Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

How did industrialization change the way people worked in New Hampshire?

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

How did people change the way they lived because of industrialization in New Hampshire?

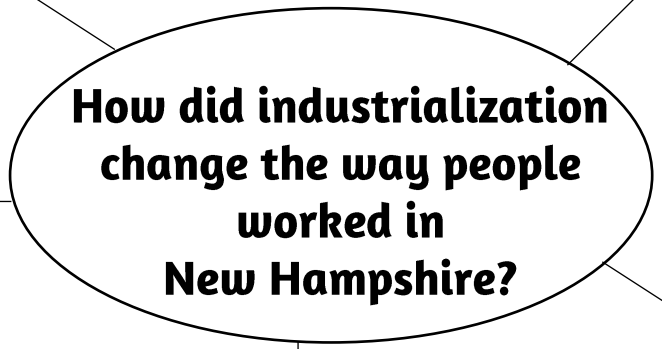
Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

How did New Hampshire modernize because of industrialization?

Lesson 11.7: Kids Teach the Industrial Revolution

Name Answer Key



New Hampshire industries developed, especially shoes, lumber, textiles.

- Amoskeag factories in Manchester = leading textile manufacturer in world
- Berlin Company in Berlin = leading paper manufacturer in world

Cottage industry was replaced by factories. Cottage industry was:

- At home
- Everything made by hand
- Work usually done in family groups, including children
- Used daylight and seasons to make schedule

People worked in factories instead of at home; many jobs available.

In factories:

- Daily schedule set by owners
- Schedule enforced by bells
- 12+ hour days, 6 days a week, small breaks
- Was year-round
- Machinery replaced work done by hand
- Tasks were hurried and repetitive

Factories employed men, but also:

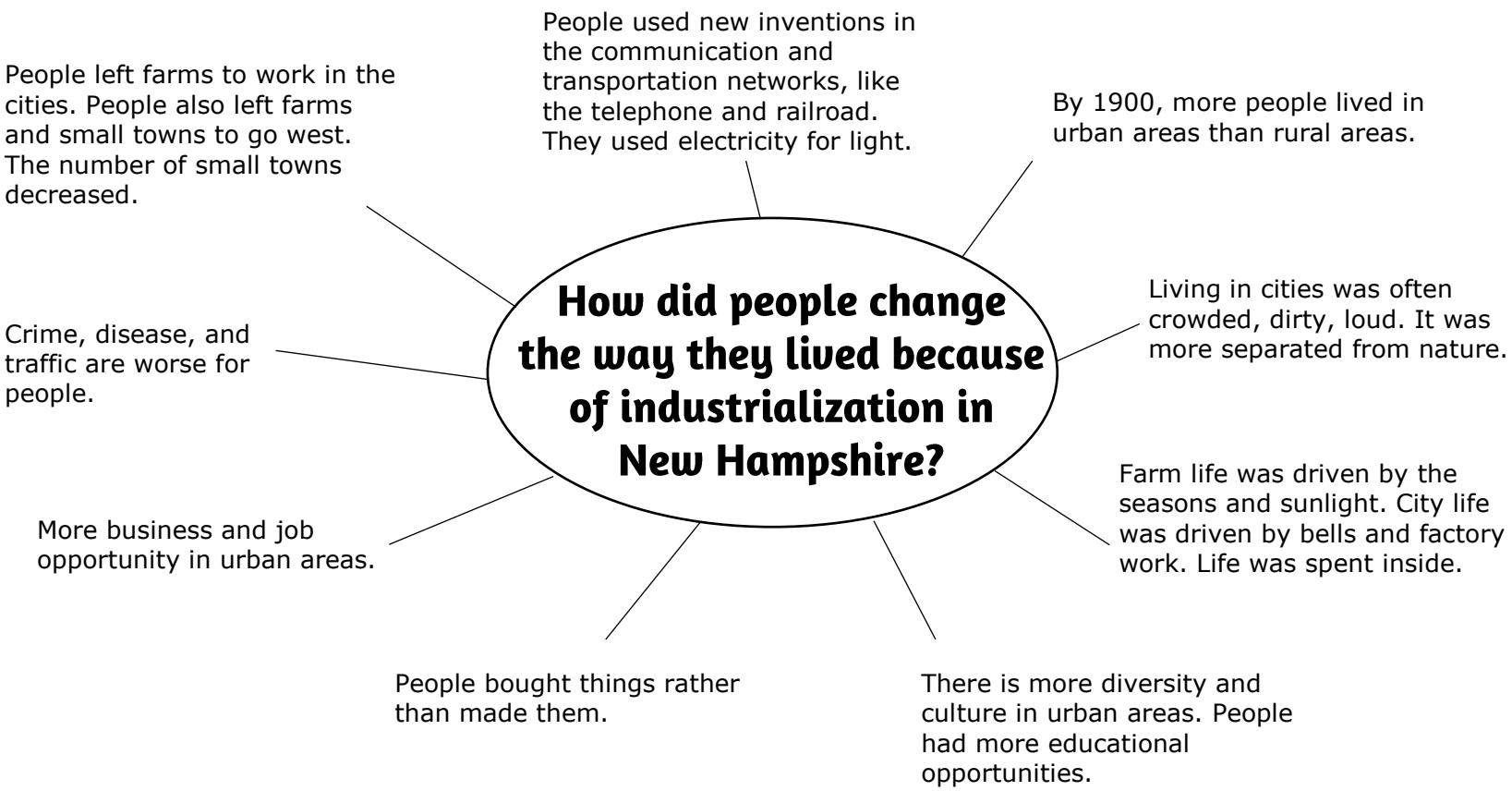
- New England Mill Girls
- Immigrants
- Children

