

Classroom Connections No.3: Technophobia



Lesson set for BackStory episode #0269, "[Man vs. The Machine: Technophobia and American History](#)." Image Credit: Original Film Title: METROPOLIS. English Title: METROPOLIS. Film Director: FRITZ LANG. Year: 1927. Credit: U.F.A / Album. Source: Album / Alamy Stock Photo

Inquiry Design Model (IDM) Blueprint™

Compelling Question	How do people react to rapid technological economic change?		
Standards and Practices	<p>AP US Thematic Standards: WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. WXT-3.0 Analyze how technological innovation has affected economic development and society.</p> <p>AP US Content Standards (Period 4): Key Concept 4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</p> <p>C3 Framework: D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>		
Staging the Question	The Market Revolution marked a time of economic expansion and change in the United States following the War of 1812. Industrialization, specialization, transportation, and communication all changed drastically and mobilized a change from an agrarian to capitalist economy, especially in the Northeast. For the first of many times in American history these rapid changes caused tension between the rapidly industrializing north and the largely agrarian south. This lesson treatment will help students understand the major changes and developments of the Market Revolution and work through issues of technophobia experienced in the early 19 th century and help them answer the broader question, “How do people react to rapid technological economic change?”		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What were the major developments and changes of the Market Revolution?	In what ways did technophobia and cultural tension manifest during the Market Revolution and beyond?	What was the impact of the market revolution on minority groups?	

Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>In pairs students will create a top 10 list of the most important inventions, developments, and changes of the market revolution. They will share their top picks with the class. Students' lists should include a definition, justification, and description for each item they rank. Students should be prepared to share their top three choices with the class.</p>	<p>Students will listen to the episode of <i>Backstory</i> entitled <i>Man vs. The Machine: Technophobia and American Society</i> and consider the ways the expansion of the railroad caused fear during the early 19th century.</p>	<p>Students will analyze the attached primary sources to determine impacts to the Market Revolution. Each source should be analyzed for historical context, intended audience, point-of-view, and purpose.</p>
Featured Sources	Featured Sources	Featured Sources
<p>https://courses.lumenlearning.com/boundless-ushistory/chapter/the-market-revolution/</p> <p>http://www.americanyawp.com/text/08-the-market-revolution/</p> <p>http://sites.austincc.edu/caddis/market-revolutions/</p> <p>Any relevant textbooks and classroom materials</p>	<p><i>Man vs. The Machine:</i> https://www.backstoryradio.org/shows/man-vs-the-machine</p> <p>Notes on Charles Sellers' <i>The Market Revolution:</i> http://www.mtholyoke.edu/~sgabriel/Sellers_notes.htm</p>	<p>Alexis de Tocqueville: How the Americans Understand the Equality of the Sexes: http://xroads.virginia.edu/~HYPER/DET/OC/ch3_12.htm</p> <p>Lowell Mill Girls and The Factory System: https://www.gilderlehrman.org/content/lowell-mill-girls-and-factory-system-1840</p> <p>Abolitionist Sheet Music Cover Page: http://www.americanyawp.com/reader/abolitionist-sheet-music-cover-page/</p> <p>Eli Whitney's Patent for the Cotton Gin: https://www.archives.gov/education/lessons/cotton-gin-patent</p> <p>Jackson's Message to Congress 'On Indian Removal': https://courses.lumenlearning.com/ushistory10s/chapter/primary-source-speech-to-congress-on-indian-removal-1830/</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Students should write, using specific historical evidence, their response to the following question, "How did American's respond to the rapid changes of the Market Revolution? What changed and what stayed the same?"</p>
	<p>Extension</p>	<p>What other times in history did rapid change impact American culture and outlook?</p>
<p>Taking Informed Action</p>	<p>Is there a technological change today that people "fear" or misunderstand? What are the important positive components of this technology? How can it improve society? What might we do to change the perception of this technology?</p>	