



Family and Community Life During the Industrial Revolution



Select lesson plans that most directly support
The Henry Ford's educational theme
"Family and Community Life"

Created by participants in the
National Endowment for the Humanities
Landmarks of American History and Culture Workshops
for School Teachers:

America's Industrial Revolution at The Henry Ford,
2009, 2010, 2011



America's Greatest History Attraction

Elementary Lesson Plan %

Beth Fortino, Miller Elementary, New Boston, MI

- Lesson Title:** Tool Detectives on Daggett Farm
- Grade Level:** 5th Grade (or review lesson for 8th)
- Overview:** In this lesson, students will explore colonial tools, review economic concepts, and look at gender roles on a New England Colonial Farm. Students will complete this task by studying colonial artifacts and completing an on-line module to better understand Colonial America in the New England region.
- Central Question:** How did the colonists divide labor among men, women, and children on a New England Colonial Farm?
- Objectives:** Students will be able to describe the daily life of New England colonists living on a farm.
- Students will be able to describe life in colonial New England from the point of view of children, men, and women.
- Standards:** 5-U2.3.2 Describe the daily like of people living in **New England**, Middle, and Southern Colonies (National Geography Standards 14 and 15)
5-U2.3.3 Describe colonial life in America from the perspectives of 3 different groups of people. (National Geography Standard 6)
- Anticipated Challenges:** Students will have a clearer understanding of Daggett farm if they have visited Greenfield Village. If students are able to visit the village, have each group chaperone use a digital camera to take photos of artifacts while on the Daggett Farm. Students will then complete the chart when they return or while on the trip by interviewing village staff for answers. In the afternoon, students can take photos of tools that replaced these tools during the Industrial Revolution as an extension activity is time permits. The website portion of this lesson could be completed as an introductory activity or a review activity.

Students may need to review the economic vocabulary learned in fourth grade of Capital Resources, Natural Resources, and Human Resources.

If your school does not have a computer lab, these activities could be done in centers by combining these activities with textbook reading, a video, or an additional article or activity.

Evidence/Sources: Attachment of artifact worksheet

Henry Ford On-line Module about Daggett Farm
<http://www.thehenryford.org/exhibits/smartfun/colonial/intro/intro.html#acct>

Further Study of Colonial Tools with detailed written information along with a few photographs
http://www.davistownmuseum.org/PDFsforInventory/WebMarritime1_PDF.pdf

Assessment: Students will correct their prediction sheets after studying Daggett Farm.

The teacher will review their on-line module worksheet in a discussion after the class has completed the activity. Students who do not meet the teacher's expectation will redo the on-line module during additional computer time or at home if possible.

Have students complete a journal entry. Pretend you are a colonial man, woman, or child on the Daggett Farm..... Describe what your life is like in your journal entry. Your entry should include 3 specific places or artifacts mentioned in the on-line module. Details should be added that show what you are feeling and what your daily life is like on a New England Farm during colonial times. See attached rubric.

Instructional Sequence: Anticipatory Set:

Ask student what tools they use to do work at school and at home. Divide those tools into people that help them do the work (human capital) and tools (capital equipment).

Activity One: Artifact worksheet. Tell students they are going to be working as historians today as they study photographs of tools used at a farm in colonial New England. As they work in groups (3-5 students), they will discuss who would have used this tool (human capital) and what work would have been completed with the tool. After students have discussed and worked for 10-15 min. Either give them the correct answers or have students (early finishers) search the Davistown Museum Website for possible answers. See teacher answer sheet for correct answers.

As students share their answers ask students why they made the prediction they did. What prior knowledge did they use? Explain your thinking.....

Activity Two: All of the tools analyzed in the first activity were photographs taken at Daggett Farm at Greenfield Village. Now we are going to take a closer look at Daggett Farm by analyzing additional primary sources while we complete an on-line activity. As you complete the activity, fill-out the worksheet because we will be discussing it today or tomorrow after the module is complete.

Extension:

Compare the ingenuity of Colonial America to that of the Industrial Revolution by watching these video clips or by exploring Greenfield Village and taking photos of tools that replaced those used on Daggett Farm.

<http://havefunwithhistory.com/HistorySubjects/ScienceInvention.html>

Find tools that could have replaced the colonial tools on the Daggett Farm during the Industrial Revolution.

http://www.davistownmuseum.org/PDFsforInventory/WebVclRother_PDF.pdf

Continue to compare the New England Region with the Middle Colonies Region and the Southern Colonies Region throughout your unit of study if teaching fifth grade.

Name _____

A New England Life: Mid 1700's

<http://www.thehenryford.org/exhibits/smartfun/colonial/intro/map.html>

Go to the website above. Follow the directions on the website. Your goal is to answer all seven questions correctly, solve the picture puzzle, and then pick-up your diploma. Warning: some of the video clips only have pictures (no audio), other video clips only have audio (no video). Read carefully and take notes below.

Introduction

Where was the Daggett Farm located?

Where did the Daggett Family practice their religion?

Question 1... What work did Samuel Daggett do to earn a living?

Question 2..... What was home life like for Anna Daggett and the Daggett children, Asenath, Tabitha, and Isaiah?

Question 3..... Who lived in the Daggett family's community?

Question 4..... When did people in the community get together and what did they do?

Question 5.... How did the Daggett family get the goods they needed for their work and home?

Question 6..... How did the Daggett family find out news from the community, the Connecticut colony and the world?

Question 7..... How did the Daggetts and their neighbors travel?

What was wrong with the picture?

What was wrong with the picture?

Name: key

Answer Sheet

A New England Life: Mid 1700's

<http://www.thehenryford.org/exhibits/smartfun/colonial/intro/map.html>

Go to the website above. Follow the directions on the website. Your goal is to answer all seven questions correctly, solve the picture puzzle, and then pick-up your diploma. Warning: some of the video clips only have pictures (no audio), other video clips only have audio (no video). Read carefully and take notes below.

Where was the Daggett Farm located? Northeast Connecticut

Where did the Daggett Family practice their religion? First Congregational Church of Andover

Answers should include some to the information listed below each question.

Question 1...What work did Samuel Daggett do to earn a living?

Daggett grew many different crops and raised several types of animals on his farm, for his family's use or to sell or trade for other things the family needed. From his account book, we know that Samuel Daggett grew wheat, corn, barley, oats and tobacco; made cider from the apples in his orchard; and raised cattle, sheep, pigs and chickens.

Like other farmers, Samuel Daggett also had additional sources of income. His main occupation was a "housewright"--meaning that he built houses. Daggett probably built his own house in the early 1750s, around the time he married his wife Anna. He also made chairs, spinning wheels and even coffins! And, from his account book, we also find that he pulled aching teeth for his neighbors, a skill he learned from his father.

Question 2.....What was home life like for Anna Daggett and the Daggett children, Asenath, Tabitha, and Isaiah?

On farms in the colonial era, each family member played an important role in producing food, clothing and household goods for the family.

Anna Daggett ran the home and cared for the family. Anna prepared and preserved food; spun yarn; made clothing, towels and sheets; gave the children their earliest lessons in reading and writing; and fed animals like chickens and pigs.

The Daggett daughters, Asenath and Tabitha, learned the skills of "housewifery" from their mother. They prepared yarn by carding and spinning; made clothing, soap and candles; tended the garden; and prepared food. The son, Isaiah, helped his mother and

sisters with some of the chores around the house, and learned farming and other skills from his father.

Question 3.....Who lived in the Daggett family's community?

Like Samuel Daggett, many of the men in the community both farmed and did other types of work. For example, Aaron Phelps ran a gristmill in addition to farming.

Many people in this Connecticut community came from families whose ancestors had immigrated to the American colonies from England. There were also about 100 enslaved African Americans in the community, including Jenne, who lived with the Reverend Lockwood and his wife. And, it is likely that Native Americans also lived here, laboring on nearby farms or in larger towns--often for low pay.

Not everyone in the community lived in the same circumstances. Widow Rebeckah Gibbs, for example, faced many challenges in running the farm and household on her own after her husband died. Although some people had the opportunity to establish their own farms and businesses, others--like the enslaved Jenne--found their freedoms and opportunities very limited.

Question 4...When did people in the community get together and what did they do?

People saw each other most frequently at church on Sundays, which allowed them to socialize as well as attend religious services. People also got together to help one another with building a house, spinning yarn or harvesting crops. Sometimes just men or just women got together with each other, but most gatherings included some element of fun. These events helped build a sense of community.

New England colonists sometimes held a day of thanksgiving, but Christmas was not celebrated. In keeping with their beliefs, New England Congregationalists did not celebrate religious holy days.

Question 5.....How did the Daggett family get the goods they needed for their work and home?

No farm family could make everything for themselves. They traded for or purchased goods they needed or special things they wanted. They could obtain some of these things from local craftspeople, like coopers (who made items like washtubs and barrels) and blacksmiths (who made items like kitchen utensils and door hinges).

Question 6.....How did the Daggett family find out news from the community, the Connecticut colony and the world?

Most often they heard news from their neighbors. If they wanted to get a copy of the latest newspaper or needed to pick up mail, the Daggetts had to travel about 20 miles to the larger town of Hartford.

How did news from far away get to the colonists? News from the outside world arrived with ships that anchored in colonial ports. This news, as well as the more local news, was printed in the growing number of newspapers published in larger colonial towns. Information that needed to be shared quickly might be printed on broadsides--cheaply printed sheets of news or advertising--that were distributed or posted around town. People also shared news by writing to their friends and families within the colonies or in England.

But news rarely traveled quickly. When the British government repealed the Stamp Act--a much-hated tax placed upon the colonies in 1765--the news took almost two months to reach the American colonists

Question 7.....How did the Daggetts and their neighbors travel?

They walked to visit their neighbors or to attend church. Farmers also used horses or oxen for transportation. Sometimes they might rent them from a neighbor if they didn't have their own. When traveling alone, a farmer might ride on horseback, but if he was transporting goods he might use a pair of oxen pulling a cart.

The Reverend Lockwood and his wife owned a 2-wheel chaise, a stylish horse-drawn vehicle that was an unusual sight in rural areas.


Where they existed, roads were stony, muddy and frequently zigzagged to their destination. One major road did pass through the community. Called the "Middle Post Road" it led east to Boston and west to Hartford. Travel for the most part was slow because weather was unpredictable and horses often needed a rest.



What was wrong with the picture?

Answers may vary

Name:

Capital Equipment: Artifact	Human Capital (Circle One)	Prediction and Why	Correct Answer	Industrial Replacm t
	<p>Men</p> <p>Women</p> <p>Childre n</p>			
	<p>Men</p> <p>Women</p> <p>Childre n</p>			
	<p>Men</p> <p>Women</p> <p>Childre n</p>			
	<p>Men</p> <p>Women</p> <p>Childre n</p>			

	Men			
	Women			
	Children			

Capital Equipment: Artifact	Human Capital(Circle One)	Prediction and Why	Correct Answer	Industrial Replacem ent
	Men Women Children			
	Men Women Children			

Name: KEY

Capital Equipment: Artifact	Human Capital (Circle One)	Prediction and Why	Correct Answer	Industrial Replacement
Carpenter's Vice	Men Women Children		The carpenter's vice is a tool that the men would use to hold wood steady so they could work on whittling it down. The vice held the wood or furniture in place so it wouldn't move. An apprentice would do this job if there was one around.	
Carding Comes	Men Women Children		This device was used by children both young boys and girls to card wool so it could be used to spin into thread for woolen clothes.	