Work for children was especially unhealthy and dangerous.

Hydropower, then steam power, then electricity ran factories.

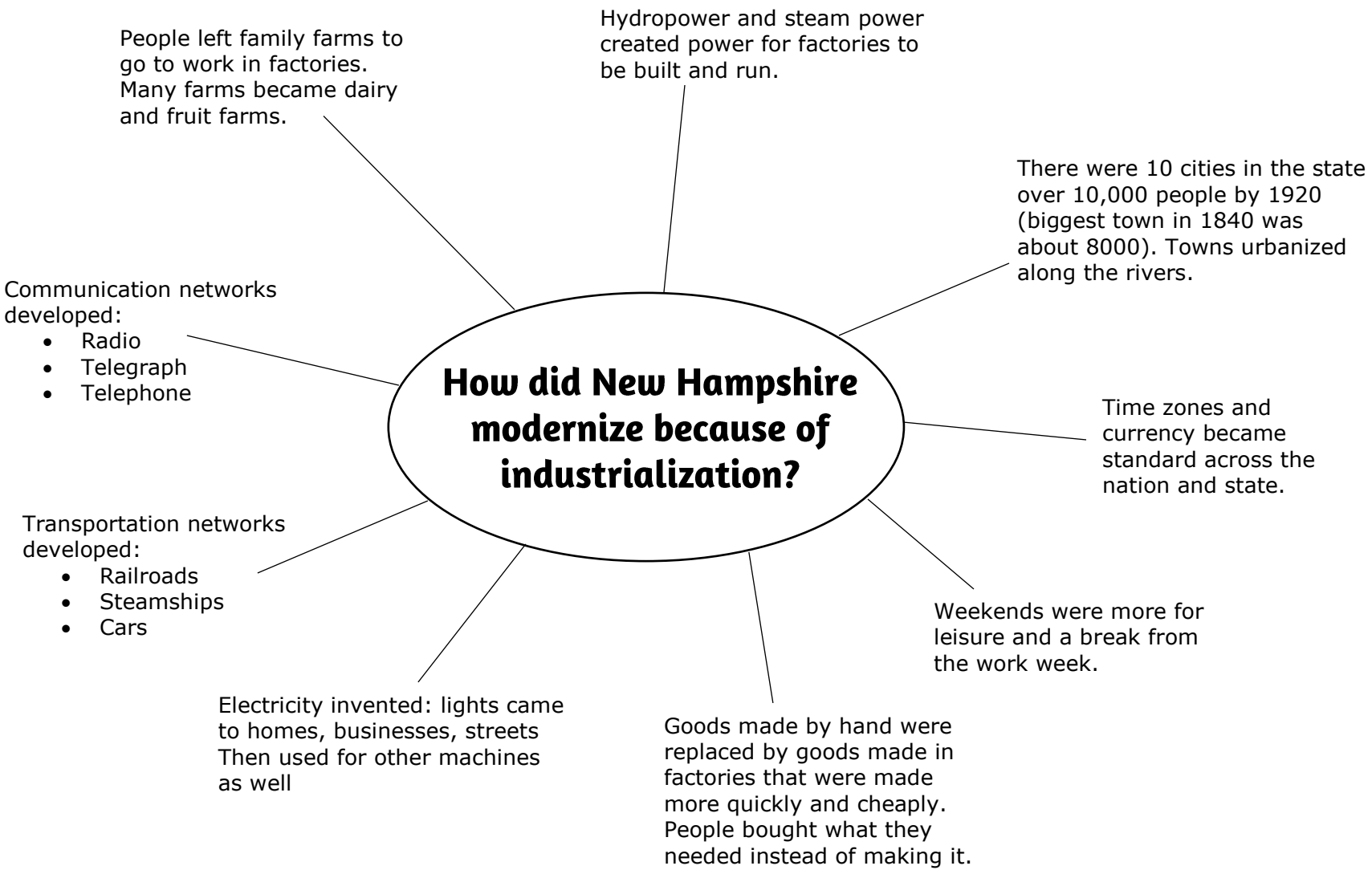
Lesson 11.7: Kids Teach the Industrial Revolution

