

**Preparing for the Fall, 2009 11th grade U.S. History Writing Assessment:
Working with the Textbook to Gain Background Knowledge**

A "Point-of-View" Study Guide

- for use with *American Anthem*, pages 149 – 155.

Task:

Read the following directions and then complete the activity that follows.

You are about to be interviewed as if you were a number of different individuals living in the United States during the late 1800s and early 1900s. It is a time your textbook calls "The Second Industrial Revolution."

Describe your reactions, as the identified individual, to each of the events discussed below. Number 1 is already completed so you know what would go into a good response.

The identified page numbers connect to pages in your textbook.

"Making steel" – p. 150

1. ***As a person who owns a steel factory during this time*** – Why is the work done in your factories important to the nation?

Sample response – I believe the that work in producing steel is important because steel is the basic material upon which our nation is modernizing. It is used to make railroads, bridges, tall buildings, and tools to produce products people can use in their homes.

"The Rise of Big Business" - p. 151

2. ***As an entrepreneur in the late 1800s*** – Why do you support the idea of laissez faire capitalism.

“The Rise of Big Business” – p. 151

3. *As a believer in social Darwinism* – Why do you think the huge inequalities in wealth created by capitalism, few rich people and many poor people, may not be a bad thing?

“Industrial Tycoons” – p. 151

4. *As John D. Rockefeller* – Why, as an owner of an oil company, do you want to buy pipelines and railroads? Why do you want to take over other oil producing companies?

“Social Darwinism” – box on top of page 152

5. *As Walter Rauschenbush* – Explain for 11th grade students why you disagree with the philosophy of social Darwinism. What do you mean when you say, “If the rich had only what they earned, and the poor had all that they earned... life would be more sane.”

“The American Workforce” – p. 153

6. *As an industrial worker in the late 1800s* – Why do you want to organize a union? What do you think the union can do for you and your fellow workers?

“Setbacks for Organized Labor” – p. 153

7. *As an industrial worker in the late 1800s* – What dangers do you confront in trying to organize and join a union? Why are factory owners so against you joining a union?

“The Growth of Unions” – graph on page 153

8. *As a union organizer in the late 1800s and early 1900s* – Has your work been successful? (Provide data to support your response.)

“A Transportation Revolution” – p. 154

9. *As an 8th grade teacher in the early 1900s* – Explain to your students why changes in transportation are important to a modern nation and how their lives might be different because of these changes.

“A Communication Revolution” – p. 154 - 155

10. *As an 8th grade teacher in the early 1900s* – Explain why the invention of the telegraph was important, but the invention of the telephone might be even more important to a modern nation.
