

NAME \_\_\_\_\_ DATE \_\_\_\_\_

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# Performance Task – Thesis & Claims: CCOT & Early Industrialization

## Goal of task

**Target Concept:** I can identify patterns of continuity and change over time in the national economy before and after the market revolution and explain the significance of these patterns in the emergence of reform movements advocating economic changes. I can use this skill to write a thesis statement and develop a claim about how the emerging dominant economic order of industrializing 19th century America resulted in calls for economic changes.

For this task you will be evaluated on your ability to:

- Identify and explain the significance of patterns of continuity and change over time in the national economy during the 19th century.
- Explain how some of the main effects of industrialization resulted in calls for economic changes while others supported it.
- Make a historically defensible claim and develop and support it with historical evidence.

## Task summary

The three activities in this task will help you check your knowledge of the main economic developments of the 19th century, including the positive and negative effects of industrialization, and the related patterns of continuity and change over time that resulted in calls for changes to the emerging economic system in the United States.

## Activity 1: The Effects of Industrialization (homework and whole class)

### Homework Part 1

Based on your readings and class notes so far, complete the following table on the main factors of industrial growth and the major economic effects on industrial development in the United States. Your task is to identify at least two specific examples in each column.

	Population Growth	Transportation Systems	Inventions	Business Organizations	Government Actions
<b>Effects on Industrial Development</b>					
<b>Specific Examples</b>					

### Homework Part 2

Using the chronological summaries in your AP U.S. History textbook, you will create a timeline with the start and end times for Period 4 (1800-1848) on the main economic/technological developments that took place. Notice that doing this assignment will help you identify additional information you can put in the table in Part 1 of your homework assignment.

1800 ←————→ 1848

### Class Activity

After completing your homework assignments, you will create a classroom timeline on the board using some of the information you identified. Your task is to use “sticky notes” to add any missing important information on the timeline shared by your teacher.