Name Answer Key



Lesson 11.7: Kids Teach the Industrial Revolution

Name Answer Key



Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Alphabet Book Rubric

	Above Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)	Self	Teacher
Completeness	More than 18 thorough alphabet book entries are included. Meets project guidelines. Contains 2-3 detailed sentences about each entry.	At least 18 alphabet book entries are included. Meets project guidelines; includes some information about each entry.	Less than 18 alphabet book entries are included. There is information about entries, but important information is missing or too general. Mostly meets project guidelines.	Few alphabet entries are included. There is a lot missing information about the entries. Does not meet project guidelines.		
Creativity	Alphabet book creatively expresses information. Uses a variety of unit sources for alphabet book entries.	Alphabet book expresses the information. Uses unit sources to aid alphabet book entries.	Alphabet book expresses information but needs more creativity. Does not use enough unit sources for entries.	Alphabet book does not show much creativity and does not use unit sources.		
Correctness	All information is correct with no spelling/grammar errors. Includes extra material.	Information is correct but with no extra material. Few spelling/grammar errors.	Information is only mostly correct but with no extra material. Has some spelling/grammar errors.	Information is mostly incorrect with many spelling/gramma r errors.		
Appropriate Communication	All entries are clear, easy to understand, and accurately presented.	Entries are mostly clear, understandable, and accurate.	Information is not very clear and is only partially accurate.	Information is not understandable and not very accurate.		
Effort and Time	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:				Total of 20 points:		

Lesson 11.7: Kids Teach the Industrial Revolution

Name_____

Alphabet Book Instructions

Congratulations! You are now an **expert** on Big Factories and New Industries.

To show your learning, you will create an alphabet book to help kids learn about the Industrial Revolution. An alphabet book has a term or phrase about the topic for each letter of the alphabet. There are usually colorful illustrations to go along with each letter.

Requirements:

- Use at least 18 letters and pick a word or phrase for each letter that describes or gives information about the Industrial Revolution
- Write a short, factual description to teach about that word or phrase
- Include an illustration on each page that matches the word or phrase; you can use the images provided or create your own

When brainstorming words to include, think about:

- Activities from this unit
- Vocabulary words
- Interesting details about the Industrial Revolution

F

Factories

F is for FACTORIES that were built all over New Hampshire. They were powered by hydropower, then steam power, then electricity. Working in them was difficult and sometimes dangerous, but the factories brought good job opportunities to the state.

