

laborer, as might have been expected. (Henry George—*Progress and Poverty*.)

10. Division of labor—specialization of industry.
11. The growth of big business corporations.
12. The employment of women and children in factories.
13. The new class distinctions.
14. The fact that localities are no longer self-sufficient.
15. The vast increase in man's productive power.

MARY T. E. CRANE

AN AMERICAN HISTORY UNIT FOR GRADE ELEVEN

THIS paper consists of two parts, first, the units and their understandings for a course in American History in the high school, preferably the eleventh grade; secondly, a big unit, ready to be placed before the class.

PART ONE

American History Units with Understandings

- I. Economic conditions behind exploration and colonization of the Atlantic seaboard
- II. Impatience of economic restraint
- III. Organized social controls through self-directed agencies
- IV. Satisfying land-hunger by settling the West
- V. The unbalanced Southern economic development
- VI. The United States in the Industrial Revolution
- VII. The Conservation Movement
- VIII. Progressive development of "big" business
- IX. The United States, the world's creditor

- I. Economic conditions behind the exploration and colonization of the Atlantic seaboard

1450-1750

1. Europe spent money to open up the Americas.
2. The desire for glory and gold explains much of the adventure of exploring and settling the Americas.
3. The Indian civilization ranged from Polished Stone Age to that of Metals.
4. Two angles of religion, one, the Christianizing of the native, the other, the desire to escape persecution, were factors of importance in the types of explorers and settlers.
5. The frontier life modified the conditions of society and changed social organization.

- II. Impatience of economic restraint

1700-1815

1. The individual settler lived in a nearly self-sufficing farm, and paid for outside necessities and luxuries with the nearest resource marketable in Europe or the West Indies.
2. The greater social-economic stability of the English settlers was the reason for the conquering of the French in North America.
3. The American Revolution was largely the result of an unsound economic policy pursued by Great Britain.
4. The War of 1812 at once completed the severing of our dependence upon Europe and forced inward expansion.

- III. Organized social controls through self-directed agencies

1750-1815

1. Nationality was possible because of British racial predominance among the settlers of the Thirteen Colonies.
2. The political organization of the

English colonies was the inherited government of England modified by a changed environment.

3. Political revolt required more than a generation of coöperation of individuals and of states.
4. The federal constitution was a social experiment, framed to remedy serious economic and political conditions.
5. Political parties arose out of different interpretations of the Constitution.

IV. The satisfying of land-hunger by settling the West

1765-1900

1. The acquisition of mainland territory was first by the settler, then by the government. (Louisiana Purchase and Alaska exceptions.)
2. River and lake transport, later canals and railroads, were the outlets which made western settlement profitable.
3. The economic waste in the settlement of the West was very great.
4. Social advance arose out of the Westward movement.
5. The area civilized between 1770 and 1900 can be explained only by youthful energy, the American spirit combined with the idea of nationalism.

V. The unbalanced Southern economic development

1619-1900

1. Malaria explains the active introduction and the cotton gin that determined retention of the slave (negro) in the United States.
2. Secession occasioned the Civil War.
3. A semi-civilized people, dwelling among an enlightened people, retard the advance of the latter.
4. The war cost in human life and in unsettled social order further delayed

the economic development of the South.

5. A better agricultural system and the introduction of the factory have brought the South again into national participation.

VI. The United States in the Industrial Revolution

1790-1929

1. The basal American inventions were an integral part of the world's Industrial Revolution and a response to our own economic needs.
2. Manufacturing tends to develop where raw materials, power, and markets are easily combined.
3. Modes and customs of living and thinking are changed by basal inventions.
4. Organized labor has bettered its own working condition and raised the standard of living for all.
5. The Industrial Revolution is both complete and incomplete.

VII. The Conservation Movement

1900-1929

1. Conservation means wise care and use of natural resources.
2. Conservation of any resource is a personal, local, national, and world responsibility.
4. The Conservation Movement, which began with the purpose of saving raw materials, soon expressed itself in social savings.

