

Sweatin' Through the Industrial Revolution

Grade Level: 6th
Presented by: Tamara Chase and Cathy Winn, Central Middle School,
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Length of Unit: 5 Lessons

I. ABSTRACT

This unit will build on information previously learned about the Industrial Revolution in Great Britain. We will focus on the effect the new inventions had on the American families after the Civil War. This unit will concentrate primarily on the children living during this time. This unit will incorporate the use of literature, photo-journals, technology, writing assignments, and hands on activities to develop a better understanding of the conditions children faced, things reformers did to bring about change, and how children today are still affected by these events.

II. OVERVIEW

A. Concept Objectives

1. Students will understand that people began inventing things to solve problems.
2. Students will understand why people moved into cities from the farms and the effect it had on populations.
3. Students will understand the role children played in the post-Civil War Industrial Revolution.
4. Students will understand the lifestyles of those living in factory towns during the Industrial Revolution.
5. Students will develop an understanding of what life was like once inside a factory.
6. Students will develop an understanding of labor unions and reformers and the effect they have on industry.
7. Students will appreciate the law protecting them from child labor.

B. Content covered from the *Core Knowledge Sequence*

1. The early factory system (p. 140)

C. Skill Objectives

1. Students will put information into a timeline.
2. Students will compare/contrast rural life and urban life.
3. Students will develop opinions and create constructive ways to express them.
4. Students will draw conclusions and writing about them.
5. Students will create Venn diagrams on the computer.
6. Students will use word processing skills effectively.
7. Students will enhance their Internet skills.
8. Students will write an essay.
9. Students will identify safety and health issues related to factories during the Industrial Revolution.
10. Students will develop a persuasive campaign both for and against child labor.

III. BACKGROUND KNOWLEDGE

A. For teachers:

1. European Industrial Revolution
2. United States Industrial Revolution

B. For Students:

1. European Industrial Revolution
2. Immigrants to the United States

IV. RESOURCES

- A. Clare, John D. *Living History: Industrial Revolution*. San Diego: Gulliver Books, 1994.
- B. Hine, Lewis. *Kids at Work*. New York: Clarion Books, 1994.
- C. Hirsch, E.D., Jr. *A First Dictionary of Cultural Literacy*. Boston: Houghton Mifflin, 1996.
- D. Hirsch, E.D., Jr. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin, 1993.
- E. Hirsch, E.D., Jr. *What Your Sixth Grader Needs to Know*. New York: Dell Publishing, 1993.
- F. Jefferies, David. *Industrial Revolution*. California: Teacher Created Materials, 1993.
- G. Langley, Andrew. *The Industrial Revolution*. New York: Viking, 1994.
- H. McCormick, Anita Louise. *The Industrial Revolution in American History*. New Jersey: Enslow Publishers, Inc., 1998.
- I. Patterson, Katherine. *Lyddie*. New York: Penguin Books, 1995.
- J. www.centerx.gseis.ucla.edu/otreach/projects/chssp/bpsources/industrial_revolution/industry6.html
- K. www.proteacher.com/090024.shtml

V. LESSONS

Lesson One: The Industrial Revolution comes to America

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand that people began inventing things to solve problems.
 - 2. Lesson Content
 - a. French Industrialism
 - 3. Skill Objectives:
 - a. Students will identify inventions of the time.
 - b. Students will identify problems inventions solved.
 - c. Students will identify new problems the inventions created.
 - d. Students will put information into a timeline.
- B. *Materials*
 - 1. Review sheet (Appendix A)
 - 2. Class set of books with inventions and inventors
 - 3. Problem-solution-effect work sheet (Appendix B)
 - 4. Class set of *Lyddie*
- C. *Key Vocabulary*
 - 1. Industrial-relating to or engaged in industry
 - 2. Revolution-a fundamental change in the way of thinking about or visualizing something
 - 3. Invention-a device, contrivance, or process originated after study and experiment
 - 4. Inventory-an itemized list current assets
- D. *Procedures/Activities*
 - 1. Read review sheet (Appendix A)
 - 2. Research inventors and inventions for this time period
 - 3. Put inventions into a class timeline
 - 4. Select three inventions from the timeline and discuss the possible problems they solved and the effects they could have created.
 - 5. Start reading *Lyddie* (chapters 1-4)
- E. *Evaluation/Assessment*
 - 1. Students will select three additional inventions and identify the problems they solved and possible effects.

