Lesson Title: “Monopolies: More than just a game.”
Lesson Author: Elizabeth Haberland & Kevin Bartell
Key Curriculum Words: monopoly, captain of industry, shareholder, national market
Grade Level: 7th grade
Time Allotted: 50 min.

Purpose/Rational:
The purpose of this lesson plan is to introduce students to the economic concept of monopolies, explain reasons why the rise of big business occurred, and identify the important people and businesses involved. Economics can be a tough theory to teach and this lesson is intended to make it fun and interesting for students.

Key Concepts/Definitions:
• **Monopoly**: exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices.
• **Dividend**: a sum of money paid to shareholders of a corporation out of earnings.
• **Shareholder**: a holder or owner of shares, esp. in a company or corporation.
• **Captain of Industry**: the head of a large business firm.
• **National Market**: a region in which goods and services are bought, sold, or used.
• **John D. Rockefeller**: United States industrialist who made a fortune in the oil business and gave half of it away (1839-1937)
• **Andrew Carnegie**: 1835–1919, U.S. steel manufacturer and philanthropist, born in Scotland.

Background Paragraph:
This lesson is designed to fit into an Emerging Modern American unit. Students are learning about how American is changing and the rise of big business and monopolies is a key transformation at the end of the 20th century. It would be taught near the beginning of the unit after an introductory lecture. This lesson gives basic information about the rise of big business and the economic factors that led creation on monopolies. Students will continue to relate the information learned this lesson to future class periods.

Virginia SOL:
**USII.3d**: The student will demonstrate knowledge of how life changed after the Civil War by explaining the rise of big business.
NCSS Themes Associated with the Lesson

- VII: Production, Distribution, and Consumption
  This lesson fits into the NCSS standard VII because it discusses and relates economic distribution to a historical time period. During this era in US history, American began to move away from an agrarian society and into an industrialized nation. Students will recognize the driving forces behind this shift and link it to the economic theories that support capitalism. These theories include: supply/demand, free markets, lack of government control in business, and important role of individuals and corporations.

Enduring Lessons and Understanding

- In a capitalist society, when is it ok for the government to regulate business?
- Did new technology provide for the better good of all Americans?
- Why did only a few people become extremely wealthy?
- Can an individual be forgiven for misdoings if they give away a lot of money?

Facts/Concepts Students Should Learn in this Lesson:

- Students will learn about the new inventions and technology (electricity and telephone) led to the development of industrial cities.
- Students will learn the reasons why big business grew and the factors that made it so successful.
- Students will be learn who the captains of industry were (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile)
- Students will learn about the factors resulting in the growth of industry
- Students will learn how monopolies developed and problems they created.

Skills Students Should Learn in this Lesson:

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)
- Make connections between past and present. (USII.1b)
- Sequence events in United States history. (USII.1c)
- Interpret ideas and events from different historical perspectives. (USII.1d)
- Evaluate and debate issues orally and in writing (USII.1e)

Values/Attitudes Associated With This Lesson:

- Capitalism
- Social Darwinism

Guiding Questions:

- What created the rise in big business?
• What factors caused the growth of industry?
• How did advances in transportation link resources, products, and markets?
• What are some examples of manufacturing areas that were located near centers of population?

Lesson Objectives:
• Students will identify the new inventions and technology that led to the development of the big business and industry
• Students will discuss the reasons why big business grew.
• Students will classify and name the captains of industry and the business associated with them.
• Students will detail how monopolies developed and the problems that resulted.
• Students will recognize the relationship between money, business, and power.
• Students will classify the important industrial cities.

Materials/Resources:
• Just Do It writing prompt
• Graphic Organizer worksheet
• Graphic Organizer notes
• Monopoly Role Pay Supplies
  o Role Play Cards
  o Fake Money
• Political cartoon worksheet

Procedures/Process/Activities Used to Teach the Lesson:
• Focus (10 min.)
  o Just Do It
    ▪ Students will study a list of the largest American Companies in 2006
    ▪ In their notebook, students will answer several questions about the information in the graph.
  o Lecture Notes (20 min.)
    o Lecture
      ▪ Through a teacher led lecture about the rise of big business and monopolies, students will listen and fill in a graphic organizer.
• Lesson Activity (15 min.)
  o Monopoly Role Play
    ▪ The teacher will lead a role play skit
    ▪ Student volunteers will act out different roles in a monopoly and demonstrate how monopolies get their power.
    ▪ See specific instructions below.
• Lesson Closure (5 min.)
  o Analyze a political cartoon as a class
Students will be given a worksheet the shows a political cartoon about big business and asks several questions.

Using the information learned during the lesson, students will analyze the political cartoon and answer the questions.

Students will finish the worksheet for homework and turn in the following class period.

**Thoughts about Differentiation/Diverse Learners:**

- **Curriculum**
  - No changes will be made.

- **Instruction**
  - Linguistic intelligence: students will be asked to both speak and write about the topics of the lesson.
  - Logical-mathematical intelligence: students will be given opportunities to examine the cause and effect of the changing economic situation.
  - Visual-spatial intelligence: Using a graphic organizer, students will be able to fill in information and act out a role in the lesson activity.
  - Interpersonal intelligence: the class will have the opportunity to talk about topics at several different points in the lesson.

- **Assessment**
  - When grading the political cartoon worksheets, a different scale will be used to grade answers based on the student’s ability.

**Informal Assessment Strategies**

- Constant questioning
  - Special focus will be made on students who do not raise their hands.

- Observation of students’ notes
  - Checking for correct information.

**Formal Assessment Strategies**

- Students will turn their political cartoon worksheet for a homework grade.
- The lesson objectives will also be formally assessed on an end of unit test.
Top 10 Largest American Companies

<table>
<thead>
<tr>
<th></th>
<th>Company</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wal-Mart</td>
<td>Retailing</td>
</tr>
<tr>
<td>2</td>
<td>Exxon-Mobil</td>
<td>Oil &amp; Gas Operations</td>
</tr>
<tr>
<td>3</td>
<td>General Motors</td>
<td>Automobile</td>
</tr>
<tr>
<td>4</td>
<td>Chevron</td>
<td>Oil &amp; Gas Operations</td>
</tr>
<tr>
<td>5</td>
<td>Ford Motor Co.</td>
<td>Automobile</td>
</tr>
<tr>
<td>6</td>
<td>ConocoPhillips</td>
<td>Oil &amp; Gas Operations</td>
</tr>
<tr>
<td>7</td>
<td>General Electric</td>
<td>Conglomerates</td>
</tr>
<tr>
<td>8</td>
<td>Citigroup</td>
<td>Banking</td>
</tr>
<tr>
<td>9</td>
<td>AIG</td>
<td>Insurance</td>
</tr>
<tr>
<td>10</td>
<td>IBM</td>
<td>Software &amp; Services</td>
</tr>
</tbody>
</table>

Questions

1. What are the three largest American companies?
2. Which industry is the represented the most on the top 10 list?
3. Why is Wal-Mart the largest American company when it sells everything cheaper?
4. Which companies do you think are on the rise? On the fall?
Why did Big Business Grow?

The Growth of Industry

Reasons Why Big Business Grew

Industrial Cities

Key Terms

Important People
Why did Big Business Grow?

Reasons Why Big Business Grew

- Availability of work force
- National markets created by transportation
- Lower-cost production
- Inventions
- Advertising
- Financial resources
- Access to raw materials and energy

Key Terms

- **Monopoly**: exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices.
- **Dividend**: a sum of money paid to shareholders of a corporation out of earnings.
- **Shareholder**: a holder or owner of shares, esp. in a company or corporation.
- **Captain of Industry**: the head of a large business firm.

The Growth of Industry

Industrial Cities

- Pittsburg → Steel
- Detroit → Automobile
- Chicago → Meat packing
- New England → Textile

Important People

- John D. Rockefeller
  - Standard Oil
- Andrew Carnegie
  - Steel
- Henry Ford
  - Automobile
- Cornelius Vanderbilt
  - Railroad
Monopoly Role Play

Roles:
- **Five business owners**: The role of the business owner is to make money. You want to get rid of the competition and make your company the most powerful in the business. You have no money so you need to get investors to invest in your company. You will sell stock; however you must pay dividends on any profit you make.
- **Three Investors**: The role of the investor is to make money. You have some money and you want to invest in a new company. By going through a stock broker. You will buy stock in a company and if it makes money, you will make money.
- **Stock Broker**: The role of the stock broker is to play the middle man. You will sell company stock and collect money. Do not forget to take your commission.
- **Government agent**: The role of the government agent is to regulate business and make sure everyone is playing by the rules (but there are no rules). You also need to collect taxes
- **Banker**: Controls the money.

Supplies:
- Cards with title and instructions
- Fake money

Instructions:
1. The teacher will ask for 10 volunteers and assign roles.
2. Students will read their roles and ask any questions privately.
3. The teacher will lead the roll play by promoting students to actively engage with each other and perform their roles.
4. The purpose of this activity is make one business into a monopoly and get rid of the others.
Growth of Industry Worksheet

Directions: Analyze the political cartoon and answer the following questions:

1. What company does the octopus represent?

2. What objects is the octopus grabbing and controlling?

3. According to the artist is the octopus a monopoly? Why/why not?

4. Do you think the artist likes monopolies? Why/why not?

Bonus: What other industries were dominated by monopolies at the beginning of the 1900s?