

Using Your Teacher Edition

Product Objectives

- Trace significant events in American history to form a chronological overview.
- Apply social studies literacy skills to the study of historical events.
- Analyze primary and secondary sources based on speaker, occasion, audience, purpose, and subject.
- Assess the impact of America's foreign relationships on its history.
- Evaluate significant cultural shifts throughout American history.
- Apply the biblical worldview themes of freedom, individuality, equality, growth, and religion to the study of American history.

New to This Edition

If you have used previous editions of BJU Press's *Heritage Studies 5*, you may notice some changes made in the fifth edition. *Heritage Studies 5: History of America Student Edition* is divided into eighteen chapters. Some chapters from the previous edition were revised and combined in order to add a final chapter containing events from 2016 through November 2024. Biographies of significant Americans and presidents are now featured as Biography boxes or Presidential Biography boxes. Additional features in this edition include Skill Review, New Skill, A Closer Look, How It Was, People Making a Difference, Did You Know?, and Fun Facts. Enrichment activity suggestions previously found in the Student Edition have been moved to the Teacher Edition. The Physical World Map, US Regions Map, Gazetteer, and Biographical Dictionary have been removed from the Resource Treasury and replaced with Presidents of the United States, Primary Sources, and States of the Union.

Activity pages in the *Heritage Studies 5: History of America Activities* book have been more carefully aligned with lesson objectives. Digging into History activities using the SOAPStone method to analyze primary and secondary sources are included within each chapter's Activities pages. eActivities are autogradable where possible.



Read pages 2–7

Reading Check Questions

Pages

What are two ways people could have first come to North America? **walked across the Bering Land Bridge (Beringia); sailed across the oceans**

5

What is culture? **the way people express the creativity God has given them; includes beliefs, customs, and creative arts**

6

What are the two commands of the Creation Mandate? **to fill the earth and rule over it**

6

Objectives *The student will...*

- Explain how the first people came to North America.
- Analyze how the first people in North America lived out the Creation Mandate. **BWS**
- Locate different Native American cultural groups on a map.

Biblical Worldview Shaping

- Freedom: Though people must obey God's commands, He often grants flexibility in how such obedience is accomplished.

Resources

Homeschool Hub

- Instructional Aid 1.1: *World Map*
- Video: "How People Came to North America"

Teacher Edition & Homeschool Hub

- Current Events Template: History Happened!

Preparation

- Prepare a set of cards for matching each of the five themes on Student Edition page 3 to its definition.

Assignment

Option 1

- Activities pages 1–2

Option 2

- Activities pages 1–2
 Instructional Aid 1.1

Student Edition



Activities



Instructional Aid



New to the Teacher Edition Companion?

If you haven't used this resource before, you may want to check out the opening pages (iv–vi) for a brief explanation of what's included.

Log in to your HomeschoolHub account for resources listed as available on Homeschool Hub. Courses > Heritage Studies 5 > Course Resources > Online Resources

Current Events: History Happened!

Consider assigning one current events activity at the beginning of each chapter. See the History Happened! pages in the back of the Teacher Edition for more information. The current events template appears in the back of the Teacher Edition and as an editable document on Homeschool Hub.