Lesson Two: Who will make the inventions?

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand why people moved into cities from the farms and the effect it had on population.
 - 2. Lesson Content
 - a. The early factory system
 - 3. Skill Objectives
 - a. Students will research the relationship between the steam engine and other inventions and the growth of American cities.
 - b. Students will compare/ contrast rural life and urban life.
- B. *Materials*
 - 1. Encyclopedias
 - 2. *Dictionary of Cultural Literacy*
 - 3. T-chart (Appendix C)
 - 4. *Lyddie*
 - 5. Worksheet sun time versus clock time (Appendix D)
- C. *Key Vocabulary*
 - 1. Rural-of or relating to the country, country people or life, or agriculture
 - 2. Urban-relating to, characteristics of, or constituting a city
 - 3. Sun time-the measuring of time using the sun
 - 4. Clock time-measuring of time using a clock
- D. *Procedures*
 - 1. Discuss *Lyddie* and why she felt the need to move from a rural farm to an urban factory town.
 - 2. Locate information on factory towns and rural towns and their population growth and decline
 - 3. Put this information into a chart using the computer lab.
 - 4. Put information already learned on the T Chart (Appendix C)
 - 5. Read *Lyddie* Chapters 4-8
- E. *Evaluation/Assessment*
 - 1. Students complete the sheet on Sun time versus Clock time (Appendix D).

Lesson Three: Life in the big city

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop an understanding for the life styles of those living in factory towns during the Industrial Revolution.
 - 2. Lesson Content
 - a. The early factory system
 - 3. Skill Objectives
 - a. Students will write an essay comparing farm/rural life with city/urban life using information gathered on charts.
 - b. Students will create a Venn diagram on the computer.
- B. *Materials*
 - 1. T-charts
 - 2. *Lyddie*
- C. *Key Vocabulary*
 - 1. Tenements-property that is held by one person from another; a house used as a dwelling

2. Sweat shops-a shop or factory in which workers are employed for long hours at low wages and under unhealthy conditions
 3. Boarding house-a lodging house at which meals are provided
- D. *Procedures*
1. Go through the sights, sounds, and smells of a city during the Industrial Revolution.
 2. Discuss how Lyddie felt when she first saw the city. What did she see? What did she hear and smell? (Chapter 5)
 3. Add this information to the chart.
 4. Read *Lyddie* Chapters 9-12.
- E. *Assessment/Evaluation*
1. Students will write an expository essay comparing and contrasting life on a farm and life in a factory town.

Lesson Four: Is it worth the money?

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will develop an idea of what it was like once inside a factory.
 2. Lesson Content
 - a. The early factory system
 3. Skill Objectives
 - a. Students will research safety and health issues related to factories during the Industrial Revolution.
- B. *Materials*
1. Access to the Internet for research
 2. *Lyddie*
- C. *Key Vocabulary*
1. There are no new words introduced in this lesson.
- D. *Procedures/Activities*
1. Tell students they are going to be doing research about the environment people were forced to work in during the Industrial Revolution.
 2. Look for information regarding safety and health risks.
 3. Record this information.
 4. Discuss student findings.
 5. Read *Lyddie* Chapters 13-16.
- E. *Assessment/Evaluation*
1. Assessment will be informal based on the life of facts gathered and class participation.

Lesson Five: Life as a child

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will appreciate the law that has been put into place protecting them from child labor.
 2. Lesson Content
 - a. The early factory system
 3. Skills Objectives
 - a. Students will develop persuasive campaigns both for and against child labor.
- B. *Materials*
1. *What Your Sixth Grader Needs to Know*
 2. Computers
 3. Poster board

4. Colored pencils, markers
 5. *Lyddie*
 6. *Children at Work*
- C. *Key Vocabulary*
1. strapping
 2. over looker
 3. unions
- D. *Procedures/Activities*
1. Discuss the economic situation of the times and need for children to help.
 2. Discuss findings already made in the previous lesson about the working conditions.
 3. Use *Children at Work* to illustrate the types of jobs children from about age four up were expected to do.
 4. Discuss *Lyddie* and Rachel and the consequences they faced if they were ill or failed to perform their jobs at the expected level.
 5. Divide students in half and have one group develop a campaign for child labor and the other group against. Each student should have a specific job such as poster makers, speechwriter, speech announcer, flyer producers, etc.
- E. *Assessment/Evaluation*
1. Assessment will be on going based on participation in the group and their individual job.

