

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Lowell Mills: The Impact of Industrialization on Society

Grade - 11/12 A.P.

Length of class period – Five Days:

- One full day field trip, two 50 minute class periods for research and writing (the rest to be completed for homework), one 90 minute block for oral visual presentations, one 50minute class period for debate.

Inquiry:

- In what ways did early industrialization change American society? Despite the problems caused by industrialization, did it ultimately have a positive effect on society?

Objectives –

Content/Cognitive:

1. Students will gain knowledge about the changing lifestyles of Americans due to the technological, cultural, economic, and societal changes brought about by early industrialization
2. Students will have hands-on experience with the design and engineering involved in setting up a water powered mill

Skills:

1. Students will work cooperatively in small groups
2. Students will improve their ability to make inferences by predicting cause/effect relationships
3. Students will improve their ability to support a point of view both orally and in writing

Materials –

1. Lowell Field Trip: Handouts and materials supplied by the Tsongas Industrial History Center for their “Power to Production” program for students. You can access an explanation of the activities and additional classroom activities at www.uml.edu/tsongas. Go to education and click on Classroom Activities for Power to Production.
2. Mill Girls: Curriculum packet using four documents for interpreting the daily life of the girls who worked at Lowell Mills. Can be purchased from the Boott Museum Store in Lowell (978-970-5015) for \$4.95.
3. As this is an AP class students will be required to search for additional primary sources to use in their papers and presentations.

Activities –

1. Day 1 – Field trip to Tsongas Industrial History Center in Lowell, MA. To reserve a time for your field trip call 978-970-5000. Call early in the year. Space may not be available if you wait. Power to Production interactive program:
 - a) Build and test water wheels
 - b) Design and build a canal system
 - c) Trace the manufacture of cotton cloth from power to production using interactive power train exhibits
 - d) Explore Lowell's historic canal system
 - e) Travel by trolley to the Suffolk Mill turbine exhibit
 - f) Visit Boott Cotton Mills Museum with its operating looms
 - g) View film on the history of industrialization
 - h) Tour boarding house exhibit

2. Day 2 – Brief class discussion of activities at Lowell. Give research paper/oral visual project assignments. Students will be required to write a minimum of three pages on their assigned topic focusing on how early industrialization changed American society. They must use a minimum of three primary sources. Each student will look at a different aspect of society:
 - a) family life
 - b) lack of development of necessary infrastructures as cities grew
 - c) working conditions including safety and the issue of providing benefits
 - d) housing
 - e) leisure time
 - f) education
 - g) the need for both skilled and unskilled workers
 - h) innovation and technology
 - i) changes in city governmentsStudents will also be required to give an oral visual presentation on their particular topic. For the visual part of the presentation they may create a power point program, a documentary, a skit, a scale model, etc.

3. Day 3 – Give students time to continue researching their paper topics. The rest of the research and writing will be done for homework. Papers and presentations will be due two weeks from the date assigned.

4. Day 4 – (90 minute block) This will be done on the day that the papers are due. Students will give 5 minute oral visual presentations on their assigned research topics. If time permits have a class discussion on the positive and negative aspects of industrialization on society as a precursor to tomorrow's debate. Assign groups for debate: Industrialization had a positive effect on society/Industrialization had a negative effect on society. Each side should prepare an opening statement, a closing statement, and each student should prepare one point to make in the debate.

5. Day 5 – Class debate on whether or not industrialization had a positive effect on American society (see day 4 for details)

How will you assess what student learned during this lesson?

1. Oral visual presentation will be graded based upon how well the student integrated useful and accurate details of their topic into their presentation, clarity of presentation, whether or not visuals enhanced the presentation.
2. Papers will be graded on adherence to the topic, clarity of thesis, use of primary sources that support the student's thesis, proper style and format for a research paper (rubric with points to be determined by individual teacher).
3. Students will receive a class participation grade for the debate based upon their active participation and accuracy of the points that they raise.

Connecticut Framework Performance Standards –

- be active learners at cultural institutions such as museums and historical exhibitions
- use primary source documents to analyze multiple perspectives.
- analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies;