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| Does Industry Mean Progress? |
| US History I, Industrial Revolution, Grades 8-10 |
| This mini unit presents a case study on the impacts of industrialization, using the experience of Lowell, Massachusetts. It would be taught at the end of a unit on industrialization. The big concepts explored in the unit revolve around the questions of: Was industrialization worth it for the city of Lowell? Do the ends justify the means? Literacy skills focused on during the unit include primary source analysis and writing an argument using evidence from multiple sources.  *The Massachusetts History & Social Science Frameworks includes multiple pathways for the following courses in grade 8-12*   * *US History I* * *US History II* * *World History I* * *World History II*   *Please adjust the literacy standards and rubrics to meet the grade level at which this course is taught.* |
| *These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.* |

Introduction

**Acknowledgements:**

This unit was developed with the collaboration of the [Tsongas Industrial History Center at the University of Massachusetts, Lowell](http://www.uml.edu/tsongas/). Many of the primary and secondary source texts in this unit are from their curriculum materials. Further curriculum and visitor guides are available at:

<http://www.uml.edu/Tsongas/Curriculum-Materials/Curriculum-Materials.aspx>

**Approximate Unit Length/Placement**: 10 days, based on roughly 50-minute classes, not including Lesson 6 extensions. The unit can be expanded or condensed. This unit would likely be taught in the spring of grade 8, 9, or 10 as part of a US History I course.

**General Implementation Suggestions:**

1. Feel free to take out pieces of this unit and use them as you see fit. Make modifications, additions, and subtractions that work for your classroom and students. This is meant to support your work as a teacher by providing easily usable, or adaptable, lessons and resources.
2. Have FUN! The Industrial Revolution is fascinating and many of these primary sources are highly engaging and accessible to students. Due to the varied and engaging materials/concepts, this unit can be easily adapted for grades above and below grade 8.
3. Writing, Reading, and Primary Source Skills: This unit has embedded supports and modeling of particular reading, writing, and primary source analysis skills that are most relevant to the Curriculum Embedded performance Assessment, particularly gathering evidence from multiple perspectives to support an argument. This unit assumes students have worked with primary sources and written formal arguments with evidence form sources. If this is students’ first opportunity to do so, more supports and gradual release of responsibility should be included. Any skill lessons can and should be adapted to reflect the needs of your students.

**Short Glossary of Terms/Strategies:**

**Top Down Web:** This is a concept map that puts the global concept at the top of the page. Details that support the global concept are written in columns underneath

**Gallery Walk:** An activity where students move around the room reviewing the work of their peers or diverse resources / primary sources.

**Group Jig Saw:** A Jig Saw breaks a reading selection down into smaller pieces to be read by various groups of students. This can be differentiated in numerous different ways.

**Mentor Text:** A mentor text is a text used as a model.

**Rubric:** A tool to assess the performance of students. This is most often used to assess performance assessments.

**General References and Resources: (Lesson specific resources are listed at the front of each lesson; handouts are at the end of this unit)**  Tsongas Industrial History Center Curriculum Materials: <http://www.uml.edu/Tsongas/Curriculum-Materials/Curriculum-Materials.aspx>

[Glossary](http://www.uml.edu/tsongas/bringing-history-home/glossary.htm) <http://www.uml.edu/tsongas/bringing-history-home/glossary.htm>

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  HSS USI. 28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America (H,E).  D. The roles of women in New England textile factories.  CCSS.ELA-Literacy RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  CCSS. ELA-Literacy R.H. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  CCSS. ELA-Literacy W.H. 9-10.1 Text Types and Purposes. Write arguments focused on discipline specific content.  a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented.  CCSS. ELA-Literacy 8.SL.4 Presentation of knowledge and ideas. Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | ***Transfer*** | |
| *Students will be able to independently use their learning to understand how recurring patterns in history can inform judgments about current events and other issues****.* T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1 Progress for one may not be progress for all.  U2 The Industrial Revolution changed the social, cultural, economic, and environmental conditions in America. (Specifically Lowell, MA).  U3 Historians use evidence from various sources to support arguments and to interpret the past. | **ESSENTIAL QUESTIONS Q**  EQ1 What is progress?  EQ2 Does industrialization always equal progress?  EQ3 How does industrialization impact people and communities?  EQ4 How can I use evidence from various sources to support a written argument? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1 The impact of industrialization on specific groups: Labor, women, management, farmers, and business owners.  K2 Key Vocabulary Terms: exploitation, agriculture, industrial, capital, management, slave, merchant, textile, mill, immigration, labor, urban, rural, loom, and manufacturing.  K3The differences between an agricultural and industrial society. | ***Students will be skilled at…* S**  S1 Formulating a position on industrialization using evidence gathered from multiple historical perspectives.  S2 Evaluating the outcomes of a historical time period based upon evidence gathered from primary and secondary sources.  S3 Evaluating primary sources and using evidence from them to support an argument. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **See enclosed rubric for CEPA for detailed criteria** | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  **CEPA Summary/Overview**: The time period is mid 1800s.You are the editor for the Dracut Valley Dispatch newspaper. You have been asked by the Dracut Town Council to visit Lowell, MA to research and evaluate the industrialization experience in that town. You will write an editorial presenting your findings and your recommendation (argument) to the town council. Your evidenced-based argument will be the main source of information that will lead the Dracut Town Council in making the best decision for Dracut. You have to recommend whether your town should industrialize or stay farming town. Your argument must be based on facts from your research and include specific evidence to support your claims. In order to strengthen your argument you must acknowledge and address at least one alternative argument.  **CEPA Extension Suggestions (described in Lesson 5):**  You must present your recommendation (formed from your position paper) in a town hall meeting. This is an oral presentation of the findings from your paper. It will be assessed on a presentation rubric. Students can also vote as town council after all positions are presented. | |
|  | **OTHER EVIDENCE: OE**  **Formative Assessments:**  Short written work (exit cards) that responds to teacher prompts.  Written Assessment: Analysis of Primary Sources  Document Study (Analysis of Formal Arguments)  **Other suggested assessments (not outlined in unit):**  Artistic Project using Primary Sources from Lowell, MA. | |
| **Stage 3 – Learning Plan** | | |
| **Prior to this unit students should know**  **-** What the Industrial Revolution was and how it began.  - The technological changes that inspired the Industrial Revolution.  - Economic forces encourage people to change their way of life. (ex: the economic motivation to move)  - Technological innovation led to the industrialization of the North.  - Industrialization in North America was accompanied by a significant rise in immigration from Europe.  **Prior to this unit students should be able to**  **-** Explain the differences between an agrarian and industrial society.  - Decipher maps, charts, and information regarding urban migration to New England.  ***Summary of Key Learning Events and Instruction***  **Lesson 1: (One Class) Progress?**  - Study of the word *progress* and how it is defined in different contexts.  - Small group poster creation and presentation  - Short videos on progress.  - Formative Assessment/homework: Personal Document Creation on Progress. This can be artistic, a keynote, a PowerPoint, poem, song, etc…  **Lesson 2: (2 – 3 classes) Why Lowell and Who Lived There?**  **-**Students will understand why Lowell became the first major industrial center in the United States.  The students will review both primary and secondary source documents to determine who lived in Lowell and why they chose to live there.   * Lesson includes viewing of primary sources and reading/annotation of two secondary source readings about Lowell   **Lesson 3: Identify how Industrialization Affected the People of Lowell Using Primary Sources.**  Opener: Writing Prompt – How has progress affected you?  Modeling of Source Analysis and Note-Taking  Station Activity: Primary Source Analysis and Note-taking  - Top-Down Webs: Effects of Industrialization  - Closer: Writing/Discussion Prompt  **Lesson 4: (1 class) What is an argument? How do you create a persuasive argument with a defensible and powerful thesis?**  - Document study, analysis of types of formal arguments. This lesson will teach the students about creating an argument using evidence and writing in a formal voice.  - Students will work in small groups to analyze different editorials, documents, and case studies that relate to progress and industrialization today. Students will evaluate the opinion and decide if the paper was effective using guiding criteria. (ex: fracking, local industrial projects, highway building, etc… There are two model documents provided. One supports progress and one is against it.  - Consider using a check for understanding when you introduce the term thesis. Use this data to decide if a mini-lesson on thesis is necessary for your class.  **Lesson 5: (3 classes) CEPA: What was Lowell’s experience? What would you choose for your town? (Agrarian or Industrial?)**  - Introduce prompt for CEPA and how to evaluate the relevance of sources and how to cite.  - Distribute research materials, graphic organizers, and instructional supports.  - Essential questions will be on prompt sheet.  - Work time for 2 days with peer and teacher support.  **Lesson 6: (2 - 3 classes): Community forum, Vote on Industrialization.**  - Synthesize the position paper arguments into a two-minute speech.  - Students will present the speech to the class. Students will take notes and decide how they feel about Industrialization in their town.  - VOTE! | | |
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Lesson 1 – What is Progress?

**Brief Overview of Lesson:** Students will share and reflect upon their prior knowledge about the word *progress* and expand their understanding of the term through a set of class activities. This lesson addresses the larger questions that frame the whole unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** An idea of what the word *progress* means to each student.

**Estimated Time:** 50 minutes

**Resources for Lesson:**

Chart paper, markers, post it notes

*Videos:*

**What is progress?** 7-minute video produced by University of Richmond students in 2008

<http://www.youtube.com/watch?v=WQDvYIXP1BM>

**Are we surviving progress?** 2-minute trailer to a PBS documentary

<http://www.pbs.org/pov/blog/2012/04/are-we-surviving-progress-mathieu-roy-documentary/>

**Unit: Does Industry Mean Progress?**

**Content Area/Course: U.S. History I**

**Lesson 1** *Progress?*

**Time:** 50 minutes

**By the end of this lesson students will know and be able to:**

Identify aspects of progress and use these to create their own definitions of progress.

Defend their definition of progress using relevant evidence from class activities and their own background knowledge.

**Essential Question(s) addressed in this lesson:**

EQ 1: What is progress?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy WH. 6-8.1 Write arguments to support claims with clear and relevant evidence.

b. Support claims with logical reasoning and relevant accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**Instructional Tips/ Strategies/Notes for Teacher:**

* Scaffolding: Word bank provided for progress document and graphic organizer provided for formative assessment.
* Additional concepts can be provided for extension, i.e.: Is Progress positive or negative?
* Suggested alternative to videos about progress: compile a set of quotations and images from web searches for the term *progress*.

**Anticipated Student Preconceptions/Misconceptions:**

This lesson will challenge students to think critically about the concept of progress and address preconceptions/generalizations such as:

* Progress is always good.
* Progress benefits everyone.
* Progress is worth the costs

**Lesson Sequence:**

1. Begin with the term *PROGRESS* written on the board.

Students start by writing down their own definition of the word progress. Pairs of students share their definitions of the word progress. The pair develops an agreed upon definition of the term progress. Two pairs (four students) then create an agreed upon group definition of the term progress.

The group definitions of *progress* are then shared on the board.

2a. Have each group of students write the term *progress* and their definition on chart paper. Post each chart around the room. Have the students work with their group (no more than 4) to brainstorm any terms or ideas that relate to progress and the definition.

2b. Give the students sticky notes and have them move throughout the room putting comments / questions on the chart paper. Provide specific instructions around feedback. What kind of feedback should you provide on the sticky note?

* *This is an opportunity for teacher choice: (example of sticky note comments: Something you agree with, something you disagree with, something you don’t understand, something that you want to know more about, something that you also had on your poster. You can also do smiley faces and frowning faces for more visual learners.*

1. Have groups return to their original poster and review comments from other classmates. They will then quickly share the sticky note comments. Point out similarities and differences. This is a great opportunity for whole group discussion. Perhaps have groups circle common words or explain any unique ideas to the class.
2. View videos from the internet on progress: (9 minutes total)

[What is Progress? a](http://www.youtube.com/watch?v=WQDvYIXP1BM)nd [Are We Surviving Progress?](http://www.pbs.org/pov/blog/2012/04/are-we-surviving-progress-mathieu-roy-documentary/) These are two very different videos. It is up to you to choose which one to use, or both.

**Video 1:** “What is Progress” <http://www.youtube.com/watch?v=WQDvYIXP1BM> – This 7 minute video from the University of Richmond provides student responses to what progress means to them.

*Description: Uploaded on Dec 2, 2008. What is progress? How much is enough? Is progress inherently reactive or can it be proactive? We pose these questions after analyzing the results of a social experiment conducted at the University of Richmond. Students were asked to anonymously write words they associated with "progress" on sheets of paper posted around campus. We then interpreted their answers into images. Here is what we found.*

**Video 2**: “Are We Surviving Progress?” <http://www.pbs.org/pov/blog/2012/04/are-we-surviving-progress-mathieu-roy-documentary/>

*Description: This is the trailer for a video from PBS Point of View. This 2-minute trailer provides a quick overview of the documentary.*

1. Now that students have seen the video, have the groups add two new ideas from the video to their posters using sticky notes. Quickly discuss what changed.

* *Questions to ask the students*: Has your definition of progress changed since seeing the video? If so how? If not, how?

1. Closer: Each student will create (on their own) a written or visual representation of the term progress. This can be completed as homework.

Formative assessment:*These assessments correlate to the actual activities that students perform*

Use the student discussions of the term progress.

Use group definitions of the term progress.

* The students should be starting to develop their own working definitions of progress. The definitions are expected to change over the course of the unit. Students will be asked to justify their definitions.

Use students’ written or visual representation of term progress.

Preview outcomes for the next lesson:

The theme of progress will present itself throughout this unit. It is especially prevalent in the final performance assessment. Subsequent lessons focus on progress in the historic case study of Lowell, MA.

Lesson 2 - Why Lowell? Who Lived in Lowell?

**Brief Overview of Lesson:** After this lesson, students will understand why Lowell, Massachusetts became the first major industrial center in the United States. The students will review both primary and secondary source documents to determine who lived in Lowell and why they chose to live there. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** A student-developed definition of the term *progress* from lesson1; knowledge of what a factory is and a general idea of how a factory works.

**Estimated Time:** Two 50 minute periods

**Resources for Lesson:**

Readings (Provided at end of unit and linked below)

“The Industrial Development of Lowell & The Mill as a System” (National Park Service, Boott Cotton Mills, Lowell, MA)

<http://www.nps.gov/nr/twhp/wwwlps/lessons/21boott/21facts1.htm>

<http://www.nps.gov/nr/twhp/wwwlps/lessons/21boott/21facts2.htm>

“The Mill Girls’ World” (pages 15-17 Farm To Factory Curriculum Guide) <http://www.uml.edu/docs/farmtofactory_tcm18-88383.pdf>

Primary source images of Industrialization in Lowell: <http://www.uml.edu/tsongas/bringing-history-home/artifacts/set01.htm>

Student Handouts and Alternative Reading/Assignments: Lowell Mill Girls Web quest and Glossary of Terms

**Unit: Does Industry Mean Progress?**

**Content Area/Course: U.S. History I**

**Lesson 2** Why Lowell, Who Lived in Lowell?

**Time:** 2 x 50 minutes (Two Classes)

**By the end of this lesson students will know and be able to:**

Explain why Lowell became an industrial center during the mid 1800s.