## Activity 2: Economic Patterns of Continuity and Change and Individual Timelines and Claims (small groups)

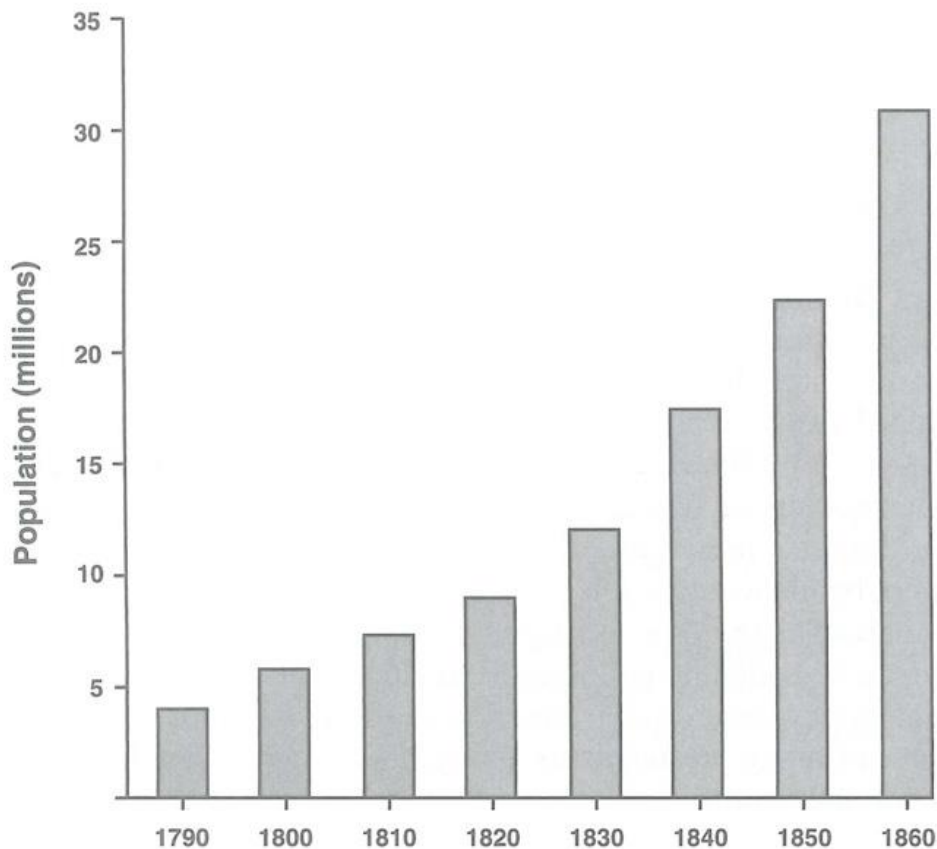
### Document Analysis

In this activity, you are to analyze the following documents in small groups to identify patterns of continuity and change over time and explain their significance. When addressing the latter, consider whether the economic effects of industrialization positively or negatively impacted American society. In your analysis, you should make supportable inferences and connections between the content from Activity 1 (the table and timelines) and the document you are individually responsible for in your group. Explain the significance using specific examples from your table and/or the class timeline.

### Document 1 and 2: United States Population, 1790 to 1860

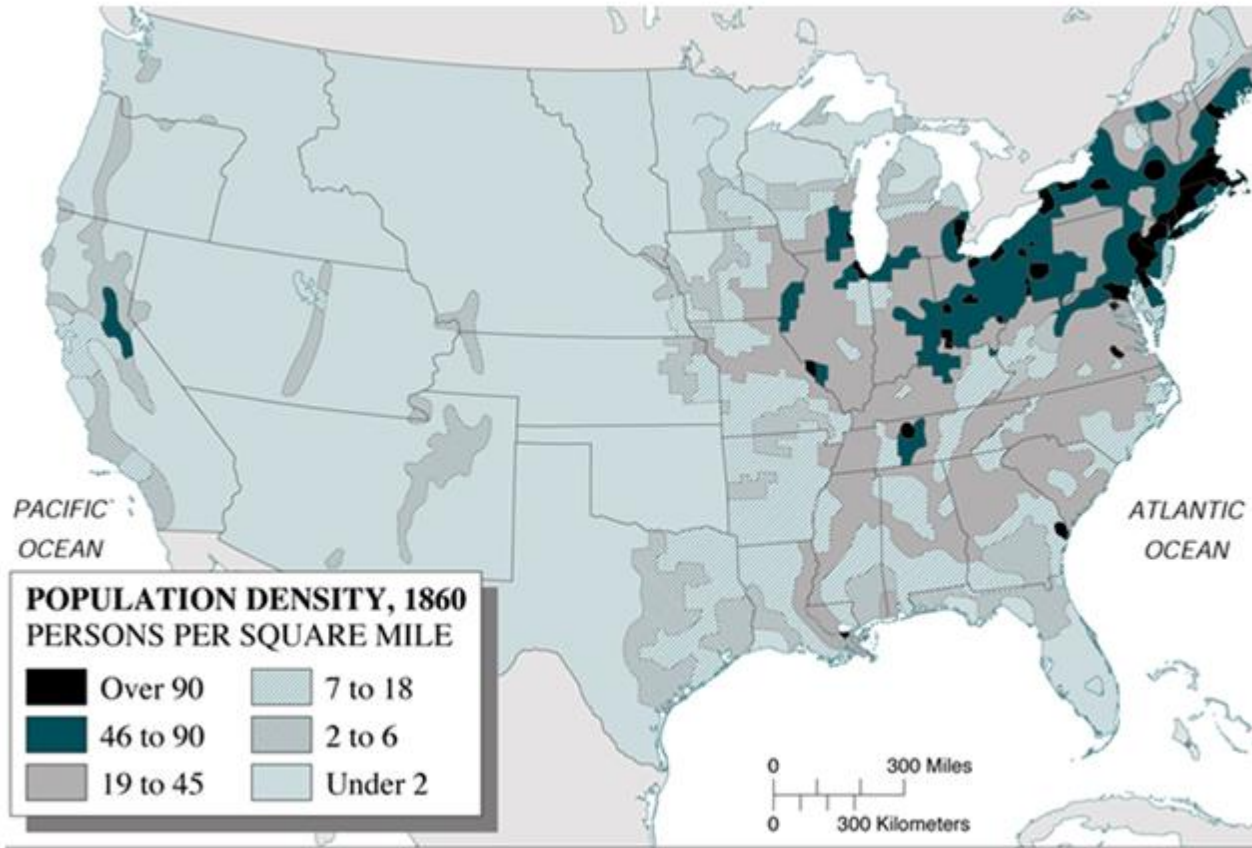
Compare the chart and the map to answer the questions.

