

Teacher: Karin Steadman	
Title: Lowell Factory System	Subject: <b>US History</b>
Topics: <b>Industrialism</b>	Grade: 8th
Lesson Duration:	School: Harrison School
<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is designed to explain the concept of the Industrial Revolution and the evolution of the United States from an agrarian society to an industrial society. Students will formulate historical questions, identify perspectives of time and place, and draw logical conclusions based on their interpretation of various forms of printed and visual materials.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<p><b>Era 4: Expansion and Reform</b> Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.</p> <p><b>Era 2: Colonization and Settlement</b> Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America</p>
<b>Standard(s):</b> <i>State, Local or National</i>	
<b>Themes/Concept:</b>	The United States' evolution from an agrarian society to an industrial society.
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ul style="list-style-type: none"> <li>• Prior to the invention of the cotton gin, slaves were being freed. How did the creation of the cotton gin prolong or renew slavery in the US?</li> <li>• What are the differences between factory goods and handcrafted goods?</li> <li>• What were the reasons for women to participate in a "turnout"?</li> <li>• How did the lives of the early factory women improve?</li> <li>• How did the lives of factory workers change with increased immigration to the US?</li> </ul>
<b>Elements</b> <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> <li>1. The societal changes of the United States during the 1800's as the US moves from an agrarian society to an urban society.</li> <li>2. Students will identify specific events that lead up to the industrial revolution and the key players that are involved in making this happen.</li> <li>3. Students will draw conclusions as to the pros and cons of working in the mills.</li> <li>4. Students will understand what daily life in a factory involved, as well as the skills needed for various jobs.</li> </ol>

<b>Launch Activity (Hook)</b>	Individually or in pairs, students need to answer the following: It is the end of the 18th century and you want new clothes. How do you get the clothes? Your musket breaks and you can't hunt food or defend your family, what do you do?		
<b>Knowledge &amp; Skills</b>  <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> agrarian industrial revolution raw materials manufactured goods hand looms spinning weaving urban middle class waterpower long-staple cotton short-staple cotton	Samuel Slater spinning mills Eli Whitney Francis Cabot Lowell child labor interchangeable parts skilled craftsman unskilled labor factory goods handcrafted goods turnout mill towns market revolution farm economy market economy	<u>Skills</u> <ul style="list-style-type: none"> <li>▪ Interpret various forms of printed and visual materials.</li> <li>▪ Draw logical conclusions.</li> <li>▪ Formulate historical questions</li> <li>▪ Obtain historical data</li> <li>▪ Investigate the historical data</li> <li>▪ Identify perspectives of time and place</li> <li>▪ Support interpretations with historical evidence</li> </ul>
<b>Lesson Methodology</b> <i>(How will you conduct the lesson; activities...?)</i>			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Pretest and post test vocabulary words. Short answer responses covering the essential questions. Persuasive paragraph.			
<b>Portfolio Assessment</b>			
Students may choose to do one of the following: <ul style="list-style-type: none"> <li>• write a petition to the factory owners, sharing grievances, requesting better working conditions and pay on the behalf of women</li> <li>• write a letter to your best friend back home either encouraging the friend to move and work with you, or to let them know why they shouldn't come to the mill.</li> <li>• create a pamphlet stating the benefits of working at a mill</li> <li>• prepare a persuasive statement to be read before the families of prospective mill workers.</li> <li>• create a project that compares and contrast what happens to the native factory workers and the immigrant workers when they were "competing" for jobs.</li> </ul>			
<b>Authentic Assessment</b> <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</i>			
1. Students will work on research skills and written analysis of information. They will create a broadside either advertising the positives of working in a mill or the negatives of working in			

the mills.

2. Student will write a journal that tracks a mill worker through a year, starting with the move from their rural homes to living in the mill housing, including what their days and nights were like, entertainment, expenses, etc.
3. Students could calculate the weekly wages and expenses of a mill worker, determining how much money could be sent home and how much could be spent on items of their own choosing.

#### **Student Self-Assessment**

- Provide students with self-assessment rubric
- Peer-review and collaboration

#### **Differentiation Associated with this unit**

- Students can work small groups while analyzing documents. They will be given task choices according to ability levels.
- Students will be given choices according to ability levels and learning preferences in the portfolio assignment.

Students can elect to work individually.

**Resources and instructional tools:** (*Including Video Sources, Text Resources, Research Strategy*)

<http://www.answers.com/topic/lowell-system>

[http://www.uml.edu/tsongas/Curriculum\\_Materials/Curriculum\\_Materials.html](http://www.uml.edu/tsongas/Curriculum_Materials/Curriculum_Materials.html)

[http://en.wikipedia.org/wiki/Lowell\\_Mill\\_Girls](http://en.wikipedia.org/wiki/Lowell_Mill_Girls)

[http://en.wikipedia.org/wiki/Waltham-Lowell\\_system](http://en.wikipedia.org/wiki/Waltham-Lowell_system)

<http://www.kentlaw.edu/ilhs/lowell.html>

[http://www.pbs.org/wgbh/theymadeamerica/whomade/lowell\\_hi.html](http://www.pbs.org/wgbh/theymadeamerica/whomade/lowell_hi.html)

[http://www.google.com/search?q=lowell+factory+system&hl=en&safe=active&client=firefox-a&rls=org.mozilla:en-US:official&hs=VfD&tbs=tl:1&tbo=u&ei=IIVvSoWbL4f-sQO12tH1Ag&sa=X&oi=timeline\\_result&ct=title&resnum=11](http://www.google.com/search?q=lowell+factory+system&hl=en&safe=active&client=firefox-a&rls=org.mozilla:en-US:official&hs=VfD&tbs=tl:1&tbo=u&ei=IIVvSoWbL4f-sQO12tH1Ag&sa=X&oi=timeline_result&ct=title&resnum=11)

<http://hti.osu.edu/content/lessonplans/lowell.cfm>

Dublin, Thomas L, *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860.*