1. Title
   Building a Steel Town
   Brian Charlton

2. Overview
   By applying an inquiry based model (ask, discuss, discover, create, reflect) to primary resources in the form of a video students will study the founding of the steel town of Donora Pennsylvania to show how a community in the Industrial Revolution in the United States was built.

3. Goal
   The student will be able to identify, define and analyze how a steel town was built.

4. Objectives
   The student will be able to identify the people in the video and their relationship to Donora and each other.

   The student will define and apply words from the vocabulary list.

   The student will watch a 16 minute video and answer and discuss questions on a study guide.

   The students will list the components needed in building a community.

   The student will create a plan for starting their own business in Donora in 1900.

   The student will reflect on investigative questions asked at the beginning of the lesson.

5. Investigative Question
   How would you organize a community?

   Why do you and your family live here?

   How and why were Monessen and Donora built?

6. Time Required
   Five class periods

   42 minutes per period

7. Recommended Grade Range
   9 - 12

8. Subject / Sub-Subject
   History
   Economics
Civics / Government

9. Standards
   History: 8.1.12 A.B.C.; 8.2.12 A.B.; 8.3.12. A; 8.4.12, A.B.
   Economics: 6.1.12, D; 6.2.12, D; 6.3.12 C; 6.4.12,A; 6.4.12, F.
   Civics / Government: 5.1.12, A.B.C.J.; 5.2.12, A; 5.3.12, A, I.

10. Credits
   Brian Charlton
       Nick Roberts

11. Preparation
   Materials used: study guide, vocabulary handout, people handout, video “The Founding of Donora”, essay questions, group activity, individual assignment

12 Resources Used
   Film:
   Sound:
   Bowman, Euday L. 12th Street Rag. Imperial Marimba Band. 1 Sound disc. Edison, 1921. Edison Companies American Memory. Library of Congress. <http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq@field(number+@band(e...>.
   Photographs:

13. Procedure
   Day 1:
   1. Introduction:
      Ask inquiry questions: Discuss ‘Why do you live where you live?’
‘Why did your family come here?’ ‘Do you know when your family came here?’ Does anyone know how any of the towns in the mid Mon Valley got started?’

2. “Today we are going to look at how two communities in the mid Mon Valley were founded. Pay particular attention to what components which go into starting a community because I am going to ask you to later develop a plan for building a town.”


4. Begin to review study guide and components of a community. Students will discover through discussion the components of building a community.

Day 2:
1. Finish reviewing study guide.
2. Discussion of people and vocabulary
3. Introduce group activity: building a town. Students will create a plan for starting a community.
4. Introduce individual assignment. Individual students will create a plan for starting a business in a steel town in 1900.

Day 3:
1. Group activity to develop a community plan.
2. Reflect on vocabulary words and people.

Day 4:
1. Individual project: starting a business
2. Engage students in business model discussion

Day 5:
1. Group activity:
   Engage students in a discussion about building a community.

Evaluation:

Evaluation will be based on:
1. A completed study guide;
2. A completed vocabulary and people list;

3. Group activity: Detail of community organization. (i.e.) services, infrastructure, industries, business, education, government; and,

4. Individual assignment: Detail of business model. Loan/capital, location, salary, taxes, type of business, supplier, insurance, target market, competition, demand, expenses.
Essay Questions
Building a Steel Town

1. Make a list of what you think are the most important: services, infrastructure, industries, businesses etc., to build a town in 1900.

   How would you organize a community?

2. Why does your family live here?

   What brought them here?

3. You have moved to Donora to open a business in 1900.

   What would you do?

   Where would you get capital?

   Where would you locate?

   What type of business would you have?

   Why that business?

   Who would be your patrons?
1. What is the loose translation of the word Monongahela?

2. What were some of the early industries in the Monongahela valley?

3. Why would industrialist wish to move their plants to the Mon-Valley?

4. In what industries had Col. James Schoonmaker made his fortune?

5. What “connections” were made to build the industrial Mid Mon-Valley?

6. How did Schoonmaker benefit from his marriage?

7. Why did Schoonmaker name his company the East Side Land Company?

8. What happened at the “club” the members of East Side had belonged to?

9. How did Monessen get its name?

10. Who owned the first factory in Monessen?

11. Who were the members of the Union Improvement Company?
12. What did William Donner’s company produce?

13. Why did Donner move his factory to Monessen?

14. How many acres of farmland did the Union Improvement Company initially purchase?

   Name one of the farmers.

15. How much money did Union Improvement make at its first lot sale?

16. What was the first factory to come to Donora?

17. How did Donora get its name?

18. What company did Donner replace Union Steel with?

19. In what town did Donner live?

20. Numbers: population 1900 - population 1901 -

   At his peak how many people did the mill in Donora employ?

21. After he sold his holdings in 1929 where did Donner focus his energies?

22. Why did Donner move to Switzerland?
Summary of Results: L.O.C. Primary Source-based Inquiry Model Lesson Plan

Richard Brian Charlton  
Social Studies  
9/14/09 – 9/18/09  
Grade 11

Activity: The founding of an industrial steel community

Video  
Video guide handout  
People identification handout  
“Create a Town” assignment  
“Start Your Own Business” assignment

1. The video “Founding of Donora” was an effective resource for the students to be able to complete the questions in the study guide and to “Identify People”. The video and study guide also provided a foundation from which the students could resource to build their own community and business.

2. Overall the students needed more of an instruction to the available resources and opportunity present in the early days of the Industrial Age in the United States in which to make the decisions necessary to create an industrial community. I think I will allow students to choose between creating a community or creating a business within an industrial community. To attempt to complete both assignments within the time frame does not allow students the opportunity to thoroughly examine each subject.

3. I was unable to recognize or identify any learning taking place that I did not anticipate.
4. I would like to improve the students’ interaction with the primary resource i.e. information and photographs. The exercise in gathering information is more passive than I would like. Next time I will put more photos and written material resources in the students’ hands.

5. The primary resource experience has reinforced my belief that the study of history in particular needs to be more active and interactive. The other point that becomes increasingly clear is that a “bottom-up” approach to history is more connective and interesting for students. By building upon a foundation of local history the students seem to be able to want and desire to make the connections to national and world history events more readily.

6. Quantifiable Results:
   a. 98% of students complete the video guide
   b. 100% of students identified the “people”
   c. 33% of groups met all the criteria in the rubric for creating a town or business

7. 84% of students expressed positive feedback about the lesson. Students appreciated and saw value in studying local history and then connecting to a broader picture. Most students through their families lived in the area for several generations, never knew why they lived in the Mon-valley or how the area grew and became populated.