Describe the experiences of people living in Lowell during the 1800s.

Explain the differences between an agrarian and an industrial society.

Describe at least three different types of people who lived in Lowell and how they were affected by the growth of mills in the city.

**Essential Question(s) addressed in this lesson:**

EQ 1: What is progress?

EQ 2: Does industrialization always mean progress?

EQ 3: How does industrialization impact people and communities?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

D. The roles of women in New England textile factories.

CCSS.ELA - Literacy RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Instructional Tips/ Strategies/Notes for Teacher:**

Video Small group (pairs) Individual Work (creation of a unique piece using computers, poster paper, various media, etc).

Teacher assigned pairs, concept maps, graphic organizer can be used to chunk information, or work can be scribed.

**Anticipated Student Preconceptions/Misconceptions:**

Industry in Lowell only had positive effects.

Lowell, MA has no connection to history of industrialization.

**Lesson Sequence:**

*Lesson 2 Day 1 (50 minutes)*

**Opener: Silent Museum – Observations & Inferences**

* Students will use a graphic organizer to “tour” the classroom to examine multiple images See resources included at the end of the unit for images and graphic organizer. While viewing images, students will record observations. (10 minutes)
* When students have completed viewing all images, they should work individually to complete the bottom of the graphic organizer that asks them to make three (3) inferences based on their observations, citing evidence from the images to support their inferences. (3-5 minutes)
* The teacher should facilitate class discussion and create a poster paper list of student inferences as students work to share their inferences and supporting evidence. (5-10 minutes)

**Secondary Source Reading #1: Lowell Background Reading**

* Distribute “Why Did Mills Develop in Lowell?” reading, which includes two shorter texts, “The Industrial Development of Lowell & The Mill as a System” (NPS, Boott Cotton Mills).
* Instruct students to work individually to annotate text (actively read) by circling details that explain why mills were developed in Lowell, Massachusetts, and underlining details that explain the effects construction of the mills had on the community of Lowell. (10-15 minutes)
* The teacher will facilitate review of why mills developed in Lowell and their effects on the community by questioning students to review their annotations and complete a t-chart that outlines main points about the Lowell Mills. (5-7 minutes)

*Lesson 2 Day 2 (50 Minutes)*

**Secondary Source Reading #2: The Mill Girls’ World – Group Jigsaw**

* Divide students into groups of three and distribute “The Mill Girls’ World” (NPS, Lowell National Historical Park). Instruct students to divide six sections of the text among the three group members (two sections each) and work individually to annotate the text for key details by underlining important facts and information. (8-10 minutes)
* Once groups have completed the reading and annotation, the three members will work together to create one chart paper two-column notes poster that outlines the main headings and corresponding details found in the text. (15 minutes)
* Groups will post their notes around the classroom. Students will participate in a gallery walk and use post-it notes to make comments on other group’s posters that either confirm or debate facts that other groups have posted. Students should then return to their original poster and make any necessary changes based on their observations and the comments left on their poster by their classmates. (8-10 minutes)

**Closer: Making Connections – Visuals & Text**

* Students will work individually to review their inferences from the opener and work to assess their accuracy, recording facts from the reading that either confirm or conflict with their inferences and explaining why their inferences were or were not accurate. (5-8 minutes)
* Teacher will facilitate class discussion to allow students to share and discuss their work, and make factual statements about Lowell and the Mill Girls. (8-10 minutes)

**Check for Understanding/Formative Assessment:**

1. Post notes around the room and gallery walk

2. Quick write as an exit card: Make a list of the challenges and opportunities faced by the Lowell Mill girls.

**Differentiated Suggestions:**

Consider pairing students with an auditory learning style with students as tour guides or curators in the museum. This lesson can be conducted as a whole class lesson with a projector. Some students may struggle with the non-verbal aspect of the silent museum.

**Preview outcomes for the next lesson:**

This lesson will support the work of the CEPA. Students will begin to develop an idea of what industrialization was like for the various groups of people who lived in Lowell, MA in the 1800s.

Lesson 3 - How did industrialization affect the citizens of

Lowell, MA?

**Brief Overview of Lesson (what this lesson is about):** Students will identify the effects that industrialization had on specific groups, such as labor, women, management, farmers, and business and owners. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Information from lessons 1 and 2 around *progress* and the history of Lowell.

**Estimated Time (minutes):** 3 x 50 min

**Resources for Lesson:**

<http://www.uml.edu/tsongas/Curriculum_Materials/Curriculum_Packets/Curriculum_Packets.html>

* Student Handouts 1 and 2
* Example Primary Sources

**Unit: Does Industry Mean Progress?**

**Content Area/Course: U.S. History I**

**Lesson 3** How did industrialization affect the citizens of Lowell?

**Time:** 3 x 50 minutes

**By the end of this lesson students will know and be able to:**

Students will know how industrialization impacted specific groups of people (labor, women, management, farmers, and business owners).

Students will analyze various perspectives of a particular historical time period.

**Essential Question(s) addressed in this lesson:**

EQ 3: How does industrialization impact people and communities?

EQ4 How can I use evidence from various sources to support a written argument?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

HSS USI. 28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America (H,E).

D. The roles of women in New England textile factories.

CCSS.ELA – Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA – Literacy. RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Instructional Tips/ Strategies/Notes for Teacher:**

* Graphic organizers and primary source documents are provided at the end of this unit plan.
* Consider small groups if independent work is a challenge.
* Make adjustments based upon length of period and size of classes.

**Anticipated Student Preconceptions/Misconceptions:**

* Everyone benefits from progress and industrialization.

**Lesson Sequence:**

*Day 1: Impacts of Progress and Introduction of Primary Sources*

Opener (5 minutes)

1) Writing Prompt – How has progress affected you? Provide at least two examples, one positive and one negative (5 minutes) (Handout 1)

* Students should work individually to record responses to the prompt in a T-Chart, separating positive and negative effects.

Progress and Industrialization (7 minutes)

2) Say to students: Take your T -chart of the impacts of progress on your life. Thinking back, or look back, to your readings about Lowell. Put a star next to impacts that you think would have been true for people in Lowell during the Industrial Revolution.

3) With a partner, brainstorm more effects that you think industrialization had on people in Lowell. Each of you adds these to your own chart.

*TEACHER NOTE: While pairs of students brainstorm and discuss their ideas, they may realize that a positive and negative T chart is not the best way to capture all their ideas, because some impacts may be both. For example, while factories provided more jobs to young women, the expansion of factories meant a higher demand for more cotton which continued/expanded enslavement of African Americans. You may want to talk about this idea with the whole class.*

Modeling: Primary Source Analysis (15-20 minutes)

4) Transition and Review: Say to students: Now that you have read secondary sources about Lowell, we are going to focus on primary sources to learn more about the impacts of industrialization.

Ask students: What are the differences between primary and secondary sources? What types of primary sources do you think we will look at about Lowell? Have you already seen any?

Tell students that the goal of this lesson and the next day is to use primary sources to find evidence about impacts of industrialization. After that you will be ready to form an opinion.

*TEACHER NOTE: If you have not briefly introduced the CEPA yet to students, now would be a good time to explain the project.*

5) Distribute copy of model primary source and graphic organizer to all students (Lesson 3, Handouts 1 and 2).

6) Project a copy of the source using a projector, overhead, etc. Ideally students will be able to watch you ‘mark’ the text as you go.

7) Read aloud entire source at a fluent pace.

* Underline words or phrases that you think students will not know.
* You may also want to do a bit of ‘thinking aloud’ to help students learn how to read actively. (“This reminds me of a lease for an apartment” or “wow, people today talk about mandatory vaccinations or shots” Have students follow along on their own copy).
* Think aloud/model what you learned from the first read (or ask students): Example: “So the people who worked at the mills lived in boarding houses that had a lot of rules to follow.”

8) Re-read the source section by section. Make a short summary in the margins of each section (or alternatively put these directly on the notes sheet as an example).

Some suggested teaching points/unfamiliar vocabulary:

* Chunk text: Suggest to students that it is best to re-read a section at a time and to paraphrase it into their own words.
* Board: A word with multiple meanings
* Unseasonable: you can model using prior knowledge (unseasonable means something that isn’t at the right time so I think this means).
* They: pronoun reference is to buildings and yards being ‘injured’. Today we would say damaged.

9) Model the notes you would write about this source on the graphic organizer.

Continuation of Day 2 and Beginning of Day 3 of Lesson 3:

Primary Source Analysis and Notes: The goal of this time is for students to closely read primary sources and collect varied, specific evidence on their graphic organizer. Students should also have the opportunity to share their notes and learn from one another.

Suggested Format for Source Analysis:

* Choose from assorted primary sources (included is resource section of unit) to make sure there are at least three examples of quotes from owners, workers and regular townspeople from Lowell commenting on the effects of industrialization. Each station should have at least one copy of the primary source for students to examine when they rotate. You may consider enlarging the sources to help students with visual issues. It will also help students when analyzing pictures or photographs.
* Divide students into groups of three. Instruct students to use accompanying graphic organizer, as they visit each of the nine primary source stations to read and analyze primary sources, identify facts, from sources and identify effects of industrialization for each source. Student groups should rotate every three - five minutes. (40-45 minutes)

Top-Down Webs: Effects of Industrialization

* Re-group students into new groups of three. Students should work with each other to share information from their graphic organizers outlining the effects of industrialization, and make changes where necessary. (5 minutes)
* Once reviewed, assign each group one source category (worker, owner, townsperson) and groups should use chart paper to create one large top-down topic web just on that particular source. Top-down webs should outline the various effects industrialization had on a particular group of people. (10-15 minutes)
* Teacher will facilitate class discussion to allow students to share and discuss their work, and make factual statements about the effects of industrialization on the city and people of Lowell. (10-12 minutes)

Closer: Writing/Discussion Prompt – To what extent do you agree or disagree with the following statement: “Industrialization was good for Lowell, Massachusetts.”

* Students will work individually to review their work from the opener, primary sources, and group top-down webs to respond to the prompt in complete sentences. Students should include at least two pieces of evidence from the primary sources explored in the top down webs. (5-8 minutes)

*Lesson 3 Day 3 Closure*

* Teacher will facilitate class discussion to allow students to share and discuss their responses, identifying as a class the pros and cons of industrialization/progress. (10-12 minutes)
* Consider scaffolding for various learning styles (scribing, small groups, teacher or paraprofessional support).

*TEACHER RESOURCE: Lesson 3 examples in the Resource Section at end of the unit*

T- chart: What are the positive and negative impacts of progress on your life?

|  |  |
| --- | --- |
| **Positive** | **Negative** |
| Saves time | Costs of new technology |
| More choices | Less physically active |

Put a star next to impacts that could have been true for people during the Industrial Revolution also. Then, add more from your readings about Lowell, MA.

|  |  |
| --- | --- |
| **Positive** | **Negative** |
| Saves time \* | Costs of new technology |
| More choices\* | Less physically active |
| Unions develop | Slavery expands |
| More leisure time | Less time outdoors |

**Formative Assessment:**

Provide the students with a new primary source document. Suggested sources are enclosed at end of unit.

Source: <http://library.uml.edu/clh/All/ham1.htm>

- Boardinghouse Rules from 1848

Assessment Questions:  
1.) Explain why this document is a primary source and NOT a secondary source.

2.) Pull out at least three historical facts from the source.

3.) Identify where the source came from and what its purpose was during the time period.

Lesson 4- Industrialization Today:

Modeling of Arguments and Introducing Editorial Writing

**Brief Overview of Lesson:** Students will prepare for their CEPA assignment by analyzing a current issue or problem with industrialization. They will review a current article and editorial to pull out evidence and details to support an opinion. This will also introduce them to the concept of an editorial piece of writing. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** A working definition of progress (Lesson 1). An understanding of how progress affects diverse groups of people (Lesson 3).

**Estimated Time** 50 minutes

**Resources for Lesson:**

Viewpoints: California delays the progress of young people at its own peril

<http://www.sacbee.com/2013/08/01/v-print/5613897/california-delays-the-progress.html>

This article describes challenges facing California youth, citing many laws and regulations as the cause.

Environmentalists must redefine what 'progress' means

http://www.theguardian.com/science/political-science/2013/aug/01/environmentalists-redefine-progress-means

This article argues that the environmental movement needs to redefine progress

**Unit:** Does Industry Mean Progress?

**Content Area/Course: U.S. History I**

**Lesson 4** Modeling of an Argument

**Time (minutes):** 50 minutes

**By the end of this lesson students will know and be able to:**

Explain the impact that industrialization has on significant impacts upon society, the environment, and the economy.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**Essential Question(s) addressed in this lesson:**

EQ 1: What is progress?

EQ 4: How can I use evidence from various sources to support a written argument?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS. ELA-Literacy WH. 6-8.1 Write arguments to support claims with clear and relevant evidence.

b. Support claims with logical reasoning and relevant accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**Instructional Tips/ Strategies/Notes for Teacher:**

Provide students with graphic organizers, word banks, varied writing projects: editorials, letter to the editor, essay, advertisement scribing of assignments.

Pre-Assessment Thumbs up, thumbs down activity addressing the three misconceptions listed below.

What students need to know coming into this lesson (including language needs): That we live in an industrial society; not all of the world is industrialized; industrialization comes with costs (often unforeseen or ignored).

What students need to be able to do coming into this lesson (including language needs):- how to formulate an argument.- early stages of writing in a formal style.

Information for Teacher The purpose of this lesson is to model, for students, what effective formal writing looks like. They will be reviewing short articles on a range of subjects. However, the core ideas of the articles should have something to do with industrialization and progress in the modern world. This way they can create a connection between the events of Lowell MA in the 1850’s and the world that we live in today. This lesson, at its core, is a writing lesson to prepare students for their final performance assessment. Students will also be exposed to at least one example of editorial writing. We have provided ONE example but feel free to expand / use other examples of editorials.

**Lesson Sequence**

1. Thumbs up, thumbs down activity with the three misconceptions listed below. Students will “vote” via thumbs up or thumbs down for each statement below. You could tally results or simply discuss. Also, feel free to leave discussion to the end / how did your opinion change as a result of today’s class? Keep the votes tallied and up for later review.

