the importance of 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>

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Name _____ Date _____

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SOURCE:

Name _____

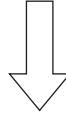
Date _____

Activity Page 1.3

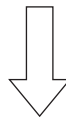
Use with Performance Task

Claims and Evidence

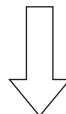
STATE THE CLAIM *What opinion or position are you defending?*



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



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

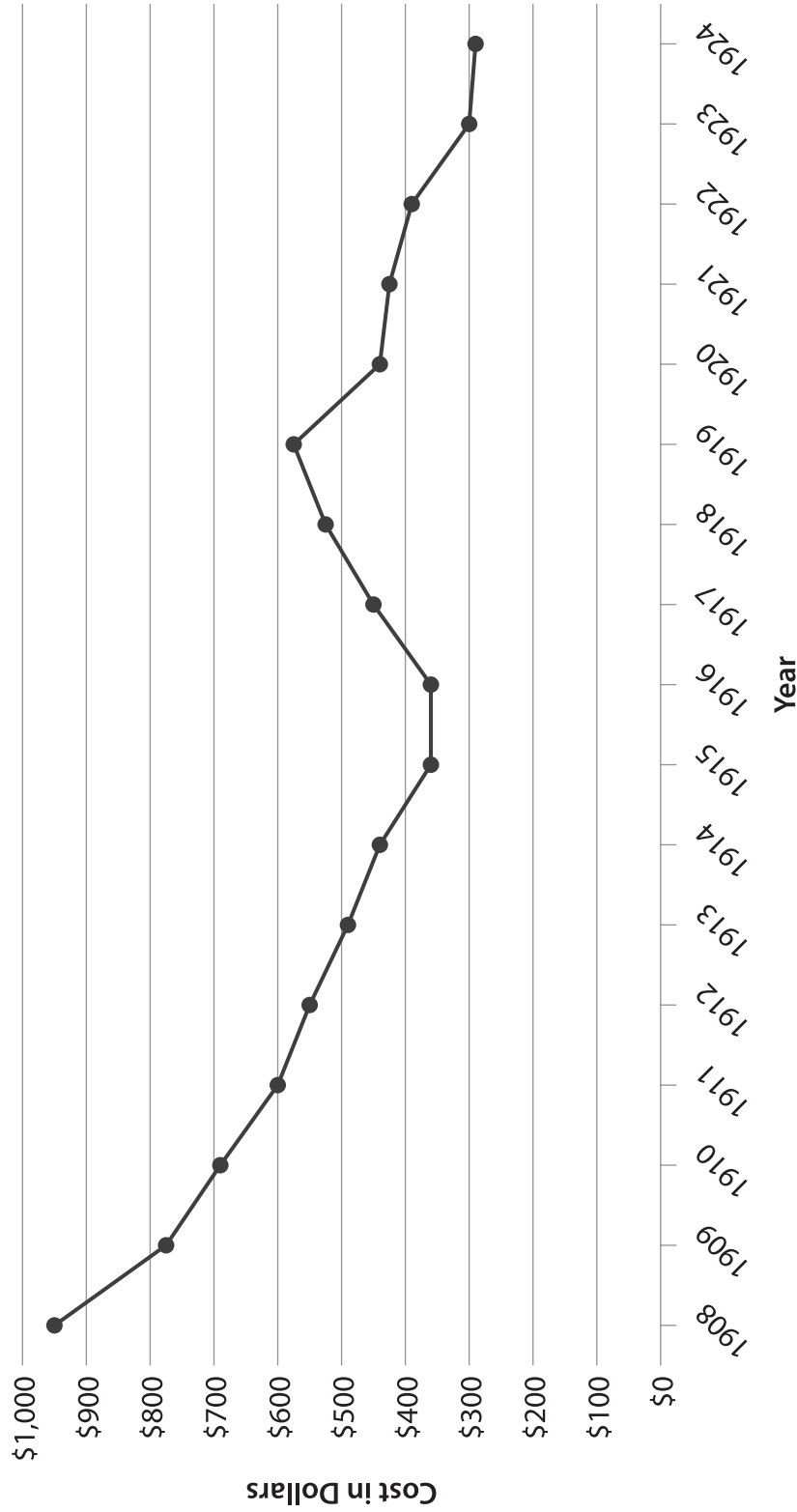


RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

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

Name _____ Date _____

Cost of the Ford Model T, 1908–24



Name _____

Date _____

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

The crossword puzzle grid consists of the following words:

- 1. conservationist (Down, 10 letters)
- 2. sanctuary (Down, 5 letters)
- 3. national park (Down, 4 letters)
- 4. national landmark (Across, 15 letters)
- 5. rural (Across, 5 letters)
- 6. suburban (Across, 6 letters)

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 U.S. government encouraged the building of railroads during the 1800s. The building of the railroads had both good and bad effects. One good 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 bad effect of the railroads was that they _____. (3.2, 3.9, 3.25)