Lesson Plan Overview

Chapter 9: The Gilded Age

IA: Instructional Aid PPT pres.: PowerPoint presentation

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 81 An Age of Glitter			
260–64	81.1 Explain why the late 1800s in America was called the Gilded Age.	Activities <ul style="list-style-type: none">• An Age of Glitter (pp. 225–26) BJU Press Trove* <ul style="list-style-type: none">• Link: The Gilded Age• PPT pres.: Lesson 081	Student Edition <ul style="list-style-type: none">• Essential Question• Reading Check Questions
	81.2 Analyze the growth of industries during the Gilded Age.		
	81.3 Identify important industry leaders of the Gilded Age.		
	81.4 Analyze corporations as a new way of doing business during the Gilded Age.		
Lessons 82–83 New Inventions			
265–68	82–83.1 Identify inventors of the Gilded Age.	Activities <ul style="list-style-type: none">• New Inventions (pp. 227–28)• Quiz 9-A Review (p. 229) BJU Press Trove <ul style="list-style-type: none">• PPT pres.: Lessons 082–083 Materials <ul style="list-style-type: none">• Question and answer cards for review activity	Student Edition <ul style="list-style-type: none">• Essential Question• Reading Check Questions Assessments <ul style="list-style-type: none">• Quiz 9-A
	82–83.2 Analyze how changes in communication and technology impacted people's lives.		
	82–83.3 Propose biblical guidelines for the use of new technology and inventions. BWS Freedom (formulate)		
Lesson 84 Wealth and Work			
269–74	84.1 Describe capitalism during the Gilded Age.	Activities <ul style="list-style-type: none">• Wealth and Work (pp. 231–32) BJU Press Trove <ul style="list-style-type: none">• PPT pres.: Lesson 084	Student Edition <ul style="list-style-type: none">• Essential Question• Reading Check Questions
	84.2 Evaluate the problems resulting from Social Darwinism. BWS Equality (evaluate)		
	84.3 Explain how the US government and American workers responded to problems of Social Darwinism.		
	84.4 Formulate a biblical response to Social Darwinism. BWS Equality (formulate)		
	84.5 Analyze how wealthy people handled their fortunes during the Gilded Age.		

*Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 88 Religion in the Gilded Age			
289–91	88.1 Analyze the attacks on the Bible during the Gilded Age.	Activities • Religion in the Gilded Age (pp. 243–44) BJU Press Trove • PPT pres.: Lesson 088 Materials • Sticky notes (one per student)	Student Edition • Essential Question • Reading Check Questions
	88.2 Explain how B. B. Warfield defended the Bible.		
	88.3 Evaluate the Social Gospel movement. BWS Religion (evaluate)		
	88.4 Identify some of the people God used to meet the spiritual needs of Americans during the Gilded Age.		
Lesson 89 Chapter 9 Review			
	89.1 Recall concepts and terms from Chapter 9.	Activities • Chapter 9 Review (pp. 245–50) Materials • List of questions from Chapter 9 • Answer sheets (one per student)	
Lesson 90 Chapter 9 Test			
	90.1 Demonstrate knowledge of concepts from Chapter 9 by taking the test.		Assessments • Chapter 9 Test BJU Press Trove • Chapter 9 test bank

CHAPTER 9

What new problems did growth and prosperity bring to America during the Gilded Age?

Chapter Objectives

- 9.1 Describe industrial growth during the Gilded Age.
- 9.2 Analyze the growth of cities during the Gilded Age.
- 9.3 Analyze the entertainment and the arts of the Gilded Age.
- 9.4 Evaluate shifts in religion during the Gilded Age.
- 9.5 Analyze sources related to the Gilded Age.



What industries grew during the Gilded Age?

Objectives

- 81.1 Explain why the late 1800s in America was called the Gilded Age.
- 81.2 Analyze the growth of industries during the Gilded Age.
- 81.3 Identify important industry leaders of the Gilded Age.
- 81.4 Analyze corporations as a new way of doing business during the Gilded Age.

Digital Resource

- Link: The Gilded Age

Current Events Activity

See the back of this book for the suggested current events activity and template.

9

Year	Event
1869	Train air brakes patented by George Westinghouse
1870	Standard Oil Company founded
1874	Woman's Christian Temperance Union founded
1875	Andrew Carnegie's first steel plant opened
1876	Telephone patented by Alexander Graham Bell



The Gilded Age

? What new problems did growth and prosperity bring to America during the Gilded Age?

