

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Pre-fieldtrip Preparation: Windham Textile & History Museum from: Bill Powers

Grade – 11

Length of class period – 50 min.

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What was it like for an immigrant to work in American textile mill? (What were the working conditions like for laborers in the textile mills? What was produced at the mills? Where did the immigrants come from who provided the labor for the mills?)

Objectives (What content and skills do you expect students to learn from this lesson?)

- 1) Describe the working conditions for mill workers.
- 2) Identify the various products thread was used for.
- 3) Locate on a world map the various places where the immigrants who worked in the mills originally came from.
- 4) Describe the experience of one immigrant who went to work in the textile industry (based on reading oral history accounts)

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- 1) A virtual glimpse into early American mills in Willimantic, CT. located at www.millmuseum.org then click on etour.
- 2) From the Old Country: An Oral History of European Migration to America, Chapter 3-*At Work in America*, Stave, B. M.& Sutherland, J. F., University Press of New England, Hanover,1994.
- 3) World map and/or world atlas for each student

Activities (What will you and your students do during the lesson to promote learning?)

- 1) Students will view Windham Textile & History Museum's virtual eTour and write answers to questions based on the lesson objectives.
- 2) Each student is assigned to read an oral history account of an immigrant who worked in the textile industry and to summarize for presentation and class discussion for the next class.

3) A list of countries identified from the virtual tour information and oral history readings assignments is made. Using maps students locate the countries where the immigrants came from.

How will you assess what student learned during this lesson?

Review the written answers to the questions.

Evaluate summaries of immigrant stories during class discussion

Connecticut Framework Performance Standards

gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;

- interpret oral traditions and legends as “histories”;
- be active learners at cultural institutions such as museums and historical exhibitions;
- display empathy for people who have lived in the past;