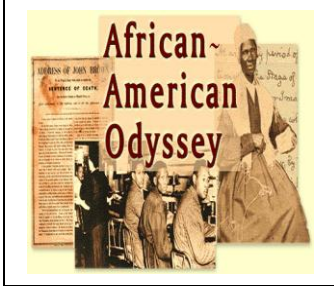


Technology of the Antebellum Era (1789-1860)



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<http://memory.loc.gov/ammem/aaohhtml/aohome.html>

Technology has changed vastly over the years. Let’s go back to the Antebellum Era and research selected forms of technology and explain why it was created. Every form of technology was created to meet a need. Reflection on the need/driver is necessary in understanding the technology originality. Each class will have a different area to explore (1) communication, (2) transportation, and (3) manufacturing.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • View the video – Causes of the Civil War Part 1 & 2 for forms of technology. The video will be followed by the introduction of the technology timeline. • Search the LOC for primary sources to support their technology source information. The areas available are (1) communication, (2) transportation, and (3) manufacturing. • Provide a presentation to the class as peer-to-peer teaching of technology prior to the American Civil War and its sources. 	
Recommended time frame	5 class periods of 55 min. each (<i>presentation</i> - prep time 1 week to E-Mail as turn-in)	
Grade level	9th – 12th	
Curriculum fit	Technology Cross Curriculum - U.S. History, English- ELA	
Materials	PC, Textbook – US History, poster board, markers, student evaluation forms, evaluation forms equal to technology selected per National Archives.	

Michigan State Learning Standards		Back to Navigation Bar
	<p>Technology:</p> <ul style="list-style-type: none"> • CI.3 Creativity and Innovation, use a variety of media and formats to design, develop, publish, and presents projects • RI.3 Research and Information Fluency, demonstrate the ability to use library and online databases for accessing information • CT.2 Critical Thinking, Problem Solving, and Decision Making – analyze the capabilities and limitations of digital resources and evaluate their potential to address personal,, social, lifelong learning, and career needs <p>History:</p> <ul style="list-style-type: none"> • 8-U4.2.1 <u>The Institution of Slavery</u> • F1.2 Political and Intellectual Transformations of America 	
Procedures		Back to Navigation Bar
	<p>Day One: view video and list various forms of technology (10pts)</p> <p>Day Two: open discussion of findings and list forms of technology on board (15pts for participation)</p> <p>Day Three: search library of congress for possible date of original/creation match to each technology to form time line. (20pts)</p> <p>Day Four: students will break into groups, select a form of technology to research and analyze (practice has occurred with creation of timeline) and form a presentation to the class. All presentations must include the following:</p> <ul style="list-style-type: none"> • date of creation • need it addressed – why it was created • who created it • which category it fits (communication, transportation, or manufacturing) <p>Day Five: Look at the technology that you have just researched and compare it to a similar technology that was created during and after the civil war. Be sure to list the need that drove the change, modification or creation. Please use a 3 column table format. (EC 25pts)</p>	
Evaluation		Back to Navigation Bar
	Students will assess one another using the student evaluation forms.	

Extension	Back to Navigation Bar
	Visit the African American Museum – view artifacts, research technology found, and present findings to class. (EC 50pts)

Historical Background

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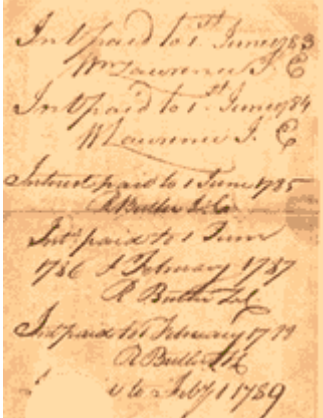
Technology has changed vastly over the years. Let’s go back to the Antebellum Era and research selected forms of technology and explain why it was created. Every form of technology was created to meet a need. Reflection on the need/driver is necessary in understanding the technology originality. Each class will have a different area to explore (1) communication, (2) transportation, and (3) manufacturing.

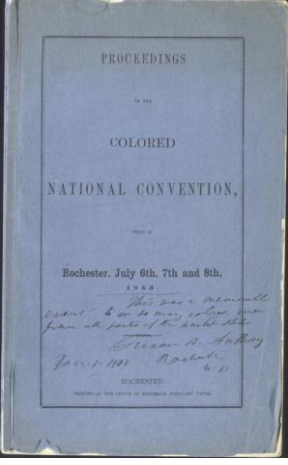



It is important to understand the beginning so we can better connect to the current technology advances. So let’s check out a few facts: The Antebellum Era is depicted as covering 1789-1860. This is a time of increasing duress/unease between the free states and the slave states of America. It is during this time period that the Industrial Revolution began to boom. It is a time of great demands for cotton from Great Brittan which increased the demand for slaves as labor. While in other states of the north the demands for specialized crops such as wheat and corn, as well as manufacturing grew. Life in the south was mostly farms and plantations. The North had factories and industries. Both sides began making technology advances to meet the consumer demands. The southern states wanted to preserve slavery or otherwise have a massive shortage of labor. This drove the invention of the Cotton Gin; by 1840 the majority of the cotton was being produced in the West – namely Mississippi. This drove the need for advances in transportation such as the Erie Canal and railroad advances which enabled trading growth...

This is but a tip into the technology forms during the Antebellum Era view the video part 1 and 2 for a better understanding of the drivers of technology during the Antebellum Era.