With the Civil War and Reconstruction behind them, Americans enjoyed a period of freedom from war. In the late 1800s, prosperity increased in the United States. New cities were thriving. In some parts of America, the landscape was changing. Instead of long, unbroken views of trees and fields, tall buildings could now be seen on the horizon. Immigrants steadily increased the population. More people in America meant more work could be done. Inventors and businessmen were developing new ways to work faster. And some Americans were growing wealthier than ever before.

The late 1800s in the United States is often called the Gilded Age. Something that is **gilded** has a thin covering that looks like gold, but it is not real gold. Although this period was a prosperous time, it presented Americans with new problems. On the surface, life in America seemed to glitter like gold. But beneath the surface, not everything was golden.



Year	Event
1880	Incandescent light bulb patented by Thomas Edison
1880	American branch of the Salvation Army opened
1881	American Red Cross founded
1883	Brooklyn Bridge completed
1889	"The Gospel of Wealth" published
1889	Johnstown Flood
1889	Hull-House opened

What are two important businesses that began during the Gilded Age? the Standard Oil Company and Andrew Carnegie's steel plant

What event happened in New York in 1883? The Brooklyn Bridge was completed.

What group was founded for women in 1874? the Woman's Christian Temperance Union

What was the name of the essay written in 1889? "The Gospel of Wealth"

INSTRUCT

The Gilded Age

After reading page 261, use **buzzwords** to help students describe the Gilded Age. Allow the students to use a shared digital whiteboard, such as Miro or Padlet, to post buzzwords describing the Gilded Age.

Guide a **turn and talk** to allow students to explain why the late 1800s in America was called the Gilded Age. Ask the students to turn and talk to answer the following question:

Why were the late 1800s in America called the Gilded Age? This period was prosperous, but it presented Americans with new problems. On the surface, life in America seemed to glitter like gold. But beneath the surface, not everything was golden.

ENGAGE

Introduction

Guide a **visual analysis** of the opening spread to generate interest in the Gilded Age.

What is the name of this chapter? "The Gilded Age"

What do you see in the photo? a mansion

Explain that the photo shows the Vanderbilt Mansion. It reflects the wealth that elite Americans had during the Gilded Age.

Use the link "The Gilded Age" to introduce the students to an era of prosperity in America.

Guide a **timeline analysis** to familiarize the students with events during the Gilded Age.

What inventions do you see on the timeline? train air brakes patented by George Westinghouse, the telephone patented by Alexander Graham Bell, and the incandescent light bulb patented by Thomas Edison

Why do you think the founding of the American Red Cross is important? The Red Cross helps people during times of crisis or natural disasters.

When was the American branch of the Salvation Army founded? 1880

What natural disaster occurred in the 1880s? the Johnstown Flood

The Growth of Industry

Guide a **discussion** to help students describe the Gilded Age and analyze the growth of industries during the Gilded Age.

What was the Gilded Age like in regard to business? It was a time of growth and success in American business.

How did most Americans make their living before the Civil War? by farming, operating small businesses, or practicing trades

What developments changed the way many Americans worked after the war? More factories opened. New machines could do much of the farm work that people had done before.

How did people respond to these changes? Many people moved from farms to cities to find new work in large industries.

Carnegie and the Steel Industry

After reading page 262, use **peer questioning** to help students identify an important industry leader and analyze the growth of a major industry during the Gilded Age. Place the students in pairs. Ask the students to work together to write questions about Andrew Carnegie and the growth of the steel industry. Instruct the students to take turns asking and answering questions with students in another pair. Invite a pair to share their questions and responses with the class. Ensure the following concepts are covered:

- An English inventor found an inexpensive way to produce steel from iron.
- The railroad and construction industries needed large amounts of steel.
- America's large amounts of iron ore allowed the steel industry to prosper in the United States.
- Andrew Carnegie came from a poor immigrant family and worked hard until he became a manager at the Pennsylvania Railroad.
- Carnegie opened his first steel plant in Pittsburgh, Pennsylvania.
- Carnegie became the leading steel producer in the world, and his success made him a billionaire.

An Age of Glitter

? What industries grew during the Gilded Age?

The Growth of Industry

The Gilded Age was an era of growth and success in American business. From the colonial period onward, Americans had made their living mainly from farming, operating small businesses, and practicing trades. Before the Civil War, factories were limited, and most were in the North. But after the war, more factories opened, and cities grew up around them.

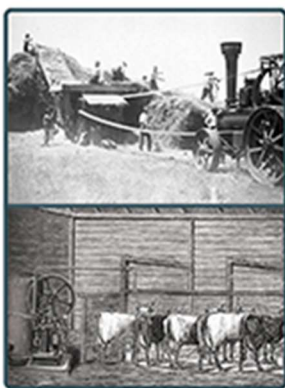
America still had farms, but these farms did not need as many workers. New machines could do much of the work that people had done before. Many people moved from farms to cities to find new work in large industries.

Carnegie and the Steel Industry

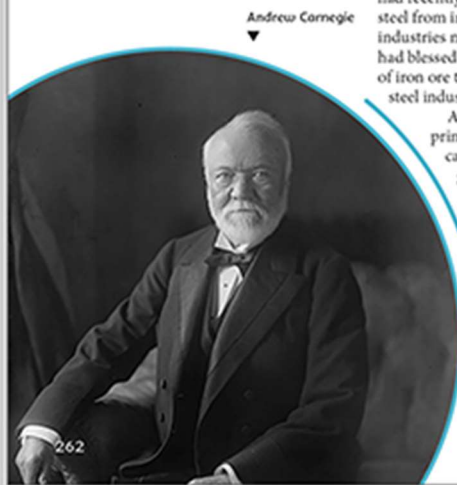
The steel industry was one of the most important industries of this era. An English inventor had recently found an inexpensive way to produce steel from iron. The railroad and construction industries needed large amounts of steel. God had blessed the United States with an abundance of iron ore to meet these needs. This allowed the steel industry to prosper in the United States.

Andrew Carnegie became America's primary steel manufacturer. Carnegie came from a poor family that immigrated from Scotland. He worked hard at various jobs until he rose to a management position at the Pennsylvania Railroad. After the Civil War, he invested in the steel industry. He opened his first steel plant near Pittsburgh, Pennsylvania, in 1875. Carnegie soon became the leading steel producer in the world. His success eventually made him a millionaire.

Steam-powered threshing machine



Hydraulic milking machine



Andrew Carnegie

Rockefeller and the Oil Industry

Oil production was also an important industry during the Gilded Age. Before the Civil War, people had used whale oil to light lamps and keep machines running smoothly. But crude oil, drilled from underground, was quickly replacing whale oil. Crude oil could be refined and used for many different purposes. One of the most popular uses was making kerosene for lamps.

How did the oil industry change around the time of the Civil War?

John D. Rockefeller was the nation's leader in the oil industry. He built an oil refinery in Cleveland in 1863. Rockefeller and a few associates started the Standard Oil Company. He was able to lower the price of kerosene. Other oil companies could no longer compete with his. Standard Oil bought out other refineries until it controlled nearly all the oil production in the United States. The company employed thousands of workers. It made a fortune for the Rockefeller family.



▲ Standard Oil Company

The Railroad Industry

Along with the rise of the steel and oil industries came the expanding of America's railroads. As Americans manufactured more products, they needed more railroads to transport these goods around the country. More people were traveling west to settle and farm or find jobs. More railroads were needed to transport these people. The first transcontinental railroad was completed in 1869. By 1900 most of the nation's railroad lines were completed. Five transcontinental railroads stretched from the East Coast to the West Coast.

▼ Celebrating the completion of the first transcontinental railroad



Reading Check Answer: Crude oil replaced whale oil.