* *Newer is always better.*
* *Argument means fighting.*
* *Your personal opinion and feelings are facts and can be used in a formal piece of writing.*

Reading and Analyzing Mentor Texts

2. Read short articles and editorials about progress in today’s world. This lesson will model for the students how to create an argument using mentor texts**.** This lesson will focus on creating argument using evidence and writing in a formal voice.

JIGSAW - Half of the class can read each of the articles. Suggested articles are provided below; teachers should select any articles they find suitable as mentor texts for arguments with evidence. Two articles are suggested below.

Students will annotate their article as they read, looking for main ideas and evidence.

1) Viewpoints: California delays the progress of young people at its own peril

<http://www.sacbee.com/2013/08/01/v-print/5613897/california-delays-the-progress.html>

*This article describes challenges facing California youth, citing many laws and regulations as the cause.*

2) Environmentalists must redefine what 'progress' means

http://www.theguardian.com/science/political-science/2013/aug/01/environmentalists-redefine-progress-means

*This article argues that the environmental movement needs to redefine progress.*

3. Students will analyze the document provided and determine the author’s thesis and identify the supporting evidence used. They will complete a worksheet to identify the author’s argument and evidence used. Consider reviewing the definition of a thesis. A quick check for understanding will be necessary to determine the level of understanding of the term thesis. A thesis is defined as a sentence in the first paragraph of an essay that represents your argument to the reader

Writing Practice

4. Maintaining a Formal Writing Style: Students will use the articles they have read to write a short paragraph in which they argue in favor / or against industrialization today. They must include three facts to back up their thesis statement. *Be sure to prompt students to duplicate the formal writing style presented by the articles.*

**Formative assessment:** Student’s’ ability to create a thesis statement about industrialization using mentor texts as a guide. You should collect the short writing assignments and score them against the domain on purpose and evidence to make a claim (SEE BELOW) in the CEPA rubric. You could also have the students do complete this task themselves and compare against your score. (Option: students could also develop their short writing from Lesson 3 about industrialization into a more formal piece).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Purpose**  **and**  **Evidence to make a claim (x2):** | Introduces precise claim(s) from alternate or opposing viewpoints, and establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  Provides a clear thesis with logical reasoning, relevant, accurate data and evidence that demonstrates an understanding of the topic or text. | Addresses the prompt and provides effective development of the claim and topic by using clear reasoning, details and text-based evidence.  The thesis development is largely appropriate to the task, purpose, and audience. | Addresses the prompt and provides development of the claim and topic by using some reasoning, details, and text-based evidence.  The thesis development is somewhat appropriate to the task, purpose, and audience. | Addresses the prompt and develops the claim, by using limited reasoning, details, text-based evidence.  The thesis development is minimally appropriate to the task, purpose, and/or audience. |

**Preview outcomes for the next lesson:** After this lesson students will be familiar with the primary source documents that they will be using for their CEPA. They will also have a basic outline for their arguments. They will be familiar with what a thesis statement is after this lesson.

CEPA

What Would You Chose for Your Town?

**Brief Overview of CEPA:** This summative assessment requires student to create of a written argument for, or against, the industrialization of a small town using Lowell MA, as a model. This argument will be written as an essay editorial in which the student takes the role of a newspaper reporter. They will decide if industrialization was overall good for Lowell and decide if they will recommend it for their town using testimony from the citizens of Lowell.

Information from previous lessons, understanding of how to write a strong thesis with supporting evidence.

3 classes x 50 minutes each

**Resources for Lesson:**

CEPA student directions

CEPA Essay Writing Outlines (leveled versions provided)

Graphic organizer with notes from Lesson 3

**Unit:** Does Industry Mean Progress?

**Content Area/Course: U.S. History I**

**CEPA** What Would You Chose for your Town?

**Time (minutes):** 3 classes x 50 minutes each

**By the end of the CEPA students will know and be able to:**

Create a final written editorial meeting the criteria of the CEPA rubric

Know the impact that industrialization had on specific groups (labor, women, management, farmers, and business owners).

Know the differences between an agricultural and industrial society.

Analyze various perspectives of a particular historical time period.

Evaluate the outcomes of a historical time period based upon evidence gathered from various resources.

Establish and maintain formal writing style.

**Essential Question(s) addressed in this lesson:**

EQ 3: How does industrialization impact people and communities?

EQ4 How are various sources used to support a written argument?

**Standard(s)/Unit Goal(s) to be assessed in this lesson:**

USI.2.8 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

D. The roles of women in New England textile factories

CCSS.ELA-Literacy.RH.6-8.1Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA Literacy.WH.6-8.1Texts Types and Purposes; Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

d. Establish and maintain a formal style.

1. Provide a concluding statement or section that follows from and supports the argument presented.

**Instructional Tips/ Strategies/Notes for Teacher:**

Model Sharing of exemplary products to inspire and guide students. The examples should show students how to explore primary and secondary sources to create an original argument.

Writing prompt, essay writing outlines refer back to mentor texts of lesson 3 while writing arguments. Scaffolding can provide links to research and materials for research (the amount of materials provided will depend of the research skill levels of the students).

How to acknowledge and address alternative arguments in an essay.

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

Below is a sample of how you take one piece of evidence and see it from more than one perspective and leading back to how that evidence supports your argument.

“On one hand having a detailed time schedule was harsh and made the girls unhappy. On the other hand the detailed time schedules taught the girls how to use their time well which may be a skill that they can use after working at the factory. However, my argument remains the same stands the factory owners wanted more money and they could get more money if they controlled all of the girls’ time so the girls worked even more.”

Pre-Assessment: Brainstorm / reminder of how to create an effective argument. This would ideally refer back to / remind the students of previous lessons.

What students need to be able to do coming into this lesson: Write an argument using clear and relevant evidence. Create an independent work product all taught in previous lessons within the unit.

Information for Teacher: This lesson is focused specifically on creation of an argument (for or against) the industrialization of a town. This argument can take the form of a written essay, an advertisement, a news report, or editorial. You can make this as big or small as you would like. The simplest forms would be a report to the city council or an editorial recommending industrialization or not using individual experiences of the people of Lowell. However, you can scale it up if you would like.

**CEPA Sequence:**

Day 1 Sequence for CEPA

1. Introduce prompt for CEPA. Answer any clarifying questions. Remind students about the research resources that have been used already. Also pass out any instructional supports (graphic organizers, research guides, etc...). Essential questions will be on prompt sheet.

2. Remind students of earlier conversations around essential questions.

3. Review rubric.

4. Students fill out graphic organizers and being to draft. (Use all of their resources from previous classes).

Day 2 Sequence for CEPA

1. Last check in. Remind students what is due, and when (rubric)

2. Students write CEPA assignment. Review and revise with teacher / student support.

3. Finished products must be turned in for the next class. (finish editorial as homework at the teachers discretion)

Day 3- Students continue work on CEPA as needed.

**TEACHER RESOURCE: How to acknowledge and address alternative arguments in an essay.**

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

Below is a sample of how you take one piece of evidence and see it from more than one perspective and leading back to how that evidence supports your argument.

“On one hand having a detailed time schedule was harsh and made the girls unhappy. On the other hand the detailed time schedules taught the girls how to use their time well which may be a skill that they can use after working at the factory. However, my argument remains the same stands the factory owners wanted more money and they could get more money if they controlled all of the girls’ time so the girls worked even more.”

**Useful Essay Words and Phrases**

Certain words are used to link ideas and to signpost the reader the direction your line of reasoning is about to take, such as adding more emphasis, or introducing an alternative point of view. Below is a selection of words used to link ideas, depending on the direction of your argument.

Introducing an alternative viewpoint

by contrast; another way of viewing this is; alternatively; again; rather;

one alternative is; another possibility is...

on the one hand…on the other hand

in comparison; on the contrary; in fact; though; although

Returning to emphasise your earlier viewpoint

however; despite x; in spite of x

while x may be true...

although; though; after all; at the same time; on the other hand; all the same; even if x is true; although x may have a good point

**Curriculum Embedded Performance Assessment (CEPA)**

**CEPA Teacher Instructions:**

|  |  |
| --- | --- |
| *GRASPS Framework from Understanding by Design* | Task Summary |
| ***G***  Real-World **Goal** | Develop an argument using evidence in support of or against the industrialization of your town. Your argument should use the experiences of the citizens of Lowell. In order to develop a strong argument you must acknowledge and address at least one alternative argument. |
| ***R***  A meaningful **role** for the student | You have recently visited the town of Lowell, MA. and you are writing your editorial using evidence from the experiences of the citizens of Lowell MA. |
| ***A***  Authentic real-world (or simulated) **audience** | Your audience includes the citizens of your town which are mainly farmers and the town council. The town council represents the leadership of the town and will ultimately make the decision based on your editorial. |
| ***S***  A contextualized **situation** that involves real-world application(s) | The town council is depending on you to present an evidence-based argument that will help them make the best decision for its citizens. Your town is trying to determine if they should follow the same path as Lowell towards industrialization. |
| ***P***  Student-generated culminating **products** and **performances** | You will write an editorial essay using relevant sources both primary and secondary that support your position and your essay must acknowledge and address at least one alternative argument. |
| ***S***  Consensus-driven performance **standards** for judging success | You will be assessed using a rubric. Please read over the rubric before handing in your final draft. |

Genre: Argument writing and Writing to Text: The goal of the paper is to take a position on the issue and use evidence to create a compelling argument in support of your position. The essay should be a research-based and it must acknowledge and address at least one alternative argument.

Evidence Sources: Use evidence from at least three sources. At least two different types of primary sources must be used: books, journals, magazine articles, online materials, expert interviews, visual and audio materials, and public documents. Determine source citation requirements.

*CEPA Student Instructions*

**What would you choose for your town?**

**Summary/Overview**: The time period is mid 1800s.You are the editor for the Dracut Valley Dispatch newspaper. You have been asked by the Dracut Town Council to visit Lowell, MA to research and evaluate the industrialization experience in that town. You will write an editorial presenting your findings and your recommendation (argument) to the town council. Your evidenced-based argument will be the main source of information that will lead the Dracut Town Council in making the best decision for Dracut. You have to recommend whether your town should industrialize or stay farming town. Your argument must be based on facts from your research and include specific evidence to support your claims. In order to strengthen your argument you must acknowledge and address at least one alternative argument.

**Task Information:** Write an **evidence-based argument** to convince your audience Dracut Town Council and the citizens of Dracut of your position with an important, clear, precise and defensible **thesis.** Use **relevant, specific and accurate evidence** from research to support your argument. Consider the impact of industrialization on **various citizens of Lowell** (owners, workers, etc.) when determining your argument and recommendation. Use your notes from other assignments in the unit.

**Length**: approximately 600-750 words (2-3 pages).

**Evidence:** Your argument must be supported with evidence from a variety of sources (primary and secondary). You may use journals, articles, interviews, and public documents, and visuals. You must use at least three different sources with at least one primary source and at least 2 different types of sources. For example, text book overview, regulations for the boarding houses, and a letter from a mill worker.

In this task, you will have the opportunity to **demonstrate the following skills and knowledge** (see rubric for details)

* Creating an argument about a historical time period
* Analyzing multiple sources of information
* Making claims and providing evidence from multiple primary sources to support your argument
* Understanding of the impact of industrialization on the communities in the US

**Further Details:** You must cite your sources using a standard citation method as directed by your teacher (e.g. MLA, APA) and include a Works Cited/References page.

**How to acknowledge and address alternative arguments in an essay.**

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

**CEPA Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced 4** | **Proficient 3** | **Developing 2** | **Beginning 1** |
| **Content Knowledge:** | Explains and evaluates the impact of the Industrial Revolution on New England; with specific references to Lowell MA, Social Classes and Women.  *Response specifically addresses unit essential questions around industrialization and progress.* | Explains and evaluates the impact of the Industrial Revolution on New England; with some references to Lowell MA, Social Classes, or Women.  Response makes general references to essential questions. | Describes impact of the Industrial Revolution on New England; with some references to Lowell MA, Social Classes, or Women.  Makes limited references to essential questions. | Limited description of the effects of the Industrial Revolution on New England; with minimal references to Lowell MA, Social Classes, or Women.  Makes no references to essential questions. |
| **Organization:** | Demonstrates purposeful coherence, clarity, and cohesion.  There is a strong introduction, conclusion, and a logical, well executed progression of ideas. | Demonstrates coherence and clarity. Includes an introduction, conclusion, and a logical progression of ideas, making it easy to follow. | Demonstrates some coherence and clarity. Includes an introduction, conclusion, and logically grouped ideas, making the writer’s progression of ideas discernible but not obvious. | Demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear. |
| **Purpose**  **and**  **Evidence to make a claim (x2):** | Introduces precise claim(s) from alternate or opposing viewpoints, and establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  Provides a clear thesis with logical reasoning, relevant, accurate data and evidence that demonstrates an understanding of the topic or text. | Addresses the prompt and provides effective development of the claim and topic by using clear reasoning, details and text-based evidence. acknowledges and adequately addresses one alternative argument  The thesis development is largely appropriate to the task, purpose, and audience. | Addresses the prompt and provides development of the claim and topic by using some reasoning, details, and text-based evidence. Attempt to acknowledge and address one alternative argument  The thesis development is somewhat appropriate to the task, purpose, and audience. | Addresses the prompt simplistically and develops claim, by using limited reasoning, details, text-based evidence. No or very weak attempt to acknowledge and address one alternative argument  The thesis development is minimally appropriate to the task, purpose, and/or audience. |
| **Grammar**  **Usage:** | Demonstrates command of the conventions of standard English consistent using a variety of phrases and clauses to convey specific meanings and add interest to writing. | Demonstrates command of the conventions of standard English, with a few distracting errors in grammar and usage, but meaning is clear. | Demonstrates inconsistent command of the conventions of standard English with patterns of errors in grammar and usage that impede understanding. | Demonstrates limited command of the conventions of standard English with multiple errors in grammar and usage and control over language. |

CEPA Student Writing Resources Description

The following resources support the writing in the CEPA.

**Essay Planning Outline Option 1:** This is the HIGHLY SCAFFOLDED Outline for the student’s written work in the CEPA. Pages 35 – 40 you will find the HIGHLY SCAFFOLDED Outline.

**Essay Planning Outline Option 2:** This is the moderately scaffolded outline for the student’s written work. Pages 41 – 42 you will find the moderately scaffolded outline.

**Essay Planning Outline Option 3:** This is the lightly scaffolded outline for the student’s written work.

Page 43 - you will find the lightly scaffolded outline.

