

How People Lived and Worked Before and After the Industrial Revolution

Introduction	Students will use images of farm life and a factory scene to further explore the changes in the way people lived and worked during the American Industrial Revolution. This lesson is a suggested follow-up for the Tsongas Industrial History Center's Farm to Factory program.
Time	One 45-minutes class period, or two shorter sessions
Lesson Preparation	Download images
Background Information	Before the Industrial Revolution, people living on New England farms had to produce most of their own goods by hand. They would barter for items that they did not, or could not, produce. Family members worked together, their daily tasks changing with the seasons. In the mills of New England, young women from surrounding farms found their lives to be much different than anything they had previously known. They spent six days a week working at dangerous machines in noisy factories. On the positive side, mill workers earned a good wage, and could save their money or send some home to help their families. There were lots of fun things to do in the city, and lots of new friends to do things with.
Vocabulary	<p>Advantage: Anything that places one in an improved position.</p> <p>Disadvantage: Something that puts one in an unfavorable position or condition.</p>
Anticipated Student Preconceptions/Misconceptions	Students may believe that farm life was preferable to factory life, and think of factory life as nothing but harsh conditions and poor pay.
Frameworks	<p>Massachusetts Social Studies Frameworks</p> <p>Grade 3 Cities and Towns in Massachusetts:3.12: Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p> <p>Massachusetts English Language Arts Frameworks Grade 3 Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>New Hampshire Social Studies Frameworks US/NH History: SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs G: Science, Technology, and Society).</p>

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Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics and text, building on others' ideas and expressing own clearly.

Guiding Question	How was mill life different from farm life?
Objectives	<p>After completing this lesson, students will be able to:</p> <ul style="list-style-type: none"> List two ways in which life changed for those moving from a farm to a factory. Write about an image of a factory using descriptive language.
Activity	<ol style="list-style-type: none"> Project the image of the farm for students to study. Students will take a few minutes to look closely at the picture. Have students list the things they see in the picture. (farmhouse, cows, kids, etc) List student responses on a large sheet of paper or on the board. Discuss any items they notice that relate to what they learned from the Farm to Factory program. Project the image of the factory for students to study. Once again, students list the things that stand out to them (mill, smoke, people etc). Choose three or four of the items from this list, and have students add descriptive words for those. For example: <ul style="list-style-type: none"> <u>People</u>: mostly women, well dressed, happy, outside <u>Buildings</u>: brick, big, red, says "Boott Cotton Mills"
Assessment	Each student will write a short story (2-3 paragraphs) about the mill picture, using words from the "factory" list. Students should write about at least two of the items from the generated list, using at least two descriptive words for each.
Differentiated Suggestions	This image reading technique works well for students who are English Language Learners or students with learning disabilities. For advanced students, their story can combine the images of both farm and factory in a story about a mill worker leaving home to work in the mills.
Adapting the Activity for Other Grades	N/A

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Bibliography	<i>The Bobbin Girl</i> , Emily Arnold McCully. <i>The Ox Cart Man</i> , by Donald Hall
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