

## **Massachusetts Frameworks**

### **Economic Growth in the North and South, 1800-1860**

**US I.27** Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E). p. 69.

**US I.28** Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H,E) p. 69.

- A. The technological improvements and inventions that contributed to industrial Growth.
- D. The roles of women in New England textile factories

### **Industrial America and Its Emerging Role in International Affairs, 1870-1920**

**US II.1** Explain the various causes of the Industrial Revolution (H, E) p. 73.

- B. Important technological and scientific advances.
- C. The role of business leaders, entrepreneurs, and inventors.

**US II.2** Explain the important consequences of the Industrial Revolution (H, E) p. 73

- A. The growth of big business
- B. Environmental impact
- C. The expansion of cities

**Scarcity and Economic Reasoning:** Students will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others. p. 81.

**E.1.1** Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.

**E.1.3** Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment.

**Supply and Demand:** Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. p. 81

**E.2.1** Define supply and demand

**E.2.4** Recognize that consumers ultimately determine what is produced in a market economy.

**E.2.7** Identify factors that cause changes in market supply and demand.

**Market Structures:** Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy. p. 82

**E.3.3** Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.

**E. 3.5** Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.

**E.3.9** Describe how the earnings of workers are determined by the market value of the produce produced and workers' productivity.

**E.3.10** Identify skills individuals need to be successful in the workplace.

**The Role of Government:** The student will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. P. 83.

**E.4.3** Identify laws and regulations adopted in the United States to promote competition among firms.

**E.4.9** Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.

**E.4.10** Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.

## **Topic: Lowell Mill Girls**

**Purpose:** The purpose of this lesson is for students to put themselves in the position of young women (early teens) who have been sent to work in the mills in Massachusetts to earn money to help the family farm or educate their brothers. In this lesson, students will investigate job positions available at the Lowell mills, and then create presentation posters outlining how a typical mill girl spent her work experience at a 19th-century mill.

**Time Period:** 1 50-minute class

**Learning Objectives:** Students will:

- Locate the city of Lowell on a Massachusetts map. (Students should be given specific directions.)
- Explain the significance of the Merrimack River in the development of Lowell's mills and locate the river on the map.
- Research the types of jobs that were available to the mill girls.
- Define the term Industrial Revolution.
- List three reasons why farm girls left their homes to work in the Lowell mills.
- Research different industries developed during the Industrial Revolution; create a "How It Works" poster outlining how a 19th-century factory, or mill.
- List at least three differences between life on the farm and life in the mill.
- List, sequentially, four primary steps necessary for the production of cloth on both the farm and in the mill.
- List three differences between the production of cloth on the farm and in the factory.
- Define reform.
- Identify different reform methods.
- Evaluate reform efforts inspired by the Lowell Mill girls.
- Synthesize their understanding of the Industrial Revolution by writing stories about a day in the life of a 19th-century worker.

## **Resources / Materials:**

- student journals
- pens/pencils
- paper
- classroom whiteboard
- resources about the Industrial Revolution and 19th-century (history textbooks, library references, computers with Internet access)
- poster board or large pieces of construction paper
- markers and colored pencils (enough for students to share)

## **Instruction:**

Divide the classroom by rows of seats and give each student a sheet of paper. Ask them to fold the paper in half lengthwise to create two columns. Title one column 'Name' and the other 'Position.'

The teacher will write on the board right Picking, Cards, Spinners, Weavers, Overseers, or Boardinghouse Keepers. Then assign each row of seats in the room one of the jobs listed on the board.

Each student will create a pretended name of a person for each position.

What attracted these people to decide to work in the mills?

Why were each of these individuals attracted to the mills?

Explain that each group will be researching a different job position available at the mills developed during the Industrial Revolution. Using all available resources, each group will research the answers to the following questions:

1. How were the mill girls recruited to work in the mills?
2. How long did the majority of girls work in the mills?
3. Why did these girls choose to work in the mills?
4. How many hours a day did the mill girls generally work?
5. Where did the mill girls live?
6. What was the age range of most mill girls?
7. Explain a mill girls' day.
8. Explain the "Ten Hour Movement."
9. Why was Lowell known as the "City of Spindles?"
10. What were the rules of the boarding houses?
11. What attracted these people to decide to work in the mills?
12. Why were each of these individuals attracted to the mills?

Based on your research, create a "How It Works" poster that explains the daily routine of a mill girl in the mills. Remember the year is 1835. How was the factory or mills organized? Be sure to include some visual references of a typical factory, or mill. Allow students to present their findings to the class. Following each presentation, discuss how the development of this industry changes the daily life of people in your country. If time permits handout sheet From Farm to Factory matching excise.

## **HOMEWORK:**

Individually, students will create a fictional character that is of their same age and gender. Using this character, each student will write a one–two page typed story titled "A Day in the Life of a [Name of Mill] Worker." What would it have been like to work in an early mill? What does this character do each day?

Make sure you develop your character by including the following:

- Why did you move to Lowell?
- What did your family think of you going to Lowell?
- What did you expect of your days in Lowell?
- Do you miss your family?
- Do you know anyone in Lowell?

Write about your feelings your first week in Lowell.

- Where are you living?
- Do you like the people you are living with?
- Where are you working?
- Do you like your job?
- What do you like about living in Lowell?
- What don't you like about life in Lowell?
- What do you hope to accomplish in Lowell?

Students will also take on the role of recruiters. Each student will be required to make an advertisement encouraging young women to go to the "City of Spindles."

## **Vocabulary:**

**Picker:** A machine that pick the cotton apart which allows dirt and twigs to fall to the ground.

**Card:** A machine that is a series of rollers with fine metal teeth.

**Weaver:** Usually attended several power looms at a time which wove together the threads.

**Spinning Frames:** This machine had several rows of spindles and on each spindle was a bobbin. As the machine ran, the roving was twisted at high speeds, and then wound onto the bobbin as finished thread.

**Reform:** To form again; to change into an improved form or condition.

**Overseer:** A person who overlooks, inspects, or supervises

**Boarding house:** A house that provides meals and lodging

## **Evaluation / Assessment:**

Students will be evaluated based on initial written responses and class discussion, thorough and accurate research and presentation of information about the functions of a 19th-century mill, thoughtful completion of a "Day in the Life" story about a child worker during the Industrial Revolution and their creation of an advertisement to lure young girls to the mills.