*Please modify the outlines as you see fit and keep in mind that some students may not need an outline.*

Lesson 5 - Town Hall Vote

Optional CEPA Extension

**Brief Overview of Lesson:** This is an optional activity that asks the students to synthesize their entire editorial article into a two-minute oral argument. The class will then vote on whether or not to industrialize their town based upon a vote. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Information from previous classes on progress and industrialization in the United States.

**Estimated Time:** 50 minutes

**Resources for Lesson:**

Students will need their editorials from the CEPA.

* Any and all handouts from previous lessons.
* Research materials used to write the position paper.

**Unit:** Does Industry Mean Progress?

**Content Area/Course: U.S. History I**

**Lesson 5** Town Hall Vote

**Time:** 1 x 50 minutes

**By the end of this lesson students will know and be able to:**

Present their argument in shortened form (2min) to the class.

Decide if industrialization is a positive or negative for their town.

**Essential Question(s) addressed in this lesson:**

EQ 1: Does industrialization always mean progress?

EQ 2: How does industrialization affect different people in differently?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy. 8SL.4** Presentation of knowledge and ideas. Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Instructional Tips/ Strategies/Notes for Teacher:**

This lesson will need to be two days for classes with a higher number of students (30 students x 2 minutes = 60 minutes). Teachers will need to add the second day for the lesson if they want to allow students time to work in class on their presentations.

Use yellow light, red light for timing. Visual timer to keep students within the 2 minute time limit.

Create a Town Hall format in the room.

For students who are reluctant, unwilling, or unable to present to the whole class; consider the following modifications:

1. Students can have their verbal argument videotaped and share with a group or the teacher.
2. One on one presentation to the teacher.
3. Small presentation to a group of trusted peers.
4. Presentation to the principal or another teacher.

**Lesson Sequence:**

**Preparing Arguments:**

1) Students will use copies of their written editorials to create a very short oral argument. They need to include their thesis and supporting evidence in a “boiled down” concise argument of, at most, 2 minutes. This assignment can be prepared for homework and students should have their arguments ready by the beginning of the class forum.

Consider presenting models of short arguments in a visual and / or written form.

Use graphic organizers to help your students decide how they feel about each side (pro or con industrialization). A simple two column sheet should work.

**Presentations:**

2) Each student shares his or her argument in turn. They should be kept firmly to the 2 minute timeline.

3) At the end of the arguments, the students vote to industrialize the town or leave it the way it is. The vote is then announced to the class. (Anonymous ballot is probably the best way to do this).

**Formative assessment:**

Oral presentation of arguments

**CEPA Directions and Essay Planning Outline Option 1**

**Summary/Overview**: The time period is mid 1800s.You are the editor for the Dracut Valley Dispatch newspaper. You have been asked by the Dracut Town Council to visit Lowell, MA to research and evaluate the industrialization experience in that town. You will write an editorial presenting your findings and your recommendation (argument) to the town council. Your evidenced-based argument will be the main source of information that will lead the Dracut Town Council in making the best decision for Dracut. You have to recommend whether your town should industrialize or stay farming town. Your argument must be based on facts from your research and include specific evidence to support your claims. In order to strengthen your argument you must acknowledge and address at least one alternative argument.\*

**DUE DATE:**

**Task Information:** Write an **evidence-based argument** to convince your audience Dracut Town Council and the citizens of Dracut of your position with an important, clear, precise and defensible **thesis.** Use **relevant, specific and accurate evidence** from research to support your argument. Consider the impact of industrialization on **various citizens of Lowell** (owners, workers, etc.) when determining your argument and recommendation. Use your notes from other assignments in the unit.

**Length**: approximately 600-750 words (2-3 pages).

**Evidence:** Your position must be supported with evidence from a variety of sources (primary and secondary). You may use journals, articles, interviews, and public documents, visual and audio materials. You must use at least three different sources with at least one primary source and at least 2 different types of sources. For example, text book overview, regulations for the boarding houses, and a letter from a mill worker. Remember to use your notes from other assignments in the unit

In this task, you will have the opportunity to **demonstrate the following skills and knowledge** (see rubric for details)

* Creating an argument about a historical time period
* Analyzing multiple sources of information
* Making claims and providing evidence from multiple primary sources to support your argument
* Understanding of the impact of early industrialization on communities in Massachusetts

**Further Details:** *You must cite your sources using a standard citation method as directed by your teacher (e.g. MLA, APA) and include a Works Cited/References page.*

\*How to acknowledge and address alternative arguments in an essay.

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

1.) **Introduction:** Answer the Following Questions. Each of these questions represents a sentence in your first paragraph. After you have done that turn them into a paragraph below.

*Briefly describe why you have researched Lowell MA. What is your overall purpose?*

*Briefly describe what you learned from researching about Lowell.*

*Do you believe that your town should follow the example of Lowell and industrialize?* (This is your thesis statement)

1a.) Rewrite your answers to the questions here as a complete paragraph.

**Introduction**

**2. First Body Paragraph** (First Piece of Evidence): Please answer these questions and turn them into a complete paragraph below:

What is your first piece of evidence that supports your thesis (argument)?

Details, examples, and quotes to support your argument

**2a.) Rewrite you answers to the questions here as a complete paragraph.**

**First Body Paragraph**

**3. Second Body Paragraph** (Second Piece of Evidence): Please answer these questions and turn them into a complete paragraph below:

What is your second piece of evidence that supports your thesis (argument)?

Details, examples, and quotes to support your argument

**3a.) Rewrite you answers to the questions here as a complete paragraph.**

**Second Body Paragraph**

**4. Third Body Paragraph** (Third Piece of Evidence): Please answer these questions and turn them into a complete paragraph below:

What is your third piece of evidence that supports your thesis (argument)?

Details, examples, and quotes to support your argument

**4a.) Rewrite you answers to the questions here as a complete paragraph.**

**Third Body Paragraph**

**5. Conclusion** (Restate your argument using different words) Please answer these questions and turn them into a complete paragraph below:

Summarize the living conditions in Lowell MA. What is life like for the people of Lowell? Is it better or worse than before the factories were built?

Restate your thesis. Do you believe that your town should industrialize?

**5a.) Rewrite you answers to the questions here as a complete paragraph.**

**Conclusion**

**CEPA Directions and Essay Planning Outline Option 2**

**Summary/Overview**: The time period is mid 1800s.You are the editor for the Dracut Valley Dispatch newspaper. You have been asked by the Dracut Town Council to visit Lowell, MA to research and evaluate the industrialization experience in that town. You will write an editorial presenting your findings and your recommendation (argument) to the town council. Your evidenced-based argument will be the main source of information that will lead the Dracut Town Council in making the best decision for Dracut. You have to recommend whether your town should industrialize or stay farming town. Your argument must be based on facts from your research and include specific evidence to support your claims. In order to strengthen your argument you must acknowledge and address at least one alternative argument.\*

**DUE DATE:**

**Task Information:** Write an **evidence-based argument** to convince your audience Dracut Town Council and the citizens of Dracut of your position with an important, clear, precise and defensible **thesis.** Use **relevant, specific and accurate evidence** from research to support your argument. Consider the impact of industrialization on **various citizens of Lowell** (owners, workers, etc.) when determining your argument and recommendation. Use your notes from other assignments in the unit.

**Length**: approximately 600-750 words (2-3 pages).

**Evidence:** Your position must be supported with evidence from a variety of sources (primary and secondary). You may use journals, articles, interviews, and public documents, visual and audio materials. You must use at least three different sources with at least one primary source and at least 2 different types of sources. For example, text book overview, regulations for the boarding houses, and a letter from a mill worker. Remember to use your notes from other assignments in the unit

In this task, you will have the opportunity to **demonstrate the following skills and knowledge** (see rubric for details)

* Creating an argument about a historical time period
* Analyzing multiple sources of information
* Making claims and providing evidence from multiple primary sources to support your argument
* Understanding of the impact of industrialization on the communities in the US

**Further Details:** You must cite your sources using a standard citation method as directed by your teacher (e.g. MLA, APA) and include a Works Cited/References page.

**\*How to acknowledge and address alternative arguments in an essay.**

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

**1.) Introduction:** Be sure to include some background info about why you are writing this essay AND your thesis statement.

**2.) First Body Paragraph: Evidence #1**

**3.) Second body Paragraph: Evidence #2**

**4.) Third Body Paragraph: Evidence #3 and Alternative Argument**

**5.) Conclusion:** (Restate your thesis and close out your position paper).

**CEPA Directions and Essay Planning Outline Option 3**

**Summary/Overview**: The time period is mid 1800s.You are the editor for the Dracut Valley Dispatch newspaper. You have been asked by the Dracut Town Council to visit Lowell, MA to research and evaluate the industrialization experience in that town. You will write an editorial presenting your findings and your recommendation (argument) to the town council. Your evidenced-based argument will be the main source of information that will lead the Dracut Town Council in making the best decision for Dracut. You have to recommend whether your town should industrialize or stay farming town. Your argument must be based on facts from your research and include specific evidence to support your claims. In order to strengthen your argument you must acknowledge and address at least one alternative argument.\*

**DUE DATE:**

**Task Information:** Write an **evidence-based argument** to convince your audience Dracut Town Council and the citizens of Dracut of your position with an important, clear, precise and defensible **thesis.** Use **relevant, specific and accurate evidence** from research to support your argument. Consider the impact of industrialization on **various citizens of Lowell** (owners, workers, etc.) when determining your argument and recommendation. Use your notes from other assignments in the unit.

**Length**: approximately 600-750 words (2-3 pages).

**Evidence:** Your position must be supported with evidence from a variety of sources (primary and secondary). You may use journals, articles, interviews, and public documents, visual and audio materials. You must use at least three different sources with at least one primary source and at least 2 different types of sources. For example, text book overview, regulations for the boarding houses, and a letter from a mill worker. Remember to use your notes from other assignments in the unit

In this task, you will have the opportunity to **demonstrate the following skills and knowledge** (see rubric for details)

* Creating an argument about a historical time period
* Analyzing multiple sources of information
* Making claims and providing evidence from multiple primary sources to support your argument
* Understanding of the impact of early industrialization on communities in Massachussetts

**Further Details:** You must cite your sources using a standard citation method as directed by your teacher (e.g. MLA, APA) and include a Works Cited/References page.

**\*How to acknowledge and address alternative arguments in an essay.**

1. Select one piece of evidence that you plan to use to support your argument.
2. Think about how a writer who disagrees with your perspective and argument
3. Write what you think that writer who disagrees with your argument might say to make that one piece of evidence support their argument.
4. Now go back to your argument and write how that same piece of evidence supports your argument.

**Directions:** Create your essay planning outline for your editorial. Be sure to use information from your research and have a clear thesis. Remember to address at least one point that is different from your position.

**Lesson Resources and Handouts Suggested Resources**

LESSON 2-HANDOUT 1

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Opener:** Use the graphic organizer below to “tour” the classroom to examine multiple images. While viewing images, record what you see. When complete, work individually to make three (3) inferences based on you observations, citing evidence from the images to support their inferences.

|  |  |  |  |
| --- | --- | --- | --- |
| **Image** | **Observation** | **Image** | **Observation** |
| **A** |  | **B** |  |
| **C** |  | **D** |  |
| **E** |  | **F** |  |
| **G** |  | **H** |  |

**Inferences:** Review your observations. Based on what you viewed in the images,make three inferences about industrial development. Use evidence from the images to support your inferences.

|  |  |
| --- | --- |
| ***Inference*** | ***Evidence from Image*** |
|  |  |
|  |  |
|  |  |

TEACHER RESOURCE: Possible images for Lesson #2, Day 1 Opener:

In 1845 the Merrimack Manufacturing Company expanded, building more mills and boardinghouses. The company employed respectable widows and occasionally married couples to maintain good order and high moral standards in the boardinghouses. Eliza found a room in one of these large new boardinghouses.

Lowell Historical Society

[**http://www.uml.edu/tsongas/bringing-history-home/page\_03/sb2.htm**](http://www.uml.edu/tsongas/bringing-history-home/page_03/sb2.htm)



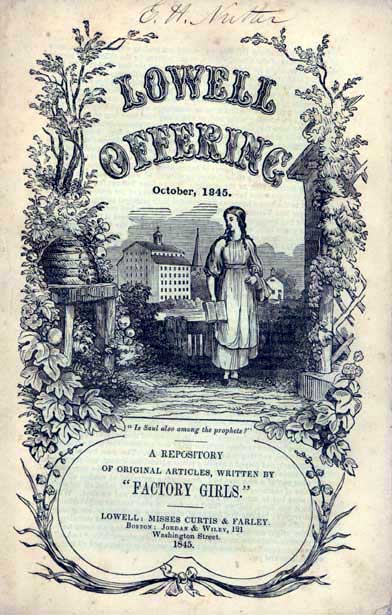
**Merrimack Jeans**

Cloth manufactured in the Lowell mills is sold throughout the United States, Europe, and as far away as China. Labels like this one are famous around the world.

American Museum of Textile History

[**http://www.uml.edu/tsongas/bringing-history-home/page\_14/sb1.htm**](http://www.uml.edu/tsongas/bringing-history-home/page_14/sb1.htm)



****

***Lowell Offering***

Eliza eagerly looks forward to reading the**[Lowell Offering](http://www.uml.edu/tsongas/bringing-history-home/glossary.htm" \l "anchor18" \t "_blank)** every month. She always turns first to the letter from a woman who signs herself "L.H," who writes about her travels to the West and her adventures teaching in the Indian mission school in Arkansas.

Lowell Historical Society

[**http://www.uml.edu/tsongas/bringing-history-home/page\_11/sb2.htm**](http://www.uml.edu/tsongas/bringing-history-home/page_11/sb2.htm)

LESSON 2 BACKGROUND READING 1

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Work individually to annotate the text for key details by underlining important facts and information. Write notes in the margins! Once you have completed the reading and annotation, work together with your group to create one chart paper two-column notes poster that outlines the main headings and corresponding details found in the text.

**Why did mills develop in Lowell?**

**The Industrial Development of Lowell**

In 1814 on the Charles River in Waltham, Massachusetts, a group of Boston investors introduced the first integrated cotton textile mill. Here each step in the production of cloth from bale to bolt took place under one roof with machinery powered by water. Management also turned to an innovative source of labor, the daughters of New England Yankee farmers. The success of the "Waltham Experiment" encouraged investors to explore other sites on which to expand and print calico cloth. In 1821, they chose an area around the Pawtucket Falls on the Merrimack River at East Chelmsford, Massachusetts. This site became Lowell, the first large, planned, industrial city in America. The system of factories and power canals created here surpassed previous engineering schemes in both scale and level of sophistication.