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Alphabet Book Brainstorm

Letter	Word / Phrase	Illustration
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Alphabet Book Brainstorm

Letter	Word / Phrase	Illustration
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Illustrated Narrative Rubric

	Above Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)	Self	Teacher
Completeness	Narrative includes a problem and solution and has illustrations that add to the story. Includes more than 10 facts.	Narrative includes a problem and solution. Illustrations support the story. Includes 10 facts.	Narrative sort-of includes a problem and solution. Illustrations sometimes support the story. Includes less than 10 facts.	Narrative does not include a problem and solution. Illustrations do not support the story. Includes few facts.		
Creativity	Original narrative creatively expresses problem and solution. Uses a variety of illustrations in telling the story.	Original narrative expresses problem and solution. Uses illustrations that connects to story.	Narrative expresses problem and solution but is not unique and original. Has some illustrations that connect to story.	Narrative does not express a problem and solution. Illustrations are random.		
Correctness	All information is correct with no spelling/grammar errors. Includes extra material.	Information is correct but with no extra material. Has 1–2 spelling/ grammar errors.	Information has some mistakes and no extra material. Has some spelling/ grammar errors.	Information is mostly incorrect without extra material. Many spelling/grammar errors.		
Appropriate Communication	All information is clear, easy to understand, and accurately presented.	Information is mostly clear, understandable, and accurate.	Information is not very clear and is only partially accurate.	Information is not understandable and not very accurate.		
Effort and Time	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:				**Total of 20 points:**		

Lesson 11.7: Kids Teach the Industrial Revolution

Name_____

Illustrated Narrative Instructions

Congratulations! You are now an **expert** on Big Factories and New Industries.

To show your learning, you will create an illustrated narrative to help teach other students about the Industrial Revolution. An illustrated narrative is a story that uses pictures as well as words to tell the story. Both the pictures and words are necessary to understand what's happening in the story.

Requirements:

- You need to tell a story about someone or something from the Industrial Revolution.
- There should be a problem and solution in the narrative.
- You can create a character, use a city as your protagonist, or perhaps talk about a family or object.
- You need to include facts about the Industrial Revolution; be sure to be historically accurate.
- Include at least 10 facts with details learned from the unit.
- Include illustrations that add to your story. They can be images from the unit or created by you.

When brainstorming what to include in your illustrated narrative, think about:

- The change from the cottage industry to the factory system.
- What it was like to work in a factory.
- What it was like to live in a city.
- Changes that happened that modernized New Hampshire.
- Using the vocabulary words and unit materials.

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Illustrated Narrative Brainstorm

What will happen in your story?	How will illustrations add to the story?
What characters will you include?	How will illustrations add to the story?
What problem will happen?	How will illustrations add to the story?
How will it be solved?	How will illustrations add to the story?

Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

Explainer Video Rubric

	Above Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)	Self	Teacher
Completeness	Historical content is included and is thorough. Meets project guidelines.	Some historical content is included. Meets project guidelines; includes some details and is sort-of thorough.	Some important information is missing and/or too general. Mostly meets project guidelines.	Does not respond appropriately and/or does not meet project guidelines.		
Creativity	Original product creatively expresses information. Uses a variety of sources to aid explainer video content.	Original product expresses the information. Uses sources to aid explainer video content.	Product expresses information but needs more creativity. Uses few sources to aid explainer video content.	Product does not show much creativity. Does not use sources.		
Correctness	All information is correct with no spelling/grammar errors. Includes extra material.	Information is correct but with no extra material. Has 1–2 spelling/ grammar errors.	Information is only mostly correct but no extra material. Has some spelling/ grammar errors.	Information is mostly incorrect. Has many spelling/ grammar errors.		
Appropriate Communication	All information is clear, easy to understand, and accurately presented.	Information is mostly clear, understandable, and accurate.	Information is not very clear and is only partially accurate.	Information is not understandable and not very accurate.		
Effort and Time	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:				Total of 20 points:		

Lesson 11.7: Kids Teach the Industrial Revolution

Name_____

Explainer Video Instructions

Congratulations! You are now an **expert** on Big Factories and New Industries.

To show your learning, you will create an explainer video to help teach other students everything you have learned. An explainer video is a short, 3–4-minute video with illustrations and explanations about a topic.

Requirements:

- Answer at least two focus questions from the unit in your video:
  - How did industrialization change the way people worked in New Hampshire?
  - How did people change the way they lived because of industrialization in New Hampshire?
  - How did New Hampshire modernize because of industrialization?
- Use unit materials and your knowledge to explain the answer to the audience.
- You need to have words and images to explain your topic.
- You should have some images from the unit, but you may create some as well.
- Use the "Mason Explains" videos as examples.
- Be factual and specific.
- Discuss with your teacher what technology you will use to create and show your video.

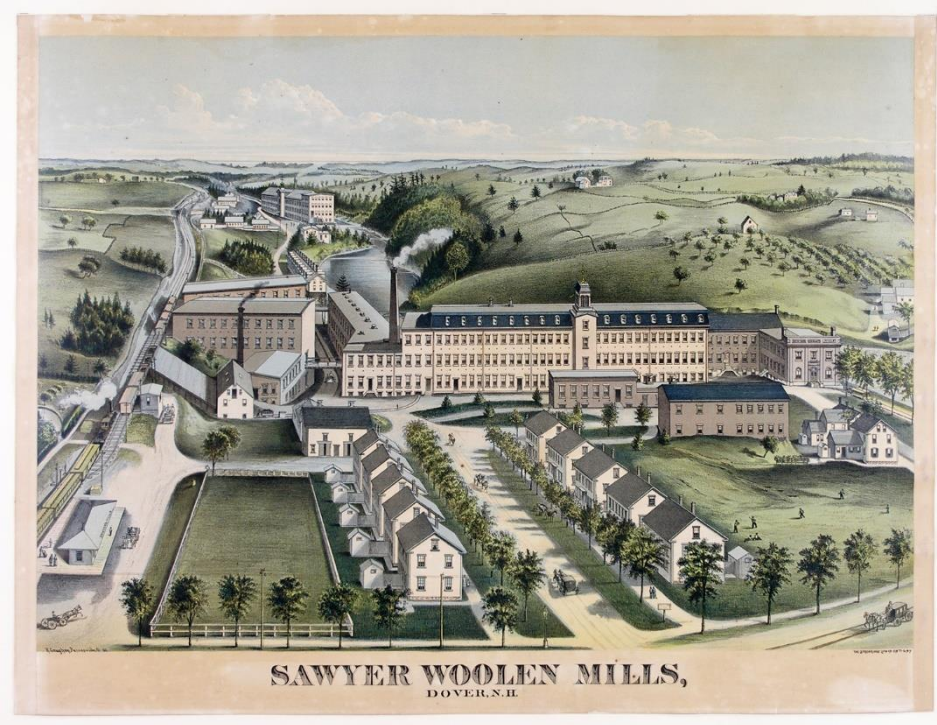
Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

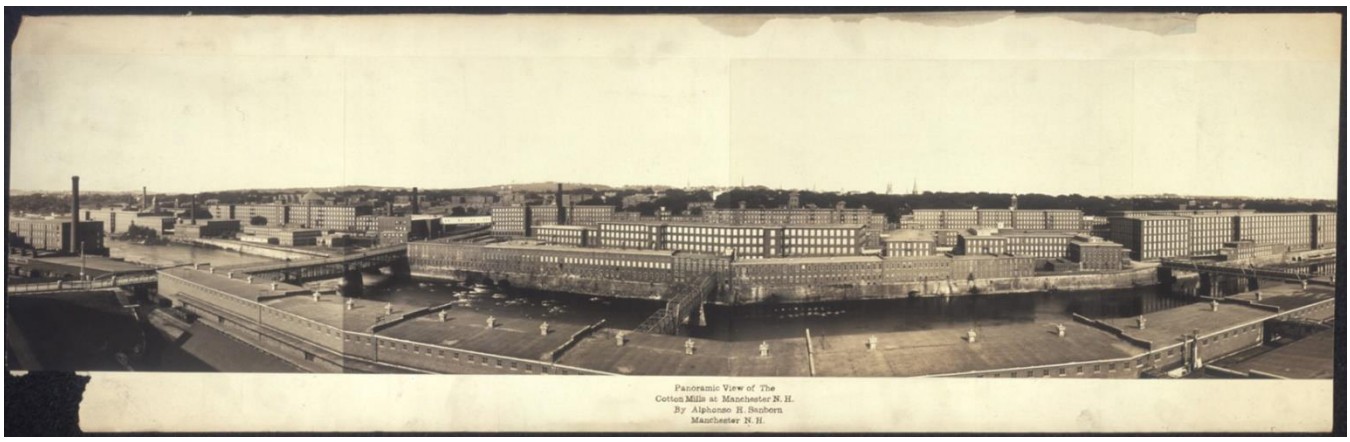
Explainer Video Brainstorm

What focus questions will you answer in your video?	
How will you show the answer to question 1 in a video?	How will you show the answer to question 2 in a video?
What images do you need for question 1?	What images do you need for question 2?