VIII. Progressive development of "big business"

1875-1929

1. The factory system forms the basis of the rise of "big business."
2. Modern manufactures are dependent on science.

3. "Big business" has a legitimate, legalized place in modern life.
4. Modern social legislation is a result of the factory system and of factory products.
5. A goodly part of the wealth secured by the "captains of industry," is devoted to educational and charitable purposes.

IX. The United States, the world's creditor.

1914—

1. The Spanish-American War brought us to the place and problems of a world power.
2. Europe is a heterogeneous group of nations principally civilized before the invention of the printing press, America since.
3. War levies on the combatants, neutral nations, and the future.
4. The motives of the United States in entering the World War were economic, political, and social.
5. "Lafayette, we are here," was not a responsibility ended on Armistic Day.
6. The material wealth of the United States is today the greatest of any nation.
7. The will and the way to world peace is a duty we must assume, together with all nations.

PART TWO

The Industrial Revolution in the United States

A. Understandings

1. The basal American inventions were an integral part of the world's Industrial Revolution and a response to our own economic needs.
2. Manufacturing tends to develop where raw materials, power, and markets are easily combined.
3. Organized labor has bettered its own

working conditions and raised the standard of living for all.

4. Modes and customs of living and thinking are changed by basal inventions.
5. The Industrial Revolution is both complete and incomplete.

B. Subject Matter Outline

1. The Inventor's part
 - a. Definitions
 - b. Inventions of prehistoric time
 - c. Inventions of 4000 B. C.-1700 A. D.
 - d. Inventions of 1700 A. D.-1928 A. D.
 - e. Patent Office
2. The Capitalist's part
 - a. Home manufacture
 - b. Handicraft System-Merchant Guilds
 - c. Domestic System of Manufacture
 - d. Factory System of Manufacture
3. The Laborer's Part
 - a. Home Labor
 - b. Craft Guild
 - c. Factory Labor
 - d. Labor Union
4. The Early Centers of Manufacturing
 - a. Textiles in New England
 - b. Iron in Pennsylvania
 - c. Agricultural Machinery in Ohio River-Lake Michigan District

C. Activities for Understanding 1

The Understanding:

The basal American inventions were an integral part of the world's Industrial Revolution and a response to our own economic needs.

The Activities (Options starred)

The following problems are reported in your note book:

1. Give root meaning and definition of these words:
 1. tool
 2. discovery

3. invention
 4. basal
 5. industry
 6. machine
 7. industrial
 8. patent
 9. craft
 10. guild
 11. apprentice
 12. revolution
 13. labor union
 14. power
- Reference—New Standard Dictionary
2. Add to this list one word and its definition found in each day's history study.
- Reference—As for problem 1
 3. Make your own tentative definition of (1) what an industrial revolution might be, (2) a basal invention.

Reference—As for problem 1
 4. List the inventions of Prehistoric Time.

Reference—World Almanac—1926, p. 704-5
World Almanac—1927, p. 702
Myers—pp. 1-12
Osgood—pp. 1-27, 29-33, 36-45, 66, 74-80

 - *5. Devote a page to each prehistoric invention, showing by pictures or drawings appearance of this invention then and now.

Reference—Wells—Book I, pp. 1-100, Bk. II, pp. 1-189
 6. List the basal inventions of Historic Time to 1700 A. D., showing by whom or in what country each was developed.

Reference—World Almanac—1926, p. 105
World Almanac—1927, p. 702
The World Book—Vol. 5—Invention
Osgood—pp. 97-101
 - *7. Repeat problem 5 for inventions of 4000 B. C.-1700 A. D.
 8. List English inventions, inventors, dates, industry affected for 1700-1860 A. D.

Reference—As for Problem 6
Bogart—Par. 123, 124, 125
Green—Vol. IV, pp. 281-288
Pageant of America—Vol. 5, pp. 28-32, 84-85
Osgood—pp. 256-262, 264-266, 277-283
 9. List American inventions, inventors, date of each, industry affected for 1700-1860 A. D.