Children's Yolk	Men Women Children		This device was used by boys to carry water to and from the well. A similar device was used for animals as well.	
Baby Minder	Men Women Children		The baby minder was a tool that mother's used to place their children so they could get some work done.	
Kindling Box	Men Women Children		The kindling box was where boys collected wood for the fire.	

Capital Equipment: Artifact	Human Capital(Circle One)	Prediction and Why	Correct Answer	Industrial Replac ement
Spinning Wheel	Men Women Children		The spinning wheel was used to spin wool into yarn	
Pelch	Men Women Children		The pelch was used to pull the kettle in and lift the lid up so the food could be stirred.	

Journal: A Day in the Life of.....

Teacher Name: **National Endowment for the Humanities**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Support for Position	Includes 3 or more pieces of evidence (facts or examples) that describe the colonial time period and colonist's life.	Includes 2 or more pieces of evidence (facts or examples) that describe the colonial time period and colonist's life.	Includes 1 piece of evidence (facts or examples) that describe the colonial time period and colonist's life.	Begins to show evidence, but does not succeed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence relates to the colonial time period.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence relates to the colonial time period.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence relates to the colonial time period.	Evidence and examples are NOT relevant AND/OR are not explained.	
Voice	The character has a strong voice filled with personality by showing how he/she feels about life in the colonial times.	The character has a voice filled with personality by showing how he/she feels about life in the colonial times.	The character begins to show a voice, but needs more examples.	The character created does not show enough evidence of having a voice.	

Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
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America's Greatest History Attraction®

Elementary Lesson Plan 2

Carla Morrin, Miller Elementary, Canton, MI
Ellen Roarty, Tonda Elementary, Canton, MI

Title of the Lesson: What do you mean there was no Target in 1760?

Grade Level: 2

Overview: Students will learn that in the past, families often had to directly use natural resources to fulfill needs, instead of making purchases from local businesses.

Central Question: How did people get goods, such as mittens, before local businesses sold them?

Learning Objectives: Students will learn that long, long ago people fulfilled wants and needs by making things with their hands in the home instead of on machines in factories and mills.

Assessment Tools: Teacher will observe how students put the pictures of making wool into mittens in order.

Key Concepts: wants, needs, past, present, natural resources, homemade, businesses, producer, consumer

Evidence/Sources: The Mitten by Jan Brett, Sequence photos for small groups, child's mitten, "From Sheep to Mittens" PowerPoint, Teacher information and photos of Daggett Farmhouse and Gunsolly Carding Mill

Duration: 1 hour session

Instructional Sequence: Start by holding up a typical store bought mitten, and ask students where it came from. On the board, have students help you compile a list of local businesses where you could purchase mittens. This could include Walmart, Target, Meijer, Kohl's, and others.

Then read the story, *The Mitten*, by Jan Brett. Explain that in this story they will learn how one boy's grandmother made his mittens and they'll also find out how "Baba's" good knitting held fast. While reading this story, you can have students make connections, if they've ever had someone make something for them to wear.

After reading the story, ask the students where they think Baba got her yarn. After they make suggestions of different stores, explain to the students that 250 years ago (you could also use the term long, long ago) not only did people knit their own mittens but that they also had to make the yarn to use in knitting.

Show students a picture of the Daggett Farmhouse and explain that this farm operates at *Greenfield Village* as it would have in 1760. Show on a United States map where the Daggett Farmhouse was located in Coventry, Connecticut. More information is included about the Daggett family that you can include in the lesson as needed. Tell students that the Daggett family raised sheep to make wool that could be spun into yarn. You can review the difference between human, natural, and capital resources and categorize sheep as a resource.

Show students the ten pictures that depict the process of making fleece into mittens. Show them that the sheep will come first and the mitten will come last and they need to try to figure out the step in between. In small groups have them try to put the pictures in sequence. In working together, students can talk about what they think as they put them in order. Students are not expected to know the order yet, but to have some reasoning as to how they are completing the task.

After all the groups have completed, call students to group and use the PowerPoint “From Sheep to Mittens” to give students a more complete idea of the order of some of the steps farmers would have used to take fleece from sheep and make it usable for knitting mittens.

Discuss the differences in getting a pair of mittens now and long, long ago. Talk about where our mittens come from today in comparison with being home-made. Include information about the Gunsolly Carding Mill and how that was one step in the process in taking this work out of the home. Talk about factories as being producers of mittens and gloves and us being consumers when we purchase them.

After showing the PowerPoint, students can go back and re-order their pictures based on what they learned. If it is winter, students can examine their gloves and mittens for where they were made.

Teacher could access: A Colonial Family and Community – Meet the Daggetts – a real family who lived in northeastern Connecticut during the mid 1700’s.

<http://www.thehenryford.org/exhibits/smartfun/colonial/intro/intro.html>

Student Project Ideas: Students could search their homes for things that are homemade and bring them to school to make a Homemade Museum. In putting the items together, students can discuss whether or not they think something is homemade and what it means to be homemade.

Anticipated Challenges: Students encounter few things in their lives that are truly homemade, so they may have little background knowledge. Teachers show things that are handcrafted, such as a scarf, purse, or pottery.

Curriculum Links: 2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.

2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.

2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

Making Wool Mittens



Tend a flock of sheep



Shear the Sheep



Pick and Wash the Fleece



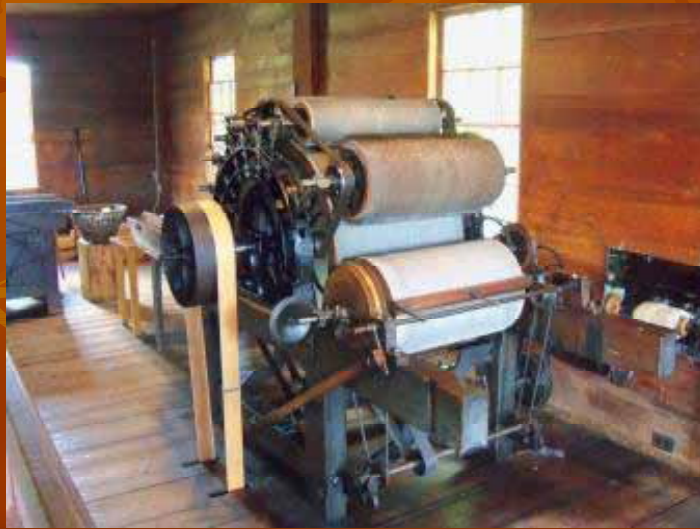
Carding

Wool fibers are pulled in one direction by small hand cards.



Gunsolly Carding Mill

Later machines were able to do the carding process. It carded in one day what it would take a family to do in six months. This carding mill opened in Plymouth, Michigan in 1850.



Now it's ready for spinning...



Spinning
**The spinning frame twists the wool
and turns it into yarn.**



Winding
Yarn is put into skeins which
knitters like to use.



Finishing
Natural Dyes from plants grown on
the farm were used to add color.



Knitting



From sheep to mittens





America's Greatest History Attraction®

Elementary Lesson Plan 5

Glory Oljace, Pillsbury Elementary, Minneapolis, MN

Title of the Lesson: Treasured Toys

Grade Level: 2-4

Overview: Through exploration of artifacts and interviews students will discover that *favorite* toys have changed little over the years.

Central Question: How have toys changed in the past 100 years?

Learning Objectives: Students will:

Draw their favorite toy and explain why it's their favorite.

Compare their favorite toy to their classmates.

Interview relatives to discover their favorite toy.

Examine photographs for clues to favorite toys of the past and present.

Conclude that favorite toys have changed little over the years.

Assessment Tools: Teacher observation, cooperative group skills assessment, observational drawings, group presentations.

Key Concepts: How did the manufacturing of plastics, replaceable parts and outsourcing change the production of toys in the United States?

Evidence Sources: Photographs, Toys PowerPoint, Benson Ford: <http://www.thehenryford.org/exhibits/collections/Collections/toys.asp>

Henry Ford Toys Online: <http://www.thehenryford.org/exhibits/toys/>

Time Frame: 3 - 5 Days

Instructional Sequence:

Day 1: Pose the guiding question to students, record their responses on chart paper.

Have students draw or bring into class their favorite toy. Present their drawings to the class explaining their reasons for their selection.

List on chart paper students' observations of the presentation: similarities, differences, themes....

Read: **The Marvelous Toy** ISBN: 0688138799

Paxton, Tom: *A father gives to his young son the same marvelous toy that his father had given to him many years before.*

Homework: Have students ask their parents or relatives and report back to class what their favorite toy was as a child. If possible bring the actual toy or photograph of toy.

Day 2: Students share what they discovered from their relatives.

List on chart paper students' observations of the presentation: similarities, differences, themes....
Compare Day 1 and Day 2 Charts, record any themes, generalizations or observations.

Day 3: Do a *Photograph Pass* of collected photographs. Have students in cooperative groups look for clues and record observations: *How old is it? Do you think this is the child's favorite toy? What else can you tell from the photo?*

Groups present their findings to the class.

Record overlying conclusions/observations for Day 3.

Day 4: Have students in pairs go to the Henry Ford Toys website: <http://www.thehenryford.org/exhibits/toys/>

Have children look at the toys over the years, noticing how toys have changed and how they have stayed the same.

Extension: What would have been your favorite toy from the past? Why?

List on chart paper students' observations of the presentation: similarities, differences, themes....

Day 5: In cooperative groups, students answer the unit's guiding question, "*How have toys changed in the past 100 years?*"

Groups present their conclusions to the class.

Student Project Ideas: Toy Timelines, Toy Research, Toys iMovie, picture book, of Toys of the Past Play Day Celebration, Making Toys.....

Field Trips: Twin Cities Model Railroad Museum: <http://www.tcmrm.org/>

Minnesota History Museum: DIY: Makin' Monkeys: A History of Classic Toys: <http://events.mnhs.org/calendar/Results.cfm?EventID=4365&bhcp=1>

Hennepin County History Museum: <http://hennepinhistory.org/objects.aspx>

Books:

Sorting Toys ISBN: 9789736867375 Marks, Jennifer

Science in Seconds With Toys: Over 100 Experiments ISBN: 0471179000 Potter, Jean

Anticipated Challenges: Recording of ideas and observations, navigating the Internet, funds for field trips

Curriculum Links:

IV. HISTORICAL SKILLS A. Concepts of Time

The student will demonstrate chronological thinking.

1. Students will define and use terms for concepts of historical time.

2. Students will place events in chronological order and construct timelines.

IV. HISTORICAL SKILLS B. Historical Resources

The student will understand that we can learn about the past from different sorts of evidence.

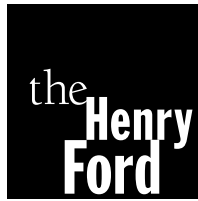
1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.

I. U.S. HISTORY A. Family Life Today and In The Past The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.

1. Students will compare family life in his or her community from earlier times and today.

2. Students will compare family life in at least three distant places and times.

3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.



America's Greatest History Attraction

Jennifer Drotar, Coyote Ridge Elementary, Broomfield, CO
Nancy Larkin, Cotton Creek Elementary, Westminster, CO

Elementary Lesson Plan 3: Title of the Lesson/Activity: What Makes a Tall Tale Tall?

Grade Level: 3rd grade

Overview: We use an approach to teaching built around historical or social-scientific problems to drive learning. Students begin with these questions, gather and analyze evidence, interpret other people's explanations (including teachers and textbooks) and then create their own explanations or answers to the questions or problems. This is a simple but useful format plan for designing lessons or activities using this approach.

While booktalking Tall Tales, the librarian will share actual primary documents/photographs so that students can delineate between fiction and nonfiction. They will have more in-depth background knowledge as well.

Central Question/Problem: What events in history can be tied to Tall Tales?

Learning Objectives:

- Create engaging audio recording of story that demonstrates fluid reading at an understandable pace. Add visual displays when appropriate to emphasize or enhance certain facts or details.
- Engage effectively in a range of collaborative discussions.
- Analyze multiple accounts of the same event, noting important similarities and differences in the point of view.
- Draw information from multiple print or digital sources.
- Conduct short research project that builds knowledge about a topic.

Assessment Tools: Rubric for creating an online audio recording

Key Concepts:

- Coal Mining
- Role of Women in the Industrial Revolution
- Agriculture
- Changing the Use of Natural Resources
- Westward Expansion

Evidence/Sources: The evidence and resources that students will use in analyzing Tall Tales include photographs, primary sources located on the Library of Congress Primary Sources website and The Henry Ford website.

Duration: This unit can be taught in a 1-week period.

Instructional Sequence

1. Introduce Tall Tales by providing students with many Tall Tales to read and determine the characteristics of Tall Tales. Students will discover the following characteristics:

- The main character accomplishes great feats using strength, skill and wit.
- The main character often has a powerful animal or object that helps him/her.
- The author uses exaggeration and humor. (Details describe things as greater than they really are)
- The story explains how some familiar things began or some geographical formations came to be.
- The hero has a colorful way of speaking.
- The main character represents a specific job of someone living in the time period the story is set.
- The hero does not like what others call progress.
- Often the hero dies or disappears

2. Librarian presents the following titles (or any other Tall Tales) to the students:

-*Cut from the Same Cloth, American Women of Myth...* by Yolen et al.

-*McBroom's Wonderful One-Acre Farm* by Fleischman

-*Roy Makes a Car* by Lyons

-*Railroad John and the Redrock Run* by Krunk

-*Stormalong* by Metaxas

-*Swamp Angel* by Isaacs

-*Kissimmee Pete and the Hurricane* by Day

-Books authored by Steven Kellogg

-Tall Tale Characters:

Paul Bunyan, Pecos Bill, Mike Fink, Johnny Appleseed, John Henry, Sally Ann Thunder, Jim Bridger, Davy Crocket, Casey at the Bat, Casey Jones, Slimfoot Sue, Daniel Boone, Calamity Jane, Joe Magarac

3. Groups of 3 students select a Tall Tale to read and record the 8 elements of a Tall Tale found in their book.

4. Introduce students to primary source documents/websites predetermined for their character.

5. Groups record historical events on a graphic organizer based on information from primary source documents/websites.

6. Students compare and contrast, forming several conclusions about the inaccuracies/exaggerations in the Tall Tale and share with the class.

7. Groups select a topic from the Industrial Revolution (limited resources and unlimited wants and needs, American expansion) and write their own Tall Tale to share in a digital format.

Student Project Ideas: Podcasting, digital storytelling, VoiceThread

Anticipated Student Conceptions or Challenges to Understanding: Access to high-speed internet, a computer lab and experience with digital tools and a school librarian may not be available. Events of the Industrial Revolution can be rather sophisticated to understand; therefore the teacher will need to assess student's understanding. Group dynamics can be challenging.

Curriculum Links:

- Use a variety of sources to distinguish fact from fiction.
- Describe the history, interaction and contribution of various peoples and cultures that have lived in or migrated to a community or region.
- Observe and describe the physical characteristics and the cultural and human features of a region.
- Employ drama and theater skills and articulate the aesthetics of a variety of characters and roles.



America's Greatest History Attraction®

Middle School Lesson Plan 1

Laura Naveaux, Wagar Middle School, Carleton, MI

Title of the Lesson: All This Work for a Corn Muffin?

Grade Level: 6

Overview: Students will understand the process humans used to convert corn into cornmeal and then corn bread. They will experiment with grinding corn and see later developments humans made in the process of grinding grain.

Learning Objectives: Students will appreciate the effort humans exerted to create edible products from plants.

Students will understand innovations and technologies were created and adapted throughout history to solve human problems.

Students will analyze the effects a mill had on surrounding settlements.

Assessment Tools: Students will be working in groups to grind grain and will be observed for participation. They will complete graded reflective questions on the day's activity.

Key Concepts: Tools and skills have been learned and adapted throughout human history to improve production, and to save time and resources.

Human knowledge has been gained throughout human history.

Knowledge of technologies can be lost over time as the technologies become obsolete.

Technology can have positive and negative effects on settlements due to access/proximity or the lack of access/proximity to it.

Evidence Sources: This lesson will include experimentation. Photos of Loranger Gristmill, **The Henry Ford**, will also be used.

Time Frame: One class period

Instructional Sequence: Students will be given a mini corn muffin. Teacher will say:

"Aren't these wonderful? I made them for you from a Jiffy cornbread mix (Hold up box). "Have you made them before?" (Hands go up). "If you haven't, it's easy" (read directions aloud). The ingredients are wheat flour, cornmeal, sugar, shortening and salt. I had to add an egg. So it wouldn't be hard to make from scratch, either, right?" (Show recipe on overhead). "I think I could do that easily enough." "But, what about if I had to REALLY make it from scratch?" (hold up an ear of dried corn). You are going to see what it took for people to make just one ingredient, cornmeal, which was necessary for this simple food. The process you will use was also used to make flour."

Instructional Input:

Distribute small amount of dried corn kernels to students.

Provide them with hard objects such as wood bowl and a rock. Demonstrate grinding process.

Give students five minutes to work in a group grinding corn. After 5 minutes, measure the amount of corn that has been ground. There should be less than a cup. Give students 5 more minutes and re-measure.

Explain that this process was time-consuming and created small amounts of cornmeal. Over time, humans developed tools and techniques for grinding large amounts of grain.

Show photos of Loranger Gristmill and its grinding stones.

Explain grinding process and discuss power for the mill, the transportation of grain and storage it required. Also elicit questions and responses regarding the effect it would have had on settlements near and far.

Students will write responses to the following reflective questions:

-Reflecting on when you were grinding corn by hand, how much effort do you believe it took for a family to grind enough grain for a day's food?

-What are the advantages and disadvantages of using a mill grinding stone?

-How did the advances in grinding technology change the lives of people?

-What positive and negative effects did a mill create?

Curriculum Links: Michigan Grade Level Content Expectations:

6-W.1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

6-G2.2.2 Explain that communities are affected positively or negatively by changes in technology.

6.-H1.2.1 Explain how historians use a variety of sources to explore the past.

1. Recipe from AllRecipes.com

Basic Corn Muffins:

Ingredients

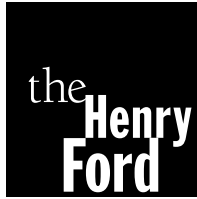
- 1 cup cornmeal
- 1 cup all-purpose flour
- 1/3 cup white sugar
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1 egg, beaten
- 1/4 cup canola oil
- 1 cup milk

Directions

1. Preheat oven to 400 degrees F (200 degrees C). Grease muffin pan or line with paper muffin liners.
2. In a large bowl, mix together corn meal, flour, sugar, baking powder and salt. Add egg, oil and milk; stir gently to combine. Spoon batter into prepared muffin cups.

2. Photos of Loranger Gristmill, **The Henry Ford**:





America's Greatest History Attraction

Priscilla Zenn, Allen Park High School, Allen Park, MI

Middle School Lesson Plan 2: Title of the Lesson/Activity: People v. Industrial Revolution Simulation:

This is a mock trial activity. The Industrial Revolution is being charged with destroying American traditions and culture.

Grade Level: Middle to High School

Overview: In this lesson, students will analyze how the Industrial Revolution changed life in the United States, positively or negatively. The Industrial Revolution is being charged with destroying American traditions and culture. Students will research key people involved in the Industrial Revolution and participate in a mock trial.

Central Question/Problem: Was the Industrial Revolution a positive or negative event for Americans?

Learning Objectives: After completing the lessons in this unit, students will be able to:

- Cite examples of change in the lives of Americans during the era of the Industrial Revolution
- Discuss positive and negative effects of industrialization on the lives of Americans
- Take a stand as to whether the period of industrialization should be considered a positive or negative era based on evidence from firsthand accounts as portrayed by the witnesses.

Duration: 4-5 days

Instructional Sequence:

Pre-trial: Determine who will play each role as follows:

Attorneys (4)

Prosecution attorneys (2): P

Team captains of the prosecution. Will try to convince jurors that the evidence supports the indictment.

Will study the evidence and organize the case. Must write opening and closing statements. This should be at least one page typed.

Defense attorneys (2): D

Team captains of the defense. Will try to convince jurors that the evidence does not support the indictment.

Will study the evidence and organize the case. Must write opening statements. This should be at least one page typed.

On the first day of the trial, both teams must give copies of their direct examination questions to the judge (instructor).

Defendant (1)

Industrial Revolution: D

Will testify at the trial. Will research and write a 1½-2 page paper on this topic: The Industrial Revolution was a positive event for all Americans. Paper will be typed (no larger than 12pt.) and double-spaced.

Jurors (5-6)

Will listen to each side make its presentation of evidence and finally issue a verdict. Will compile a daily written journal of the proceedings (due to instructor after each day of the trial). Will prepare a formal essay explaining the reasons for your own individual verdict, due the next school day after the trial. Will prepare a 1-2 page paper typed no larger than 12pt., double-spaced, on one of these topics: Was there an Industrial Revolution? How the Industrial Revolution changed the lives of all Americans.

Witnesses (choose from the list or instructor include additional witnesses)

Will testify at the trial. Will prepare a 1-2 page witness sheet (typed no larger than 12pt. double-spaced). Will compile a daily written journal of the proceedings after each day of the trial.

1. Henry Ford: **D**
2. Thomas A. Edison: **D**
3. John Kay: **D**
4. Eli Whitney: **D**
5. Alexander Graham Bell: **D**
6. George Westinghouse: **D**
7. Bessie Coleman: **D**
8. Madame C.J. Walker: **D**
9. George Washington Carver: **D**
10. Theodore Roosevelt: **P**
11. Slave owner in South: **P**
12. Isabella Beeton: **P**
13. John Muir: **P**
14. Henry Thoreau: **P**
15. Harriet Beecher Stowe: **P**
16. Worker in cottage industry in New England: **P**

Day 1: Introduce the Industrial Revolution in class; review classroom materials. Assign students a role, a person to research. Locate and bookmark suggested materials and other useful websites. Download and print out selected documents and duplicate copies as necessary for students. Print out daily journal.