UNITED STATES POPULATION, 1790 to 1860



Source: U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*

Source: U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*



Source: <http://facweb.furman.edu/~bensonlloyd/civwar/popden1860.gif>

1. What are the main continuities and/or changes?

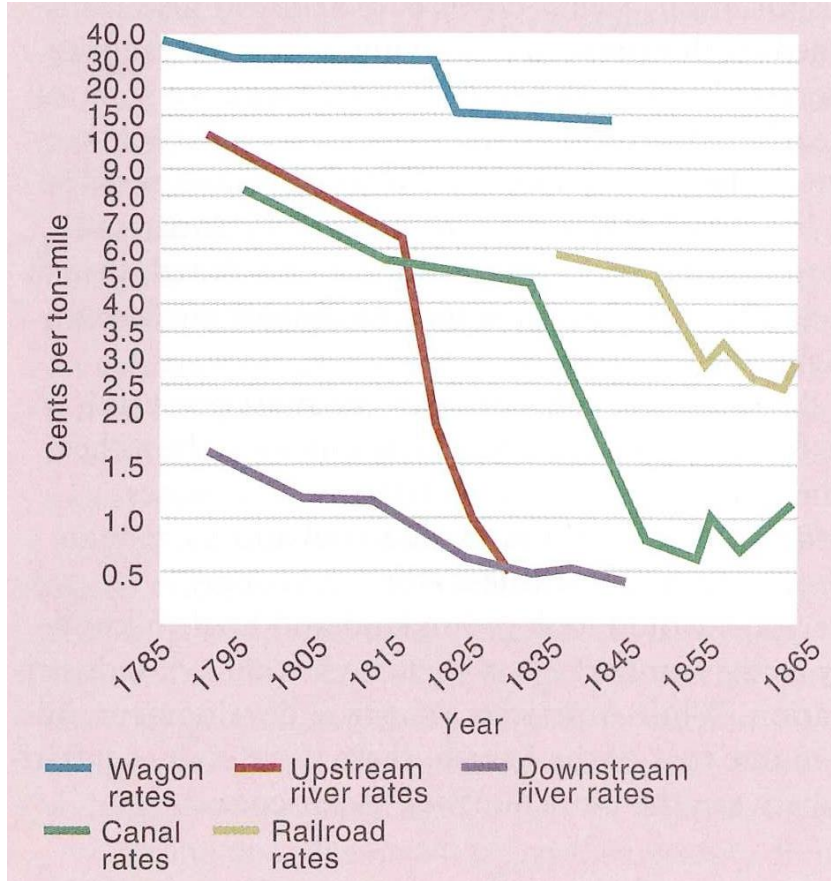
a. Continuity:

b. Change:

c. Inference:

2. What is the significance of the pattern/s you identified in question 1 on production, consumption, and the American labor force?

Document 3: Chart on Inland Freight Rates



Source: Nash et al, *The American People: Creating a Nation and a Society*, Pearson

1. What are the main continuities and/or changes?

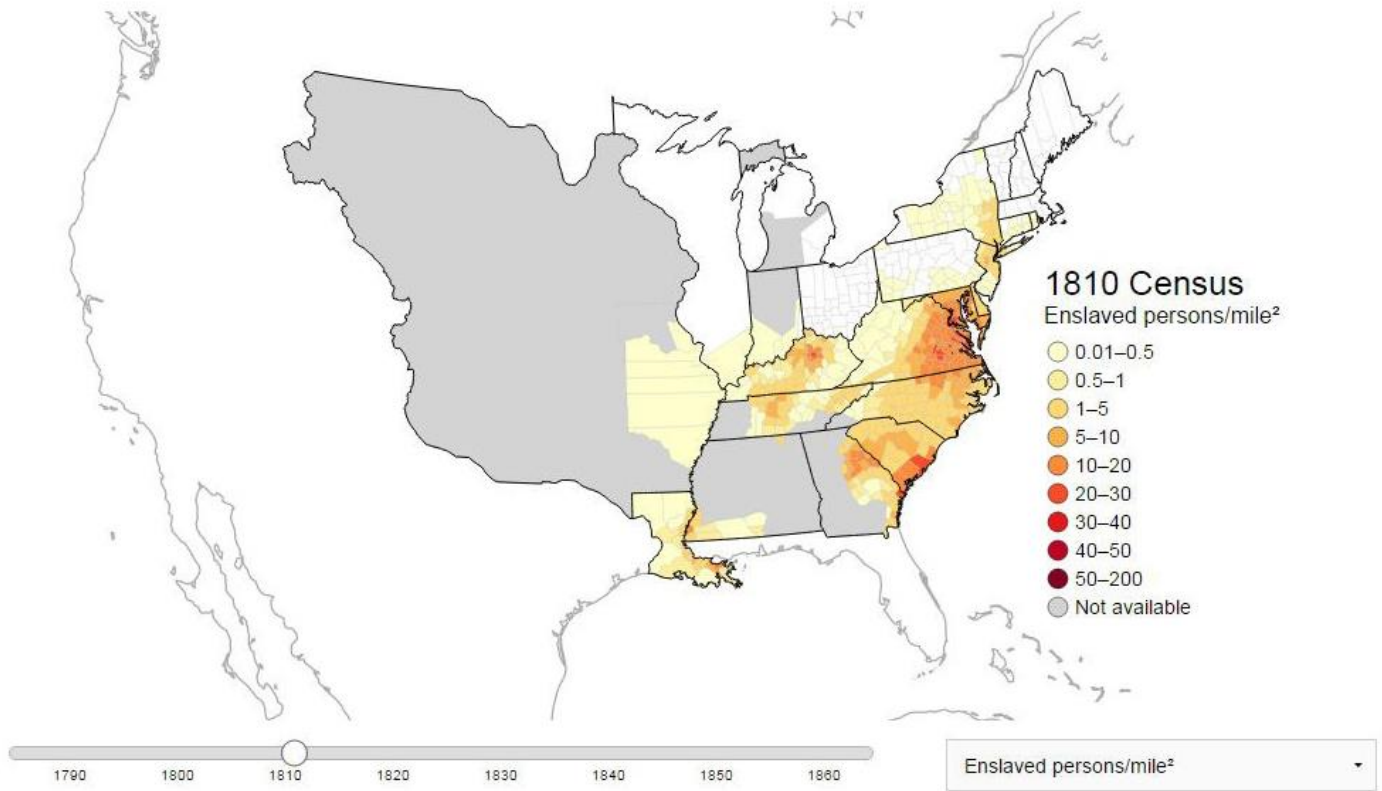
a. Continuity:

b. Change:

c. Inference:

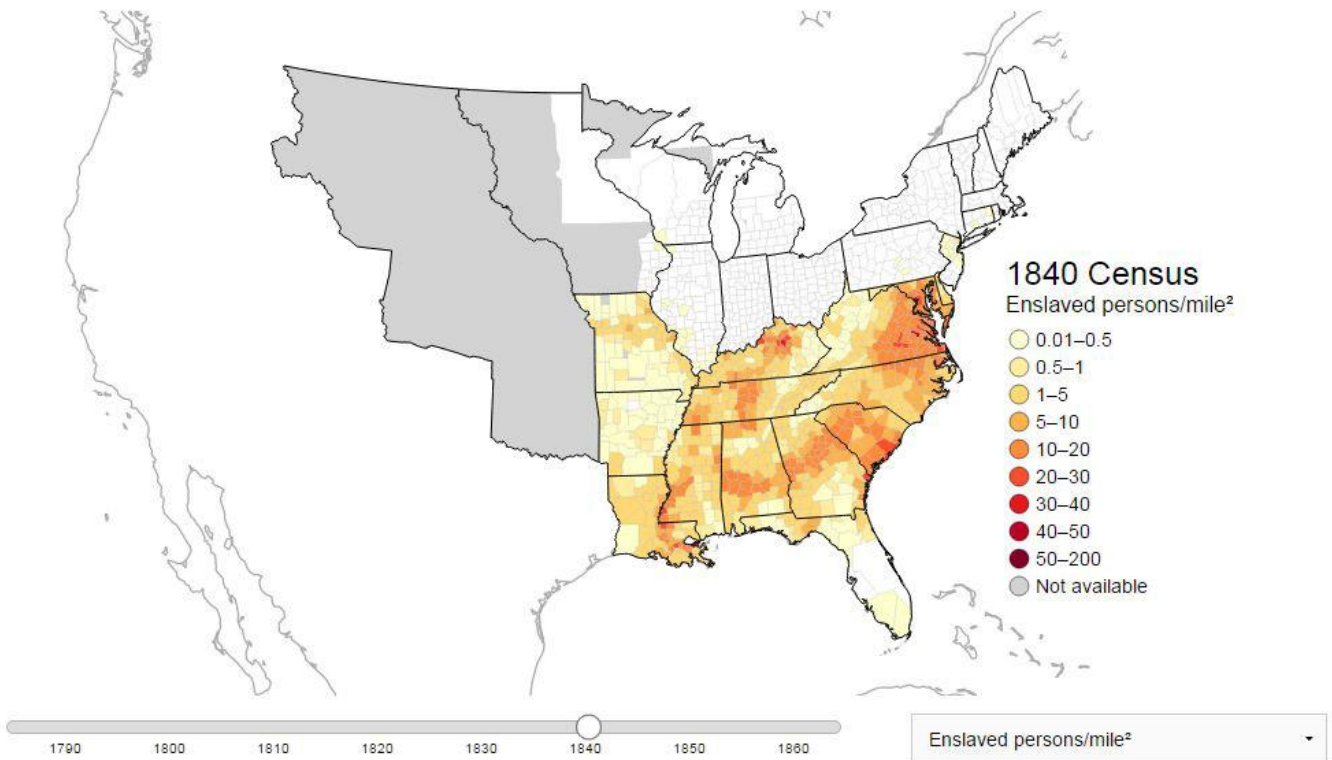
2. What is the significance of the pattern/s you identified on transportation costs?