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

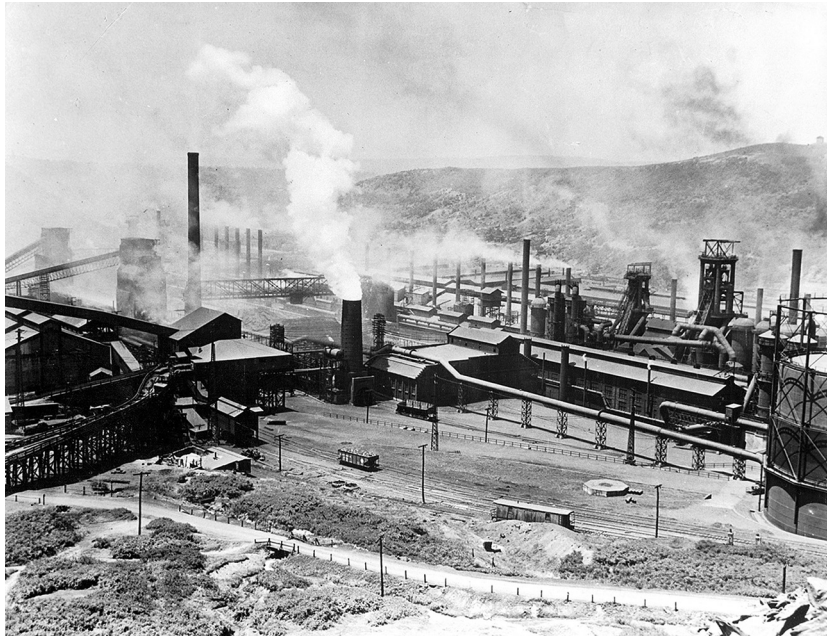
4. Which feature most likely created a challenge for the builders of the transcontinental railroad?
(3.9, 3.20, 3.25)
- a) the Great Lakes
 - b) the Columbia River
 - c) the Rocky Mountains
 - d) the Appalachian Mountains
5. Use the image to answer the question.



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

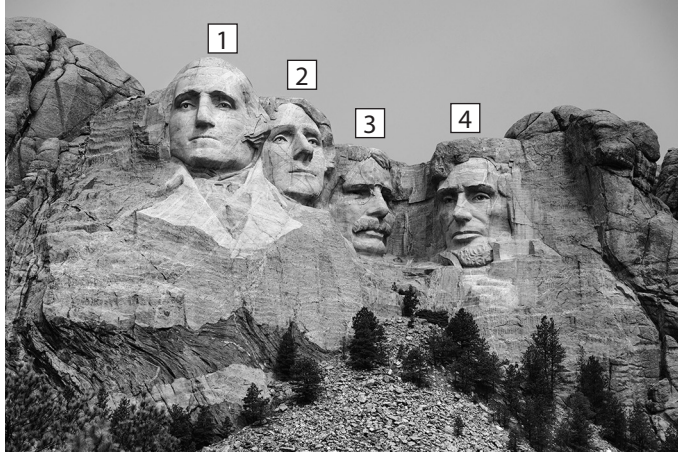
B. On your own paper, write a well-organized paragraph in response to the following prompt:

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

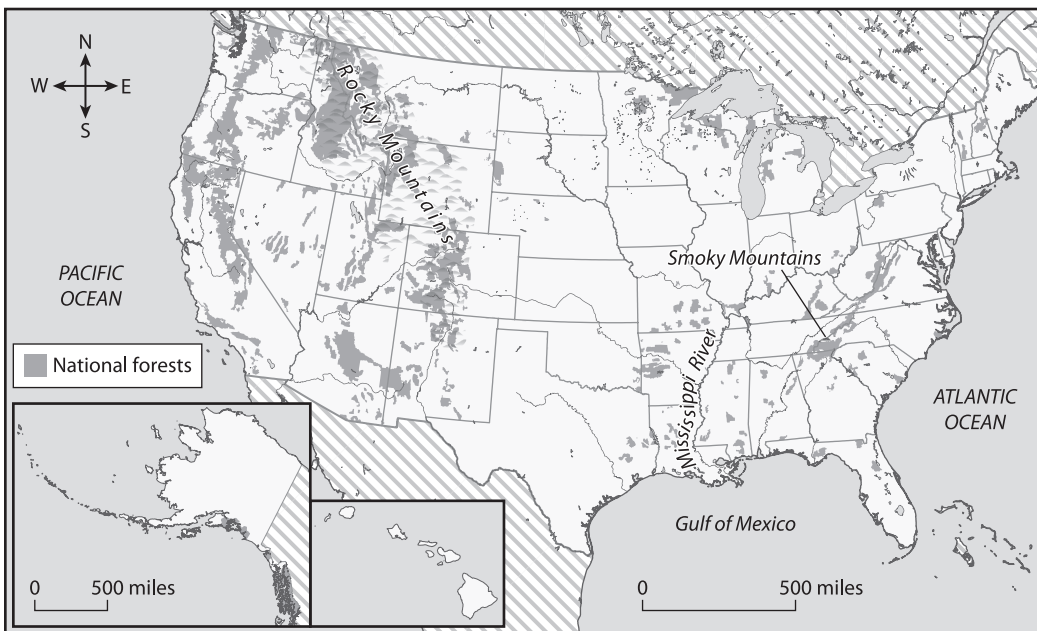
2. Use the image to answer the question.



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)

Name _____

Date _____

Performance Task Activity: *A Nation of Industry and Innovation*

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.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Nation of Industry and Innovation*, as well as from the sources and resources in the unit activities.
