

The Henry Ford® Trip Helper | The Industrial Revolution in the Women's Sphere for teachers

Enrich your field trip experience with these new “for the teachers, by the teachers” itineraries. Created by **The Henry Ford 2009 Teacher Fellows** and tested with their students, these new curriculum-aligned tools for teachers, group leaders and students will deepen student learning and understanding of selected topics, sites and exhibits.

OBJECTIVES

- Students will be able to describe the changes technology made in the lives of women from the colonial era to the early 20th century.
- Students will analyze the role of women during the Industrial Revolution and compare the roles across social classes.
- Students will explore the role of women working outside the home through the turn of the 20th century and will analyze why certain jobs were acceptable for women.

SUGGESTED PRE-VISIT ACTIVITIES

- Students should have some background on the Industrial Revolution. This trip is designed to take the broad, sweeping changes of the Industrial Revolution and zoom in to focus on its impact on one small part of life.
- Students should also be introduced to the idea of the “Cult of Domesticity” or the “Cult of True Womanhood.” Accelerated or AP students could read the following article by historian Barbara Welter. <http://www.pinzler.com/ushistory/culttwo.html>. Teachers could use this link for background information themselves as well.
- Students should also do a brainstorming activity around the question: How did technology change the lives of women?

ON-SITE ACTIVITIES

- It will work best if you can break your class into small groups, distribute *The Industrial Revolution in the Woman's Sphere* handout and start each group at a different site. The handout will still allow the students to see a change over time, even if they don't visit the sites in chronological order. Students will explore the role of women working inside and outside the home through the turn of the 20th century and will analyze why certain jobs were acceptable for women.

- Have students bring digital cameras or use their cell phones to photo-document their trip and the topic. After the field trip, students can create a PowerPoint presentation showing the impact of technology on the world of women.

POST-VISIT OR EXTENSION ACTIVITIES

- Discuss in class or assign as an essay one of the following questions on *The Industrial Revolution in the Woman's Sphere* handout :
 - What item in your kitchen could you not live without? Is this an item that you saw at *Greenfield Village* (in an earlier version)? How did this item evolve? If you did not see it in the Village, research its evolution online. Why is this item important today?
 - Did social class make a difference in what jobs outside the home were acceptable for women? Explain your answer and give examples to prove your point.
 - Is there any connection between the technological advancements that you have seen today and the women's movement? What are they? How did labor-saving devices help the women's movement?
- Students can create and present PowerPoints on the impact of technology on the woman's sphere.
- **21st-Century Connection:** How has the woman's sphere changed from the colonial period to today? What role did technology play in these changes?

CREDITS

Developed by 2009 Teacher Fellows:

Kelly Eddy, Churchill High School, Livonia

Toni Simovski, South Lyon High School, South Lyon

RELATED MICHIGAN HIGH SCHOOL LEVEL CONTENT EXPECTATIONS

General Social Studies Knowledge Process and Skills

- K1.6, K1.7

World History and Geography (WHG)

- 6.1.1, 6.2.3, 6.3.1,

U.S. History and Geography (UHG)

- 6.1.1, 6.3.2, 6.3.3

Visit thehenryford.org/education/resourcebank.aspx for curriculum connections.

The Henry Ford® Trip Helper | The Industrial Revolution in the Women's Sphere for students

BACKGROUND INFORMATION OF SITES TO BE VISITED

(numbers correspond to the *Greenfield Village* map):



Daggett Farmhouse (#83)

In order to provide for his family, Samuel Daggett did a variety of things. He worked the family farm, built houses and made furniture. His wife, Anna, spun yarn, made clothing, fed the animals and taught their children how to read and write. The Daggetts were subsistence farmers, seeking to feed their families rather than grow a cash crop. Like other families in this area of Connecticut, the Daggetts traded surplus items for those they needed. This pre-Industrial Revolution site represents the lives of middle-class farmers in the 1760s.



Susquehanna Plantation (#80)

Henry and Elizabeth Carroll enjoyed a prosperous life on their tobacco plantation, often hosting extravagant parties. But their enslaved workers did not enjoy the same good life. Henry Carroll made them work brutal hours in the fields, especially during harvest time. Meanwhile, his wife looked after their tasks in and around the house. The lack of new technology reflects the heavy monetary investment in the system of slavery. This site represents one aspect of life in the South in the antebellum or pre-Civil War period.



Firestone Farm (#9)

Benjamin and Catherine Firestone raised their three children on this farm, including tire maker Harvey Firestone. In 1882, they renovated this house to make it feel more modern. Benjamin Firestone made most of his money from the wool of wrinkly Merino sheep. This house represents the typical Midwest home that was on the cusp of change from the Industrial Revolution. The transition to the more modern way of doing things is evident in the house and out on the grounds of the farm.