Rockefeller and the Oil Industry

After reading the top of page 263, continue using **peer questioning** to help students identify an important industry leader and analyze the growth of a major industry during the Gilded Age. Ask the students to work together to write questions about John D. Rockefeller and the growth of the oil industry. Instruct the students to take turns asking and answering questions with students in another pair. Invite a pair to share their questions and responses with the class. Ensure the following concepts are covered:

- Crude oil began to replace whale oil to light lamps and keep machines running.
- John D. Rockefeller built an oil refinery in Cleveland, Ohio.
- He was able to lower the price of kerosene, eliminating competition from other oil companies.
- Standard Oil bought out other refineries until it controlled nearly all US oil production.
- Standard Oil made a fortune for the Rockefeller family.

Reading Check Answer: A corporation is a business owned not by just one person but by many.

The Railroad Industry

After reading the bottom of page 263 and the top page 264, continue using **peer questioning** to help students identify an important industry leader and analyze the growth of a major industry during the Gilded Age. Ask the students to work together to write questions about James J. Hill and the growth of the railroad industry. Instruct the students to take turns asking and answering questions with students in another pair. Invite a pair to share their questions and responses with the class. Ensure that the following concepts are covered:

- More railroads were needed to transport goods and people around the country.
- By 1900 five transcontinental railroads had been completed, connecting the East Coast to the West Coast.
- James J. Hill built the Great Northern Railway without government money.
- Hill allowed immigrants to travel on his railroad for a low price with the condition that they build settlements along the railroad.
- Hill bought other railroad lines and constantly worked to improve his railroads.
- Because of Hill's wise management of the railroads, he was nicknamed the Empire Builder.

Corporations

After reading the bottom of page 264, lead a **response activity** to help students analyze corporations as a new way of doing business during the Gilded Age. Explain that you will read a term. Then the students should respond by giving the definition.

corporation: a business that is not owned by one person but by many
stockholders: another term for business owners or investors

trust: one gigantic corporation formed by combining smaller companies so that businessmen can control entire industries

One of these lines, the Great Northern Railway, was the project of James J. Hill. Hill wanted to build a quality railroad while keeping costs down. He built his railroad without using government money. In addition to building a railroad, he helped settle the West. He allowed immigrants to travel west on his railroad for a low price. The only condition was that they must agree to build settlements along his railroad.

Hill bought several other lines over the course of his life. He constantly worked to improve his railroads. Because of his wise management, he was nicknamed the Empire Builder.

The Transcontinental Railroad



Corporations

During the Gilded Age, many owners of large businesses decided to form **corporations**. When a business becomes a corporation, it is owned not by one person but by many. These owners are called investors, or **stockholders**. Becoming a corporation allows a business to raise funds quickly by selling stock. Banks can also invest in corporations.

John D. Rockefeller's Standard Oil Company was a **trust**. A trust combines smaller companies into one gigantic corporation. Businessmen formed trusts in order to control entire industries. Many trusts formed during the Gilded Age.

What is a corporation?



264

ASSESS

Essential Question

What industries grew during the Gilded Age? Possible answers: the steel industry, the oil industry, the railroad industry

Activities pages 225–26

Assign the pages.

New Inventions

? What inventions of the Gilded Age changed people's lives the most?

New inventions were also a key to the progress of American industry. During the Gilded Age, God allowed several important scientific advancements to be made. These advances in technology and communication changed the way Americans lived and worked.

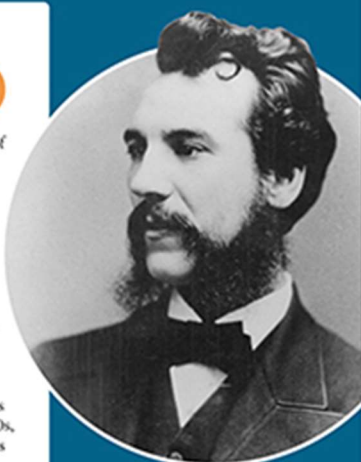
Bell and the Telephone

Electricity was the focus of many experiments in the late 1800s. People had grown in their understanding of electricity throughout the century. But during the Gilded Age, some of the most practical uses for electricity were found.