Day 2: Students continue research and complete a witness statement.

Day 3: The lawyers for the prosecution and defense and the defendant review the witness statements in advance. They will use the information to write their direct examination questions for the trial and their opening statements.

Days 4-5: The trial begins.

Procedures

- The judge reads the indictment. The defendant enters his plea.
- Opening statements by prosecution and defense attorneys. (1-2 min.)
- Direct examination: Prosecution calls witnesses, including defendant. (max. 12 questions)
- Defense cross-examines each witness. (max. 12 questions)
- Direct examination: Defense calls witnesses. (max. 12 questions)
- Prosecution cross-examines each witness. (max. 12 questions)
- Closing statements by prosecution and defense attorneys. (1-2 min.)
- Jury deliberation and verdict (to be read in court on first school day after the trial).

Student Assessment Ideas: Students write an argumentative essay (persuasive essay) taking a side.

Skills:

- Gathering, classifying and interpreting written, oral and visual information
- Critical analysis, critical thinking
- Historical analysis
- Interpretation
- Interview/survey skills
- Making inferences and drawing conclusions
- Using primary sources

Name _____

Hour _____

People v. Industrial Revolution Daily Written Journal

Prosecution Witnesses

1. Name _____

2. Name _____

3. Name: _____

4. Name: _____

5. Name: _____

6. Name: _____

7. Name: _____

8. Name: _____

9. Name: _____

Defense Witnesses

1. Name: _____

2. Name: _____

3. Name: _____

4. Name: _____

5. Name: _____

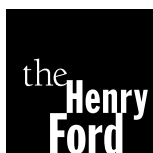
6. Name: _____

7. Name: _____

8. Name: _____

9. Name: _____

Defendant: _____



America's Greatest History Attraction®

High School Lesson Plan 1

Kathryn A. Gross, Loyola High School, Detroit, Michigan

Title of the Lesson: African American Women and Changing Technology: Analyzing the role of the Industrial Revolution in the role and responsibilities of African American women.

Grade Level: Senior English

Overview: This lesson involves student predicting, researching, and analyzing information on the role of African American women from 1840 – 1930 in comparison to changing roles of women from 1940-2010 due to growth of technology.

Senior English students each year must complete a research paper. However, it is necessary to deem the paper meaningful to the student and relevant to everyday life, while providing opportunities for developing content knowledge. This lesson will have 5 basic components to the development of this paper.

1. Compare and contrast the role of African American women historically in the U.S. and today.
 - a. Include discussion as to political and social reform.
 - b. Include discussion of economic and technological reform.
2. Personal visits to **The Henry Ford** to hear slave stories and different plantations – Hermitage Slave Quarters; Mattox Family Home; Carver Exhibit
3. Research conducted on-line and at the Detroit Public Library to view primary source documents and note taking.
4. Develop questions and interview 4 different African American women within specific age ranges: 70+ years of age; 50-69 years of age; 30-58 years of age; and 17- 29 years of age.
5. Do a comparison and analysis of this information searching for common threads or fundamental differences over time.

Central Question: How did the roles of African-American women change between 1840 and 1930 due to the advent of technology for home and industry as compared to changes between 1930 and 2010?

Assessment Tools: Student involvement in discussions and participation in activities such as field trips are critical. Each step of the process will involve student reflective writing, as well as completion of the interview worksheet and Venn Diagram for periodic assessment. The final paper and rubric are attached as well.

Evidence Sources: http://digital.nypl.org/schomburg/writers_aa19/biographies.html African American Women biographies at

African American Women of the 19th Century - http://digital.nypl.org/schomburg/writers_aa19/

Elizabeth Harris biography - <http://scriptorium.lib.duke.edu/harris/harris-indx.html>

Related Names:

[Du Bois, W. E. B. \(William Edward Burghardt\), 1868-1963](#) , collector photo #1

African American Women Washington

[http://www.loc.gov/pictures/related?fi=subject&q=African Americans–Women–Washington \(D.C.\)–1920-1930.](http://www.loc.gov/pictures/related?fi=subject&q=African+Americans-Women-Washington+(D.C.)-1920-1930)

<http://www.loc.gov/pictures/item/95508608/>

<http://www.loc.gov/pictures/resource/cph.3c22410/> State Fair Minnesota

African American women and men posed by machinery, Lexington Laundry, Richmond, Virginia

African American Women University of Georgia

<http://lcweb2.loc.gov/service/pnp/ppmsca/08700/08757v.jpg>

State Fair Minnesota

Time Frame: 1 day – field trip, 2-3 days for class discussion, guest speakers, 2-3 weeks allowed for research, writing, editing, etc.

Instructional Sequence:

1. Teacher will engage students in a discussion as to the role of women in their lives – from their mothers, sisters, aunts, grandmothers, neighbors, teachers, girlfriends, etc.
 - a. Brainstorm the roles and responsibilities students believe women have today.
 - b. Ask students to think about the reasons for these responsibilities – the why or how did that happen factor.
2. Teacher will introduce the assignment involving interviews with women they know in each of the age categories. At this point, it may be beneficial to ask for volunteers to visit the classroom for total class interviews such as with the 70+ category.
 - a. Students receive the interview worksheet to complete with their own questions. Assign the interviews according to age brackets.
3. Students will share their findings with small groups then report commonalities to the total class discussion.
4. Teacher will present a sampling of information on the roles of African American women from 1840-1930 through PowerPoint photos, slave stories, and data provided from the attached websites. Students will receive the rubric for the research paper with detailed information as to expectations.
5. Students will visit the Greenfield Village for specific information on the roles of African American women through this time period by visiting the Hermitage Slave Quarters; Mattox Family Home; and Carver Exhibit. They are to take notes and question the presenters gathering information for their paper.
6. Students will visit the Detroit Public Library Research Center and access at least 3 primary source documents for their papers.
7. Students write a first draft incorporating information. Edit, and rewrite!

Student Project Ideas: Students will present the highlights of their findings through photographs, quotations, and graphic organizers in a PowerPoint.

Curriculum Links: Michigan High School Content Standards and Expectations

Language Arts: 1.4 Inquiry and Research, 1.5 Finished

Products, 2.2 Meaning beyond the literal level; and 3.3 Text Analysis

U.S. History and Geography: Era 6 Development of Industrial, Urban and Global United States (1870 – 1930).

Final Paper Analysis Questions to Consider and Rubric	
Criteria	100%
APA	Student meets all APA standards in formatting and citations.
Grammar Usage and Spelling	Student writes a paper accurately using appropriate grammar, transitioning, and spelling throughout.
Sources	Student conducts 4 interviews; uses 3 two-dimensional primary source documents, and 2 three-dimensional sources to support paper.
Content	Paper has a clearly stated thesis statement; is well-organized; clearly supports the thesis; and shows more than one perspective.
	80%
	Student follows APA formatting; however, 1-3 mistakes in citing sources.
	Student writes paper using appropriate grammar and spelling; however, weak transitioning between concepts.
	Student conducts at least 3 interviews; uses 2 two-dimensional primary source documents, and 1 three-dimensional source to support paper.
	Paper has a clearly stated thesis statement; is well-organized; clearly supports the thesis; but lacks opposing perspectives.
	60%
	Student follows basic APA formatting and citations with 4-7 mistakes.
	Student writes paper using grammar and spelling with 1-5 mistakes.
	Student conducts 2 interviews; uses 1 two-dimensional primary source documents, and lacks three-dimensional sources to support paper.
	Paper needs clarity in supporting thesis statement. Paper does not clearly support the thesis statement.
	Must Rewrite
	More than 7 mistakes or lack of formatting.
	More than 5 mistakes in grammar or spelling usage and lack of transitioning.
	Student lacks primary sources to support paper.
	Paper lacks clarity, is semi-organized; and fails to thoroughly support the thesis.

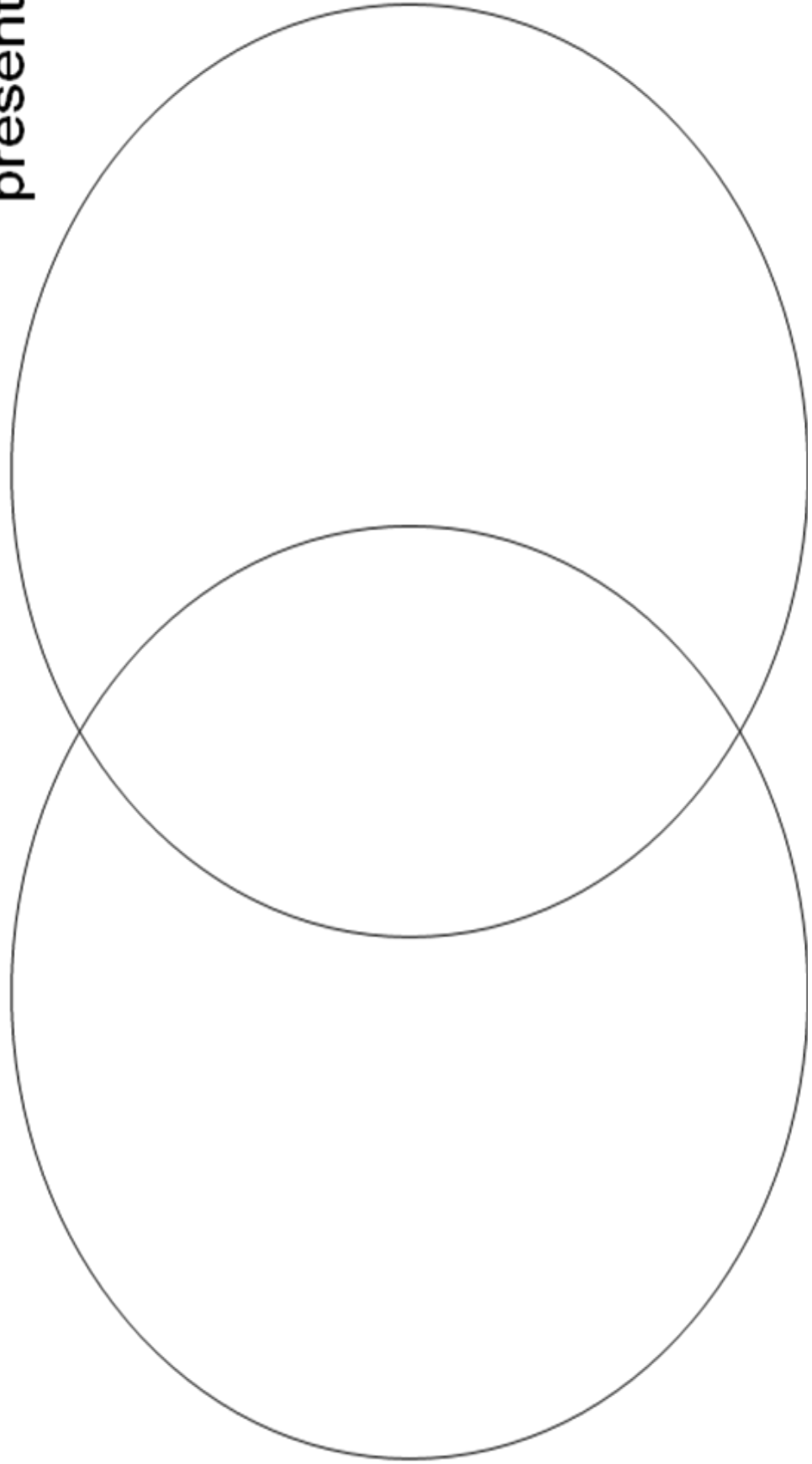
Questions to consider:

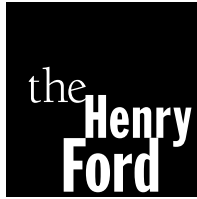
1. Are there common threads among the women interviewed, or drastic differences?
2. What commonalities do women of the previous eras share with current era?
3. What major differences are there between women of each era?
4. What do you find to be contributing factors to the responsibilities and roles of women over the decades?

