

Name: Joshua Totten-Greenwood

Title: Industrial Revolution Introduction

Subject: US History class

State: New Hampshire

Rationale and goals

This activity will be used as an introduction to the Industrial Revolution time period. The imagery will be important to set the expectation of document/photo analysis to be expected at the junior level. This activity will be used for all levels of 11th grade US history (Reconstruction- present) and the writing expectations can be modified for ELL or SPED. Likewise for lower level classes, 2 images may be employed in lieu of four. In contrast, more motivated students can be challenged to gather similar local images and repeat the analysis for our community.

Occurring towards the beginning of this course, the task will help students (hopefully) begin thinking about the consequences/growing pains the country felt during this important historical time period. They are analyzing documents, collaborating, and defending a thesis statement with specific historical evidence. Most of my students are reluctant at-risk learners and become intimidated with a large (or any) amount of text. This activity asks for analysis, synthesis, and reasoning while requiring minimal writing.

Connections to state standards

- SS:GE:2: Places and Regions: *Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.*
- SS:GE:4: Human Systems: *Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.*
- SS:GE:5: Environment and Society: *Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.*
- SS:HI:4: Economic Systems & Technology: *Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.*
- SS:HI:5: Social/Cultural: *Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.*
- SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions: *Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.*
- SS:WH:4: Economic Systems & Technology: *Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.*

District social studies competencies

- *Communication of Content: the ability to demonstrate content knowledge throughout the continuum of the course*
- *Analysis of Content: the ability to utilize critical thinking skills to analyze related issues and concepts within the content throughout the continuum of the course*
- *Application of Content: the ability to apply relevant content and/or quality sources to effectively address problems/topics throughout the continuum of the course*

Procedure

- Students will use the “Historical document analysis” sheet for each picture from “image group #1.” This should be done in small groups if the classroom environment allows it.
- Students use the “historical document analysis” sheets to evaluate pictures from “image group #2” (also in groups).
- Groups may remain, but each student is responsible for their own “Now make a few predictions” sheet. This will be their exit slip/assessment for this activity. Part one is an evaluation of the impacts the Industrial Revolution and part two asks the students to make an assertion as to where all of these images are from. These parts may be split into 2 sheets for lower level students.

Formal and informal assessment

No formal assessment will be given. Each student will be graded on their group “Historical document analysis” sheets and their final “Now make a few predictions” document.

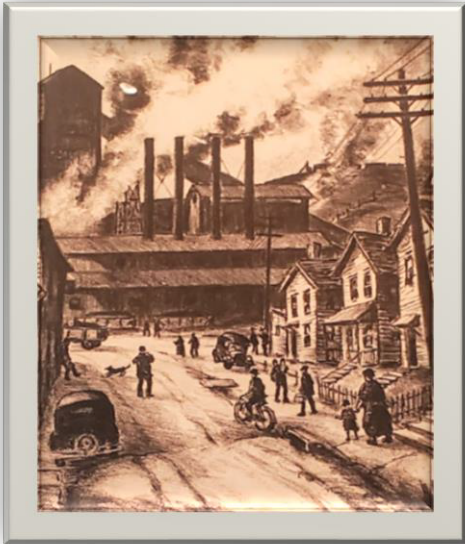
Materials and technology needs

Students will need handouts or devices to electronically respond. Similarly, the instructor will need to share the images for students to analyze.

Image group #1:



Image group #2:



Handouts:

Greenwood history
Historical document analysis

Document name: _____

Initial reaction to this piece: _____

What stands out about this piece? _____

Who <i>Who's in it?</i> Identify relationship with subject and determine primary vs secondary.	
What <i>What's in it?</i> What are the major priorities to supply?	
Why <i>Why did it exist?</i> Is it overruling a common opinion?	
When <i>When did it exist?</i> Identify the historical context using clues from the image.	
Where <i>Where did it exist?</i> Identify historical location using clues from the image.	

Conclusions/best educated guess regarding this piece: _____

Historical significance of this piece: _____

Now make a few predictions...

Part one - this change was obviously a drastic one - all of these images are from the same place! Complete the table below concerning this "shift" in landscape. Be as specific as possible.

Potential benefits:	Potential concerns:	Potential "complications":
#1:	#1:	#1:
#2:	#2:	#2:
#3:	#3:	#3:
Anything else?	Anything else?	Anything else?

Part two - please complete the following while focusing on providing specific evidence from the documents to prove your thesis. Be as specific as possible.

The location of these images is: _____

Reason #1 you know: _____

Reason #2 you know: _____

Reason #3 you know: _____

Source ()

Source ()

Source ()

Other source to consider

Options for other locations are obviously regionally specific. Being in New England, we might also look at an industrial site like Lowell MA (5 minute drive from my school). Our industrial experience (textile mills) looked a little different but yields fruitful comparisons and parallels. Lowell MA resources:

- https://lowelllandtrust.org/wp-content/uploads/2016/11/Changing_Course_A_History_of_River_Meadow_Brook_Final.pdf
- https://libguides.uml.edu/early_lowell/BSM_article_1
- <https://www.nps.gov/articles/lowell-handbook-seeds-of-industry.htm>
- <https://www.lowellhistoricalsociety.org/timeline/>
- <https://energyhistory.yale.edu/library-item/edmund-l-barber-east-view-lowell-mass-1839>