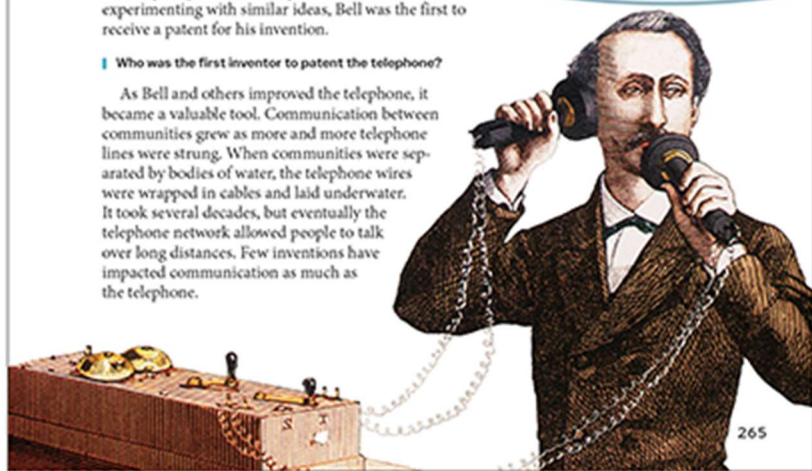
The telegraph was already using electrical signals to send coded messages over a wire. But in the 1870s, Alexander Graham Bell tried using electric currents to transmit spoken messages. As a teacher of deaf children, Bell had researched the ear, the voice, and sound waves. His study led to the development of a working telephone. Although other inventors were experimenting with similar ideas, Bell was the first to receive a patent for his invention.

I Who was the first inventor to patent the telephone?

As Bell and others improved the telephone, it became a valuable tool. Communication between communities grew as more and more telephone lines were strung. When communities were separated by bodies of water, the telephone wires were wrapped in cables and laid underwater. It took several decades, but eventually the telephone network allowed people to talk over long distances. Few inventions have impacted communication as much as the telephone.



Alexander Graham Bell



? What inventions of the Gilded Age changed people's lives the most?

Objectives

- 82–83.1 Identify inventors of the Gilded Age.
- 82–83.2 Analyze how changes in communication and technology impacted people's lives.
- 82–83.3 Propose biblical guidelines for the use of new technology and inventions. **BWS**

Biblical Worldview Shaping

Freedom (formulate): Because new technologies introduce new benefits and dangers, they must be judged with wisdom. (82–83.3)

Printed Resource

- Assessments: Quiz 9-A

Materials

- Question and answer cards for review activity

Reading Check Answer: Alexander Graham Bell

ENGAGE

Review

Guide a **write around** to review important concepts from the previous lesson. Ask the students to write their names at the top of a piece of paper and number their papers 1–15. Tell the students to write one main idea from the previous lesson. Then the students will pass their papers to the left and write a main idea on the next paper. Remind the students that they should write something that is different from what has already been written on the page. Students should rotate papers until all numbers are completed. Ask the students to return the papers to their original owners, who will verify that the statements are correct.

INSTRUCT

Bell and the Telephone

Guide a **Think-Pair-Share** to allow students to identify an inventor of the Gilded Age and analyze how advances in communication and technology impacted people's lives. Display the questions below for the students to discuss. Allow volunteers to share their answers with the class.

Who was the first person to receive a patent for the telephone? **Alexander Graham Bell**

What other developments made the telephone a valuable communication tool? **Telephone wires were strung or wrapped in cables and laid underwater to connect communities.**

How did the development of the telephone and the creation of a large telephone network impact people's lives? **People could talk over long distances.**

Edison and the Electric Light

Continue guiding a **Think-Pair-Share** to allow students to identify an inventor of the Gilded Age and analyze how the electric light bulb impacted people's lives. Display the questions below. Allow volunteers to share their answers with the class.