Women of Different Periods

1840-1930

1931-
present





America's Greatest History Attraction

Melissa Seideman, Southwestern High School, Hanover, PA

High School Lesson Plan 2: Title of the Lesson/Activity: Impact of Industrialization on Families

Grade Level: 11th grade U.S. History

Overview: This lesson will provide students with a deeper understanding of the Industrial Revolution. Students will analyze documents and think critically about the implications of the documents.

Central Question/Problem: How did industrialization transform life in the early 20th century?

Learning Objectives:

- Students will be able to analyze primary documents.
- Students will be able to answer critical questions about the impact of industrialization.
- Students will be able to demonstrate their knowledge through a document-based essay.

Assessment Tools:

- Document-based questions (part I) will be assessed during and after the lesson.
- Student's document-based essay (part II) will be graded. Teacher will evaluate the application of the documents and outside information on the essays about the impact of industrialization on a person's life.

Evidence/Sources:

- Key definitions and images
- Wordle as a lesson hook
- Document-based question handout with primary documents from the Henry Ford collections and the Internet

Duration: 1 day (75-minute lesson)

Instructional Sequence:

1. Lesson Hook: Industrialization Wordle (5)
 - a. Present the industrialization Wordle to students on the projector.
 - b. Give them 2 minutes to write four sentences about the words using their background knowledge.
 - c. Ask a few students to share their responses .

2. Content Preview: History Context Lecture (10)
 - a. Share historical context and answer initial student questions (see attached).

Some of the images and resources used and cited in these lesson plans are not from the collections of The Henry Ford nor are they affiliated with The Henry Ford in any way.

3. Definition Walkabout (15)

- a. Students walk around the room and complete the vocabulary worksheet (see attached).
- b. Vocabulary words and definitions will be written on poster paper.

4. Pair Work, Part 1: Document-based questions in pairs or small groups (10)

- a. Students will answer the document based questions based on their prior knowledge and primary documents.
- b. Students will work in assigned heterogeneous groups and complete the document-based questions.

5. Essay, Part 2: Document-based essay question (25)

- a. Students will write their document-based essay using the documents-based questions, graphic organizer and the provided rubric (see attached).

6. Conclusion: Give one get one (5)

- a. Students will write one interesting idea they learned from the lesson on a piece of paper.
- b. When students are finished, they will stand up and share their idea with three other people in a “give one, get one” exchange.

Student Project Ideas: Students will be able to write a document-based question essay using the provided documents, history background and prior knowledge.

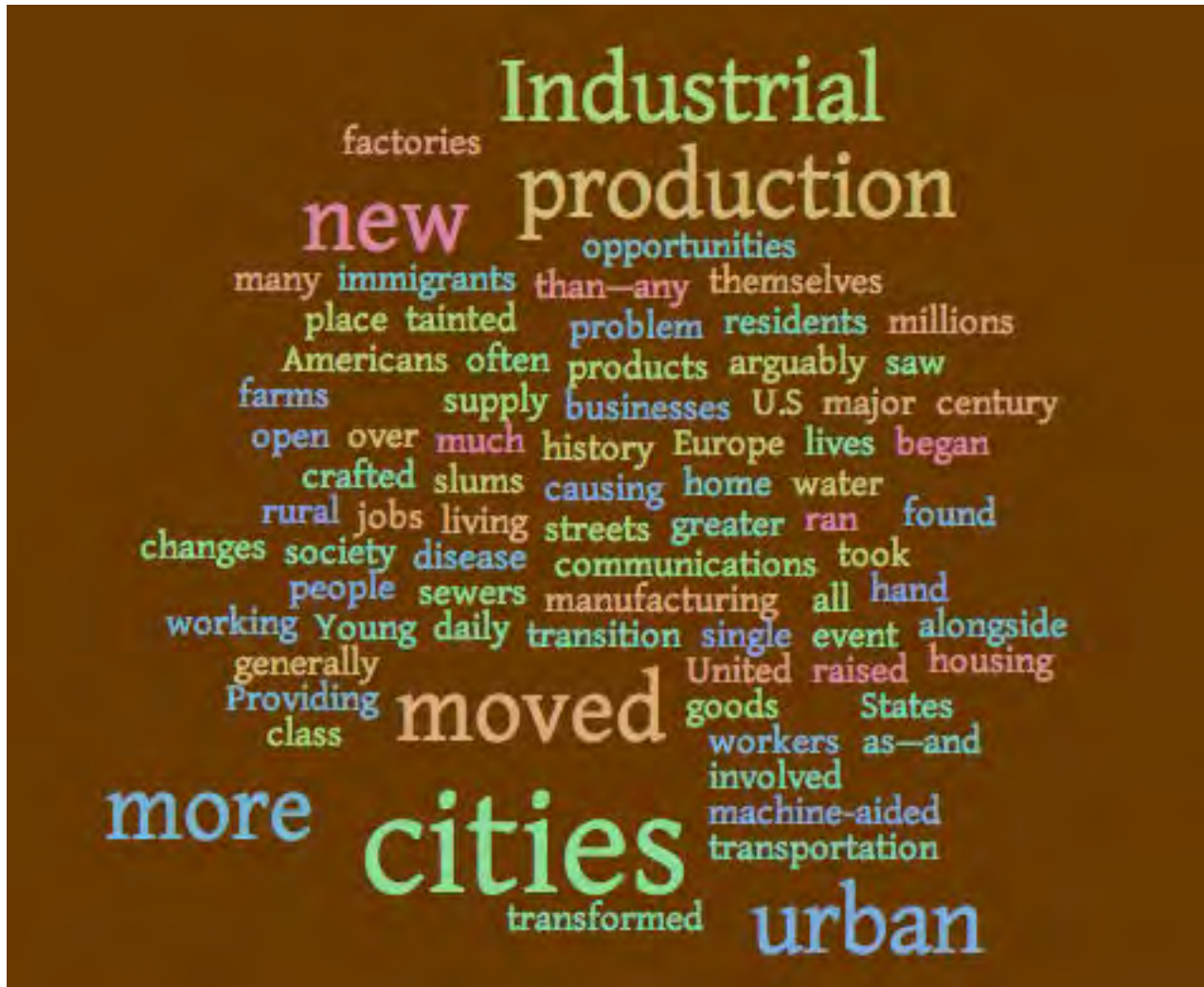
Anticipated Student Conceptions or Challenges to Understanding:

- Teacher will need to assist students on particular primary documents. Some documents may be challenges. Heterogeneous groups can assist this problem.
- Teacher will need to help certain students with paragraph or essay structure. Some students may need extra support and may need a graphic organizer with the essay.
- Teacher will need to enforce partner accountability and responsibility.
- Teacher will need to differentiate and create heterogeneous groupings of students.

Curriculum Links:

- 7.3.12.C.3 Standard Descriptor: Forces that have reshaped settlement patterns (e.g., commuter railroads, urban freeways, the development of megalopolis and edge cities).
- 8.1.12.B. Standard Statement: Synthesize and evaluate historical sources literal meaning of historical passages; data in historical and contemporary maps, graphs and tables; different historical perspectives; data presented in maps, graphs and tables; visual data
- 8.2.12.C.5 Standard Descriptor: Settlement patterns (e.g., growth and decline of cities)
- 8.1.12.C. Standard Statement: Evaluate historical interpretation of events Impact of opinions on the perception of facts; issues and problems in the past; multiple points of view; illustrations in historical stories and sources; connections between causes and results; author or source of historical narratives' points of view; central issue

Introduction: Industrialization Wordle



Name: _____

Impact of Industrialization on Families Definitions

Word	Definition	Image or Connection Today
Tenement		
Automation		
Assembly Line		
Immigration		
Child Labor		
Working Conditions		

Teacher Key: Impact of Industrialization on Families

Word	Definition	Image or Connection to Today
Tenement	A house divided into and rented as separate residences, esp. one that is rundown and overcrowded.	
Automation	The use of largely automatic equipment in a system of manufacturing or other production process.	
Assembly Line	A series of workers and machines in a factory by which a succession of identical items is progressively assembled.	
Immigration	To enter and settle in a country or region to which one is not native.	
Child Labor	Children as young as six years old during the Industrial Revolution worked long hours for little or no pay.	
Working Conditions	Inside the factories one would find poorly ventilated, noisy, dirty, damp and poorly lighted working areas. These factories were unhealthy and dangerous places in which to work.	
Interchangeable Parts	Interchangeable parts are parts that are for practical purposes identical. They are made to specifications by processes that ensure that they are so nearly identical that they will fit into any device of the same type.	

Name: _____

Impact of Industrialization on Families

Document-Based Questions

Historical Context: The Industrial Revolution took place over more than a century as production of goods moved from home businesses, where products were generally crafted by hand, to machine-aided production in factories. The new jobs for the working class were in the cities. Thus, the Industrial Revolution began the transition of the United States from a rural to an urban society. Young people raised on farms saw greater opportunities in the cities and moved there, as did millions of immigrants from Europe. Providing housing for all the new residents of cities was a problem, and many workers found themselves living in urban slums; open sewers ran alongside the streets, and the water supply was often tainted, causing disease. This revolution, which involved major changes in transportation, manufacturing and communications, transformed the daily lives of Americans as much as—and arguably more than—any single event in U.S. history.¹

Part 1: Document-Based Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1: Excerpt from *The Jungle* written by Upton Sinclair²

It was only when the whole ham was spoiled that it came into the department of Elzbieta... There was never the least attention paid to what was cut up for sausage: there would come all the way back from Europe old sausage that had been rejected, and that was mouldy and white - it would be dosed with borax and glycerin, and dumped into the hoppers, and made over again for home consumption."

- The Jungle, Upton Sinclair

It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. The packers would put poisoned bread out for them; they would die, and then the rats, bread, and meat would go into the hoppers together.

- The Jungle, Upton Sinclair

1. What were the conditions of the factories as described by Upton Sinclair?

2. Why would factories want to create a product this way?

¹ "The Industrial Revolution in the United States - Primary Source Set - For Teachers (Library of Congress)." Library of Congress Home. Web. 21 July 2011. <<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>>.