VI. CULMINATING ACTIVITY

Students will participate in an assembly line to produce a product. This culminating activity will show what students have learned about the industrial revolution and the impact it had in their lives.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. Review Sheet
- B. Problem, Solution, Effect worksheet
- C. Rural Life versus Urban Life worksheet
- D. Sun Time versus Clock Time worksheet

VIII. BIBLIOGRAPHY

- A. Clare, John D. *Living History: Industrial Revolution*. San Diego: Gulliver Books, 1994.
- B. Hine, Lewis. *Kids at Work*. New York: Clarion Books, 1994.
- C. Hirsch, E.D., Jr. *A First Dictionary of Cultural Literacy*. Boston: Houghton Mifflin, 1996.
- D. Hirsch, E.D., Jr. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin, 1993.
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- G. Langley, Andrew. *The Industrial Revolution*. New York: Viking, 1994.
- H. McCormick, Anita Louise. *The Industrial Revolution in American History*. New Jersey: Enslow Publishers, Inc., 1998.
- I. Patterson, Katherine. *Lyddie*. New York: Penguin Books, 1995.

APPENDIX A

REVIEW SHEET

As a result of Enlightenment in Europe, people started thinking for themselves and making new discoveries. This led to new invention and technology that changed the way people worked and lived.

The first industry to see a change was the agriculture industry. Wooden plows were replaced with iron ones and seeds were no longer scattered by hand, but planted in neat, straight rows with Jethro Tull's seed drill. This meant less people were needed to farm. Many of these farmers were forced to move into towns to look for work.

Since it was easier to produce agriculture products, the next industry that was affected was the textile industry. This moved from being a cottage industry to big factories with machines like the flying shuttle and the spinning jenny.

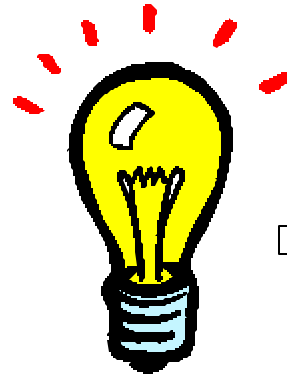
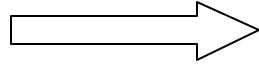
People became very competitive in an effort to invent the next great device. With this competitiveness also came greed. Factory owners wanted to have the fastest equipment in order to deliver more goods. This was often done at the workers expense. Working conditions were often very hazardous. Men, women, and children were forced to work around dangerous equipment in poorly built buildings that were very hot in the summer for little money.

Britain became known as the "workshop of the world." They developed a relationship with countries like America where they traded finished products for raw materials. In an effort to maintain this status, the Europeans made it illegal for anyone to leave the country with information on how to build machines used in the textile industry.

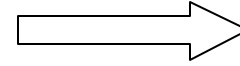
America stayed dependant on England until the war of 1812, which ended this trade agreement. Samuel Slater and others had already started working to bring this technology to the United States. Soon the Industrial Revolution would arrive to the U.S., despite objections from people like Thomas Jefferson, who had been to England and seen first hand the terrible working conditions the workers faced each day.



Problem



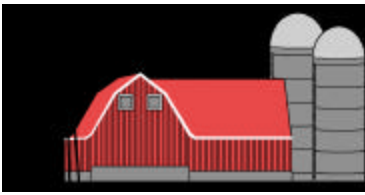
Solution



Effect

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Appendix B

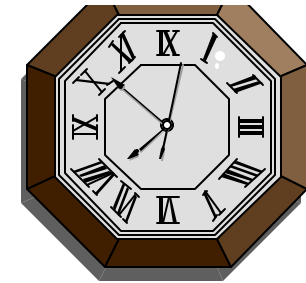


RURAL LIFE VS. URBAN LIFE

Use the T-chart below to record the information you find on rural life and urban life. Find as much information as possible for your notes.

RURAL LIFE

URBAN LIFE



Sun time vs. Clock time

----- **work begins** -----
----- **Eat breakfast** -----
----- **eat lunch** -----
----- **quit working** -----
----- **talk** -----

Appendix D

- 1. how is sun time better than clock time?**
- 2. In what ways is clock time better?**
- 3. Which time do you think lyddie would rather go by? Why?**