Who designed a light bulb that was both practical and affordable? Thomas Edison

What did Edison develop that would power electric lights? electrical plants and wiring

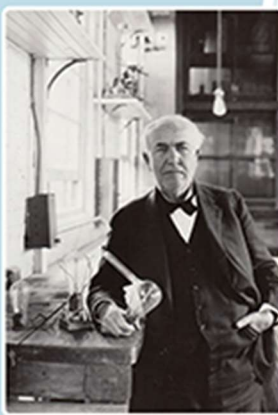
How were people's lives impacted by the advancements Edison made? People spent less on electric lighting than they had on kerosene. People could put lamps in multiple rooms of the home, which allowed family members to spread out around the house at night. Stores and factories could stay open later. People could stay out later to attend parties and events.

What else did Edison invent? the phonograph

What did the phonograph enable people to do? record the human voice and play it back

How It Was

Guide a **reading** of the feature to allow students to see what it may have been like to see an electric light for the very first time.



▲ Thomas Edison in his lab



How It Was

Peter stood next to his father, listening to the low murmur of the crowd around him. The city had just finished installing Mr. Edison's new invention, an electric lighting system. Any moment now, the mayor would flip a switch and . . .

Suddenly the nearby buildings burst into light. A cannon blasted, and all around people gasped and shouted. Then the crowd exploded into deafening applause. A band began to play. "It's like magic!" Peter shouted.

"It's not magic, son," said his father. "It's progress."

Edison and the Electric Light

Thomas Edison was one of several inventors to experiment with an electric light bulb. He was not the first to find a working design. But he was able to design a light bulb that was both practical and affordable. His light bulb lasted longer than others and was cheaper to produce. He also created the system of electrical plants and wiring that would power electric lights.

The light bulb changed the way Americans lived. Electric lighting cost less than kerosene. Before electric lighting, families often gathered around one light source in their homes in the evenings to read or do needlework. Now families could put more lamps in their homes and spread out around the house at night. Factories and stores could stay open in the evenings. People could stay later at dinner parties and evening events. The light bulb may seem like a small invention, but it had an enormous effect on American family life and culture.

In addition to the light bulb, Edison invented the first phonograph in 1877. This device recorded the human voice and played it back. Edison also did some early work with motion pictures.



Other Inventions

Not every invention created as much change as the telephone and electric lighting. But other inventions improved everyday life for Americans during the Gilded Age.

Christopher Sholes is credited with inventing the typewriter. His machine was the first to use the QWERTY keyboard that is still in use today. Sholes's invention was first used by telegraph operators to type out messages they received in Morse code.

George Eastman invented the Kodak camera. It was the first camera that was easy for nearly anyone to use. Eastman also invented rolled film. A roll of film took the place of heavy plates and could be easily loaded into a camera.

George Westinghouse experimented with electricity. He knew that Edison used direct current (DC) for his experiments. But Westinghouse's experiments proved that alternating current (AC) was a better electrical system than direct current. He is also known for inventing an air brake for trains in 1869. His brake worked better than old train brakes and prevented the problem of runaway trains.

At the same time the air brake was invented, George Pullman was rising to fame in the railroad industry. He knew it could be uncomfortable to travel long distances on trains. He decided to improve the unpleasant sleeping cars that were just coming on the scene. Pullman's sleeping cars were comfortable, allowing passengers to enjoy better sleep on long journeys. His sleeping cars were built for luxury. Pullman also created fancy parlor cars and dining cars.

How did George Pullman make traveling by train more comfortable?



▲ Christopher Sholes with his typewriter



▲ George Eastman holding a Kodak camera



Pullman sleeping car ►

267

Reading Check Answer: He created comfortable sleeping cars. He also created fancy parlor cars and dining cars.

ENGAGE

Review

Guide a **matching challenge** to review concepts taught in the previous lesson. Create review cards covering information from the previous lesson (half question cards and half answer cards). Pass out one card to each student, and then allow the students to find the person who has the question or answer that matches their card.

