**Putnam History Museum**

**11th Grade US History: Exploring Industrialization and its Impact through the West Point Foundry**

Utilizes materials from the PHM exhibition *West Point Foundry: Trailblazer of Industrial America*

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| Sessions | First Session | Second Session | Third Session |
| NYS Practices & Standards | US 11.5a New technologies and economic models created rapid industrial growth and transformed the United States. | US 11.5a New technologies and economic models created rapid industrial growth and transformed the United States. | US 11.5a New technologies and economic models created rapid industrial growth and transformed the United States. |
| Performance Objectives | SWBAT:   * Recognize the factors and conditions needed for industrial production. * Recognize the social and economic impact of industrial production. | SWBAT –   * Recognize the factors and conditions needed for industrial production. * Recognize the social and economic impact of industrial production. | SWBAT –   * Identify factors contributing to industrialization and its impacts when listening to and viewing primary sources. * Creatively apply knowledge of American industrialization and the West Point Foundry on a historic-letter writing assignment |
| Learning Activities | **Opening Activity (10 minutes)**  Teacher divides class into 3 groups and assigns each one a vocabulary word (industrialization, raw material, and natural resources). Each group will have 3 minutes to brainstorm and write as many words/ideas connected to their word as they can. When time is up, review the web with students and provide a definition for industrialization, raw material, and natural resources based off the vocabulary list below  Introduce SWBAT.  **Vocabulary Words:**  *Industrialization*: when a country’s workforce shifts from agriculture to manufacturing.  *Raw Materials*: a resource that must be changed to make finished goods. Ex. Trees, Metal, Wheat  *Natural Resources*: materials from the Earth that support human needs. Ex. Water, Trees, Fruit.  *Vertical Integration*: a company that oversees all stages of a product’s production.  **Industrial Revolution PowerPoint (20 minutes)**  **Exhibition Gallery Walk Part 1 (20 minutes)**  Divide students into small groups and instruct them to view the first 3 panels in the *WPF: Trailblazer of Industrial America exhibition*. Explain that the Foundry was one of the first industrial companies in the United States. Students should work together to answer the questions corresponding to each panel on the worksheet provided and take notes using the “Social, Political, Economic, Geographic” organizer. After 20 minutes, gather students together to review the questions. | **Opening Activity (15 minutes)**  **Vocabulary Pictionary:** Divide students into groups, provide each one with a vocabulary word from yesterday’s lesson, instruct them not to share their word with other groups. Have one representative of each group draw a picture that represents the vocabulary word and/or its definition and present it to the rest of the class for them to guess.  Introduce SWBAT and new vocabulary words  **Vocabulary Word:**  *Paternalism:* workplace managers act as a ‘father figure,’ controlling employees social and economic life while providing benefits like housing.  *Immigrant*: A person who comes to live permanently in a foreign country.  **Exhibition Gallery Walk Part 2 (30 minutes)**  Divide students into small groups and instruct them to view the final 5 panels in the *WPF: Trailblazer of Industrial America* exhibition. Explain that the Foundry was one of the first industrial companies in the United States. Students should work together to answer the questions corresponding to each panel on the worksheet provided and take notes using the “Social, Political, Economic, Geographic” organizer After 20 minutes, gather students together to review the questions. | **Opening Activity: Political Cartoon Analysis (10-12 minutes)**  Show students the political cartoon “Next!” by Joseph Keppler. After carefully viewing the cartoon, students should answer the following questions.   1. What does the octopus represent, and what are in its tentacles? 2. What is the octopus reaching out for? 3. What is the message of this political cartoon?   **Listening Activity: Voices of the Foundry (15 minutes.)**  Visit **http://www.putnamhistorymuseum.org/home/voices-of-the-foundry/** explain to students that they will hear readings of primary sources written by men who worked or lived near the Foundry. Play the following audio clips and instruct students to take notes using the “Social, Political, Economic, Geographic” organizer. After listening to the clips students should answer the questions below.  **Beginnings:** All  **A New Kind of Workplace:** All  **Vertical Integration:** All  **Paternalism:** Thomas Lloyd’s Indenture  **Growing the Cold Spring Community:** Thomas Wylie on home life. Remind students that this is the same person they read a quote from on their worksheet.  **Success!:** All   1. How did the West Point Foundry control the lives of their workers? 2. What impact did the WPF have on the natural environment? 3. Why did employees of the WPF strike in 1864?   **Closing Activity:** Assign homework, ask students if they have any questions about the details. If there is time remaining allow students to begin work on the project. |
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| Evaluation |  |  |  |
| Homework | In a short paragraph of 4-6 sentences, explain why the West Point Foundry was built in present day Cold Spring and what the company needed for industrial production. Support your answer with evidence you learned in today’s class. |  | Imagine you are an employee at the West Point Foundry writing a letter to a friend about your job.  In 1 page (double-spaced, 12pt. font) Describe your workday, as well as what you like and dislike about the Foundry. Get creative but remember to use information you have learned from the exhibition |