

**Co-Sponsored by the Flow of History and the Tsongas Industrial History Center  
Lowell National Historical Park, Lowell, MA**

**Sunday Evening, July 5, 2009  
Welcome and Introduction to Lowell**

***Theme:** The Industrial Revolution was a defining era in American history. Lowell, Massachusetts was one of the first industrial cities in the United States. Capital, waterpower, labor, and technology all came together during the beginning years of this American experiment to produce the great textile mills of Lowell.*

<b>TIME</b>	<b>ACTIVITIES</b>
<b>3:00</b>	<b>Trolley from Doubletree to Lowell National Historical Park's Visitor Center</b>
<b>3:30</b>	<b>Welcome Remarks at Visitor Center</b> Introduction of staff, institute themes, institute project, and overview of the week's activities.
<b>4:00</b>	<b>"Lowell: The Industrial Revelation" Multimedia Presentation (20 mins.)</b> An award-winning multimedia presentation, introducing the story of how people, technology and capital come together to revolutionize textile production, and a way of life, in Lowell and other American cities.
<b>4:30</b>	<b>Travel from Visitor Center to Boott Mills: Guided walking tour through downtown area</b> While walking to the Boott Mills, participants see historic sites as well as dining and recreational options. This 10-minute walk ends with an orientation to the Boott Mills complex.
<b>6:00</b>	<b>Dinner at Boott Mills</b>
<b>Readings for Monday</b> (American Industrialization):	<ol style="list-style-type: none"> <li>1. Meier, Pauline, et al. <i>Inventing America: A History of the United States</i>, Vol. 1, Second Edition. New York: W.W. Norton, 2006. pp. 340 -366.</li> <li>2. Malone, Patrick M. "Canals and Industry." <i>The Continuing Revolution</i>, Robert Weible, ed. Lowell, MA: Lowell Historical Society, 1991. pp. 137-153 (2nd ed. 340-366).</li> </ol>

**Monday, July 6, 2009**

**Guns, Gears, and Waterpower: The Rise of the American System**

**Theme:** *American innovations in engineering and technology anchored America's early industrial revolution, and rushing water was its lifeblood. At a bend in the Merrimack River, water power was harnessed to fuel the most advanced power system in the world in its day.*

<b>TIME</b>	<b>ACTIVITIES</b>
	Breakfast at the Doubletree
<b>8:45</b>	<b>Announcements</b>
<b>9-10:30</b>	<b>Merritt Roe Smith (MIT): "The Rise of American Industrial Capitalism in International Context and the Emergence of the American System of Manufacturing"—Lecture and Discussion</b>
<b>10:30-10:45</b>	<b>break</b>
<b>10:45-11:45</b>	<b>Water Room</b> Hands-on workshop to build canal systems and regulate water flow, and test efficiency of water wheels
<b>11:45-12:30</b>	<b>Lunch</b>
<b>12:30-1:45</b>	<b>Pat Malone (Brown U.): "Harnessing the Merrimack River: Lowell's Dams, Canals, Powerhouses, and Machinery" -- Slide tour of the development of Lowell's water power system in preparation for boat tour.</b>
<b>2:00</b>	<b>Travel to Swamp Locks</b>
<b>2:15-4:15</b>	<b>Mill and Canal Tour (stops at Francis Gate and Suffolk Mill)</b> Travel by canal boat through some of Lowell's 5.6 miles of canals. Visit an historic gatehouse, lock through two sets of lock chambers, and visit the River Transformed Exhibit at the Wannalancit Mill.
<b>4:30-5:30</b>	<b>Journaling time</b>
<b>5:30-6:30</b>	<b>Dinner at the Boott</b> <b>New England Dinner</b> <i>Clam or corn chowder baked scrod, lemon thyme chicken, scalloped potatoes, tomato salad, rolls, Boston cream pie, beer.</i>
<b>Readings for Tuesday</b> (Comparing Farm and Factory Life):	Larkin, Jack "A Busy, Bustling, Industrious Population," <i>The Reshaping of Everyday Life 1790-1840</i> . New York: HarperCollins, 1989. pp. 15-61.