² Ward, Selena, and Upton Sinclair. *The Jungle*: Upton Sinclair. New York: Spark Pub., 2002. Print.

Document 2: Impact of the Automobile

... Massive and internationally competitive, the automobile industry is the largest single manufacturing enterprise in the United States in terms of total value of products and number of employees. One out of every six U.S. businesses depends on the manufacture, distribution, servicing, or use of motor vehicles. The industry is primarily responsible for the growth of steel and rubber production, and is the largest user of machine tools. Specialized manufacturing requirements have driven advances in petroleum refining, paint and plate-glass manufacturing, and other industrial processes. Gasoline, once a waste product to be burned off, is now one of the most valuable commodities in the world.

1. Based on this article, state TWO ways in which the automobile industry has had an impact on the American economy.

Document 3: “The Close of a Career in New York,” 1900-1906³

1. Why do you suppose animals are in the street?



Document 4: Chassis Assembly Line at the Highland Park Plant, 1914⁴

1. How were workers affected by the assembly line?



³“The Close of a Career in New York,” 1900-1906. 1900-1906. Photograph. The Henry Ford Collection, Detroit Michigan. *The Henry Ford Collection*. Henry Ford. Web. 19 July 2011. <<http://collections.thehenryford.org/Collection.aspx?objectKey=4416543>>.

⁴ *Chassis Assembly Line at the Highland Park Plant, 1914*. 1914. Photograph. The Henry Ford Collection, Dearborn, Michigan. *The Henry Ford Collection*. Henry Ford. Web. 19 July 2011. <<http://collections.thehenryford.org/Collection.aspx?objectKey=2504099>>.

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Document 5: Night School in the Seventh Avenue Lodging House⁵

1. What was the effect of industrialization on the lives of children?



2. Why are the children attending school at night?

Document 6: Five Cents Lodging, Bayard Street, c. 1889⁶

1. What were the effects of tenement housing?



⁵ Adams, Kevin. "Documenting 'The Other Half': The Social Reform Photography of Jacob Riis and Lewis Hine." American Studies @ The University of Virginia. Web. 21 July 2011. <<http://xroads.virginia.edu/~ma01/davis/photography/images/riisphotos/slideshow1.html>>.

⁶ Riis, Jacob. "Five Cents Lodging, Bayard Street, C. 1889." History Matters. Web. 21 July 2011. <http://www.google.com/imgres?imgurl=http://history-matters.gmu.edu/mse/photos/images/riis4.gif>

Document 7: Excerpt from “In the Depths of a Coal Mine” by Stephen Crane, McClure’s Magazine, August 1894.⁷

Stephen Crane was the last of 14 children born to a Methodist minister who died when Stephen was nine. He lived the down-and-out life of a penniless artist who became well-known as a poet, journalist, social critic and realist. He began writing for newspapers in 1891 when he settled in New York City. After he wrote *Red Badge of Courage*, which earned Crane international acclaim at age 24, he was hired as a reporter in the American West and Mexico. He later covered the Spanish-American War for Joseph Pulitzer’s *New York World*.

We came upon other little low-roofed chambers, each containing two men, a "miner," who makes the blasts, and his "laborer," who loads the coal upon the cars and assists the miner generally. Great and mystically dreadful is the earth from a mine's depth. Man is in the implacable grasp of nature. It has only to tighten slightly, and he is crushed like a bug. His loudest shriek of agony would be as impotent as his final moan to bring help from that fair land that lies, like Heaven, over his head. There is an insidious, silent enemy in the gas. If the huge fanwheel on the top of the earth should stop for a brief period, there is certain death. If a man escape the gas, the floods, the "squeezes" of falling rock, the cars shooting through little tunnels, the precarious elevators, the hundred perils, there usually comes to him an attack of "miner's asthma" that slowly racks and shakes him into the grave. Meanwhile the miner gets three dollars per day, and his laborer one dollar and a quarter.

1. According to Stephen Crane, what working conditions did miners have to endure in the coal mines?

Document 8: Impact of the Automobile on the American Housewife⁸

. . . What did the automobile mean for the housewife? Unlike public transportation systems, it was convenient. Located right at her doorstep, it could deposit her at the doorstep that she wanted or needed to visit. And unlike the bicycle or her own two feet, the automobile could carry bulky packages as well as several additional people. Acquisition of an automobile therefore meant that a housewife, once she had learned how to drive, could become her own door-to-door delivery service. And as more housewives acquired automobiles, more businessmen discovered the joys of dispensing with [eliminating] delivery services—particularly during the Depression. . . .

1. According to Ruth Schwartz Cowan, what was one way life changed for the American housewife as a result of the automobile?

⁷ Pappas, Peter. "The Progress and Poverty in Industrial America." Peter Pappas. Web. 21 July 2011. <<http://www.peterpappas.com/journals/industry/industry3.pdf>>.

⁸ Ruth Schwartz Cowan, "Less Work for Mother?" *American Heritage*, September/October 1987.

Part II: DBQ Essay

Task: Using the information from the documents provided and your knowledge of United States history, write a well-organized essay that includes several paragraphs, including an introduction and conclusion.

- Discuss the advantages or disadvantages of industrialization to American society.
- Discuss the effects of industrialization on families and how it affected different members of society.

Helpful Tips

- ★ Explain everything. Pretend I have never heard of the topic before. OVER explain.
- ★ Write an organized essay – readers like to read essays that are logically organized and follow patterns. This means that your introduction becomes very significant.
- ★ When finished read your essay and make any needed corrections and insertions.

How do I include DBQ information in my essay?

1) Refer specifically to document in a sentence, e.g., author's name or data.

Example: According to Senator Beveridge, U.S. must gain power in the Pacific since control of this region will be key to economic power in the future.

2) Identify the number of the document in parentheses at the end of a sentence.

Example: As the United States industrialized in the late 1800s and early 1900s, its imports and exports continued to increase. (Document one)

3) Refer to the document by number in a sentence.

Example: As illustrated in document two, the territory of the United States grew as a policy of expansion.

Document-Based Question Graphic Organizer

Introduction	
Background:	
Thesis:	
Topic Sentence: <u>First Body Paragraph</u> Info from the Documents	Outside Info
Topic Sentence: <u>Second Body Paragraph</u> Info from the Documents	Outside Info
Topic Sentence: <u>Third Body Paragraph</u> Info from the Documents	Outside Info
Conclusion	

DOCUMENT-BASED QUESTION RUBRIC

5

- Thorough discussion; a full and balanced response to the question
- Uses nearly all documents
- Incorporates much accurate and relevant outside information
- Contains no significant factual errors or misinterpretation of documents
- Presents analysis which reflects understanding of complex issues
- Recognizes patterns and distinctions, draws conclusions and evaluates relative importance
- Recognizes point of view where applicable
- Writes a well-developed essay consistently demonstrating clear and logical organization, including a strong introduction and conclusion and a clearly stated thesis

4

- A good response, but may be unevenly developed
- Uses most of the documents
- Includes some supplementary information
- Contains mostly accurate information and interpretation of documents
- Shows some understanding/analysis of complex issues
- Evaluates evidence and formulates generally accurate conclusions
- Well-developed essay demonstrating clear plan of organization including a strong introduction and conclusion and a general thesis

3

- Competent response to the question
- Uses some of the documents
- Contains little or no supplementary information
- Attempts to formulate some conclusions; may contain some factual errors
- Essay may be unevenly developed with a general plan of organization
- Thesis missing, merely restates question or task

2

- An incomplete response
- Uses little information from the documents
- No supplemental information
- Draws vague conclusions; many serious errors
- Writes a poorly organized essay lacking focus, vague or missing introduction or conclusion

1

- Confused response
- No use of documents
- Misunderstands the question and/or responds in a dazed and vague manner
- Essay demonstrates major weakness in organization, vague or missing introduction or conclusion

0

- Fails to address the question
- No response
- Blank paper or illegible or indecipherable



America's Greatest History Attraction

High School Lesson Plan 3

Margo Bergen, Scripps Ranch High School, San Diego, CA

- Lesson Title:** Industrialization in the Kitchen
- Grade Level:** 11th grade US History
- Overview:** This is a research project in which students will determine how industrialization affected the everyday life of people, standards of living and patterns of work, by examining the changes in kitchens.
- Central Question:** How did industrialization reshape people's every day life and expectations?
- Assessment Tools:** Students will create a poster showing changes in kitchens due to industrialization, they will present oral reports detailing their findings, and write a reflection paper on the repercussions of the Industrial Revolution in changing American lives, attitudes and expectations.
- Key Concepts:**
- Availability and price of goods lead to more material goods.
 - Role of transportation in creating markets for new goods and products
 - Changing expectations of standard of living with availability of goods
 - Creating a greater division between the male and female sphere
- Evidence/Sources:** Students will read an excerpt from Ruth Cowan's More Work for Mother, Students will view images from that work in addition to viewing slides from Nancy Gabin's power point presentation showing women at work in homes. Students will also be doing research from a variety of print and on line sources, which they will be responsible for obtaining.
- Time Frame:** This project is designed to be worked on in class and at home over the course of a week. Students will be doing

research outside of class and will be given part of class periods to collaborate with their group. The remainder of the class periods will be spent working on other aspects of Industrialization of the teacher's choice.

Instructional Sequence: Day 1. Students will read an excerpt of pages 23-25 from Ruth Cowan's More Work for Mother. They will also view images of traditional American kitchens before 1800. Students will address the following questions:

What were the contents of this kitchen? (appliances, utensils, pots and pans,)

What type of food was present? How was it stored? Preserved?

Who made these things? Where were they made? How did these things get there?

Who did the labor?

How did males and females have to work together to produce a meal?

Students will then be divided into groups of four. Each group will be creating a poster showing how kitchens have evolved and transformed over time. Each poster will represent one of the following regions:

A middle class home in New York City

A plantation in Georgia

A farm in Ohio

A middle class home in San Francisco (Yerba Buena before 1848)

Each poster will cover the time periods 1830, 1865, 1898 and 1929. Each member of the group will choose one of the time periods to research and will be responsible for becoming the expert on that era.

Each student is responsible for creating a sketch/illustration of a typical kitchen for that region and time period. Each student must also produce a bibliography using recognized historic sources. (NO Wikipedia)

Students will begin researching their time period and bring their preliminary findings to the next class session. Each student must be able to answer the following focus questions for his/her time period and location:

- What were the contents of this kitchen? (appliances, utensils, pots and pans)
- What type of food was present?
- How was it stored? Preserved?
- Who made these things?
- Where were they made?
- How did these things get there?
- What was a typical meal produced in this kitchen?
- Who did the labor?
- How much time did it take to produce a meal?
- Was it still necessary for male and female household members to work together?
- In what ways does this reflect a change in gender roles or spheres of influence?

Day 2: Students will be given part of the class period, approximately 20-30 minutes, to share their information and collaborate with other students who are researching the same time period, for example, all the 1865 researchers will meet to share their findings, sources and go over the focus questions. Students will continue to research and bring in additional materials for the next day.

