

# Industrial Development

**Designed by Emily Green**

**Content Area: U.S. History**

**Grade Level Options: 11**

## **Summary of Lesson**

Students will read a secondary source about the growth of the DuPont Company between 1900 and 1930. They will then pair share and jigsaw two primary sources about the growth of infrastructure. Students will identify changes in these sources and account for the reason for those changes.

**Estimated Time to Complete:** Two 50 minute periods or one 85 minute period

## **Resources Needed:**

- [Resource 1: Summary of DuPont Company with Questions](#)
- Resource 2:
  - [Document A: 1891 Map of Peninsula](#)
  - [Document B: 1924 Official Road Map](#)

## Desired Results

What students will know, do, and understand

### Delaware Content Standards:

- **History 1A 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. **Grade 11 and 12**

### Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

### Essential Questions:

- How did infrastructure change as a result of industrialization?

### Knowledge and Skills:

#### Students will be able to...

- Organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Develop the skills of gathering, examining, analyzing, and interpreting data.

## Learning Plan

### Warm Up:

- Distribute Resource 1: History of DuPont Company with Questions and have students read and complete.
- Have students pair share their answers with a partner. Go over the answers as a whole group.

### Procedure:

- Divide students into pairs. Distribute the Document A: *1891 Map of Peninsula* to half of the student pairs. Ask students to complete the Map Analysis Sheet from the National Archives:  
[http://www.archives.gov/education/lessons/worksheets/map\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf).
- Distribute the Document B: *1924 Official Road Map* to the other half of student pairs. Ask students to complete the same Map Analysis Sheet from the National Archives.
- Jigsaw students so that they are new pairs, each student with a different map. Ask students to compare the two maps:
  - What similarities are there between the two maps? What are the differences?
  - How do these maps show change over time? What might explain this change?
    - How do these maps connect to the development of the DuPont Company?

## **Assessment Evidence**

Evidence that will be collected to determine whether or not desired results are achieved

### **Closure/Assessment:**

Have students answer the question below citing 2-3 pieces of evidence to support their response:

- How did the growth of the DuPont Company, and industry in general, affect infrastructure in Delaware?