Edison Homestead (#90)

Thomas Edison's great-grandparents fled to Canada after the American Revolution because they sided with the British. His grandparents started a farm and built this home there. Edison visited the farm as a boy, where he played in the barn, went swimming and fished in a nearby river. The household is set up to reflect the early 20th century and therefore has many modern conveniences that are not evident in many other buildings in the Village.



Ford Home (#29)

Henry Ford was born and grew up here with his five brothers and sisters. His father, William, was a hard-working farmer. His mother, Mary, was passionate about her family and about keeping things in order. Although he loved his parents, Henry Ford realized that farm life was not for him. At 16, he left home to find opportunities in the growing industries of Detroit.



Mattox Family Home (#93)

Amos Mattox worked many jobs during the Great Depression to take care of his family. He was a farmer, barber, shoemaker and preacher. His wife, Grace, was very caring. She worked with others to provide food for needy neighbors. They used basic supplies such as newspapers and cardboard for decoration and insulation within the home.



Scotch Settlement School (#50)

Henry Ford attended this school in the late 1860s. To deal with mischievous students, the school hired John Chapman. The stern and heavy-set Chapman was paid an extra \$5 a month because he could keep those types of boys in line. Henry Ford then followed Mr. Chapman to the Miller School.



Adams Family Home (#98)

George Matthew Adams grew up in this modest home. His column "Today's Talk" appeared in newspapers across the country. It was influenced by his religious upbringing, and its inspirational tone appealed to the average American. Adams' father was a Baptist minister, and his parents raised their five children to have strong morals.



Giddings Family Home (#86)

This home was built c. 1750 by John Giddings, a prosperous merchant, in Exeter, New Hampshire. It is one of several colonial-era homes in the village.



Cohen Millinery (#64)

Elizabeth Cohen was a young widow who opened this millinery shop as a way to earn money after her husband's death. She designed new hats and redecorated old ones, and always told customers about the latest fashions. She lived on the second floor of this building, where she took care of her children while running the shop. She specialized in modifying accessories for outfits.



Sarah Jordan Boarding House (#71)

After a long day at work, men who were employed at Edison's Menlo Park Laboratory came to this boarding house, where they spent most of their free time. Sarah Jordan lived in and ran the house with help from her adopted daughter, Ida, and a maid. The three women took care of the boarders and offered lunch to visitors who came to see new developments at the Menlo Park Complex. Built around 1870 in Menlo Park, New Jersey.

The Henry Ford® Trip Helper | The Industrial Revolution in the Women's Sphere for students

THE INDUSTRIAL REVOLUTION IN THE WOMAN'S SPHERE: INSIDE THE HOME

Discover the role of women in the home as you explore a variety of buildings in *Greenfield Village*. Fill out the chart as you visit each site. Record the types of tools and technology available to women for each of the tasks on the chart.

Name(s) _____

Visit all sites below (Numbers on Village map)	Food preparation	Food preservation	Sewing and clothing production	Cleaning (laundry, dishes, etc.)
Daggett Farmhouse (1760) (#83)				
Susquehanna Plantation (1860) (#80)				
Firestone Farm (1885) (#9)				
Edison Homestead (1900) (#90)				
Choose one: Ford Home (late 1800s) (#29) Mattox Family Home (1930) (#93) Adams Family Home (1840) (#98) Giddings Family Home (1750) (#86)				

The Henry Ford® Trip Helper | The Industrial Revolution in the Women's Sphere for students

After visiting the sites in *Greenfield Village* and completing the *Inside the Home* chart, answer the following questions:

How did “women’s work” in the home change from the late 1700s to the mid-1800s?

How did “women’s work” in the home change from the mid-1800s to the late 1800s?

How did “women’s work” in the home change from the late 1800s to the early 1900s?

What overall impact do you think labor-saving devices had on women and their role in society?

THE INDUSTRIAL REVOLUTION IN THE WOMAN'S SPHERE: OUTSIDE THE HOME

Discover the role of women outside the home as you explore a variety of buildings in *Greenfield Village*. Fill out the chart as you visit each site. Record the types of tools and technology available to women to perform their jobs.

Visit all sites below (Numbers on Village map)	Describe the types of women's work found at the site
Cohen Millinery (#64)	
Scotch Settlement School (#50)	
Sarah Jordan Boarding House (#71)	

The Henry Ford® Trip Helper | The Industrial Revolution in the Women's Sphere for students

After visiting the sites in *Greenfield Village* and completing the *Outside the Home* chart, answer the following questions:

How do each of these jobs connect to a woman's "traditional" role in the home?

Why do you think these were acceptable jobs for women?
