

Teacher: Deanna Strait  
 Title: **Robber Barons**  
 Topic: **Steel Industry**

Subject: US History  
 Grade: 10<sup>th</sup> and 11<sup>th</sup>

Lesson Duration: 3-4 block periods      School: South High

<b>Education Designs Lesson/ Unit Plan</b>	
<p><b>Lesson Summary:</b>  <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i></p>	<p>In this lesson, students will decide why some of the industrialists of the late 1800's were called "Robber Barons". Students will also investigate whether the business dealings of these industrialists/financiers harmed or benefited the U.S. economy and the quality of life of the Citizens.</p> <p><u>Students will</u> fill out the "Robber Baron" worksheet then <u>peer review and critique the "Robber Baron worksheet"</u>. Students will be able to list 2 positive and 2 negative aspects/contributions of at least two or more captains of industry/robber barons.</p> <p>After research, students will <u>work collaboratively to</u> write a minimum of a two page paper. In the paper, students will defend whether a particular financier/industrialist <b>is or is not</b> a robber baron and support that stance with evidence. One paper per pair of students. Students will continue to work together to create a Power Point presentation (with a minimum of 10 slides) to present to the class. In lieu of the power point, students can choose to do a poster board.</p>
<p><b>National Standards for History Era:</b> <a href="#">Link</a></p>	<p><a href="#">Era 6</a></p> <p><b>Standard 1:</b> How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p><b>Standard 4:</b> Federal Indian policy and United States foreign policy after the Civil War</p>
<p><b>Standard(s):</b>  <i>State, Local or National</i></p>	<p><b>National Council for the Social Studies Standard V</b></p> <p><b>Performance Expectations a:</b> apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.</p> <p><b>Performance Expectations b:</b> analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.</p>
<p><b>Themes/Concept:</b></p>	<p>Economic &amp; Social</p>
<p><b>Essential questions (2-5 questions)</b>  <i>(What you want the</i></p>	<ol style="list-style-type: none"> <li>1. Why were <u>the industrialists</u> or financiers called "Robber Barons"?"</li> <li>2. Why were some called "Captains of Industry"?"</li> </ol>

<i>students to know)</i>	3. How did these industrialists/financiers harm or benefit the U.S. economy and the quality of life of the citizens?		
<b>Elements</b> ( <i>What you want the students to understand</i> )	<ol style="list-style-type: none"> <li>1. In small groups, students will be able to list 2 positive and 2 negative aspects/contributions of at least two or more captains of industry/robber barons.</li> <li>2. Students will be able to define what is meant by the terms "robber baron" and "captain of industry."</li> <li>3. -Students will be able to defend whether a particular financier/industrialist is or is not a robber baron and support that stand with evidence. (min 2 paged typed paper)</li> </ol>		
<b>Launch Activity (Hook)</b>	<p><u><a href="#">Will your parents be able to retire?</a></u>  Current stock market and investor/financier situation. (30 min)</p> <p>Using newspaper articles and newspapers from the Newspaper in Education Program Adopt a class room project. In groups of 4-5 find a recent article about the stock market situation, read, discuss, <del>decide</del> <u>and decide</u> on problem then jigsaw with other groups to share information. Teacher will monitor groups to ensure participation by all.</p> <p>Then move into the lesson. Break students into small groups and hand-out the KWL chart or if possible students can access the chart at the link listed below.</p>		
<b>Knowledge &amp; Skills</b>  <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<b>Vocabulary</b>  Robber Barons, Captain's of Industry, John D. Rockefeller, Standard Oil, Steel mill, Bessemer process Monopoly, Ida Tarbell, industrialists, Gilded Age, Andrew Carnegie, philanthropy Homestead Steel Strike, Cornelius Vanderbilt, Leland Stanford	<b>Skills</b>  -Recognize the values implicit in issues and the possible courses of action that flow around them. -Identify instances in which more than one interpretation of factual materials is valid. -Extract significant ideas from supporting, illustrative details.	<b>Skills</b> - Form opinions based  On critical examination of relevant information. -Communicate effectively both orally and in writing. -Listen carefully for information.