Reference—Latane—pp. 256, 306, 305
Bassett—pp. 345-346
Bogart—par. 64, 70, 108, 109, 110, 117, 199-203, 206-313
Coman—pp. 260-263, 150, 151, 251-252, 148
Faulkner—pp. 220-223, 233-236, 316-317, 334
Pageant of America—Vol. 4, ch. 4, 5, 11, 12, 13, 17; Vol. 5, Foreword, ch. 1, 2, 3
Osgood—pp. 326, 330-332
Hayes—Vol. 2, ch. 17
 - *10. List for 1700-1860 A. D. inventions not listed otherwise, the inventor, date, country, industry affected.

Reference—As for problem 6
 - *11. List world inventions of 1860-1928 A. D., inventor, date, country of invention, industry affected.

Reference—As under problem 6
National Geographic Magazine—Vol. 28, pp. 593-595
Bogart—Par. 241, 301
 - *12. Take a physiographic map of the United States and show thereon the principal industry or product of the home or living place of the American inventors of 1790-1860. (Class project)

Reference—As for problem 9
 - *13. Make a notebook showing the progressive development of some one American invention. This notebook will include a paper setting forth the incentive of the original invention of the machine studied.

Reference—Bogart—par. 302, 303, 304, pp. 124, 229, 230, 231
The Pageant of America—Vol. 4, 5
Current magazines, advertisements
 14. Field Trips
 - a. Visit a museum of industrial

progress and give a written report.

- b. Study pictures of some basal invention, then visit a local plant using the modern development of the machine. The class will prepare a set of questions to guide the trip.
- c. Suggested questions for a visit to State Museum, Library Building, Richmond, Virginia.

McCormick Reaper Study

1. Where is the blade in the models of (1) 1834? (2) 1928?
2. Name two things done by 1928 model not done by the 1834 model.
3. State means and ways of moving (1) 1834 model, (2) 1928 model.

- *15. Study the life of one other inventor and prepare in outline a sketch of his life; or substitute No. 16.

Reference—You will consult the bibliography offered on red cards for reference books on the man selected.

- *16. Write a 200-word essay on one of these topics:
- a. Why Elias Howe's Invention Failed
 - b. Charles Goodyear's Trembling Hand
 - c. Samuel Morse's Part in the Radio
 - d. The Partnership of Fulton and Watt
 - e. The Most Needed Invention Today

Reference—As for problem 15

- *17. Debate on the following topics: (One)
- a. An educated inventor is more apt to succeed than an uneducated one.
 - b. The reaper lightened woman's work more than the sewing machine.
 - c. Whitney performed a better ser-

vice as inventor of the cotton gin than as manufacturer of the revolver.

Reference—All sources given above

18. a. How and where does the inventor of a machine secure pay for his time and effort?
- b. What does the U. S. Government do to help invention and inventors?
- c. When was the Patent Office organized?
- d. Secure and fill out a Patent Office application. (Class project.)
- e. Report in outline form the steps followed by your *invention* at the Patent Office.

Reference—World Book—Vol. 7—Patent
Haskins—Ch. 7, 8
Popular Mechanics, Sept. 1927
Scientific American—Jan., Feb., 1927, April, 1928

D. Activities for Understanding 2

The Understanding:

Manufacturing tends to develop where raw material, power, and markets are easily combined.

Activities (Options starred)

1. a. Under what systems of production has manufacture been carried on? Where carried on?
- b. Who owns tools in each of the above systems?
- c. How were the tools secured in (1) 500 B. C.? (2) 1500 A. D.? (3) 1920 A. D.?
- *d. List in parallel columns the operating costs of (1) 4000 B. C. (2) 1500 A. D. (3) 1928 A. D. for any chosen product.
- *e. Compare by sentence statement the getting of raw materials as: wool, flour, or steel, by a manufacturer of (1) 4000 B. C. (2) 1500 A. D. (3) 1928 A. D.
- f. Show in any preferred way to whom the manufactured article

belonged in reference to labor and tool ownership in (1) 4000 B. C. (2) 1500 A. D. (3) 1920 A. D.