Primary Resources from the Library of Congress

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<i>Image</i>	<i>Description</i>	<i>Citation</i>	<i>Permanent URL</i>
	<p>History of Railroads and Maps</p>	<p><i>transportation</i></p>	<p>http://memory.loc.gov/ammem/gmdhtml/rrhtml/rrintro.html</p>
	<p>Receipts like this one for Juba Freeman, as well as Revolutionary War muster rolls, pay and service records, and pension applications and awards demonstrate the active participation of African Americans in the American independence movement. Most African American servicemen in the Continental Army did not serve in segregated units. They usually fought alongside the whites in their communities. African names, pension record information and testimonies in other documents sometimes indicate the race of the soldiers.</p>	<p><i>communication</i></p>	<p>http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart2b.html#0210</p>

	<p>Proceedings of the Colored National Convention Held in Rochester July 6th, 7th, and 8th, 1853.</p>	<p>CREATED/PUBLISHED - Rochester: Frederick Douglass, 1853.</p> <p>communication</p>	<p>http://memory.loc.gov/cgi-bin/ampage?collId=rbcmisc&fileName=ody/ody0217/ody0217page.db&recNum=0&itemLink=/ammem/ahtml/exhibit/aopart2b.html@0217&linkText=9</p>
	<p><i>Causes of civil war part 1</i></p>		<p>http://www.youtube.com/watch?v=bINSI2taJr0</p>
	<p><i>Causes of civil war part 2</i></p>		<p>http://www.youtube.com/watch?v=7OICSXYMB7M</p>
	<p><i>Gale's patent horse hay rake! [Albion, Mich. : Gale Manufacturing Co., 1875?] -- Piece 1</i></p>	<p><i>Manufacturing And / Or Farming</i></p>	<p>http://memory.loc.gov/rbc/rbpe/rbpe34/rbpe341/34102400/01dr.jpg</p>

Rubric

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Collaborative Work skills: Group Presentation (rubric id: 1823160

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1823160

Category	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort	Usually provides ideas when participating in the group and in classroom discussion. A strong group member who tried hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides work of high quality.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadline. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management
Problem-Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of others. Usually has a positive attitude about the task(s).	Often is publicly critical of the work of other members of the group. Often has a negative attitude about the task(s).
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.

Handouts

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written? _____

C. What evidence in the document helps you know why it was written? Quote from the document. _____

D. List two things the document tells you about life in the United States at the time it was written: _____

E. Write a question to the author that is left unanswered by the document:

Map Analysis Worksheet

1. TYPE OF MAP (Check one):

- Raised relief map
- Topographic map
- Political map
- Contour-line map
- Natural resource map
- Military map
- Bird's-eye view
- Artifact map
- Satellite photograph/mosaic
- Pictograph
- Weather map
- Other ()

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- Compass
- Handwritten
- Date
- Notations
- Scale
- Name of mapmaker
- Title
- Legend (key)
- Other

3. DATE OF MAP: _____

4. CREATOR OF THE MAP: _____

5. WHERE WAS THE MAP PRODUCED? _____

6. MAP INFORMATION:

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn? _____

C. What evidence in the map suggests why it was drawn? _____

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

F. Write a question to the mapmaker that is left unanswered by this map.

Motion Picture Analysis Worksheet

Step 1. Pre-viewing

A. Title of film: _____
Record Group source: _____

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas

1. _____
—
2. _____
—
3. _____
—

People

1. _____
—
2. _____
—
3. _____
—

Step 2. Viewing

A. Type of motion picture (check where applicable)

- Animated cartoon
- Documentary film
- Newsreel
- Propaganda film
- Theatrical short subject
- Training film
- Combat film
- Other

B. Physical qualities of the motion picture (check where applicable)

- Music
- Narration
- Special effects
- Color
- Live action
- Background noise
- Animation
- Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

Step 3. Post-viewing (or repeated viewing)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D. How do you think the filmmakers wanted the audience to respond?

E. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

F. List two things this motion picture tells you about life in the United States at the time it was made:

1. _____
2. _____

G. Write a question to the filmmaker that is left unanswered by the motion picture.

H. What information do you gain about this event that would not be conveyed by a written source? Be specific.

Peer Assessment Form

Name: _____ Date: _____

Use the following assessment to evaluate each Technology presentation you have been assigned. Assess each presentation and provide any comments that you think will be helpful to the presenter(s).

Presenter's Name (Group Name): _____

Criteria	Yes	No
The presentation did the following:		
• showed technology and date of its creation		
• need it addressed – why it was created		
• who created it		
• which category it fits (communication, transportation, or manufacturing)		
• compared it to a similar technology that was created during and after the civil war		
• listed the need that drove the change, modification or creation of the new technology		
• used a 3 column table format to do a compare and contrast between the old and new technology		
The presenter(s) did the following:		
• Demonstrated understanding of the technology presented and the relationship with the technology drivers		
• Demonstrated creativity and innovation in the presentation technology usage (video, movie, PowerPoint, etc. – presentations)		
I understand the presentation – It was easy to follow and I was clear in the relationship of product/driver presented.		
The most interesting aspect of this presentation was:		
The one thing I would change about this presentation is:		
I would give this presentation a score of (please circle your choice):		
1 2 3 4 5 6 7 8 9 10 (only if yes for all points)		