

Course Syllabus
Teaching the Industrial Revolution
3 Credits
Instructor: Sarah Rooker
July 5 - 10; August 6, 2008
51.5 contact hours
Lowell National Historic Park, Lowell, MA

Course Description: The Institute is part of the Flow of History, a Teaching American History program of the US Department of Education. It is a methods course designed to strengthen the history content knowledge of teachers in grades 4 through 12 and to introduce the use of primary source investigation around the topic of the Industrial Revolution in the United States. Participants will create standards-based historical inquiry projects for their students that encourage a deep understanding of the human story

Class Meetings (Massachusetts):

July 5 – 3:00 – 6:00 p.m.

July 6 - 10 –8:30 a.m. – 5:00 p.m.

Evening Programs on 1 night from 5:00 – 8:00 p.m.

August 6: Work in Progress Session (9:00 a.m. – 12:00 p.m.)

Goals:

- to strengthen the content knowledge and pedagogy of nineteenth-century US history
- to learn methods of engaging in the historical process using primary sources

Learning Outcomes:

During the course, participants will:

- investigate and critically examine themes of 19th-century America
- use a variety of primary sources to form their own interpretations of the issues
- raise essential questions and explore central concepts
- make links across personal, community, and national histories
- design plans for teaching history to students

General Course Information

Course Policies/Expectations:

The following are necessary for successful completion of this course:

1. Participation in the summer institute
2. Completion of readings and other assignments
3. Participation in work-in-progress session to improve participant projects

Attendance Expectations

Students are expected to attend all sessions. In the case of an unforeseen conflict, students need to contact the instructor before the session to make arrangements for an alternative assignment.

Contributions in Class:

Participation in all sessions and activities is an essential element to productive learning.

Academic Honesty Policy:

Participants will follow school policy with respect to sharing student work and will secure all proper permissions from parents and guardians if necessary. Participants will use proper citation of works to identify their intellectual property and that of others.

Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at <http://www.uvm.edu/access> to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: access@uvm.edu, Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

Required Readings:

- Participants should read, prior to the institute, one of the following works of historical fiction for youth: Katherine Paterson's *Lyddie* (New York: Puffin Books, 1991); OR Avi's *Beyond the Western Sea, Book Two: Lord Kirkle's Money* (New York: Orchard Books, 1996); OR Barry Denenberg's *So Far From Home –The Diary of Mary Driscoll, an Irish Mill Girl* (from the Dear America series, New York: Scholastic, 1997).
- Prior to the institute, read the “Era of Great Change” Teachers Guide at: http://vermonthistory.org/index.php?option=com_content&task=view&id=283&Itemid=176
- Dublin, Thomas. *Lowell: The Story of an Industrial City*. Washington, D.C.: National Park Service, 2001. (Lowell National Historical Park Handbook 140) (you will receive a copy of this)
- Course Packet

Student Evaluation/Assessment

Grading & Description of Class Assignments:

1. Actively participate in the Institute 40%

Active participation includes each of the following:

1. Keeping a journal (10%)
2. Participating in discussions (20%)
3. Gathering and sharing primary sources (10%)

2. Actively participate in the Work-in-Progress session 20%

Participants will come together in a morning session to share their project ideas while they are still in progress and to share any interesting primary sources found to date. This will offer a chance for troubleshooting, building resources, and providing follow-up support.

3. Project—Due August 15th 40%

Each participant will submit a project using primary sources within the general theme of the Industrial Revolution:

- 1) Identify a local (if possible) connection to the Institute themes that might interest your students. Use primary source research to investigate this connection, etc. (find at least three primary sources during your investigation).
- 2) Write a 3- to 4-page analysis of your work that ties the primary sources together by creating a context for them and drawing some conclusions about historical significance. This is the background knowledge that someone would need in order to use the primary sources in the classroom.
- 3) Create a lesson plan that shows how your students would work with the primary sources to build context and interpretation. See lesson plan template below.

The Institute's instructor of record, fellow participants, and local historians will be available to help with topics and to review the accuracy of content while work is still in progress.