Reference—Hayes—Vol. 2, ch. 18
Osgood—110-140, 165, 196-215, 260, 261, 360-361, 368-369
Pageant of America—Vol. 13, ch. 19

2. How many factors explain the factory system of 1800 A. D.? Prepare a 100-word paragraph.

Reference—As above
Faulkner—p. 271

3. a. Where were the first factories in this country located?
b. Who established them? When? Why?
c. What did these first factories manufacture?
d. Prepare a map answering these questions.

Reference—Bassett—pp. 140-141, 349, 426-465
Bogart—par. 135, 136, 144, 147, 127, 133, 137, 139, 140, 153, 321
Faulkner—pp. 226-279
Osgood—pp. 323-333

4. What manufacturing industry developed in Western Pennsylvania?

Reference—Bogart—par. 56, 139, 140, 153, 321
Coman—par. 65, 69-72, 177
Faulkner—pp. 280-285

5. What city is the center for agricultural machinery manufactures?

Reference—Latane—p. 306
Faulkner—pp. 426-430

6. Name three factors which controlled the specific location of each of these industries.

Reference—Coman—pp. 184-191, 204
Bogart—par. 313-317
Faulkner—pp. 282-287, 308-309, 316-317

*7. Make a picture map of these industries in your notebook.

*8. Study chart on bulletin board. (Copy of Cotton Crop Statistics 1791-1834, Channing, Vol. 5, p. 433) Find similar one and place it in your notebook with explanatory note.

E. Activities for Understanding 3
Activities (Options starred)

1. Hours and time of working day, conditions within factory, kinds of labor employed; they are some of the labor problems of industry. Place these terms over parallel columns, then indicate under each the condition existing in (1) home manufacture, (2) craft guild, (3) factory system of 1830, (4) factory system of 1928.

Reference—Bogart—Par. 143, 347, 348, 349, 351, 362, 352, 359-361, 345, 346, 396-391
Coman—pp. 276-278, 304-305, 390-391, 362-369, 290
Faulkner—pp. 287-294, 355-357, 675-676
Osgood—110, 166, 167, 200-213, 266-271, 291-300, 406-411, 414-417

2. Summarize in not more than two sentences for each, these terms:

- a. Legal working day
- b. Guarded machinery
- c. Sanitary factory
- d. A better wage
- e. A minimum wage
- f. Child labor
- g. Women's labor legislation

Reference—As for problem 1

3. The rise of the labor unions is a thrilling narrative. Prepare for a three minute report one of these topics:

- a. How the Labor Union became legal in England
- b. The American Labor Union
- c. The Knights of Labor
- d. The A. F. L.
- e. Samuel Gompers
- f. A chosen subject after consultation with teacher

*4. Send for bulletins of Children's Bureau, U. S. Dept. of Labor. Send for reports of your state's labor department. These bulletins will furnish subjects for reports, the topics to be chosen by the class. (This allows finding of references by the class.)

5. List five points by which the stand-

ard of living is gauged. Make a class list of items in the standard of living.

- *6. Prepare notes for an oral class report on three of the differences between the standards of 1800 and 1929 A. D. in, (1) a city laborer's home or, (2) a farm home or, (3) a wealthy home in your community, or (4) some home of your community built about 1800 A. D. and used continually to the present time.

F. Activities for Understanding 4

The Understanding:

Modes and customs of living and thinking are changed by basal inventions.

Activities (Options starred)

1. "The room is dark, let us have light." Show by dated pictures or drawings what is meant between 1800-1925 A. D.

Reference—All previously given in study of this unit

- *2. Read Thomas Hood's, "Song of the Shirt."