Day 3: Students will again be given part of the class period. They will meet with other students researching the time period, then they will subdivide by time period and region, (so the 2-3 students who are doing Ohio in 1830 will meet together, etc.) In these small groups they will focus particularly on the question of how the contents of the kitchen got there. They will need to know what methods of transportation were available, and any events that would disrupt the flow of goods. (i.e. wars) Just because something was invented does not mean that it was widely used. Students must decide what was most likely to be in a kitchen given the time period and the region. Students should finish any research and start their kitchen sketch for the next class session.

Day 4: Students will be given 10-20 minutes to meet with their small regional time period group to go over any further research. They will then be given time to meet with their original group of four to start putting their poster together.

Day 5: Students will have a few minutes to complete their poster. A group representing each region will be chosen, or volunteer, to present their poster, addressing the focus questions for each time period. Students will discuss what accounts for regional differences. (transportation, war, cost of power, etc.) Each student will then write a reflection paper addressing the following questions:

How did industrialization affect people's daily life?
How did gender roles and expectations change with industrialization?
What overall impact do you think the Industrial Revolution had on Americans' attitudes and standard of living? Explain your position.

Student Project Ideas: Students may begin this project by sketching their own kitchen and using that as a way of connecting past and present.

This project could be scaled back by eliminating the variety of regions, or comparing only two time periods.

It could be expanded, or revisited during the year, by looking at kitchens in later eras, such as the 1950s, 1980s etc.

Students could include primary sources such as photographs, diaries, recipes or advertisements on their posters.

As an extension, students could write a comparison paper examining how the impact of industrialization on everyday life is similar and different from the impact of technology on our lives today.

Students could write a position paper detailing whether the Industrial Revolution ended and the Technology Revolution began, or if technology is a continuation of Industrialization. This project could also be adapted to World History by examining the same questions for kitchens in different countries.

Anticipated Challenges: The biggest challenge will be finding the resources and determining how transportation, wars, etc. limit how goods were distributed.

Curriculum Links: This project supports that California State History Framework, specifically the standards of how the Industrial Revolution changed the lifestyles of people, and the role of transportation in industrialization. It also touches on the growth of consumerism and mass culture.




America's Greatest History Attraction

High School Lesson Plan 4

Bill Harrison, Dearborn High School, Dearborn, MI

- Lesson Plan Title:** Supply, Demand and Prices in the Industrial Revolution
- Grade Level:** 8-10 Economics
- Time Frame:** 55-minute class period
- Overview:** This is a self-paced PowerPoint exercise that focuses on supply, demand and prices using examples from the Industrial Revolution. As students individually complete the exercise, they answer multiple choice questions, as well as read about economic concepts illustrated in the questions.
- Materials:** Computers with headphones for each student, the lesson's two PowerPoints with the file of hyperlinked video clips
- Assessment:** The instructor can observe how successful students are with their multiple choice answers.
- Curriculum Links:** State of Michigan Social Studies Content Expectations:
USHG 6.1.1 Factors in the American Industrial Revolution
WHG 6.2.3 Industrialization
E 1.1.2 Entrepreneurship
E 1.2.2 Price in the Market
E 1.2.3 Price, Equilibrium, Elasticity, and Incentives
E 2.1.1 Income
- Sequence:**
- This activity is a review of supply, demand and prices. It is best to spend some time at the start of the period reviewing the causes for changing supply and demand and how it affects prices.
 - Students should have their computers up and running and have their head phones ready. They will open *Supply, Demand and Prices in the Industrial Revolution* PowerPoint and begin. Students will proceed through the PowerPoint at their own pace, and should have plenty of time to finish.
- There should also be time at the end of class to debrief and go over any troubles students had with specific questions

Directions: As you complete this PowerPoint exercise, be sure to **read** each slide and watch each video clip completely before clicking forward.

 If you have any **questions**, please raise your **hand** for assistance from your instructor.

Click the arrow to continue



Please make sure you have a **pencil** or pen and your ***Personal Journal*** with you as you complete this exercise.



Back

Forward



Economic Concepts in the Industrial Revolution



Back

Forward



You have already been introduced to the Industrial Revolution in your World and U.S. History classes. Therefore, you should recall that the **Industrial Revolution** describes the period, starting in England in the 1700s, of transition from home-based hand manufacturing of goods to machine-made factory production.



Back

Next



As you complete this Powerpoint, you will be quizzed about key economic concepts already discussed in our Economics class. This will give you the opportunity to review and discover any areas of weakness you may have.

Be sure to be wearing your headphones.

Let's begin ...



Back

Continue



Products produced at the start of the Industrial Revolution abided by the same economic laws of supply and demand as products today.



Back

Forward



Before the Industrial Revolution, the spinning of wool into thread or yarn was a *domestic industry*. A domestic industry usually operated when materials (wool) were supplied to a worker in a home who created the finished product (thread).



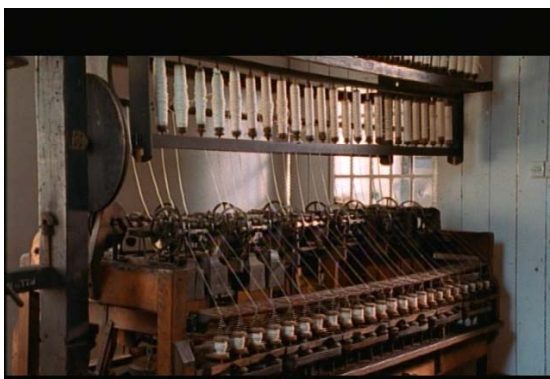
Next

A *spinning wheel* was used to spin the wool.



Next

A *water frame* was a machine, run by a waterwheel, that could produce thread much more **quickly** and **efficiently** than a spinning wheel.



Next



What should have happened to the **supply** of thread in the market due to the introduction of the water frame?

Click on the best answer.

- A) increased
- B) decreased
- C) stayed the same

Try again!



The water frame was much more efficient than spinners using a spinning wheel.

Click the arrow and give it another try.



Correct!

The water frame would cause the supply curve to shift to the **right** (increase) due to the new **technology**.

Click the arrow to continue.





What should have happened to the **price** of thread in the market due to the introduction of the water frame?

Click on the best answer.

- A) increased
- B) decreased
- C) stayed the same



Try again!

The water frame caused the supply to increase.

Click the arrow and give it another try.



Correct!

The increase in supply of thread would cause the price to decrease in the market.

Click the arrow to continue.



When the price of thread decreased due to the introduction of the water frame in mills, what should have happened to the amount of thread consumers **purchased**?

Click on the best answer.

[A\) increased](#)

[B\) decreased](#)

[C\) stayed the same](#)

Try again!
According to the Law of
Demand, what happens to
the quantity demanded when
the price decreases?



Click the arrow and give it another try.



Correct!
According to the Law of
Demand, the quantity
demanded will increase
when the price decreases.

Click the arrow to continue.





When the price of thread decreased due to the introduction of the water frame in mills, what should have happened to the **supply** of **cloth** produced by weavers?

Click on the best answer.

[A\) increased](#)

[B\) decreased](#)

[C\) stayed the same](#)

Try again!

Remember, the cost of thread (a productive input for making cloth) is now lower.



Click the arrow and give it another try.



Correct!

The thread is a *productive input*.
Now that the thread is cheaper,
weavers are *willing and able to*
produce more cloth at each and
every market price.



Click the arrow to continue.



When the price of cloth decreased due to the lower cost of thread, what should have happened to the **price of cloth** produced by weavers?

Click on the best answer.

[A\) increased](#)

[B\) decreased](#)

[C\) stayed the same](#)

Try again!
Remember, the supply of
cloth has shifted to the
right (increased).



Click the arrow and give it another try.



Correct!
The **increase** in **supply**
causes the **price** to **decrease**
in the market.



Click the arrow to continue.





When the supply of **cloth** produced by weavers **increased**, what economic problem would occur if the price had **not** decreased in the market and stayed the same?

Click on the best answer.

[A\) surplus](#)

[B\) shortage](#)

[C\) no problem would occur](#)

Try again!

Remember, if the price did not decrease, weavers would produce more than the consumers would want at that price.

Click the arrow and give it another try.



Correct!

A surplus would occur because at the original price, the **quantity supplied** by the weavers would be **greater** than the **quantity demanded**.

Click the arrow to continue.



Imagine a “lamb flu” killed all of the sheep in the United States. How would this affect the price for thread and cloth made from wool?

Click on the best answer.

- A) increased
- B) decreased
- C) stayed the same

Try again!

Remember, the supply of wool would decrease due to the death of the sheep.

Click the arrow and give it another try.



Correct!

The supply of wool would decrease causing the price of woolen products to increase.

Click the arrow to continue.





If the price for wool did not increase after the sheep had died off, what economic problem would have resulted?

Click on the best answer.

[A\) surplus](#)

[B\) shortage](#)

[C\) no problem would occur](#)



Try again!

Remember, if the price did not increase, the quantity demanded would be greater than the quantity supplied.

Click the arrow and give it another try.



Correct!

The price increases to clear the market of the shortage created by the death of the sheep.

Click the arrow to continue.



The power source to run the new machines in the textile mills at the start of the Industrial Revolution was mainly water power. Rivers turned the mills waterwheel which, through a series of shafts, gears and belts, provided power to the ...



Back

Forward



...spinning, carding and weaving machines. Possible difficulties with waterwheels was the risk of freezing during the winter months or a drought removing the source of energy.



Back

Forward



Steam engines began to replace the waterwheels in mills. Steam engines could run at anytime of the year, away from rivers.



Back

Forward





Since steam engines could run the mill's machines throughout the year, what would happen to the supply of textiles produced by the mills?

Click on the best answer.

- [A\) increased](#)
- [B\) decreased](#)
- [C\) stayed the same](#)

Try again!

The mills would be able to operate more days a year with the steam engine.

Click the arrow and give it another try.



Correct!

The supply of textiles would increase due to the ability of the mills to operate and produce for a greater number of days.

Click the arrow to continue.



The four **factors of production**, or resources required to produce the things we would like to have, are **land, capital, labor** and **entrepreneurs**. All four are required to produce goods and services.



Next



Entrepreneurs are the individuals who start a new business or bring a product to market by organizing the factors of production for a profit.



Next



Henry Ford was an entrepreneur that needed to know about the laws of supply and demand.

Back

Forward

Henry Ford, in *My Life and Work*, wrote “I will build a motor car for the great multitude. It will be large enough for the family but small enough for the individual to run and care for...[I]t will be so low in price that no man making a good salary will be unable to own one.”

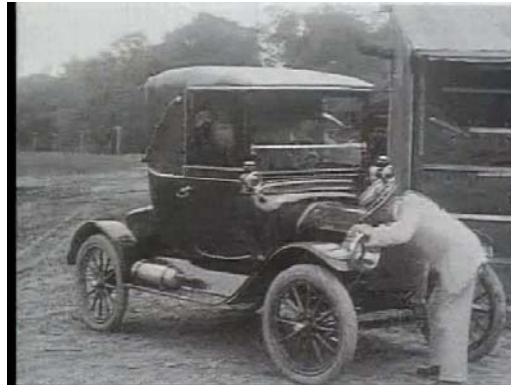
Next

His car was the Model T.