INSTRUCT

Other Inventions

After reading pages 267–68, guide the students in creating a shared **digital slideshow** to identify more Gilded Age inventors and the impact of their inventions. A digital tool such as Google Slides may be used for this activity. Ensure the students include the following inventors in their slideshow:

- Christopher Sholes
- George Eastman
- George Westinghouse
- George Pullman
- Margaret Knight

Guide a **turn and talk** to allow students to analyze how changes in communication and technology negatively impacted people's lives. Ask the students to describe the negative impacts of Gilded Age technology on people's lives. Ensure that the following concepts are covered:

- Some people misused inventions.
- Some people began to believe that science would solve all their problems.

APPLY

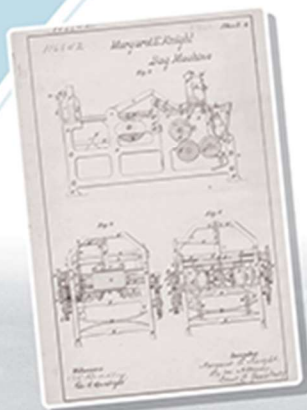
Biblical Guidelines for Using Technology

Guide a **Think-Pair-Share** to allow students to propose biblical guidelines for the use of new technology and inventions. Ask the students to read Ephesians 5:15–17; Colossians 3:2, 17; and Romans 12:2. Then suggest biblical guidelines for the use of new technology and inventions.

- Use wisdom in deciding how you will use new technology and inventions (Ephesians 5:15–17).
- Make good use of your time. Don't waste your life by spending too much time on new technology and inventions (Ephesians 5:15–16).
- Ask God to help you do what He wants you to do in regard to how you use new technology (Ephesians 5:17).
- Remember that God and His Word are more important than the things people create (Colossians 3:2).
- Do not let advancements in technology and communication distract you or keep you from following God (Colossians 3:2, Romans 12:2).
- Use technology with the intention of honoring God (Colossians 3:17).
- Do not allow new technology or inventions to make you think and act like the world. Instead, think on God's Word so that you can recognize what is good and pleasing to God (Romans 12:2).

Based on the biblical guidelines discussed, allow the students to **brainstorm** two or three rules for wisely using a specific piece of technology. Ask volunteers to share their ideas.

Model of Margaret Knight's paper bag machine



Industrial smokestacks fill the skyline.



Not all inventors were men. Margaret Knight was a factory worker who loved watching machines work. At the age of twelve, Margaret worked in a cotton mill where workers were often injured. She noticed that many workers were injured by metal shuttles flying off the looms as they wove thread. She made a safety gadget to stop this from happening. During her life, she invented numerous machines. Her most famous invention was a machine for folding and gluing a flat-bottom paper bag. Knight also patented a shield for protecting skirts from rain and dirt and an improved machine for cutting shoe leather.

Sadly, few inventors gave glory to God for their successes. Many of them rejected the Christian faith entirely. Yet it was God who gave them gifted minds and creative skills. God allowed them to exercise their gifts to improve life for people in many parts of His world.

New inventions helped give the Gilded Age its glitter. But some inventions also brought changes that were not positive. Some people misused these new inventions, and some people began to believe that science would solve all their problems. New technologies are helpful when used as tools that make life better. But using technology should not become so important that we neglect the importance of God's guidance in our lives. We must not allow technology to distract us from pursuing the Lord (Ephesians 5:15–17, Colossians 3:2, Romans 12:2). People of the Gilded Age knew inventions would change their lives. They would have to choose whether they would respond to those changes with the wisdom of God's Word.

ASSESS

Essential Question

What inventions of the Gilded Age changed people's lives the most?

Possible answers: the telephone and the electric light

Activities pages 227–29

Assign the Activities pages and the Quiz Review.

Quiz 9-A

Administer the quiz.