At the Pawtucket Falls, the Merrimack River fell 32 feet over a series of drops and rapids in the space of one-half mile. In 1796, a company called the Proprietors of Locks and Canals on Merrimack River built the Pawtucket Canal, as a transportation canal, to bypass these falls. The Boston investors purchased the Proprietors of Locks and Canals and some 250 acres of adjacent farmland for development in 1821. Between 1822 and 1848, they rebuilt Pawtucket Canal into a feeder canal. They planned and constructed a dam at the head of the falls, seven power canals, and 10 large companies consisting of more than 50 mill buildings, including two print works, a bleachery, and a machine shop. They also provided schools, churches, libraries, and housing for their workers. During this period, Lowell's population grew from about 2,500 to 33,000.

Lowell became America's model industrial city during the first half of the 19th century. Lowell offered the hope that the country would profit socially as well as economically by adopting industrialism as a way of life. The early Lowell system was distinguished by its state-of-the-art technology, the engineers and inventors who worked on its canal system, its mill architecture, enormous production capabilities, rational city planning, and most of all, by its much-heralded workforce of Yankee "mill girls."

Throughout the 19th century wave after wave of immigrants--Irish, French-Canadian, Greeks, Polish, and Portuguese--arrived in Lowell looking for job opportunities in the expanding textile industry. During this period Massachusetts implemented reform legislation affecting child labor, education, and working conditions which cut investors profit margins. In the 1920s rather than reinvesting in aging Northern textile factories with high taxes, union labor, and expensive transportation costs, investors turned to new textile plants in the South. As a result many of the textile companies in Lowell closed or moved south. A few companies diversified or produced specialized products. After the 1920s, except for occasional economic boons such as World War II, Lowell experienced some of the highest unemployment rates in the country until the 1970s.

Lowell is not, as is sometimes claimed, the birthplace of the Industrial Revolution in America. Most of the developments associated with this phenomenon in the nation's history had their origins elsewhere. But it was at Lowell that these developments converged in a way that made them revolutionary. New forms of technology, power generation, finance, labor, and industrial organization were combined on a scale that foreshadowed today's industrialized and urbanized society.

(source: <http://www.nps.gov/nr/twhp/wwwlps/lessons/21boott/21facts1.htm>)

**The Mill as a System**

The typical Lowell textile mill consisted of an integrated sequence of mechanized processes which transformed raw cotton into finished cloth. The system drew on diverse people and skills to make it work. Factory owners, workers, agents, overseers, machinists, millwrights, checkers, and boardinghouse keepers together with machine belts, shafting, water wheels, turbines, lighting and fire safety equipment, even the building itself were all parts of an immense and complex process of interrelated functions. Viewed in its broadest perspective, the Lowell factory system reached far beyond the city limits. Vital raw material was shipped from the American South, and finished textile products could be found in all sections of the United States, Europe, Central America, Canada, and even China. Included in this system, broadly conceived, were railroad workers, seamen, plantation owners, slaves, sales agents, retail merchants, and cotton factors. From a more limited perspective, the factory system encompassed every aspect of activity confined within the walls of a given mill.

Two central components of the Boott Mills, and others like the Boott, were the power system and the production system. There were several other subsystems such as communications, lighting, heat and humidity, sanitation and safety, fire prevention, transportation, maintenance and repair, machine building, architecture and construction, management, and labor which were vital parts of the whole. Changes in these subsystems affected both power and production; in turn, innovations in either the power system or the production system affected the subsystems. As a result, many of the innovations and changes inherent in the founding and development of the factory system brought unanticipated consequences. The factory system was a process where change was the order of the day and in which the whole was greater than the sum of its parts.

(source: <http://www.nps.gov/nr/twhp/wwwlps/lessons/21boott/21facts2.htm>)

Lesson 2 Day 2 Background Reading 2

**The Mill Girls’ World
The first Lowell textile factory was completed in 1823. Workers were
needed. Mill owners hired people called recruiters to find workers. Many of
the workers they found were the daughters of New England farmers. You
may wonder why young women were hired for factory work. There are
several reasons. One is the fact that sons were needed to help farm the New
England soil. Another reason is that the daughters already knew how to
weave. Mill owners felt the young women would learn how to tend power
looms quickly. Also, they wouldn’t have to pay women as much as men.
Many young women left the farm so the family would have one less mouth
to feed. Some women sent the money they earned in Lowell home to help pay
bills.
From Farm to Factory: Deciding to Move
Life in Lowell sounded wonderful to many of the daughters of Yankee farmers. On the farm the daughter
was responsible for helping to cook, clean, make candles and soap, care for younger brothers and sisters,
weave cloth, and make, mend, and alter clothes. They did these chores seven days a week, and didn’t earn
a cent. In Lowell, girls worked six days a week, twelve hours a day, and they were paid. Most girls earned
about $3.25 each week. Room and board cost $1.25, but the rest was theirs to keep or spend as they
wished.
Time outside of work could be spent in any number of ways. Lowell had churches, a library, theatres,
dances, a museum, shops, and travelling speakers. Very few of these things were available on the farm.
Another highlight of Lowell was the chance to make friends with other women.
Boardinghouse Life
Lowell’s mill girls lived in boardinghouses. Boardinghouses were large, long brick buildings owned by
the factories. If you were a mill girl for the Hamilton Manufacturing Corporation you lived in a Hamilton
boardinghouse. The boardinghouse was kept up by a woman called the boardinghouse keeper. She was
hired by the factory to make sure her boarders were well fed and well behaved, in bed by 10:00 pm, and
at church on Sundays.
Life in the boardinghouse had its ups and downs. Each young woman was expected to share her bed with
another mill girl. Most bedrooms had two or three doublebeds. In the attic beds were lined up side by side
and women slept three to a bed. If you were the last girl to come to the boardinghouse in search of a place
to stay - more than likely you’d be sent to the attic.The Mill 
**

Lesson 2 Day 2 Background Reading 2

Life on the Corporation
A typical day on the corporation began early. The bells on top of the mills began
ringing at 5:00 in the morning to wake everyone up. At 5:30 am they began ringing
again to tell the workers to report to their work rooms. The mill girls had until 5:35
am to get inside the mill courtyard. If they were late the gates closed in front of them,
and they were forced to walk through the counting house. A man in the counting
house took down the names of those who were late. If you were late too often, you
might get fired.
Once at your work station you took orders from the overseer on your floor. If you
were a weaver you were responsible for keeping bobbins full, threads straight, and
machinery running smoothly. You did not need to know exactly how your machine
ran - that was the job of the loom fixer. If your machine stopped running for some
reason, you had to call the loom fixer to get it started again. If you relied on the loom
fixer too much - he might take his time getting to your machine. This was a
punishment. If your machine wasn’t working - you weren’t making cloth. If you
weren’t making cloth - you weren’t making money, and could lose your job.
Weavers were paid by the amount and quality of the cloth they produced.
Mill girls generally worked from 5:30 until 7:00 in the morning. At 7:00 am the bells rang again to signal
breakfast. The girls dashed to grab their cloaks, then ran to their boardinghouses. They had until 7:30 am
to eat, and until 7:35 am to get back to work. They then worked until noon, stopped work for a thirty
minute dinner break, then continued to work until 7:00 in the evening. Supper was hastily eaten at the
end of the work day. After supper the girls could do what they wished until the keeper called them to
bed at 10:00 pm.
After Hours
After supper young women liked to read, sew, tell one another stories, and write letters around the parlor
stove. On some evenings a pedlar selling satin bonnets or fancy shoes, or a gentleman caller might stop
by. Some of the women took classes in the evening, attended lectures, or went to the theatre. Others took
time to stroll the streets, looking in shop windows at jewelry and fancy dresses. Most girls bought new
clothing and bonnets once they had saved enough money. In the city there was a lot of pressure to wear
fashionable clothing.
Working Conditions
Working conditions were less than perfect. The average temperature of a weave room on a summer day
was often as high as 115 degrees. In the winter it could get as hot as ninety degrees. The windows were
never open. It was important to keep the air in the weave room warm and moist. A breeze from an open
window might cause threads to snap. Broken threads meant poor cloth. To give the room extra moisture,
steam was pumped in through pipes. Cotton dust, or cotton fly, filled the air making it difficult to breathe.
Many women died from cotton dust getting trapped in their lungs.

Lesson 2 Day 2 Background Reading 2

Enough is Enough
Even though working conditions were dangerous, most women enjoyed the fast pace of Lowell in
the early years. But by 1840 conditions had gotten bad. Women who had tended two machines were
now required to watch three or four. The machines were running faster, and the young women were
working as long as 13 hours each day. To make matters worse, the cost of living in a boardinghouse
had risen, and the pay had been lowered.
Many women would not work under these conditions. Some returned to the farm, some got married,
others found new jobs. Some women refused to give up their jobs, but would not work under the bad
conditions. These women went on strike. They walked off the job and refused to work until the
hours were shortened and the conditions improved. Their strikes were not successful. Many left the
mills and were replaced by Irish immigrants.

“The Mill Girls World” (pages 15-17 from the Farm to Factory Curriculum Guide)

<http://www.uml.edu/docs/farmtofactory_tcm18-88383.pdf>

*LESSON 2 HANDOUT FOR BACKGROUND READING 2: The Mill Girls’ World*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Divide the six (6) sections of the text entitled **“Mill Girls’ World**” among your three group members (two sections each) and work individually to annotate the text for key details by underlining important facts and information. Everyone should read the introduction to the article. Once your group has completed the reading, work together to create one chart paper two-column notes poster outlining the main headings and corresponding details found in the text. Use this handout to make your own copy of the notes

| **Subsection** | **Notes/Facts:** short bullets, written in your own words |
| --- | --- |
| Introduction |  |
| Farm to Factory: Deciding to  Move |  |
| Boarding House Life |  |
| Life on the Corporation |  |
| After Hours |  |
| Working Conditions |  |
| Enough is Enough |  |

Lesson 2 Optional HANDOUT: Alternative Reading: Web quest from Tsongas Industrial History Center



[Lowell Mill Girl Web quest:](http://www.uml.edu/tsongas/bringing-history-home/page_01/index.htm) <http://www.uml.edu/tsongas/bringing-history-home/page_01/index.htm>

You have just arrived in Lowell. What will you do? Where will you live? Are there jobs available? How do you find out? Follow this Web Quest from the Tsongas Center at UMass Lowell to find out what life was like!! Answer the questions below with the help of the web quest.

[Welcome to Lowell!!](http://www.uml.edu/tsongas/bringing-history-home/page_01/index.htm)

Please answer the following questions:

1. List 2 different options that Lowell Mill Girls had for accommodations:
2. What was the typical workday of the Lowell Mill Girl? How many hours a day did they work? How many days a week?
3. What was the Factory Girls Association? List one pro and one con of joining.
4. How did Lowell Mill Girls get paid?
5. Give three examples of how you would spend your money after room, board and laundry.

LESSON 2 OPTIONAL HANDOUT: Supplementary Glossary Activity

Directions: Create an illustrated glossary of the following terms using the link below:

[Glossary](http://www.uml.edu/tsongas/bringing-history-home/glossary.htm) <http://www.uml.edu/tsongas/bringing-history-home/glossary.htm>

1. Abolition
2. Apprentice
3. Agent
4. Blacklist
5. Boardinghouse
6. Factory Girl Association
7. Loom
8. Millinery Shop
9. Operative
10. Overseer
11. Petition
12. Quota
13. Rally
14. Reformer
15. Strike or turnout
16. Ten hour day

LESSON 2 DAY 2 HANDOUT

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Closer:** Working individually, review your inferences from the opener and work to assess their accuracy, recording facts from the reading that either confirm or conflict with those inferences and explain why your inferences were or were not accurate.

|  |  |  |
| --- | --- | --- |
| ***Your Inference*** | ***Accuracy***  ***Yes or No?*** | ***Explanation (Use Evidence from texts!)*** |
|  |  |  |
|  |  |  |
|  |  |  |

LESSON 3 HANDOUT 1

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Opener:** How has progress affected you? Brainstorm at least two examples, one positive and one negative. Then, listen to directions on how to expand this chart.

|  |  |
| --- | --- |
| **Positive** | **Negative** |
|  |  |

LESSON 3 HANDOUT 2 **REGULATIONS FOR THE BOARDING HOUSES
OF THE
MIDDLESEX COMPANY.
The tenants of the Boarding Houses are not to board, or permit any part of their houses to be occupied by any person except those in the employ of the Company.
They will be considered answerable for any improper conduct in their houses, and are not to permit their boarders to have company at unseasonable (sic) hours.
The doors must be closed at then o'clock in the evening, and on one admitted after that time without some reasonable excuse.
The keepers of the Boarding Houses must give an account of the number, names, and employment of their boarders, when required; and report the names of such as are guilty of any improper conduct, or are not in the regular habit of attending public worship.
The buildings and yards about them must be kept clean and in good order, and if they are injured otherwise from ordinary use, all necessary repairs will be made, and charged to the occupant.
It is indispensable that all persons in the employ of the Middlesex Company should be vaccinated who have not been, as also the families with whom they board; which will be done at the expense of the Company.
SAMUEL LAWRENCE, Agent
**http://library.uml.edu/clh/all/boa07.htm

**PLAIN TEXT VERSION**

**REGULATIONS FOR THE BOARDING HOUSES  
OF THE  
MIDDLESEX COMPANY.**

The tenants of the Boarding Houses are not to board, or permit any part of their houses to be occupied by any person except those in the employ of the Company.

They will be considered answerable for any improper conduct in their houses, and are not to permit their boarders to have company at unseasonable (sic) hours.

The doors must be closed at then o'clock in the evening, and on one admitted after that time without some reasonable excuse.

The keepers of the Boarding Houses must give an account of the number, names, and employment of their boarders, when required; and report the names of such as are guilty of any improper conduct, or are not in the regular habit of attending public worship.

The buildings and yards about them must be kept clean and in good order, and if they are injured otherwise from ordinary use, all necessary repairs will be made, and charged to the occupant.

It is indispensable that all persons in the employ of the Middlesex Company should be vaccinated who have not been, as also the families with whom they board; which will be done at the expense of the Company.

