

Monday – 20 minutes

Activity / Task

Review the table on the right to see the many inventions created during the Industrial Revolution.

How many of these inventions have you heard of?

Are there any inventions on this list that you or someone you know uses today?

19th Century Inventions of the Industrial Revolution

Inventor/Developer	Invention	Year
Eli Whitney	cotton gin	1793
Robert Fulton	steamboat	1807
George Stephenson	steam locomotive (for railroads)	1814
Rene Laennec	stethoscope	1816
Cyrus McCormick	mechanical reaper (farming tool)	1831
Samuel F. G. Morse	Morse code (for the electric telegraph)	1837
Elias Howe	sewing machine	1845
Cyrus Field	transatlantic cable	1866
Alexander Graham Bell	telephone	1876
Thomas Edison	phonograph	1877
Thomas Edison	incandescent light bulb	1879
Nikola Tesla	induction motor	1888
Rudolf Diesel	diesel engine	1892

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Resources

Notebook paper, pencil

For more information, read or listen to “*Industry, Communication and Transportation Take the Nation into a New Century*” in Week 21 of USA Studies Weekly.

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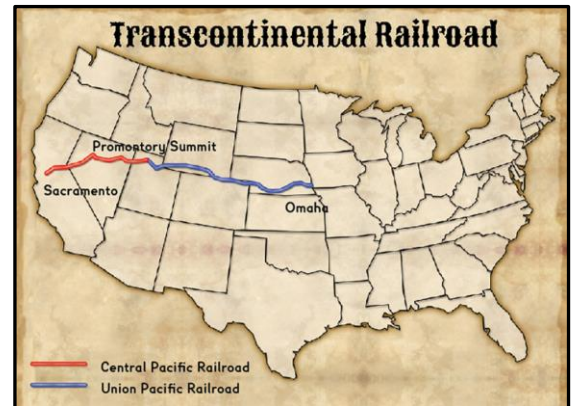
Tuesday – 20 minutes

Activity / Task

Think about the positive and negative effects of the construction of the Transcontinental Railroad on the many groups of people involved, including: the immigrants who built the railroad, the American Indians who lived where the railroad was built, and the people of the United States looking for new opportunities.

Positive	Negative

Source: HISD Curriculum



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Resources

Notebook paper, pencil, USA Studies Weekly: Week 21

For more information, read the Transportation section of “*Industry, Communication and Transportation Take the Nation into a New Century*” in Week 21 of USA Studies Weekly.

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Wednesday – 20 minutes

Activity / Task

Choose one of the following notable individuals in science and technology and complete a graphic organizer including a drawing and 5 facts about your historical figure.

- George Washington Carver: [BrainPop video](#)
- The Wright Brothers: [BrainPop video](#)
- Thomas Edison: [BrainPop video](#)


Historical Figure:		
Fact 1:		Fact 2:
Fact 3:	Fact 4:	Fact 5:

Source: HISD Curriculum

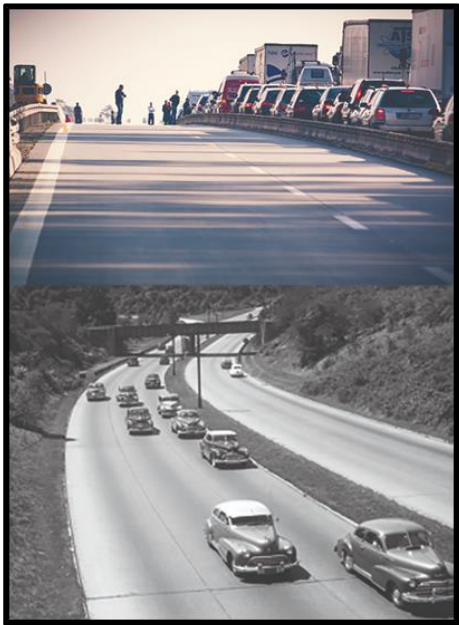
Resources

Notebook paper or copy paper, pencil

Thursday – 20 minutes

<p>Activity / Task</p>	<p>The Industrial Revolution sped up and changed life in the United States. There have been many inventions throughout time that have dramatically changed the way we live.</p> <p>Ask the other people in your home what invention they feel is the most important to their lives.</p> <p>Write about which invention you feel is most important to your life.</p>	 <p><i>Permission from Studies Weekly</i></p>
<p>Resources</p>	<p>Notebook paper, pencil</p> <p>Watch the Industrial Revolution video on BrainPop for more information on the Industrial Revolution.</p>	

