



Industrialization Extension Activities

(Formerly Activity 5)

Economic Extension

Corporations – Finding money to build big businesses

Content Goals:

- ❖ Students learn there are various types of business ownership.
- ❖ Students learn in the late 19th century corporations raised money to build and operate large businesses.
- ❖ Students learn corporations gather(ed) money from strangers. These people are owners of the corporations and are called investors.
- ❖ Students are introduced to the concept that stock markets were/are the places people gather(ed) to buy parts of corporations and become investors.

Process Goals:

- ❖ Students use pictograph to represent the differences between individual ownership and corporations.

Centerpiece:

- ❖ Pictograph chart

Process:

- ❖ (A) What is individual ownership? What is a partnership?
 - Begin a pictograph that illustrates individual ownership and partnerships.
 - The clipart pictures for this activity are in the Miscellaneous Resources view.
 - Students may volunteer to glue on the parts of the pictograph.
- ❖ (B) What is a corporation?
 - Teacher introduces the concept of corporate ownership by asking what sorts of things someone would need to build a factory.
 - If the children don't mention "a lot of money", teacher may introduce this point and ask where the money might come from. This provides an entry into the concept of multiple owners, of corporate ownership of businesses.
 - Class builds corporation into the ownership pictograph. Students may each receive a stick figure to decorate and paste on the chart. The finished chart includes single owners, partnerships and corporations.
 - Optional Discussion --teacher may ask students how the people who started corporations find other people to become owners with them.
 - Stock markets are places where people buy pieces of corporations called "shares". (This information is advanced – we introduce it here primarily to establish some prior awareness



of stock markets for the 4th grade Depression unit. If you are concerned that it will confuse your students, you may skip this discussion...)

- Define “invest” – to put money into something you hope will give more money back than you put in.

Product:

- ❖ Pictograph

Resources:

- ❖ BHH pictograph art
- ❖ Cardboard background for chart

(Formerly Activity 7)

Geographic Extension

Industrialization Growth Patterns

Content Goals:

- ❖ Students learn big business centers spread across the United States.

Process Goals:

- ❖ Reading charts and maps for historical information.

Centerpiece:

- ❖ Book: ***Those Building Men*** (Johnson & Moser, 2001), maps illustrating US industrial growth in the late 1800's to early 1900's:
<http://www.bedfordstmartins.com/historymodules/modules/mod19/imap.htm>

Process:

- ❖ Read aloud *Those Building Men*.
- ❖ Map exercise: Class examines maps on overhead projector. Some explorations on the Bedford St. Martins site maps include:
 - Products manufactured in 20 Largest cities, 1865-1900
 - Immigration by 1910
 - Natural Resources, 1865-1900
 - Railroad development 1870-1890
 - U.S. Topography
- ❖ **Optional:** Class examines their own community's local trends for the same period. You may wish to include local businesses and population at the turn of the 19th/20th centuries. Basic information of this sort will be available through local museums, archives or history



books. Please see M. Gail Hickey's [Bringing History Home](#) (Pearson Allyn & Bacon, 1998) for an excellent teacher's guide to researching local history for use in the elementary classroom.

Resources:

- ❖ Those Building Men
- ❖ Transparency copies of maps from <http://www.bedfordstmartins.com/historymodules/modules/mod19/imap.htm>
- ❖ Local information