SAMUEL LAWRENCE, Agent

TEACHER REFERENCE: SAMPLE ANNOTATION FOR LESSON 3 PRIMARY SOURCES

Example of Annotated Source:
Sources is marked with paraphrasing and vocabulary
REGULATIONS FOR THE BOARDING HOUSES
OF THE
MIDDLESEX COMPANY.
The tenants of the Boarding Houses are not to board, or permit any part of their houses to be occupied by any person except those in the employ of the Company.
They will be considered answerable for any improper conduct in their houses, and are not to permit their boarders to have company at unseasonable (sic) hours.
The doors must be closed at then o'clock in the evening, and on one admitted after that time without some reasonable excuse.
The keepers of the Boarding Houses must give an account of the number, names, and employment of their boarders, when required; and report the names of such as are guilty of any improper conduct, or are not in the regular habit of attending public worship.
The buildings and yards about them must be kept clean and in good order, and if they are injured otherwise from ordinary use, all necessary repairs will be made, and charged to the occupant.
It is indispensable that all persons in the employ of the Middlesex Company should be vaccinated who have not been, as also the families with whom they board; which will be done at the expense of the Company.
SAMUEL LAWRENCE, Agent


Lesson 3 Handout 3 Primary Source Analysis Graphic Organizer

**How does industrialization impact people and communities? Primary Sources from Lowell, MA**

**Directions:** Use this organizer to record notes from your primary sources. Remember to read carefully for understanding. This will prepare you with evidence for your editorial writing piece. The first row gives you directions and tips for what to include in your notes.

|  |  |  |
| --- | --- | --- |
| **SOURCE INFORMATION**   * *Name* * *Date* * *Type of Source* * *Author* * *Why was the source created?* * *What points of view/perspectives are represented in the source?* | **FACTS**   * *Bullet notes in your OWN WORDS* * *OR use “quote marks” around exact quotations (use direct quotes sparingly)* | **IMPACT OF INDUSTRIALIZATION**   * *Make inferences.* * *What does the source teach about the impact of the Industrial Revolution?* * *Remember to consider multiple perspectives: owners, workers and regular townspeople* |
| **SOURCE 1**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why created: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Points of view/perspectives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| **SOURCE INFORMATION**   * *Name* * *Date* * *Type of Source* * *Author* * *Why was the source created?* * *What points of view/perspectives are represented in the source?* | **FACTS**   * *Bullet notes in your OWN WORDS* * *OR use “quote marks” around exact quotations (use direct quotes sparingly)* | **IMPACT OF INDUSTRIALIZATION**   * *Make inferences.* * *What does the source teach about the impact of the Industrial Revolution?* * *Remember to consider multiple perspectives: owners, workers and regular townspeople* |
| **SOURCE 2**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why created: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Points of view/perspectives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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HANDOUT 3 LESSON 3 DAY 2 CLOSER

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**Closer:** Has progress been good for you? Explain making at least one connection to work from today.

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Primary Source for Formative Assessment in Lesson 3

**HAMILTON COMPANY – BOARDINGHOUSE RULES** **FROM THE HANDBOOK TO LOWELL, 1848**

REGULATIONS FOR THE BOARDINGHOUSES of the Hamilton Manufacturing Company. The tenants of the boarding-houses are not to board, or permit any part of their houses to be occupied by any person, except those in the employ of the company, without special permission.

They will be considered answerable for any improper conduct in their houses, and are not to permit their boarders to have company at unseasonable hours.

The doors must be closed at ten o'clock in the evening, and no person admitted after that time, without some reasonable excuse.

The keepers of the boardinghouses must give an account of the number, names and employment of their boarders, when required, and report the names of such as are guilty of any improper conduct, or are not in the as are guilty of any improper conduct, or are not in the regular habit of attending public worship.

The buildings, and yards about them, must be kept clean and in good order; and if they are injured, other-wise than from ordinary use, all necessary repairs will be made, and charged to the occupant.

The sidewalks, also, in front of the houses, must be kept clean, and free from snow, which must be removed from them immediately after it has ceased falling; if neglected, it will be removed by the company at the expense of the tenant.

It is desirable that the families of those who live in the houses, as well as the boarders, who have not had the kine pox, [smallpox] should be vaccinated, which will be done at the expense of the company, for such as wish it.

Some suitable chamber in the house must be reserved, and appropriated for the use of the sick, so that others may not be under the necessity of sleeping in the same room.

*JOHN AVERY, Agent.*

LESSON 4 MENTOR TEXT-EDITORIAL 1

**Viewpoints: California delays the progress of young people at its own peril**

**Zócalo Public Square**

**PUBLISHED THURSDAY, AUG. 01, 2013**

http://www.sacbee.com/2013/08/01/v-print/5613897/california-delays-the-progress.html

There's a nasty California disease spreading so fast that even our baseball teams have caught it.

Last year, the Los Angeles Angels of Anaheim kept their best player, then-20-year-old Mike Trout, in the minor leagues for the first month of the major league baseball season. This year, the L.A. Dodgers held down their most talented player, 21-year-old Yasiel Puig, for the first two months. Both teams felt their player was too young and needed more seasoning, and both teams paid a heavy price. The Angels fell into a deep hole from which they could never quite recover, and the Dodgers, without Puig, fell into last place. (After Puig was brought to the majors, they quickly climbed into first).

But don't be too hard on the Angels or Dodgers. In California, delaying the progress of ambitious young people has become standard operating procedure.

A bachelor's degree used to be a four-year project. Now, thanks to generations of cuts in funding and course offerings, Californians compare university graduation rates at a six-year standard. At the entry level of education, we've helped balance the budget in recent years by progressively raising the minimum age for starting kindergarten.

Young people used to buy homes. Now, especially in the more populous coastal cities, high prices force couples to wait years longer than the average in other states. This is one reason why California's home ownership rate, 54.5 percent, badly lags the national rate of 65 percent.

Launching a business takes months (or even years) instead of weeks thanks to labyrinthine California regulations and local permitting. And on hiring, California faces a double whammy of delay: a comparatively high unemployment rate *and* a high number of unfilled jobs. To put it another way, young people can't find work, which means they can't get experience and skills, which means the jobs employers wish to fill lack qualified candidates.

California's budget system squeezes the universities and favors debt over new investment. Our tax system famously requires new homeowners and businesses to pay more in property taxes than their established counterparts. And we subsidize the old, lavishly and unapologetically. Even if the old are felons. One reason our prisons are so overcrowded and cost so much is that prisoners are kept inside until they are old and require extensive medical care.

Californians love to debate whether we're driving billionaires out of the state. But the wealthiest Californians are actually the demographic most likely to stick around. We should worry about people who are more likely to leave the state: college students who can't find a spot in our public universities and young families who can't afford a home.

California's elite ought to embrace an agenda focused on how to do better by the young and hungry people who represent the state's future. How do we reduce the costs of high-quality housing and education? How do we make it easier and faster to start a business?

But such a futuristic outlook isn't a natural fit for a state political elite that is extraordinarily long in the tooth. Gov. Jerry Brown and U.S. Sen. Barbara Boxer are in their 70s; Dianne Feinstein, at 80, is the oldest current member of the U.S. Senate. Antonio Villaraigosa, whose future is speculated about as though he were a young, up-and-coming politician, is 60. Even our youngsters, Lt. Gov. Gavin Newsom, 45, and Attorney General Kamala Harris, 48, will soon be old enough to join AARP.

Meanwhile, everyone's getting older. Children, who made up one-third of the state population in 1970, are projected to be only one-fifth of the population by 2030, according to USC demographer Dowell Myers. Los Angeles, once synonymous in the popular imagination with youth, is now getting older faster than other major American cities.

I grew up in the San Gabriel Valley, where I live today. I like to drive around and admire all the old homes, but I'm shocked at how much of the fruit on the old trees is left to fall, rotten, to the ground. My exterminator says that's why the area has so many rodents. It's as though we Californians have forgotten the most basic of lessons: When the new fruit ripens, you have to pick it.

*Joe Mathews wrote this Connecting California column for [www.zocalopublicsquare.org](http://www.zocalopublicsquare.org/" \t "_blank).*

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LESSON 4 MENTOR TEXT-EDITORIAL 2

<http://www.theguardian.com/science/political-science/2013/aug/01/environmentalists-redefine-progress-means/print>

Environmentalists must redefine what 'progress' means



*Humankind is made for greater things than circulating plastic tat. Science can help us see thisTransit of Venus. The purpose of civilisation has to be about more than the wealthy few accumulating more and more stuff. Photograph: Jim Tiller/AP*

"What's this?" I asked my nephew. He was soon to turn two, and I thought, perhaps, he would be able to identify the plastic toy in my hand as a "dinosaur". "Edmontosaurus", he told me. I checked the label on its foot. He was right.

Just before his fifth birthday, he corrected me on a question of astronomy: "No, Venus is hotter than Mercury. Mercury is closer to the sun, but Venus has poisonous gases which keep the heat in". I used to know that, I remembered, before I grew up and got boring.

It seems to me that humans are born with our eyes open, desperate to learn about the fascinating world we find ourselves in. We are then sandpapered by our society into dull cynics. I also think that this passion for understanding might provide an answer to one of the most profound dilemmas of environmentalism and for our civilisation.

Ever since the neolithic revolution, humanity has had a question to answer. Once we've done the work to reproduce what we have, what else do we want?

There are those who argue that the answer is simple: stop working so hard. John Maynard Keynes made this case in the 1920s. Britain at the time had, he argued, enough wealth. Were it more evenly distributed, everyone could live a comfortable life. As technology makes it possible for us to produce this same wealth with less work, why don't we all just work less? More recently, the New Economics Foundation has [published a report](http://www.neweconomics.org/publications/entry/21-hours) arguing that we should all work only 21 hours a week.

As a civilisation, we have cracked survival. Of course, many millions of people don't have what they need. But this is a result of astonishing inequalities: the world produces enough food, clothes, houses and medicine for us all. Why must we keep working so hard?

We haven't heeded this advice. Since the main tool of an office job shifted from pen and paper to computer, thus saving hours every day, have we all worked fewer hours? No. Since we moved from hand nets to trawler nets, have fishing boats gone home once they have secured their former catch? I don't think so.

Instead, we have used our time and new technology to expand the amount of stuff we extract and produce. Some of this work has genuinely been good for us. But much of the drive for ever more profit is a drive towards the edge of an ecological cliff, fuelled by stress at work and stress that we can't keep up with the Joneses.

While Keynes's idea of more leisure time is a nice one, I think it's not enough of an answer. I for one get bored after sitting on the beach for five minutes. I don't know if it's because of the way our civilisation shapes us, or the way that we are innately, but we don't seem very good at not doing much.

So, I think there is another way to ask this question. If we aren't going to be motivated by a desire, which is destroying the planet, for ever more trinkets, what else can drive us?

There are of course, lots of answers to that. I hope we can all spend more time caring better for each other. I'd like all of us to be allowed to spend more time making art. But there's something else too. I am certain that our innate desire to explore and to understand is as strong as out innate desire to accumulate and consume.

When, other than during a war, has humanity been as collectively captivated as we were during the moon landings? Is there anything more exciting than learning that genuine monsters really walked the earth? Or about the amazing conclusions of quantum mechanics?

We can allow our society to be conned into believing that the primary aim we ought to have is the accumulation of endlessly more stuff by a wealthy few. But at its core, environmentalism teaches us that economics has to be about something else. It has to be about understanding what true progress is. It forces us to ask existential questions about civilisation.

In his recent book, [Feral](http://www.guardianbookshop.co.uk/BerteShopWeb/viewProduct.do?ISBN=9781846147487), George Monbiot constructs an environmentalism around a desire to re-inspire people with a sense of wonder at the natural world. The book calls for us to allow land to re-wild, to return to its natural state, in order that we can all experience its raw power. "Everyone," he says "should have the Serengeti on their doorstep." It is a compelling case.

I believe that this thesis must be broadened. Environmentalists must re-imagine what civilisation is for, what humanity is for. Yes, that should include being inspired once more by magnificent forests and quirky plants and incredible animals. These things are wonderful.

But I think it also has to include a vast expansion in the amount of time and money we invest in advancing and disseminating all human knowledge. We ought also to care about exploring the makeup of the cosmos, and of atoms and of chemicals. Because we are humans, and asking questions is what we do best.

*This post is part of a series on science and the green movement.****Adam Ramsay****is activism and events manager at*[*People & Planet*](http://peopleandplanet.org/)*. He also co-edits*[*Bright Green*](http://www.brightgreenscotland.org/)*and is an active member of the Green Party*

Additional Primary Resources and Reading and Comprehension Strategies

Using any of these resources will provide students with additional data to draw from as they develop their arguments.

* Please read each source before using them with students.
* It is STRONGLY suggested that any of the following sources be **chunked** so that students can access the information.
* The process is described in through this link: <http://www.facinghistory.org/resources/strategies/chunking>

**Mill Girl Letter Correspondence -** *http://www.uml.edu/docs/BTOB\_tcm18-88356.pdf*

**George Dana Austin to Barilla Taylor\* June 23, 1844**

Barilla don’t you think of going home at all this fall because you must pass it through your head that there is just nobody there. . .

**Barilla to Her Parents\* Sunday, July 14, 1844**

It is with pleasure that I seat myself this morning to write you to let you know of my health which is very good at present. ... I like in the mill, but my overseer is not the best, or—I might say, the cleverest. I do not make much. I did not make only six dollars & a quarter last month beside my board. I pay five dollars for my board a month . . . I have changed my boarding place again . . . The first place I went to was on the Corporation. It was a very good place indeed. They kept about thirty boarders all the time . . . six in one room. Else had some trouble with the girls she roomed with & she would not stay. We went to the second place. Our boarding woman . . . was cross, lazy and nasty … In the morning she would get up, build up a fire & go to bed again. We would get up, get our breakfast & go into the mill . . . When we came out for dinner we would have what coffee was left from the morning for dinner. We would have a little dry bread, a cracker or two a piece & that was our dinner. We would have a piece of pie once a week & that was our living for about three months. I was sick there & I don’t wonder, do you? I left there in about a week after I got able to work. I now board with Mr. & Mrs. Elston on Central Street. They are first rate folks . . . I have as much as I want and just when I want it . . . Ann Graham, if you know her, has got her hand tore off, It was done in the card room. I heard she has got to have it taken off above her elbow. We donít know but she will lose her life by it . . . If I stay till spring—I think it a doubt you will ever see me again if my health is as good as it is now for I think of . . . going to the west next spring . . . I bid you all farewell as I don’t know as I shall ever see any of you again . . .

**Mrs. Taylor to Barilla\* August 1st, 1844**

. . . We heard you was in Boston the fourth of July and told Freeman Smith you was coming home in the fall We shall look for you at the time you promised to come home when you went away. Florena wants you should come home and help her for she has got a great deal to do . . . come home and go to school . . .

**Florena Austin to Barilla Taylor\* January 27, 1845**

. . . Mother says you did not come home last fall as you agreed and you must be sure to come next spring and stay with her next summer and make some woolen clothes, get rested and go again if you want next fall. I think one year is long enough to stay at a time. I do not approve of girls staying in the factory till they get all run down and good for nothing . . .