Next

The Model T was successful upon its release. A little too successful.



Next



Next

A **shortage** occurred at the Model T's original price of \$850. Henry Ford could either raise his price or increase the supply to meet the equilibrium price and clear the market of the shortage. But how could he increase the supply?



Next



Next





The use of the assembly line increased the productivity in Ford's factories. When productivity increases, what happens to the supply?

Click on the best answer.

[A\) increases](#)

[B\) decreases](#)

[C\) stays the same](#)

Try again!

When productivity increases, output increases.

Click the arrow and give it another try.



Correct!
Increase productivity causes
the supply curve to shift to
the right (increase).
Click the arrow to continue.



Even with this great success, the
use of the assembly line soon
created problems.



Next





Next



When workers are unhappy or quit, what happens to the supply of a product?

Click on the best answer.

- A) increase
- B) decrease
- C) stays the same

Try again!
Unhappy workers and
workers who quit are less
productive.

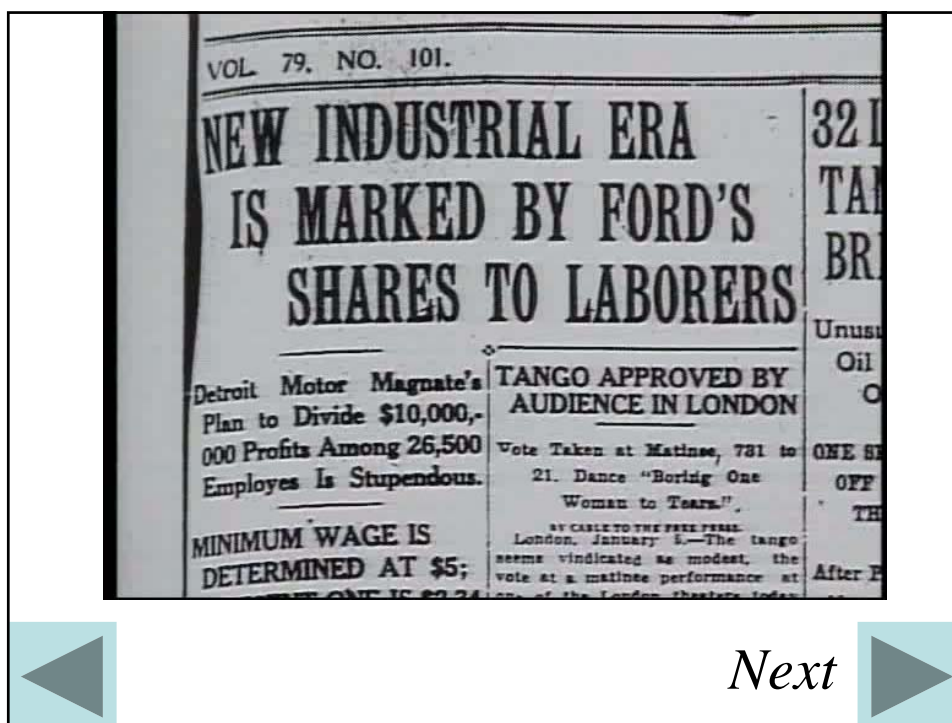
Click the arrow and give it another try.



Correct!
This lowers productivity and
decreases the supply.

Click the arrow to continue.





The increase in wages (price for labor) causes an increase in the willingness and ability for workers to work and their desire to stay on the job.

Next



The depression caused a reduction in the income of most Americans. When income decreases, what happens to the demand for most products?

Click on the best answer.

- [A\) increase](#)
- [B\) decrease](#)
- [C\) stays the same](#)

Try again!

If consumers have less money, they will buy less.

Click the arrow and give it another try.



Correct!

A decrease in income causes the demand curve to shift to the left (decrease).

Click the camera to continue.





Henry Ford tried to keep his workers from unionizing as long as possible. Eventually, his workers went on strike in order to gain the right to organize.

Next



When workers go on strike, what happens to the supply curve of the product they are producing?

Click on the best answer.

- A) increase
- B) decrease
- C) stays the same

Try again!
If the workers are not
working, they are not
producing.

Click the arrow and give it another try.



Correct!
A strike causes the supply
curve to shift to the left
(decrease).

Click the arrow to continue.



Henry Ford and all business owners
must be aware of the Laws of
Supply and Demand and how they
affect prices and so do **you**.



Next



You have reached the end of
this Powerpoint exercise.
Raise your hand and notify your
teacher and turn in your
Personal Journal.





America's Greatest History Attraction

High School Lesson Plan 5

Kristin DeGross, University Prep, Detroit, MI

Lesson Title:	When Did Housework Become “Easy”?
Grade Level:	High School US History
Overview:	Students will engage in hands on experiments, readings, and a visit to Greenfield Village to determine how the industrialization of housework affected family life.
Central Question:	How do the inventions of “labor saving devices” change daily life for hardworking Americans?
Learning Objectives:	TSSBAT: -Predict/Compute how long household tasks take to complete using pre-industrialized and industrialized methods. -Define important terms relating to the industrialization of housework. -Interpret/Summarize reading relating to industrialization. -Critique the implementation of labor saving devices in America.
Assessment:	Students will be assessed in the following ways: -Small group questioning during experiments -Large group Q & A session following experimentation -Individual note taking assessment following reading -Individual essay at conclusion of lesson
Key Concepts:	Labor saving devices, Shift in gender roles, Change to market economy
Evidence/ Sources:	Sewing machine 4” squares of cloth needles and thread mortar and pestle dried corn

food processor

computer

child's craft potholder "loom"

experiment recording chart

Smartboard

Dictionaries

Reading selection and vocab sheets (*More Work for Mother* by Ruth Schwartz Cowan, pp 5-7, 40-45, 47**)

student notebooks

Greenfield Village

Blue Book essays

Duration: 4 days (Two 60 minute class sessions, 1 field trip to Greenfield Village, one 60 minute class session)

Instructional Sequence: Day 1:
T: Give students chart to record experiments and split into small groups. (There are 3 stations: Have multiples of each station if possible to keep groups small)

Station 1: sew 2 squares of cloth together by hand VS. sew using a machine

Station 2: grind corn using a mortar and pestle VS. using a food processor

Station 3: weave potholder (a substitute for weaving cloth) VS. a computer lookup of distance to nearest store that sells cloth.

**Completing these stations requires using sewing machines, computers, and mortar and pestles that may need to be borrowed from a home ec. classroom if possible.

Ss: Complete each station using a stopwatch. Record onto charts.

T: Monitor each group and change stations when each group is completed. Upon completion of all stations, bring class together and record averages of all groups onto a large chart. Discuss results.

Lead into discussion/Q &A session

Ss: Participate in discussion with some of the following questions:

What amount of a person's time do you think was spent doing these types of chores by hand?

How does the invention of labor saving devices change all this?

What new jobs or businesses might have been created from these L.S.D's?

What other home inventions might have changed daily life?

T: Record responses on board/chart paper for further review.

Ss: Should be reminded to record important discussion threads as well.

Day 2:

T: Have students meet back in small groups prepared either with the internet or a dictionary. Give students a list of vocabulary words to be looked up and recorded.

Ss: Need to record and share answers.

T: Hand out reading and instruct students to do two things:

1: Highlight vocab words in reading

2: Take notes on reading in an outline format

**Lesson can be completed in different ways depending on level of students and time allotted in classroom:

A. Give students a note outline format to use to instruct note taking. Go over format and answers at the end of the reading.

B. Let students take notes on their own (using only half of their notebook sheets in a T chart format), while using a large group format at the end of the lesson to go back over the reading a second time. At this time, use an overhead to re-read the selection, and use the other side of the t-chart to fill in any notes/important information students may have missed the first time.

Day 3:

- Plan a trip to Greenfield Village to see specific sites: Daggett Farm, Loranger Grist Mill, Tripp Sawmill, Plymouth Carding Mill.
- Have students bring notebooks to take notes on what types of preindustrial and industrial methods of work were used at each site.

Day 4: Culminating Assessment:

- Have students write an essay, using all of their sources from the past three days. Students must use an example from each day (experiment, reading, site visit) to complete the essay question:
How did the invention of labor saving devices change household work for Americans?

- Anticipated Challenges:** Some students will have issues dealing with the following:
1. Use of sewing machine. Teacher should station self close to this station at the beginning of each rotation for assistance. Teacher might also want to place small directions next to appliances.
 2. Understanding of reading. Lower level students may need assistance in reading selection. Teacher can choose to read along with students to help clarify, or choose a simpler reading for those in need.
 3. Taking notes while at Greenfield Village. Teacher may choose to create chart/document that details what specific pieces of information should be searched for/written down.

- Curriculum Links:** Michigan High School Content Standards:
- I.1.2
 - I.3.1
 - II.1.2
 - II.4.3
 - IV.4.4
 - V.2.2

Group Members: _____

Directions: At each station, use the stopwatch to record how long it takes you to complete each task. We will come back together in a large group to record our averages into a cumulative number!!

	By Hand	By Machine
Sewing (2 squares together)		
Grinding corn for flour (1 cup)		
Weaving fabric (potholder)***		

***When calculating this, there are a few things you need to do:

A: To calculate the amount of time it would take to weave fabric by hand, you will need to multiply the time it takes you to weave a 6" potholder by 24. This will be approximately the time it would take to weave 2 yards of fabric, which would be enough for a man's shirt and some scraps for rags, etc.

B: To calculate weaving fabric by machine, we're really going to look at how long it will take you to drive to the nearest fabric store to pick up a yard of fabric to sew. Use mapquest and our current location to see how long it will take to drive to the fabric store.

Name: _____

Vocabulary: Please find and record the appropriate definitions. When definitions are completed, please read the following selection and highlight the vocabulary words as they appear in the reading.

Industrialized:

Contemporaries:

Minute: (not the time)

Feudalism:

Market Economy:

Erroneous:

Unspecialized:

Alienation:

Locus:

Vexations:

Census:

Paradox:

Impugning:



America's Greatest History Attraction

High School Lesson Plan 9

Russ Irving, Pequannock Township H.S., Pompton Plains, NJ

- Lesson Title:** Mass Production – For or Against the Masses
- Grade Level:** U.S. History II - Grade11
- Central Questions:** Do studies of mass production have to begin and end with Henry Ford?
- Does the Industrial Revolution ever end?
- What are the lingering effects of mass production?
- Lesson Objectives:** Students will be able to
- Compare and contrast the contributions made to mass production by Taylor, the Gilbreths and Ford
- Analyze the positive and negative impact their work had on labor, consumers and the environment
- Assessment Tools:** Oral presentations during debate/discussion
- In class timed essay
- Time Frame:** 3 days
- Instructional Sequence:** Day 1 – Have all students read Cross and Szostak, *Technology and American Society* (pp. 214-225) to establish a common context for future discussion and writing. Divide class into three groups. Using laptops assign groups to research impact mass production has had on labor, consumers and the environment.
- Day 2 – Have groups work together to construct chart showing both positive and negative impact of mass production in their particular area of research. Have class discussion/debate Concerning the questions of whether mass production has been a net gain or loss for society and whether the answer to that will continue to be the same in the future.