Friday – 20 minutes

<p>Activity / Task</p>	<p>From horse and buggy to modern cars, planes, and trains, think about all the ways people have used transportation throughout history.</p> <p>How have changes in transportation affected our society, and what types of technology would you like to see in the future?</p>	 <p><i>Permission from Studies Weekly</i></p>
<p>Resources</p>	<p>Notebook paper, pencil</p>	

Monday – 20 minutes

<p>Activity / Task</p>	<p>The Statue of Liberty was given to the United States by France in 1884. On the base of the statue there is a plaque displaying a poem called “The New Colossus” by Emma Lazarus. An excerpt from this poem is included to the right.</p> <p>Think about why the American people chose this poem to be displayed on the Statue of Liberty and reflect on what this excerpt means to you.</p> <p style="text-align: center;"> ... “Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!” </p> <p style="text-align: right;">-Emma Lazarus, 1883</p>
<p>Resources</p>	<p>Notebook paper, pencil</p>

Tuesday – 20 minutes

<p>Activity / Task</p>	<p>Read or listen to “<i>New People Come to a New Country</i>” in Week 14 of USA Studies Weekly. Choose one of the immigrant groups discussed in the article and retell what you learned about their experience in your own words.</p> <p>Explain why people from their country decided to emigrate to the United States and what hardships they faced when they arrived.</p> <div data-bbox="873 892 1490 1360" data-label="Image"> </div> <p style="text-align: center;"><i>Permission from Studies Weekly</i></p>
<p>Resources</p>	<p>Paper, pencil, USA Studies Weekly: Week 15</p> <p>How Students Login to Studies Weekly</p> <div data-bbox="334 1549 490 1612" data-label="Image"> </div>

Wednesday – 20 minutes

Activity / Task

Take some time to look at the table below that shows the number of immigrants entering the United States at various ports from 1846-1855. List 3 observations and 2 questions that you have after looking at this table.

Number of Immigrants Entering American Ports, 1846, 1851 and 1855

	New York	Boston	Philadelphia	Baltimore	New Orleans
1846	98,000	13,000	7,000	9,000	22,000
1851	294,000	25,000	18,000	8,000	52,000
1855	161,000	17,000	7,000	6,000	20,000

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Resources

Pencil, paper

Thursday – 20 minutes

Activity / Task

The United States is made up of people and cultures from all over the world.

What are some parts of your family's culture that are important to you?

Create a piece of artwork, poem, music, essay, story, or other product that shows a part of your culture.



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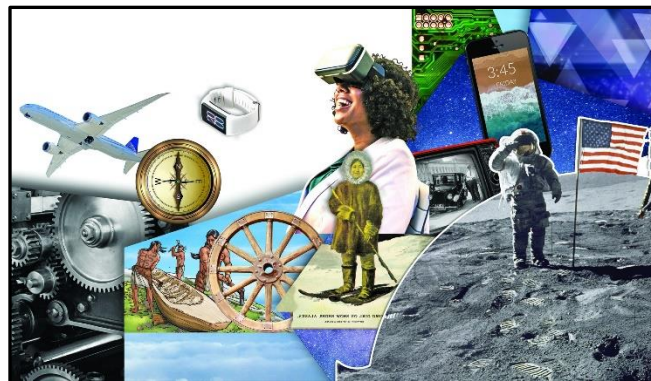
Resources

Notebook or copy paper, pencil, colored pencils/markers/crayons

Friday – 20 minutes

Activity / Task

Think about the needs of your home, school, community, or city. Choose one need that you think you could help to solve. What type of invention would be helpful in solving this need? Draw, label, and describe the invention you come up with. Be creative!



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Resources

Copy paper, pencil, colored pencils/markers/crayons