**Mr. Taylor to Joseph C. Taylor\* August 25, 1845**

. . . we was glad to hear that Barilla was alive though the next news may be her death news but we hope not. We all hope that she will get well and come home and see the folks . . .

**Pliny Tidd to Mr. Taylor\* March 5, 1846**

. . . I have had Barilla moved to the cemetery at Lowell on the 14th of November 1845. Also the stones put up … they are good strate stones and engraved in good taste . . .

*\* Name Key*

* **George Dana** Austin was a family friend and brother of Amos Austin. Amos Austin was married to Barilla’s sister Florena.
* **Florena Austin** was Barilla’s sister. She was five years older than Barilla. She was married and had one child when Barilla was in Lowell. She stayed on the farm and eventually had five children.
* **Mr. Taylor** was Barilla’s father, Stephen Burleigh Taylor. He was 46 in 1843. In December of 1844, he became lame from an accident in which his horse got spooked and the wagon in which he was riding overturned. He owned a small farm.
* **Mrs. Taylor** was Barilla’s mother, Melinda Taylor. She had twelve children. Her youngest was born in 1846.
* Joseph Taylor was Barilla’s older brother. He was two years older than she. He left the family farm many times. Work was hard to find. He farmed for people around Boston, and at one point joined the circus. He took care of Barilla during her final days.
* **Pliny Tidd** was a friend of Barilla’s. It is likely that they met while living in Lowell.

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| **Investigation of Labor Conditions, 1845** |

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| **INVESTIGATION OF LABOR CONDITIONS, 1845**  Massachusetts House Document, no. 50, March, l845.  Reprinted in John Commons, ed., *A Documentary History of American Industrial Society* (1910).  The Special Committee to which was referred sundry petitions relating to the hours of labor, have considered the same and submit the following Report:  The first petition which was referred to your committee, came from the city of Lowell, and was signed by Mr. John Quincy Adams Thayer, and eight hundred and fifty others, "peaceable, industrious, hard working men and women of Lowell." The petitioners declare that they are confined "from thirteen to fourteen hours per day in unhealthy apartments," and are thereby "hastening through pain, disease and privation, down to a premature grave." They therefore ask the Legislature "to pass a law providing that ten hours shall constitute a day's work," and that no corporation or private citizen "shall be allowed) except in cases of emergency, to employ one set of hands more than ten hours per day."  The second petition came from the town of Fall River, and is signed by John Gregory and four hundred and eighty-eight others. These petitioners ask for the passage of a law to constitute "ten hours a day's work in all corporations created by the Legislature."  The third petition signed by Samuel W. Clark and five hundred others, citizens of Andover, is in precisely the same words as the one from Fall River.  The fourth petition is from Lowell, and is signed by James Carle and three hundred others. The petitioners ask for the enactment of a law making ten hours a day's work, where no specific agreement is entered into between the parties.  The whole number of names on the several petitions is 2,139, of which 1,151 are from Lowell. A very large proportion of the Lowell petitioners are females. Nearly one half of the Andover petitioners are females. The petition from Fall River is signed exclusively by males.  In view of the number and respectability of the petitioners who had brought their grievances before the Legislature, the Committee asked for and obtained leave of the House to send for "persons and papers," in order that they might enter into an examination of the matter, and report the result of their examination to the Legislature as a basis for legislative action, should any be deemed necessary.  On the 13th of February, the Committee held a session to hear the petitioners from the city of Lowell. Six of the female and three of the male petitioners were present, and gave in their testimony.  The first petitioner who testified was **Eliza R. Hemmingway**. She had worked 2 years and 9 months in the Lowell Factories; 2 years in the Middlesex, and 9 months in the Hamilton Corporations. Her employment is weaving-works by the piece. The Hamilton Mill manufactures cotton fabrics. The Middlesex, woolen fabrics. She is now at work in the Middlesex Mills, and attends one loom. Her wages average from $16 to $23 a month exclusive of board. She complained of the hours for labor being too many, and the time for meals too limited. In the summer season, the work is commenced at 5 o'clock, a.m., and continued till 7 o'clock, p.m., with half an hour for breakfast and three quarters of an hour for dinner. During eight months of the year, but half an hour is allowed for dinner. The air in the room she considered not to be wholesome. There were 293 small lamps and 61 large lamps lighted in the room in which she worked, when evening work is required. These lamps are also lighted sometimes in the morning. About 130 females, 11 men, and 12 children (between the ages of 11 and 14) work in the room with her. She thought the children enjoyed about as good health as children generally do. The children work but 9 months out of 12. The other 3 months they must attend school. Thinks that there is no day when there are less than six of the females out of the mill from sickness. Has known as many as thirty. She, herself, is out quite often, on account of | | |
| sickness. There was more sickness in the Summer than in the Winter months; though in the Summer, lamps are not lighted. She thought there was a general desire among the females to work but ten hours, regardless of pay. Most of the girls are from the country, who work in the Lowell Mills. The average time which they remain there is about three years. She knew one girl who had worked there 14 years. Her health was poor when she left. Miss Hemmingway said her health was better where she now worked, than it was when she worked on the Hamilton Corporation. She knew of one girl who last winter went into the mill at half past 4 o'clock, a.m., and worked till half past 7 o'clock, p.m. She did so to make more money. She earned from $25 to $30 per month. There is always a large number of girls at the gate wishing to get in before the bell rings. On the Middlesex Corporation one fourth part of the females go into the mill before they are obliged to. They do this to make more wages. A large number come to Lowell to make money to aid their parents who are poor. She knew of many cases where married women came to Lowell and worked in the mills to assist their husbands to pay for their farms. The moral character of the operatives is good. There was only one American female in the room with her who could not write her name.  **Miss Sarah G. Bagley** said she had worked in the Lowell Mills eight years and a half, six years and a half on the Hamilton Corporation, and two years on the Middlesex. She is a weaver, and works by the piece. She worked in the mills three years before her health began to fail. She is a native of New Hampshire, and went home six weeks during the summer. Last year she was out of the mill a third of the time. She thinks the health of the operatives is not so good as the health of females who do house-work or millinery business. The chief evil, so far as health is concerned, is the shortness of time allowed for meals. The next evil is the length of time employed-not giving them time to cultivate their minds. She spoke of the high moral and intellectual character of the girls. That many were engaged as teachers in the Sunday schools. That many attended the lectures of the Lowell Institute; and she thought, if more time was allowed, that more lectures would be given and more girls attend. She thought that the girls generally were favorable to the ten hour system. She had presented a petition, same as the one before the Committee, to 132 girls, most of whom said that they would prefer to work but ten hours. In a pecuniary point of view, it would be better, as their health would be improved. They would have more time for sewing. Their intellectual, moral and religious habits would also be benefited by the change. Miss Bagley said, in addition to her labor in the mills, she had kept evening school during the winter months, for four years, and thought that this extra labor must have injured her health.\*  **Miss Judith Payne** testified that she came to Lowell 16 years ago, and worked a year and a half in the Merrimack Cotton Mills, left there on account of ill health, and remained out over seven years. She was sick most of the time she was out. Seven years ago she went to work in the Boott Mills, and has remained there ever since; works by the piece. She has lost, during the last seven years, about one year from ill health. She is a weaver, and attends three looms. Last pay-day she drew $14.66 for five weeks work; this was exclusive of board. She was absent during the five weeks but half a day. She says there is a very general feeling in favor of the ten hour system among the operatives. She attributes her ill health to the long hours of labor, the shortness of time for meals, and the bad air of the mills. She had never spoken to Mr. French, the agent, or to the overseer of her room, in relation to these matters. She could not say that more operatives died in Lowell than other people.  **Miss Olive J. Clark** is employed on the Lawrence Corporation; has been there five years; makes about $1.62 1/2 per week, exclusive of board. She has been home to New Hampshire to school. Her health never was good. The work is not laborious; can sit down about a quarter of the time. About fifty girls work in the spinning room with her, three of whom signed the petition. She is in favor of the ten hour system, and thinks that the long hours had an effect upon her health. She is kindly treated by her employers. There is hardly a week in which there is not some one out on account of sickness. Thinks the air is bad, on account of the small particles of cotton which fly about. She has never spoken with the agent or overseer about working only ten hours.  **Miss Cecilia Phillips** has worked four years in Lowell. Her testimony was similar to that given by Miss Clark.  **Miss Elizabeth Rowe** has worked in Lowell 16 months, all the time on the Lawrence Corporation, came from Maine, she is a weaver, works by the piece, runs four looms. "My health," she says, "has been very good indeed since I worked there, averaged three dol- lars a week since I have been there besides my board; have heard very little about | | |
| the hours of labor being too long." She consented to have her name put on the petition because Miss Phillips asked her to. She would prefer to work only ten hours. Between 50 and 60 work in the room with her. Her room is better ventilated and more healthy than most others. Girls who wish to attend lectures can go out before the bell rings; my overseer lets them go, also Saturdays they go out before the bell rings. It was her wish to attend four looms. She has a sister who has worked in the mill seven years. Her health is very good. Don't know that she has ever been out on account of sickness. The general health of the operatives is good. Have never spoken to my employers about the work being too hard, or the hours too long. Don't know any one who has been hastened to a…  The Committee also visited the Lowell and the Middlesex mills; in the first of which carpets are manufactured, and in the second, broadcloths, cassimeres, &c. These being woolen mills, the Committee did not expect to find that perfect cleanliness which can be and has been attained in cotton mills. It would, however, be difficult to institute a comparison between the mills on this point, or to suggest an improvement. Not only is the interior of the mills kept in the best order, but great regard has been paid by many of the agents to the arrangement of the enclosed grounds. Grass plats have been laid out, trees have been planted, and fine varieties of flowers in their season, are cultivated within. the factory grounds. In short, everything in and about the mills, and the boarding houses appeared, to have for its end, health and comfort. The same remark would apply to the city generally. Your committee returned fully satisfied, that the order, decorum, and general appearance of things in and about the mills, could not be improved by any suggestion of theirs, or by any act of the Legislature.  During our short stay in Lowell, we gathered many facts, which we deem of sufficient importance to state in this report, and first, in relation to the Hours of Labor. From **Mr. [John] Clark**, the agent of the Merrimack Corporation, we obtained the following table of the time which the mills run during the year.  Begin work. From 1st May to 31st August, at 5 o'clock. From 1st September to 30th April, as soon as they can see.  Breakfast. From 1st November to 28th February, before going to work. From 1st March to 31st of March, at 7 ½ o'clock. From 1st April to 19th September, at seven o'clock. From 20th September to 31st October, at 7 ½ o'clock. Return in half an hour.  Dinner. Through the year at 12 ½ o'clock. From 1st May to 31st August, return in 45 minutes. From 1st September to 30th April, return in 30 minutes. Quit work. From 1st May to 31st August, at 7 o'clock. From 1st September to 19th September, at dark. From 20th September to 19th March, at 7 ½ o'clock. From 20th March to 30th April, at dark.  Lamps are never lighted on Saturday evenings. The above is the time which is kept in all the mills in Lowell, with a slight difference in the machine shop; and it makes the average daily time throughout the year, of running the mills, to be twelve hours and ten minutes.  There are four days in the year which are observed as holidays, and on which the mills are never put in motion. These are Fast Day, Fourth of July, Thanksgiving Day, and Christmas Day. These make one day more than is usually devoted to pastime in any other place in New England. The following table shows the average hours of work per day, throughout the year, in the Lowell Mills: | |
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| **Month** | **Hours** | **Min.** | **Month** | **Hours** | **Min.** |
| January | 11 | 24 | July | 12 | 45 |
| February | 12 |  | August | 12 | 45 |
| March [11] | 11 | 52 | September | 12 | 23 |
| April | 13 | 31 | October | 12 | 10 |
| May | 12 | 45 | November | 11 | 56 |
| June | 12 | 45 | December | 11 | 24 |

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| In Great Britain, the hours of labor per week are limited by act of Parliament to 69, or 11 ½ hours per day, but the general regulation in all the factories is 9 hours on Saturday and 12 hours on each of the other five working days. It is also enacted that there shall be six holidays in the course of the year. It is hardly possible to draw a comparison between the operations in Great Britain and those in Lowell. The one is a manufacturing population, in the strict sense of the word, the other is not. There, the whole family go into the mills as soon as they have sufficient bodily strength to earn a penny. They never come out until they die. Very little attention is paid to their moral or physical culture, and, as has been proved by facts ascertained by commissioners appointed by Parliament, few can read or write, and, unless they have attended Sabbath schools, few obtain any knowledge of the Bible or of the Christian religion.  In Lowell, but very few (in some mills none at all) enter into the factories under the age of fifteen. None under that age can be admitted, unless they bring a certificate from the school teacher, that he or she has attended school at least three months during the preceding twelve. Nine-tenths of the factory population in Lowell come from the country. They are farmers' daughters. Many of them come over a hundred miles to enter the mills. Their education has been attended to in the district schools, which are dotted like diamonds over every square mile of New England. Their moral and religious characters have been formed by pious parents, under the paternal roof. Their bodies have been developed, and their constitutions made strong by pure air, wholesome food, and youthful exercise.  After an absence of a few years, having laid by a few hundred dollars, they depart for their homes, get married, settle down in life, and become the heads of families. Such, we believe, in truth, to be a correct statement of the Lowell operatives, and the hours of labor.  **THE GENERAL HEALTH OF THE OPERATIVES.**  In regard to the health of the operatives employed in the mills, your Committee believed it to be good. The testimony of the female petitioners does not controvert this position, in general, though it does in particular instances. The population of the city of Lowell is now rising 26,000, of which number, about 7,000 are females employed in the mills. It is the opinion of **Dr. [Gilman] Kimball**, an eminent physician of Lowell, with whom the Committee had an interview, that there is less sickness among the persons at work in the mills, than there is among those who do not work in the mills; and that there is less sickness now than there was several years ago, when the number was much less than at present. This we understood to be also the opinion of the city physician, **Dr. Wells**, from whose published report for the present year, we learn that the whole number of deaths in Lowell, during the year 1844, was 362, of which number, 200 were children under ten years of age. |

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| **DISEASES** | **1840** | **1841** | **1842** | **1843** | **1844** |
| Consumption | 40 | 54 | 70 | 73 | 77 |
| Inflammation of Lungs | 17 | 20 | 38 | 16 | 24 |
| Cholera Infantum | 12 | 30 | 34 | 27 | 31 |
| Scarlet Fever | 7 | 43 | 32 | 6 | 3 |
| Measles | 0 | 4 | 12 | 0 | 10 |
| Dysentery | 47 | 18 | 17 | 11 | 2 |
| Inflammation of Brain | 7 | 11 | 6 | 8 | 4 |
| Croup | 7 | 10 | 12 | 6 | 11 |
| Total mortality each year\* | 426 | 456 | 473 | 363 | 362 |