	J.P. Morgan Armour & Swift, Buchanan Duke		
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• Launch activity (see procedure above)</li> <li>• Break the Students into small groups and distribute the KWL chart or have them access on line through the link below</li> <li>• Spend about 10-15 minutes having the students brainstorm and fill out the chart.</li> <li>• Then the Student will use the “Robber Baron worksheet” and research their assigned person. The shoulder partner will be researching the same robber baron. (about 45minutes)</li> <li>• <u>Students will peer review and critique the “Robber Baron worksheet” before student begin writing their paper</u></li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• After research, students will <u>work collaboratively to</u> write a minimum of a two page paper. In the paper, they will defend whether the person was a Robber Baron and defend it with evidence they have found. One paper per pair of students.</li> <li>• With their shoulder partner (from Kagan) they will create a Power Point presentation (with a minimum of 10 slides) to present to the class.</li> </ul> <p><b>Day Three &amp; Day Four</b></p> <ul style="list-style-type: none"> <li>• <u>Students will begin their presentations to the class. Students will be graded using a presentation rubric. Students will also receive ‘audience points’ each day of the presentations.</u></li> </ul>			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment</b> ( <i>Quizzes, Test, Selected Responses</i> )			
Test in traditional A, B, C, D method using questions similar questions of the State Standardized tests..			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
Student will use the Robber Baron worksheet and research their assigned person. After research, students will write a minimum of a two page paper. In the paper, they will defend whether the person was a Robber Baron and defend it with evidence they have found. With their shoulder partner they will create a Power Point presentation (with a minimum of 10 slides) to present to the class. <u>The paper must have at least 2 sources listed on Bibliography.</u>			
<b>Student Self-Assessment</b>			
KWLS in groups after launch activity. Peer Reviews to double check the worksheets			

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**Differentiation Associated with this unit**

**Lower Level/Sped/ESL:** Students can be given extended time for the research and paper. If power point is a problem, students can use a poster board as a visual aide for their presentation. The poster board idea will probably work best for these students. The power point can also be modified for students and they can make fewer slides for the presentation.

Vocabulary can be modified as needed to meet the students needs.

Flash cards with the Vocabulary terms can be created with their shoulder partners (from Kagan) to be used for remediation and for review prior to the test.

**Gifted/talented extension:** Students can investigate/research 3 or 4 different Robber Barons and pinnacle events in their careers and then compare and contrast them. This paper should be approximately 6 pages and the power point will be considerably longer.

**Resources and instructional tools:** *(Including Video Sources, Text Resources, Research Strategy)*

**The internet**

**KWLS**

**Newspapers**

**Robber Baron Worksheet**

[The internet](#)

[KWL Charts](#)

[Newspapers](#)

[Robber Baron worksheet](#)

**Robber Baron worksheet from:**

[http://edsitement.neh.gov/lesson\\_images/lesson429/IndRev6-8\\_1.pdf](http://edsitement.neh.gov/lesson_images/lesson429/IndRev6-8_1.pdf)

A History of US; ~~Ab~~; An Age of Extremes 1880-1917, Hakim, Joy; Oxford University Press, 2005;

Expansive America: 1877-1898, Kish, Jeanne, The Center for Learning, reprinted 2008;

Teacher Toolbook, The Industrial Age, America in the 19<sup>th</sup> Century; Performance Education, 2004.

<http://www.wisegeek.com/what-is-a-robber-baron.htm>

<http://www.factmonster.com/ce6/sci/A0807299.html>

<http://www.answers.com/topic/henry-bessemer>

[http://www.educationdesigns.info/vahoo\\_site\\_admin/assets/docs/KWL\\_Chart.18865829.pdf](http://www.educationdesigns.info/vahoo_site_admin/assets/docs/KWL_Chart.18865829.pdf)

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/carnegie>

<http://www.answers.com/topic/john-d-rockefeller>

<http://www.biography.com/articles/Cornelius-Vanderbilt-9515183>

<http://www.answers.com/topic/leland-stanford>

<http://www.answers.com/topic/gustavus-franklin-swift-1>

<http://www.encyclopedia.chicagohistory.org/pages/410146.html>

<http://www.answers.com/topic/philip-armour>

<http://www.answers.com/topic/j-p-morgan>

<http://www.answers.com/topic/james-buchanan-duke>

<http://www.dukefarms.org/page.asp?pageId=287>

The internet

KWL Charts

Newspapers

Robber Baron worksheet

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