**Tuesday, July 7, 2009**

**Comparing Farm and Factory Life – A Field Study at Old Sturbridge Village**

**Theme:** *The city of Lowell and its great brick mills, rising up from the banks of the Merrimack River, sharply contrasted with the rural villages and farms where most Americans lived and worked in the early 19<sup>th</sup> century. The American Industrial Revolution unfolded incrementally, making it an "evolution" rather than a "revolution."*

<b>TIME</b>	
<b>8:00</b>	<b>Bus from the Doubletree to OSV</b>
<b>9:30</b>	<b>Orientation to OSV (Fuller Conference Center)</b> Teachers gets a brief overview of the village and maps. Groups are formed with focus questions for their morning investigations in the village.
<b>9:45</b>	<b>Visit village sites with focus questions for journals.</b>
<b>11:00</b>	<b>Group 1 goes to Museum Ed for Weaving Studio</b>
<b>12:00</b>	<b>Box lunch at the Fuller Conference Center</b>
<b>1:30</b>	<b>Group 2 goes to Museum Ed for Weaving Studio</b>
<b>2:30</b>	<b>Culminating Discussion at Museum Education Building</b> Groups will report back on information from their investigations
<b>3:00</b>	<b>Fireplace cooking vs. Boardinghouse dinner</b> Participants will cook a meal over fireplaces, eat together and reflect on differences and similarities between farm and factory life.
<b>6:00 depart</b>	<b>Bus leaves OSV</b>
<b>Readings for Wednesday (The New Industrial Order):</b>	<ol style="list-style-type: none"> <li>1. Dublin, Thomas. <i>Women at Work</i>. New York: Columbia University Press, 1979. Chapter 7 (pp. 108-131).</li> <li>2. "To the Working-Men of New England," August, 1832, and optional review questions</li> </ol>

**Wednesday, July 8, 2009**

**Market Volatility, Competition and Worker Responses to the New Industrial Order**

**Theme:** *During the Industrial Revolution, control over the workplace generally shifted from the workers to owners. Due to the volatility of the textile market and competition, labor conditions worsened, and the workers organized and fought back.*

TIME	ACTIVITIES
<b>8:45</b>	<b>Announcements</b>
<b>9:00</b>	<b>Labor History lecture/discussion – Dr. Robert Farrant (UML):</b> Dr. Farrant discusses the new industrial order and labor’s response to shifting economic times and changing working conditions: from early “turnouts” to the formation of labor associations to a series of petitions for a ten-hour work day.
<b>10:30</b>	<b>Workers on the Line workshop:</b> Teachers are assigned to an assembly line and experience high wages and increased purchasing power (compared to farm work), followed by market-induced speed-ups, stretch-outs, and lay-offs. Workers consider alternative ways to gain control over their working conditions and wages.
<b>11:15</b>	<b>Boott Mills Weave Room and museum tour</b>
<b>12:00</b>	<b>Lunch</b>
<b>12:45-1:15</b>	<b>Introduction to resources for Lowell research</b>
<b>1:30-2:30</b>	<b>Concurrent Session 1: <i>UMass Lowell Center for Lowell History / Barilla Taylor activity*</i></b>
<b>2:30 – 3:30</b>	<b>Concurrent Session 2: <i>Barilla Taylor activity / UMass Lowell Center for Lowell History</i></b>
<b>3:30 – 5</b>	<b>Research time on own at <i>Tsongas Center, Lowell Natl. Hist. Park, UML Center for Lowell History, Pollard Memorial Library (downtown Lowell)</i></b>
<b>5:00</b>	<b>Meet a Boardinghouse Keeper/Tour Boardinghouse</b>
<b>5:30</b>	<b>Boardinghouse Dinner</b> -- Participants experience a boardinghouse dinner, served by the boardinghouse keeper. As they learn about the menus and manners of boardinghouse dining, they can recall their cooking/dining experience at Sturbridge.
<b>6:30-8</b>	<b>Dinner-Theater: “Three Mill Girls”</b> Marcia Estabrook, performer. --The day’s themes are reinforced when participants meet three Lowell mill operatives: Vermonter Mary Paul, labor activist Sarah Bagley, and Mary Harvey, an Irish immigrant mill worker.
<b>Readings for Thursday</b> (Industrialization and Nature):	<ol style="list-style-type: none"> <li>1. Montrie, Chad. "I Think Less of the Factory: Than of My Native Dell': Labor, Nature, and the Lowell 'Mill Girls.'" <i>Making a Living</i>. North Carolina: University of North Carolina Press, 2008. pp 14 - 34.</li> <li>2. Steinberg, Theodore. <i>Nature Incorporated: Industrialization and the Waters of New England</i>. Amherst: UMass Press, 1994. pp. 1-17.</li> <li>3. Donohue, Brian. "The Ecological Structure of Colonial Farming," <i>The Great Meadow</i>, Chapter 7, pp. 155-96.</li> <li>4. Literature Sourcebook, Tsongas Industrial History Center</li> </ol>

