

Substitute Guide: Industrialization and Its Effects

Course: U.S. History Studies Since 1877 **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block Social Studies

Learning goal (plain language)

Students investigate American **industrialization** (roughly the 1870s–1910s): its **causes**, its **effects** on workers, cities, and immigration, and the **responses** (labor unions and reform laws). They read two short summaries, study a timeline, do **source analysis** (creator, date, type, point of view) on a short public-domain excerpt, build a **cause-and-effect chain**, compare two sources, sort fact from interpretation and opinion, and finish by writing a short evidence-based argument about which effect mattered most. **You do not need a history background to run this.** Everything students need is printed in their packet, and the separate answer key gives you every answer.

Standards alignment

Framework: 19 TAC §113.41 (United States History Studies Since 1877).

- **Primary — economic transformation / industrialization:** analyzing the causes and effects of the rise of industrialization on American society, including its impact on labor, urbanization, and immigration.
- **Skills — social studies skills (source analysis / point of view):** analyzing primary and secondary sources by identifying the creator, date, type, and point of view, and using evidence to support a historical argument.

Provisional — pending educator verification against the current official TAC source.

(Standards are paraphrased here, not quoted, and this is **not** a claim of TEKS alignment. Please confirm the codes and wording against your official source. Prompts are kept non-partisan and in historical context.)

Setup Before class (5 min)

- Count and hand out one **student packet** per student.
- Confirm each student has a **pencil**. No calculators, computers, or textbooks are needed.
- Decide up front whether this is a **standard (~50 min)** or **block (~90 min)** class and tell students which items to do (see Timing).
- Write the date on the board and remind students to fill in the name line.
- Keep the **answer key** with you — it is a separate file and is **not** in the student packet.

Materials What's needed

- Printed student packet (5–7 pages) per student.
- Pencil per student.
- This guide and the separate answer key (teacher only).
- No technology, no calculator, no textbooks, no safety hazards.

Timing Suggested pacing — standard vs. block

Segment	Standard ~50 min	Block ~90 min	What students do
Start — Observe a source	5 min	5 min	Q1–Q2 warm-up on the 1903 excerpt
Build — Read the sources	10 min	15 min	Sources A–B (+ Source C in block), word bank, timeline; Q3
Apply — Analyze the sources	20 min	25 min	Q4–Q9 (+ Q10 data source in block)
Explain — CER argument	10 min	25 min	Q11 claim/evidence/reasoning (block adds a 2nd source + counter-consideration)
Close — ACE	5 min	10 min	Articulate / Connect / Extend
Continue — early finishers	optional	~10 min	"Match a reform to a problem"

Standard version: students skip every item marked **[BLOCK]** (Source C, Q10, and the extended-writing add-on in Q11). **Block version:** students do those items and write a longer argument.

Script Read aloud to start

"Today's assignment is a paper history investigation called *Industrialization and Its Effects*. It is about how the United States became an industrial nation between about the 1870s and the 1910s. You will work by yourself with just a pencil — no computers or textbooks. First read the short summaries and study the timeline. Then answer the questions in order; if one is tricky, skip it and come back. Write in complete sentences where it asks you to explain. Everything you need is printed in the packet — you do not need any outside facts. Keep your answers grounded in the evidence and non-partisan: analyze what the sources show, not which modern side you favor. [If block: Also read Source C and do the items marked BLOCK.] Put your name, class period, and date at the top now. You have about [50 / 90] minutes; raise your hand if you need help understanding a word."

Support When students ask for help

- **You may read any part aloud** to a student or the class.
- If they are stuck on the **cause-and-effect chain** (Q5–Q6), point them to **Source A** — causes and effects are each listed there in bold-led sentences.
- For "corroborate or contradict" (Q7), ask: "Does Source B *agree with and add detail to* Source A, or does it *disagree*?"
- For "fact / interpretation / opinion" (Q8), point to the **Word Bank**; an "opinion" ranks or judges, an "interpretation" says "probably" or "because."
- Encourage the printed **sentence stems** for the CER (Q11) and ACE sections.
- Do **not** give answers; prompt with "What does Source A list as a cause?" or "Is that a cause of industrialization or an effect of it?"
- It is fine if a student cannot finish the optional early-finisher task or the block add-ons.

Access Accommodations & language support

- **Read-aloud** of any passage or question is allowed for all students.
- Point students to the **sentence stems** and the **Word Bank**. A quick glossary for reference:
industrialization = making goods by machine in factories instead of by hand; **urbanization** = cities growing as people move to them; **immigration** = people moving into a country to live and work; **capital** = money invested in a business; **labor union** = workers organized to bargain together; **reform** = a change

made to fix a problem; **cause** = a reason something happens; **effect** = a result; **point of view** = the perspective a source is written from.

- Extended time is fine; the standard core can stop after Q11 if time runs short.
- Students may answer in phrases if writing full sentences is a barrier, as long as the idea is clear.
- The packet is grayscale-safe — the timeline and table print and read clearly in black and white.

Tools Allowed & not allowed

Allowed: pencil, the printed packet, quiet self-read-aloud. **Not needed / not allowed:** calculator (no math required), phones, computers, textbooks or outside sources (everything needed is in the packet).

Collect at the end: Collect every packet, whether finished or not, with names on them. Stack them for the teacher. Note on a sticky whether the class did the standard or block version, how far most students got, and any questions that caused confusion.

Answer key: The **answer key is a separate file** (answerkey.html) and is for the teacher only. Please do not hand it to students.

Teacher follow-up (for the returning teacher)

Watch for the common mix-up between **causes** of industrialization (resources, railroads, technology, workers, capital) and its **effects** (urbanization, changed labor, immigration, reform) — Q5, Q6, and Q11 target this, and students sometimes label a cause as an "effect" in the argument. Also watch for "one-cause" thinking in Q9 (Source A names five combined forces) and for treating the illustrative Source C figures or the Source B description as genuine primary evidence. The CER (Q11) responses show who can name a specific source detail or timeline event and tie it to a chosen effect; block responses additionally show who can handle a counter-consideration. A quick next-day "cause or effect?" sort and a review of the union/reform response chain would reinforce this well.

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