## The Spread of U.S. Slavery, 1790–1860



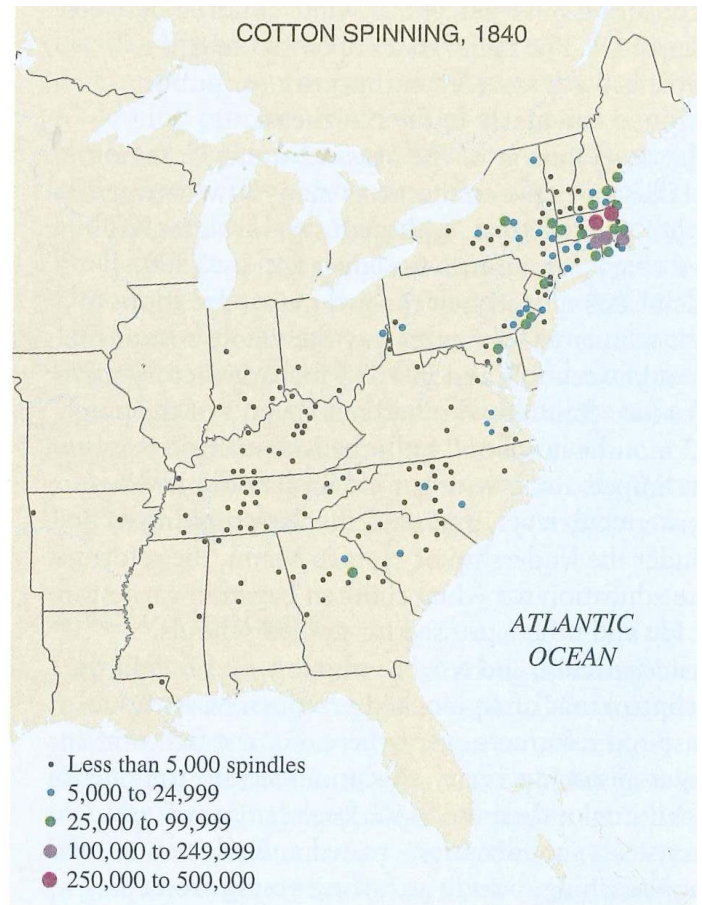
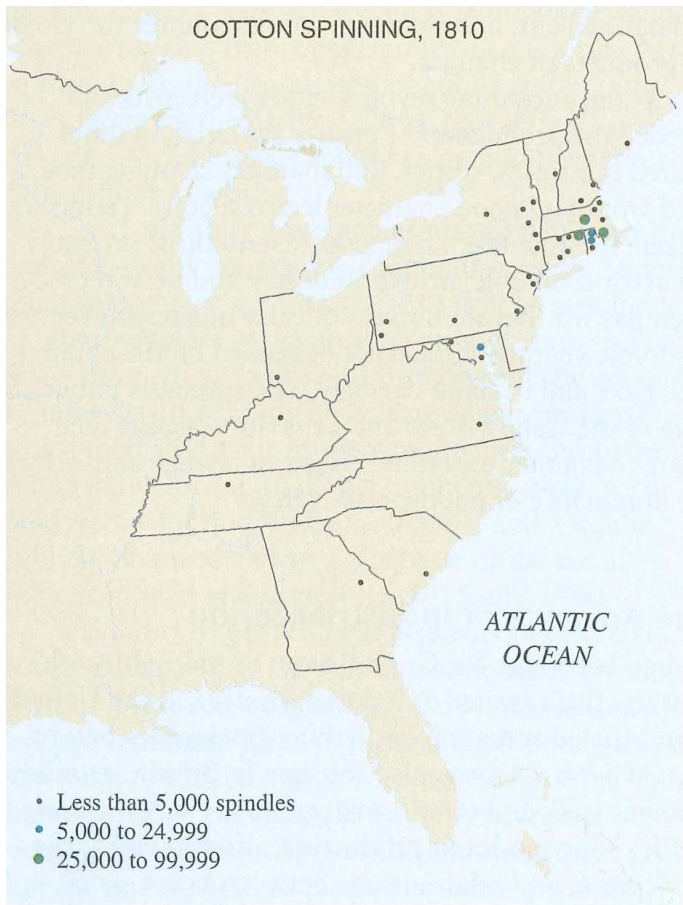
Source: <http://lincolnmullen.com/projects/slavery/>

## The Spread of U.S. Slavery, 1790–1860



Source: <http://lincolnmullen.com/projects/slavery/>





### The Growth of Cotton Textile Manufacturing, 1810–1840

Source: Nash et al, *The American People: Creating a Nation and a Society*, Pearson

1. What are the main continuities and/or changes?

a. Continuity:

b. Change:

c. Inference:

2. What is the significance of the pattern/s you identified on transportation costs?

### Document 5 and 6: Views of Work

Compare the following two documents to identify and explain the significant patterns of continuity and change in the period from 1810 to 1840 that they represent.