Scoring Rubric

See Separate Document

Instructional Sequence

This summer's institute continues the practice of combining presentations by experts in the field with workshops providing hands-on work with primary sources and connections from the local topic to the national story.

Institute presenters explore the topic of the industrial revolution through the lenses of social, environmental, political, and economic history.

Schedule

Sunday Evening, July 5, 2009

3:00 – 6:00 p.m.

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.

Multimedia Presentation : "Lowell: The Industrial Revelation"

Walking Tour: Travel from Visitor Center to Boott Mills

Monday, July 6, 2009

8:30 a.m. – 5:00 p.m.

Theme: Rushing water was the lifeblood of America's early industrial revolution. At a bend in the Merrimack River, bold men of vision captured this water power and built the most advanced power system in the world in its day.

Lecture and Discussion: "The Rise of American Industrial Capitalism in International Context and the Emergence of the American System of Manufacturing"— Merritt Roe Smith

Hands-on workshop: canal systems and water flow, and water wheels

Lecture/Discussion: "Harnessing the Merrimack River: Lowell's Dams, Canals, Powerhouses, and Machinery" Pat Malone

Mill and Canal Tour

Tuesday, July 7, 2009

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

8:30 a.m. – 5:00 p.m.

Theme: The city of Lowell and its great brick mills, rising up from banks of the Merrimack River, were in contrast to the rural villages and farms where most Americans lived and worked in the early 19th century. The American Industrial Revolution unfolded incrementally, making it an evolution rather than a revolution.

Workshop: Fireplace Cooking

Investigation: The rural economy in transformation

Workshop: Spinning and Weaving

Wednesday, July 8, 2009

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

8:30 a.m. – 8:00 p.m.

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

Labor History lecture/discussion: Dr. Robert Farrant

Workshop: The Assembly Line

Primary Source Workshop: The Vermont/Lowell Connection

Living History Demonstration: Meet a Boarding House keeper/tour boardinghouse

Boardinghouse Dinner

Dinner Theater: “Three Mill Girls”

Thursday, July 9, 2009

Industrialization and Nature: A Comparison of Lowell and Concord

8:30 a.m. – 5:00 p.m.

Theme: *You can teach the Industrial Revolution in Lowell without ever talking about Concord and you can teach the Concord authors without ever mentioning Lowell, but the story becomes much richer when the two are woven together.*

Bus Tour: Concord River Industrialization and the Lowell Cemetery

Living History: “Meet the Author” at Walden Pond

Workshop: The Meaning of Slavery (Gray Fitzsimons)

Friday, July 10, 2009

Immigration and Industrialization

8:30 a.m. – 5:00 p.m.

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.*

Panel Discussion: Immigration in Lowell

Workshop: Yankees and Immigrants

Workshop: Mill & Immigration Music

Follow-up Session

Work in Progress Session; August 8; 9:00 a.m. – 12:00 p.m.

Focus: Connecting primary sources to classroom practices

Flow of History Lesson Plan Format

1. **Title**
 2. **Author**
 3. **Grade Level**
 4. **Overview (short description of the lesson, including the list of primary documents used as in the example below):**

“Students typically learn about the Industrial Revolution on a national level. Through this guided unit, students learn how their own hometown fit into this era. Census data, local maps, and other primary documents enable students to understand their town’s industrial growth and how it impacted daily life. The lesson uses:

 - a. Searchable census databases: e.g., Ancestry.com/Heritagequest.com
 - b. Copies of a page of the census from the focus community nearest the students (obtainable from your local historical society/library/town office)
 - c. One copy for each group of the Census, map and photo activity worksheet (provided)”
 5. **Introduction/Historical Background** (3 – 4 pages where you provide the teacher with the historical context and background he/she would need to teach the lesson—see syllabus).
 6. **Procedures/extensions:** This is the main body of the lesson, and includes the steps to prepare students for using primary resources, the step-by-step lesson plan, and any extensions (for further study) or accommodations for special needs students.
 7. **List of Standards Addressed**
 8. **Assessments** (Please include any rubrics, checklists or other means used to assess student work, final products, etc.)
 9. **Resources and References list** (including any sources you used for background information and where you got the primary source (s) used in the lesson so we can scan them or link to them later)
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