**Thursday, July 9, 2009**

**Industrialization and Nature: A Comparison of Lowell and Concord**

**Theme:** “Who looks upon a river in a meditative hour, and is not reminded of the flux of all things?” -Ralph Waldo Emerson, *Nature* (1836). With industrialization came significant changes in the way nature was used and regarded. Mill workers and Concord writers alike used the spoken and written word to express views about nature and industrialization and to support various reform movements.

TIME	ACTIVITIES
8:30	<p><b>Concord River Industrialization and the Lowell Cemetery:</b> (<i>leave from the Doubletree</i>) This bus tour begins a comparison of Lowell and Concord—specifically industrialization along the Concord River in Lowell and how mill labor altered young women workers' experience with the natural world. Participants also examine the writings of Emerson, Thoreau, Hawthorne and consider their views about industrialization, nature, and reform movements (esp. anti-slavery and labor reform).</p>
10:00	<p><b>“Meet the Author” at Walden Pond:</b> Presentation and discussion by Richard Smith, who portrays Henry David Thoreau at replica of Thoreau’s cabin. Interpreters lead walks to the actual cabin site, where participants learn more about Thoreau’s Walden experience.</p>
12:00	<p><b>Boxed Lunches and journaling/reflection time at Walden Pond / visiting museum store.</b> <i>Bus leaves at 2:00, travel to the Boott Mills.</i></p>
3:00	<p><b>Meaning of Slavery Workshop (Gray Fitzsimons)</b> Talk, followed by Anti-Abolition Meeting activity from Cotton, Cloth, and Conflict.</p>
4:30	<p><b>Project time</b></p>
<p><b>Readings for Friday</b> (Immigration and Industrialization):</p>	<ol style="list-style-type: none"> <li>1. Dublin, Thomas. <i>Women at Work</i>. New York: Columbia University Press, 1979. pp. 145-164.</li> <li>2. Albert, Felix. <i>Immigrant Odyssey</i>. Orono, ME: Univ. of Maine Press, 1991. pp. 1-24.</li> <li>3. Contemporary immigration piece--We recommend the Fed. Reserve Bank of Boston's Research Report—"A Portrait of New England's Immigrants" by Antonia Owens at <a href="http://www.bos.frb.org/economic/neppc/researchreports/2008/rr0802.pdf">http://www.bos.frb.org/economic/neppc/researchreports/2008/rr0802.pdf</a></li> </ol>

**Friday, July 10, 2009**  
**Immigration and Industrialization**

**Theme:** *In many ways the real story of the Industrial Revolution is the story of its impact on the people who tended the machines. Due to the ever-increasing demand for workers, Lowell quickly became home to many immigrants.*

<b>TIME</b>	<b>ACTIVITIES</b>
<b>8:45</b>	<b>Announcements</b>
<b>9:00*</b>	<b>Immigration in Lowell</b> Panel discussion featuring immigrants relating their experiences coming to live and work in the Mill City.
<b>10:00</b>	<b>Yankees and Immigrants workshop</b> Teachers receive a new identity as one of sixty actual immigrants to Lowell to role play. In small groups they unpack artifacts from “immigrant luggage” to find background information about their ethnic group, homeland, and reasons for immigrating to Lowell.
<b>11:00</b>	<b>Tour of Acre/ lunch on their own at an ethnic restaurant</b> Teachers tour “the Acre,” Lowell’s immigrant neighborhood, with former resident Dave McKean, now a teacher/historian who has led many Acre tours for teachers and created a packet of teaching materials on the Irish experience in Lowell.
<b>12:15</b>	<b>**Lunch at a Greek restaurant (Athenian Corner)</b>
<b>1:45 -3:30</b>	<b>Project presentation, share journals, conclusions and evaluations</b>

**\*timing depends on availability of panelists**