#### Document 5: The Shoemaker, 1807



Source: [http://www.claymoorslist.com/2012/02/cizmar-807.html?doing\\_wp\\_cron=1461167620.0059370994567871093750](http://www.claymoorslist.com/2012/02/cizmar-807.html?doing_wp_cron=1461167620.0059370994567871093750)

#### Document 6: Excerpt from The Handbook to Lowell, 1848

##### Factory Rules

REGULATIONS TO BE OBSERVED by all persons employed in the factories of the Hamilton Manufacturing Company. The overseers are to be always in their rooms at the starting of the mill, and not absent unnecessarily during working hours. They are to see that all those employed in their rooms are in their places in due season, and keep a correct account of their time and work. They may grant leave of absence to those employed under them, when they have spare hands to supply their places and not otherwise, except in cases of absolute necessity.

All persons in the employ of the Hamilton Manufacturing Company are to observe the regulations of the room where they are employed. They are not to be absent from their work without the consent of the overseer, except in cases of sickness, and then they are to send him word of the cause of their absence. They are to board in one of the houses of the company and give information at the counting room, where they board, when they begin, or, whenever they change their boarding place; and are to observe the regulations of their boarding house...

##### Boarding House Rules

REGULATIONS FOR THE BOARDING HOUSES of the Hamilton Manufacturing Company. The tenants of the boarding houses are not to board, or permit any part of their houses to be occupied by any person, except those in the employ of the company, without special permission. ...The keepers of the boarding houses must give an account of the number, names and employment of their boarders, when required, and report the names of such as are guilty of any improper conduct, or are not in the regular habit of attending public worship...

JOHN AVERY, Agent.

Source: [http://www.historyteacher.net/AHAP/Readings/FactoryRules\\_1848.htm](http://www.historyteacher.net/AHAP/Readings/FactoryRules_1848.htm)



1. What are the main continuities and/or changes?

a. Continuity:

b. Change:

c. Inference:

2. What is the significance of the pattern/s you identified on transportation costs?

### Individual Timelines and Claims

Based on the work done so far, you now have five minutes to create your own timeline identifying the “Top 3” continuities and changes that impacted the American economy and took place between 1800 and 1848 and write a historically defensible claim.

Continuities:

- 1.
- 2.
- 3.

**1800** ←————→ **1848**

Changes:

- 1.
- 2.
- 3.

Claim: Write a thesis statement in response to the question and cite two pieces of evidence from the timeline you created above that supports your thesis.

Were there more significant economic continuities or changes during 1800 and 1848?

## Check your understanding

- Name two connections you were able to make between the documents analyzed and the content identified in Activity 1 (table and/or timelines)
- Name two reasonable inferences you were able to make while analyzing documents.
- Were you able to correctly identify three continuities and changes in the economic implications of industrialization?
- Were you able to articulate a historically defensible claim about the significance of patterns of economic continuities and changes in the form of a clear and compelling thesis and cite two pieces of evidence that could support it? One way to check if you have successfully made a claim is to see if a person reading your thesis would reasonably think, "I am not convinced this is necessarily true. I need to read the rest of the argument to check this claim." If someone would not reasonably doubt your claim, it is probably not strong enough.

### Activity 3: Apply your understanding

Now that you have identified some of the main economic continuities and changes in the United States during the market revolution, you will have to transfer and apply your understanding to subsequent time periods and see the connections between the effects of industrialization and the emergence of reform movements advocating for economic changes. You will start by identifying the connections between changes in the market economy and advocates for economic changes before the Civil War. For homework, you will have to complete the following chart, which requires you to write a thesis statement and identify four groups and their reasons for being critical and/or supportive of the emerging dominant economic system in the U.S. during the first half of the 19th century. You must also cite specific evidence and make reasonable inferences when completing the chart.

1. Prompt: Explain how economic patterns of continuity and change during industrialization ultimately led to the emergence of reform movements advocating changes to the emerging economic system.
2. Thesis:

Groups	Critical or Supportive of Emerging System	Evidence	Reasons