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| The preceding table shows the comparative mortality in Lowell during the past five years, enumerating some of the principal diseases.  The population of Lowell, in May 1840, was 7,341 males and 13,740 females; total, 20,981. The population in May 1844, was 9,432 males, 15,637 females; total, 25,163; increase of population in four years, 4,182. Notwithstanding this increase of population, the number of deaths has decreased. There being fewer the past year than in any of the four preceding years, and 64 less in 1844 than in 1840. Yet, during the past year, the mills have been in more active operation than during either of the four years preceding. The decrease in the mortality of Lowell, Dr. Wells attributes, in part, to "the enlightened policy of the city government, in directing the construction of common sewers, and the enterprise of individuals, in multiplying comfortable habitations, the establishment of a hospital, supported by the liberality of the corporations, for the accommodation of the sick in their employ. The more general diffusion of knowledge of the laws of health, is also conducive to the same end."  The petitioners thought that the statements made by our city physician, as to the number of deaths, were delusive, inasmuch as many of the females when taken sick in Lowell do not stay there, but return to their homes in the country and die. Dr. Kimball thought that the number who return home when seized with sickness was small. Mr. Cooper, whose testimony we have given, and who is a gentleman of great experience, says that he has known but one girl who, during the last eight years, went home from Lowell and died. We have no doubt, however, that many of the operatives do leave Lowell and return to their homes when their health is feeble, but the proportion is not large. Certainly it has created no alarm, for the sisters and acquaintances of those who have gone home return to Lowell to supply the vacancies which their absence had created.  In the year 1841, **Mr. [Benjamin] French**, the agent of the Boott Mills, adopted a mode of ascertaining from the females employed in that mill the effect which factory labor had upon their health. The questions which he put were: "What is your age?" "How long have you worked in a cotton mill?" "Is your health as good as before?"  These questions were addressed to every female in "No. 2, Boott Mill." The committee have the names of the females interrogated, and the .answers which they returned, and the result is as follows: |

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| **LIST OF GIRLS IN BOOTT MILL, NO. 2 - May 1st 1841** | | | | | | | | | |
| **WHERE**  **EMPLOYED** | **WHOLE No.**  **OF GIRLS** | **AVERAGE AGE\*** | **AVERAGE** **EMPLOY"D**  **TIME\*** **IN MILL** | | | | **EFFECT UPON HEALTH** | | |
|  |  | y. | | d. | y. | d. | Imp'd | As good | Not as good | |
| Carding room | 20 | 23 | | 30 | 5 | 25 | 3 | 12 | 5 | |
| Spinning room | 47 | 28 | | 38 | 4 | 10 | 14 | 29 | 4 | |
| Dressing room | 25 | 26 | | 60 | 7 | 25 | 2 | 16 | 7 | |
| Weaving room | 111 | 22 | | 98 | 3 | 84 | 10 | 62 | 39 | |
| Whole No. | 203 | 22 | | 85 | 4 | 29 | 29 | 119 | 55 | |
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| To these questions, several of the girls appended remarks. One girl, named **S. Middleton**, had worked in a mill nine years. She says, "health quite as good; has not been sick in the time." **Miss Proctor** says, "have worked fourteen years; health a great deal better; sick when out of the mill." A **Miss Lawrence** says, "have been five years in a mill; health quite as good; not a day's sickness in the time." A **Miss Clark** says, "have been seventeen years in the mill; health quite as good; hasn't hurt her a mite." The Boott Mill employs about nine hundred girls, not half a dozen of whom are under fifteen years of age.  In order to give the House a full statement of the facts connected with the factory system in Lowell, and in other towns in the Commonwealth, it would be necessary to answer interrogatories like these:  1st. The kind of work of the girls--is it proportioned to their age and intelligence?  2d. The amount of their wages, and how the girls dispose of them?  3d. Are the girls separated from the men?--what surveillance is exercised over         them?--what police is used?  4th. What is their religious, moral or literary instruction?  5th. Where do they pass the time not occupied in work?  6th. What are their general habits and character? What is the common age of          entering the mill, and how long does a girl remain there?   In addition to which we have been permitted to copy the following memoranda from a book kept by John Clark, Esq., agent of the Merrimack Mills:  May 6th 1841. I have ascertained, by inquiries this day, that 124 of the females now at work in the Merrimack Mills have heretofore taught school; and that in addition 25 or 30 have left within the last 30 days to engage their schools for the summer, making in all 150 or more. I also find, by inquiries at our boarding houses, that 290 of our girls attended school during the evenings of the last winter.  January 1st 1842. We have this day in our five mills 40 females including sweepers and other day hands, who cannot write their names; of this number, 30 are Irish. The average wages of 20 job hands of the above, as compared with the same number of the best writers in the same rooms, is over 18 per cent below them. All our weavers sign their names except four, in No. 4 upper room.  February 26, 1842. We have this day in our five mills, 50 foreigners, 37 are Irish, (including 15 sweepers) 10 English and 3 Scotch, and not one hand in all our works, under 15 years of age either male or female. Usual number of hands employed by the Merrimack Company in their five mills is about 1,200 females and 300 males.  There are many interesting facts connected with this inquiry which your Committee have not included in the foregoing remarks, and which we could not include without making our report of too voluminous a character.  We will state, however, in this connection, that the evidence which we obtained from gentlemen connected with the Lowell Mills all goes to prove that the more intelligent and moral the operatives are, the more valuable they are to the employers, and the greater will be the amount of their earnings.  Your Committee have not been able to give the petitions from the other towns in this State a hearing. We believed that the whole case was covered by the petition from Lowell, and to the consideration of that petition we have given our undivided attention, and we have come to the conclusion unanimously, that legislation is not necessary at the present time, and for the following reasons:  1st. That a law limiting the hours of labor, if enacted at all, should be of a general nature. That it should apply to individuals or copartnerships as well as to corporations. Because, if it is wrong to labor more than ten hours in a corporation, it is also wrong when applied to individual employers, and your Committee are not aware that more complaint can justly be made against incorporated companies in regard to the hours of labor, than can be against individuals or copartnerships. But it will be said in reply to this, that corporations are the creatures of the Legislature, and therefore the Legislature can control them in this, as in other matters. This to a certain extent is true, but your committee go farther than this, and say, that not only are corporations subject to the control of the Legislature but individuals are also, and if it should ever appear that the public morals, the physical  condition, or the social well-being of society were endangered, from this cause or from any cause, then it would be in the power and it would be the duty of the Legislature to interpose its prerogative to avert the evil.  2d. Your Committee believe that the factory system, as it is called, is not more injurious to health than other kinds of indoor labor. That a law which would compel all of the factories in Massachusetts to run their machinery but ten hours out of the 24, while those in Maine, New Hampshire, Rhode Island and other States in the Union, were not restricted at all, the effect would be to close the gate of every mill in the State. It would be the same as closing our mills one day in every week, and although Massachusetts capital, enterprise and industry are willing to compete on fair terms with the same of other States, and, if needs be, with European nations, yet it is easy to perceive that we could not compete with our sister States, much less with foreign countries, if a restriction of this nature was put upon our manufactories.  3d. It would be impossible to legislate to restrict the hours of labor, without affecting very materially the question of wages; and that is a matter which experience has taught us can be much better regulated by the parties themselves than by the Legislature. Labor in Massachusetts is a very different commodity from what it is in foreign countries. Here labor is on an equality with capital, and indeed controls it, and so it ever will be while free education and free constitutions exist. And although we may find fault, and say, that labor works too many hours, and labor is too severely tasked, yet if we attempt by legislation to enter within its orbit and interfere with its plans, we will be told to keep clear and to mind our own business. Labor is intelligent enough to make its own bargains, and look out for its own interests without any interference from us; and your Committee want no better proof to convince them that Massachusetts men and Massachusetts women, are equal to this, and will take care of themselves better than we can take care of them, than we had from the intelligent and virtuous men and women who appeared in support of this petition, before the Committee.  4th. The Committee do not wish to be understood as conveying the impression, that there are no abuses in the present system of labor; we think there are abuses; we think that many improvements may be made, and we believe will be made, by which labor will not be so severely tasked as it now is. We think that it would be better if the hours for labor were less, if more time was allowed for meals, if more attention was paid to ventilation and pure air in our manufactories, and work-shops, and many other matters. We acknowledge all this, but we say, the remedy is not with us. We look for it in the progressive improvement in art and science, in a higher appreciation of man's destiny, in a less love for money, and a more ardent love for social happiness and intellectual superiority. Your Committee, therefore, while they agree with the petitioners in their desire to lessen the burthens imposed upon labor, differ only as to the means by which these burthens are sought to be removed.     **WILLIAM SCHOULER, Chairman.**     Note: Following this Report of 1845Sarah G. Bagley issued a statement, published in *Voice of Industry*9 January 1846 as "What Was Omitted in the Report," that the committee misrepresented her testimony. A few salient excerpts:  "whatever [information] was given [to the committee] was so changed in its connection or removed from its original position that it *was* made to say what we never said. . .The Chairman of the Committee manifested a great desire to bring out everything that would look bright and beautiful upon the side of manufactories. . . .  The report says I was out of the mills last year a third of the time; but does not say why; but the testimony that I gave them, said being unable to work from ill health, the only thing worthy of mention in that part of the testimony. The report says that I had taught evening school four winters and it had injured my health. I said in reply to a question put by the Chairman, "would the operatives spend the time, if it should be given them, in the cultivation of their minds?" I stated that I believed most of them would. A reason was called for -- to which the reason assigned was -- that I had very often written letters for those who could not write, and had taken some few girls to my own *sleeping apartment* and instructed them in the simplest branches of education, and learn them very imperfectly how to write, without any compensation except that of improving that unfortunate class of which I was a member. This was termed teaching school *four years* -- and if that be a true definition, I have not yet had a vacation, nor do I *hope* for one, until I can do nothing to improve the condition of those with whom my lot is cast." |
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*Different Views of Lowell in the 1840s-*<http://www.uml.edu/docs/BTOB_tcm18-88356.pdf>

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| • “I believe there is no other place where  there are so many advantages within the reach of the laboring class of people, as exist here; where there is so much equality, so few aristocratic distinctions, and such good fellowship, as may be found in this community.”  *Lowell Offering*  a journal written and edited by  female workers 1841 | • “The mistaken impression went abroad that a paradise of work had at last been found. Romantic young women came from a distance with rose colored pictures in their mind of labor turned pastime, which were doomed to be sadly blurred by disappointment.”  Lucy Larcom  Lowell “mill girl” 1881  (Writing about the 1840s) |
| • “These girls [mill workers] . . . were healthy  in appearance, many of them remarkably so, and had the manners and deportment of young women: not of degraded brutes of burden.”  Charles Dickens  famous British author 1842 | • “Aristocratic strangers . . . with their  imaginations excited by the wonderful stories of Factory Life, have paid hasty visits to Lowell . . . To these nice visitors, everything in and around a Lowell Cotton Mill is bathed in an atmosphere of rose-colored light.”  *Voice of Industry*  journal written by and for working  people 1847 |

**SUGGESTED ADDITIONAL PRIMARY SOURCES ABOUT LOWELL, MA**

**Extensive List of Primary Sources Available At:** <http://library.uml.edu/clh/All/Doc.htm>

**Leveled Sources**

Pages 9- 11 Bale to Bolt Activity Guide- short primary source quotes organized by theme

Available for download at: <http://www.uml.edu/docs/BTOB_tcm18-88356.pdf>

**Source List by Type: (**Sources with \*\*\*\* next to them are more accessible to read and provide a nice variety of perspectives**.** Links are provided to some sources.)

**Mill Girls Writings**

Source #1 Susan’s First Letter To Mary 1844 \*\*\*\*

Source #2 Susan’s Second Letter To Mary, June 1844 \*\*\*\*

Source #3 Susan’s Third Letter, 1844

Source #4 Susan’s Fourth Letter, 1844 (partial letter)

Source #5-8 Barilla Taylor family letters (When using these, be sure to identify which letter by giving the date and who wrote each letter)

Source #9 Harriet Hanson Robinson autobiography (she worked in mills 1834-1848)\*\*\*

Sources #10 -13 Mary Paul Letters (When using these, be sure to identify which letter by giving the date)

Source #14 Lucy Larcom, recollection on being a mill girls\*\*\*\*

Source #15 Barilla Taylor letter to parents, July 14, 1844 \*\*\*\*

Source #`16 Adeleen Blake letter to cousin Hannah, March 9, 1840

Source #17 The Spirit of Discontent by Almira, a Lowell Mill girl

Source #18 Pleasures of Factory Life by Sarah G. Bagley, 1840

**Schedules, Timetables, Rules\*\*\*\*\*\***

Source #19 Time Table of the Lowell Mills, 1853

Source #20 Boarding House Regulations, Middlesex Company, c. 1850

Source #21 Emily Nutter’s Work Day

Source #22 Factory Rules, Hamilton Manufacturing Company, John Avery, agent, 1848 <http://library.uml.edu/clh/All/ham2.htm>

Source #23 Boardinghouse Rules, Hamilton Manufacturing Company, 1848

Source #24 Appleton Company Regulations, G.W. Lyman, agent, 1833

**Other Views**

Source #25 John Clark letter to Jesse Huse about recruiting workers, July 27, 1847\*\*\* <http://library.uml.edu/clh/All/cla.htm>

Source #26 Massachusetts Legislature Investigation into Labor, March 1845 \*\*\* <http://library.uml.edu/clh/All/lab00.htm>

Source #27 A Day at Lowell by Theo Ledyard Cuyler, October 1846, *Godey’s Lady Book (*a popular magazine)

Source #28 A Plan for Mutual Relief, Abel C. Thomas, 1840

Source #29 Moral Police of the Corporation, Henry A. Miles, 1845, from *Lowell, As It Was, and As it Is*

**Visuals**

Source #30 Drawing of New England Factory Life- “Bell Time”, 1868 (the main reason this is included is so you can contrast it with source #4)

Source #31 Lowell Offering magazine cover, August 1845

**Statistics and Assorted Sources**

Source #32 Comparative Prices and Wages in Lowell (give years you use in the actual text of your essay)

Source #33 Death and Causes of Death- Statistics (give dates you use in the actual text of your essay)

Source #34 Population/Factory Statistics (give years you use in the actual text of your essay)

Source #35 Sally Rice letters to her parents, 1839 and February 23, 1845

Source #36 Elias Nason letter to parents, March 9, 1835

Source #37 Diary of N.B. Gordon, mill agent, 1829

Note: Sources 16, 17, 18, and 28 originally appeared in *The Lowell Offering)*