

Answer Key: Industrialization and Its Effects

Course: U.S. History Studies Since 1877 **Grades:** 9–12 **For teacher use only** Social Studies

How to use this key

Answers are grouped by section and question number. Many items are open-ended; accept any response that shows correct reasoning even if the wording differs. Notes flag where more than one answer is defensible and list common misconceptions to watch for. Everything students need is in the packet, so answers should draw on the sources and timeline only. Items marked **[BLOCK]** apply only to the ~90-minute version. Estimated grading time: ~6–8 min per packet.

Start Observe a Source grade for effort · ~2 min

1 Notice + predict from the 1903 excerpt.

Full credit for any reasonable notice + prediction. **Notice** examples: "the government wanted to develop manufacturing, mining, shipping, and labor," "it lists industries, not farming." **Predict** examples: "more people working in factories/industry," "growth of manufacturing and cities," "the economy was shifting toward industry." Accept any on-topic prediction — warm-up graded for effort.

2 Why factories in cities change where/how people live and work.

Accept any reasonable idea in the student's own words: people move to cities for factory jobs, work shifts from farms/home to factories, cities grow, immigrants arrive for work, hours and conditions change. More than one answer is defensible.

Build Read the Sources ~1 min

3 Two earliest and two latest timeline events.

Earliest: 1869 — first transcontinental railroad completed; 1870s — Bessemer process spreads (cheap steel).

Latest: 1910 — ~45% of Americans live in cities; 1911 — deadly factory fire leads to new safety laws.

Accept "1886 AFL founded" or "1892–1900s peak immigration" as middle events; the four endpoints above are the intended answers.

Apply Analyze the Sources ~3–4 min

4 Source analysis of the 1903 excerpt.

Creator: the U.S. Congress (the federal government). Accept "the U.S. government" / "Congress."

Date: 1903.

Type of source: a **primary source** that is **public domain** (the text of a federal law). Full credit if identified as primary.

Point of view: it is written by the national government, so it frames industry and labor as things to "foster, promote, and develop" — an official, pro-growth vantage point that emphasizes commerce and the economy. Accept any clear one-sentence note that the creator is the government and that this shapes its emphasis.

5 Cause-and-effect chain (from Source A).

Causes (any two): abundant natural resources (coal, iron, oil, timber, water power); a national railroad network; new technology/machines (e.g., Bessemer steel); a large supply of workers (farm migrants + immigrants); investment capital.

Effects (any two): factory work with long hours / low pay / unsafe conditions and division of labor; rapid growth of cities (urbanization); large-scale immigration filling industrial jobs; the rise of labor unions and reform laws.

Any two valid causes and two valid effects earn full credit.

6 Trace one complete cause → industrialization → effect chain.

Model: "Railroads (cause) connected the country into one market, so factories could get raw materials cheaply and ship goods far, which helped industry grow. As factories grew, people moved to cities for jobs, so cities grew quickly (effect on cities)." Award credit for a valid cause, a plausible link to industrial growth, and a named effect on labor, cities, or immigration. See rubric below.

7 Corroborate or contradict (Source A vs. Source B).

Corroborate. Both describe difficult working conditions. Source A says factory work "often meant long hours, low pay, monotonous work, and unsafe conditions"; Source B gives the on-the-floor detail (ten-to-twelve-hour days, machine-set pace, dust and noise, common injuries, whole families working). B illustrates and supports A's summary. Reject "contradict": the two do not disagree. Explanation must cite one detail from each source.

8 Fact (F) / Interpretation (I) / Opinion (O).

a) **F** — checkable in Source A (railroads moved materials and goods).

b) **I** — a reasoned "probably" conclusion linking conditions to union-forming.

c) **O** — a personal judgment ("worst kind of job ever"); cannot be proven.

d) **F** — checkable in the timeline / Source C (~45% urban by 1910).

Fact = checkable; interpretation = reasoned from facts (often "probably/because"); opinion = personal belief or extreme ranking.

9 Evaluate the claim "industrialization was caused only by machines."

Correct: B (No). Source A lists *several* causes working together — natural resources, railroads, technology/machines, a large labor supply, and investment capital. Machines were one factor among many. Reject A (Source A does not say machines were the single cause) and C (machines/technology are mentioned). Explanation must cite one such detail from Source A.

10 **[BLOCK]** Read the data source (Source C).

Trend: the urban share rose steadily — about 25% (1 in 4) in 1870, about 35% in 1890, about 45% (nearly half) in 1910; i.e., a roughly steady, sharp increase.

Link to industrialization: factories clustered in cities, so people moved toward the jobs (Source A), which raised the share of Americans living in cities. Accept any clear one-sentence connection between factory jobs and urban growth.

Explain CER (Q11) ~2–3 min

11 Which effect of industrialization was most significant? (argument)

Open argument — no single correct effect. A strong response names one effect (labor, cities, or immigration), backs it with two accurate pieces of evidence, and reasons clearly.

Sample (labor): "The most significant effect was on **labor**. Evidence: Source B describes ten-to-twelve-hour

days and common injuries; Source A and the 1886 timeline event show workers responding by forming unions like the AFL. Reasoning: because working conditions drove people to organize and eventually win reform laws (e.g., after the 1911 fire), the change in labor reshaped American life and law."

Sample (cities): could cite Source C's rise to ~45% urban by 1910 plus Source A's point that factories drew people to cities. Sample (immigration): could cite the 1892–1900s peak-immigration timeline event plus Source A's note that immigrants filled industrial jobs.

Defensible alternates: any of the three effects is acceptable if supported by two on-topic pieces of evidence and sound reasoning. Do *not* reward a claim that names a *cause* (e.g., railroads) as an "effect," or that uses no packet evidence.

[BLOCK] extended writing: full block credit requires (1) a second, distinct source or timeline event used as evidence, and (2) a genuine counter-consideration — naming why another effect could be judged most significant — followed by a reasoned defense or revision of the original claim.

CER scoring rubric (3 points)

Score	Claim	Evidence	Reasoning
3	Names one effect (labor, cities, or immigration) as most significant, clearly stated.	Two accurate, relevant pieces from the sources or timeline.	Explains why the evidence makes that effect significant; historically sound and on-topic. (Block: adds a 2nd source + a fair counter-consideration.)
2	Effect named, mostly clear.	One solid piece, or two with a minor error.	Some correct linkage but incomplete or a small misconception.
1	Vague, or names a cause instead of an effect.	Evidence weak, off-topic, or not from the packet.	Little or flawed reasoning; no clear tie between evidence and claim.
0	No/incorrect claim.	No evidence.	No reasoning.

Close ACE ~1 min

ACE Articulate / Connect / Extend.

Articulate: accept any accurate plain-language definition (e.g., "industrialization was the shift from making goods by hand to making them by machine in large factories, which changed work, cities, and immigration").

Connect: the cited items must actually be a cause and an effect — e.g., *cause*: 1869 railroad or 1870s cheap steel; *effect*: 1910 urban ~45%, 1886 AFL founded, or 1911 safety laws. Grade whether the pairing is correctly labeled.

Extend: any reasonable modern product or job tied to factory/machine production with a sensible reason. More than one answer is defensible; grade the reasoning.

Continue Early finisher (optional)

EF Match a reform to a problem, and why.

Accept any defensible pairing supported by a detail: e.g., **unsafe conditions** → **safety laws** (the 1911 fire prompted such laws); **long hours / low pay** → **labor unions** (workers organized to bargain for shorter hours and better pay); **child labor** → **laws limiting child labor**. Grade the reasoning and the use of a source/timeline detail, not the specific choice.

Watch Common misconceptions

- **Cause vs. effect.** Railroads, resources, technology, workers, and capital are *causes* of industrialization; urbanization, changed labor, immigration patterns, and reforms are *effects*. Q5, Q6, and the ACE Connect target this; watch for students labeling a cause as an effect in Q11.
- **"One cause" thinking (Q9).** Industrialization had *multiple, combined* causes. Students often over-credit machines alone; Source A names five forces.
- **Treating Sources B and C as real data/quotes.** Source B is an original summary of typical conditions (not a genuine quotation), and Source C's percentages are rounded, illustrative figures reflecting a documented trend — the packet says so. The 1903 excerpt in Q1 is a genuine public-domain primary source.
- **Corroborate vs. contradict (Q7).** A detailed example that *supports* a general statement corroborates it; it does not contradict it. B illustrates A.
- **Fact vs. interpretation vs. opinion (Q8).** A "probably...because" motive statement is an interpretation; an extreme ranking ("worst job ever") is an opinion.
- **Non-partisan framing.** Keep discussion on what the evidence shows about the period; avoid praising or condemning; note that reform came "unevenly and slowly."

Teacher follow-up based on likely errors

If many students confuse causes with effects (Q5, Q6, Q11), do a quick "cause or effect?" sort with a few statements from Source A. If Q8 reveals fact/interpretation/opinion confusion, re-anchor with the Word Bank definitions and a few examples. If the CER (Q11) evidence is thin, model naming a specific source detail or timeline event and tying it to the chosen effect. The highest-value idea to revisit is that industrialization had *multiple causes* that produced *multiple, connected effects* on labor, cities, and immigration — and that reform was a response to those effects.

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