**Module (6.1)**

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| **Pre-Assessment** | [Complete formative assessment quiz for 6.1](https://docs.google.com/document/d/1CLmwDTHTSF7ujqS95mE44l-PgrRR5bAkv4Gbw3md-4k/edit?usp=sharing)  [https://docs.google.com/document/d/1CLmwDTHTSF7ujqS95mE4](https://docs.google.com/document/d/1CLmwDTHTSF7ujqS95mE44l-PgrRR5bAkv4Gbw3md-4k/edit?usp=sharing) |
| **Reading Activity** | Read the following documents about impacts of industrialization and business.   1. [Machinary shoes document](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/work/shoes.html):   <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/work/shoes.html>   1. [Conspicuous consumption:](http://xroads.virginia.edu/~ma01/davis/newport/class/conspicuous.html)   <http://xroads.virginia.edu/~ma01/davis/newport/class/conspicuous.html>  Task: Analyze the social class standards expressed in each document. Create a chart showing similarities and differences. Then create a second chart showing the similarities and differences to the Market Revolution from Period 4 of the course. |
| **Writing Activity** | Students will examine the primary and secondary sources below on scientific management and respond to the questions provided. [Taylorism on ABC World Report](https://www.youtube.com/watch?v=slfFJXVAepE) <https://www.youtube.com/watch?v=slfFJXVAepE>  [Responses to Industrialism Module 6 Reading](https://docs.google.com/a/cornell.edu/document/d/1n4HICLyxYZqh)  [https://docs.google.com/a/cornell.edu/document/d/1n4HICLyxYZqh](https://docs.google.com/a/cornell.edu/document/d/1n4HICLyxYZqh3JYsimWKHGUrX8yAD3RTJmPgcAu3Zw8/edit?usp=sharing)  Questions for consideration   1. On what grounds do critics complain about the emerging industrial order? How valid do you find their criticism? 2. What do the quotations suggest should be the proper role of government in the economy? 3. Is unregulated power in industry the result of manipulation or the natural workings of economic laws? Are business owners of the Gilded Age “Captains of Industry” or “robber barons? Explain. 4. Critics accused big business of financial trickery, political corruption, the unscrupulous exercise of monopoly power, inhumanity toward labor, and disregard for the consumer. Defenders stressed big business' innovations--economies of scale, vertical and horizontal integration, rationalization of American industry, technical innovation, and promotion of efficient organization, capitalization, and research. Which argument do you find more persuasive? Explain by using evidence from the text. |
| **Student Product** | Students will conduct the following PBS News Hour Simulation in class.   [Labor Day Simulation: Unions Today](http://www.pbs.org/newshour/extra/lessons_plans/negotiation-labormanagement-simulation/) <http://www.pbs.org/newshour/extra/lessons_plans/negotiation-labormanagement-simulation/>   1. Students will be expected to write a collective arbitration agreement per their assigned side that is acceptable and agreed to by a majority of both sides immediately following the debate.   AND   1. Students will provide individual responses to the offers, giving their reasons for support or rejection of individual provisions contained within them. |