Reference—Manly—p. 426

3. List all the factors that make distance different in 1928 from distances in 1807.

- *4. "Time makes ancient good uncouth."

- a. State one idea as to a convention which your grand-parent had that you laugh at. Why do their ideas amuse you? Has an invention had anything to do with this changed attitude?

- b. Do the same things as in *a*, substituting a custom of living.

Reference—Caldwell and Persinger—pp. 245-264, 379-396

5. Modes and customs of living and thinking are changed, by basal inventions. This sentence will form a topic for class discussion.

- a. Out of this discussion will come a group of topic-titles for a 250-word paper. Suggestive titles may be:

1. Fresh News to my Grandmother and to Me.

2. "Misses 1750 and 1928." Each makes a dress; or

- b. Out of this discussion may come a play showing announcement of some great invention, or a contrast in the mode of living before and after an invention.

G. Activities for Understanding 5

The Understanding:

The Industrial Revolution is both complete and incomplete.

Activities (Options starred)

1. Collect at least three definitions for the Industrial Revolution. Compare with the definition you made at the beginning of the quarter.

Reference—Faulkner

Coman

Bogart

Latane

Pageant of America

Any history text covering time from 1750 to present

- *2. Consult the *Reader's Guide* for Inventions. Read and report orally on one of the suggested articles.

- *3. Are there any more basal inventions needed? If so, list them. Consult teacher's bibliography of magazine articles.

4. List three reasons why we may call the Industrial Revolution, (1) complete, (2) incomplete.

H. Summary of Activities (Options Starred)

1. As civilization develops division of labor among individuals increases. Take either a food, clothing, or shelter activity and prove this statement.

- *2. Read Van Loon's "History of Mankind." ch. 1-4, 56-60, 64.

- *3. Read Kipling's, "The Secret of the Machines."

- *4. Take some other student's Invention Notebook, study it carefully, and

then prepare an oral report on, "What I Learned from the Book of the . . . The outline for this report will be placed in your notebook.

5. Pictures of machines and inventions will be placed on bulletin board and students asked to identify each and make two statements relative to each.

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ANNA HOWARD WARD

WHITE PAGES OF HISTORY IN VIRGINIA

THE roads are white pages of history in Virginia." This is becoming literally true, as any one may prove for himself who slows down his auto enough to read the interesting and instructive white iron tablets that are being erected at points of special interest all over the state by the State Conservation and Development Commission.

During the past two years the Commission, through its division of archæology and

history, directed by Dr. H. J. Eckenrode, has placed in conspicuous positions hundreds, perhaps thousands, of historical markers, locating homes of famous men, battlefields, county lines, church sites, birthplaces, and sites of industrial activity of past generations. All these afford interest to the intelligent tourist, information for children in school and home, and starting points for effective teaching to parents and teachers.

To aid all who really desire to profit by these markers of history, the Commission has published a convenient handbook of 111 pages, which may be obtained by teachers and others desiring it. This book contains a map, copies of the various inscriptions on all the tablets erected throughout the state, and complete indexes.

Write to the State Conservation and Development Commission, Richmond, Va., and ask for a copy of their "Key to Inscriptions on Virginia Highway Historical Markers."

While you are writing, address another letter to the Virginia State Chamber of Commerce, Richmond, asking for a copy of "Virginia, Historic Shrines and Scenic Attractions," compiled by the Virginia Historic Highway Association and issued in co-operation with the Virginia State Chamber of Commerce.

Each year Hon. Geo. W. Koiner, State Commissioner of Agriculture, issues a beautiful volume of several hundred pages, full of facts not only for the farmer, fruit-grower, and general business man but also for teachers and students of history and geography. These volumes should be sought eagerly by all who wish to be well informed regarding Virginia, and a file should be carefully preserved in every school library.

For serious students of Virginia history the quarterly "Magazine of History and Biography," published by the Virginia Historical Society and furnished regularly to