# The Development of the Industrial United States

**Amalia Pimenta**  
8th Grade  
National Standard

## Era 6: The Development of the Industrial United States (1870-1900) / Standard 3  
**Standard 3:** The rise of the American labor movement and how political issues reflected social and economic changes.

## OBJECTIVE

Students will understand how the American labor movement has given workers more protection and right than they had in the past.

## SCENARIO

Wal-World is a large conglomerate with stores across the United States and in many countries around the world. Employees are growing frustrated with the business practices of this corporation which continues to ask employees to comply with:

- Working overtime without pay
- Shortened work hours without notice
- Layoffs and firings without notice
- Limited, expensive or non-existent health benefits
- Threats and intimidation used to “keep employees in line”

## TASKS

You have been asked to present researched findings for a public awareness campaign to assist Wal-World employees in forming a union to improve their working conditions. These findings will form the basis of a business plan/PowerPoint presentation that supervisory employees will offer Wal-World executives. Your plan should include a brief history of the labor movement in the United States, some of the pitfalls or shortcomings of a violent struggle, and finally some solutions or opportunities for a peaceful negotiation with Wal-World executives.

## RESOURCES

**Internet**

The Development of the Industrial United States


For Further Research

Book


Internet

The Development of the Industrial United States

**ASSESSMENT**

**Public Awareness Campaign:**
Wal-World Employee-Union Research

Teacher Name: ____________________________________________
Team Names: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Brainstorming - Problems</td>
<td>Students identify more than 4 reasonable, insightful barriers/problems that need to change.</td>
<td>Students identify at least 4 reasonable, insightful barriers/problems that need to change.</td>
<td>Students identify at least 3 reasonable, insightful barriers/problems that need to change.</td>
<td>Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.</td>
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<tr>
<td>Historical Sources - Quality</td>
<td>Students include 4 or more high quality sources.</td>
<td>Students include 2-3 high quality sources.</td>
<td>Students include 2-3 sources but some of are questionable quality.</td>
<td>Students include fewer than 2 sources.</td>
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<tr>
<td>Research/Statistical Data</td>
<td>Students include 4 or more high-quality examples or pieces of data to support their campaign.</td>
<td>Students include at least 3 high-quality examples or pieces of data to support their campaign.</td>
<td>Students include at least 2 high-quality examples or pieces of data to support their campaign.</td>
<td>Students include fewer than 2 high-quality examples or pieces of data to support their campaign.</td>
</tr>
<tr>
<td>Brainstorming - Solutions</td>
<td>Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.</td>
<td>Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.</td>
<td>Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.</td>
<td>Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.</td>
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<tr>
<td>Campaign/Product</td>
<td>Students create an original, accurate and interesting product that adequately addresses the issue.</td>
<td>Students create an accurate product that adequately addresses the issue.</td>
<td>Students create an accurate product but it does not adequately address the issue.</td>
<td>The product is not accurate.</td>
</tr>
</tbody>
</table>
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REFERENCES/CITATIONS