Loading Cotton Bales onto Trucks, 1939
Courtesy of Library of Congress

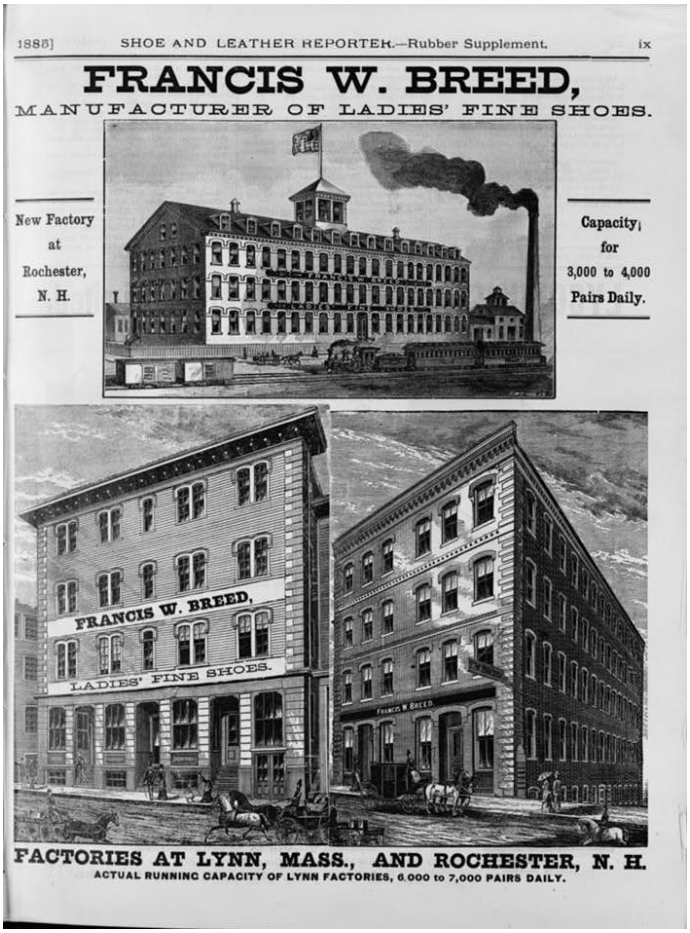


Sawyer-Woolen Mills, 1884
Source: New Hampshire Historical Society

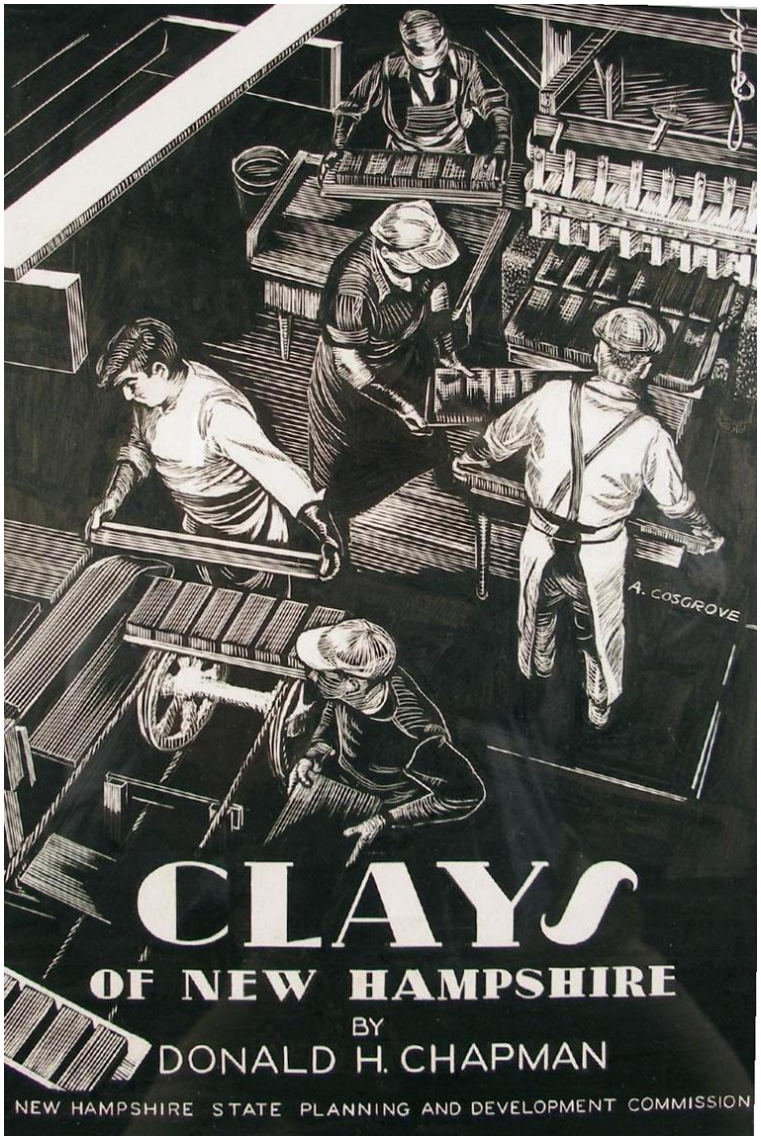


Panoramic View of Manchester Millyard, 1903
Courtesy of the Library of Congress

Award-Winning Amoskeag Cloth, 1870
Source: New Hampshire Historical Society



Shoe Factory Advertisement, 1885
Courtesy of the Library of Congress



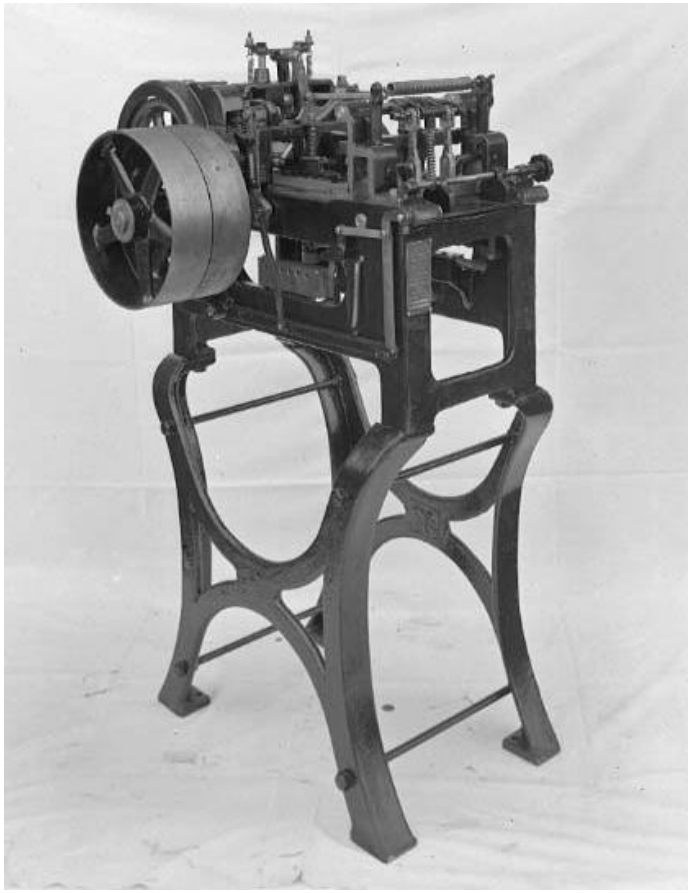
New Hampshire's Clay Industries, 1950
Source: New Hampshire Historical Society

Dover Factories, 1828–1830
Source: New Hampshire Historical Society

Lesson 11.7: Kids Teach the Industrial Revolution

Mills for Sale, 1860
Source: New Hampshire Historical Society

Stereoscope Factory, 1905
Courtesy of the Library of Congress



Shoe Machine, undated
Courtesy of the Manchester (NH) Historic Association

Shoe Advertisement, 1875–1890
Source: New Hampshire Historical Society

Women's Shoe Sole, 1938–1988
Source: New Hampshire Historical Society

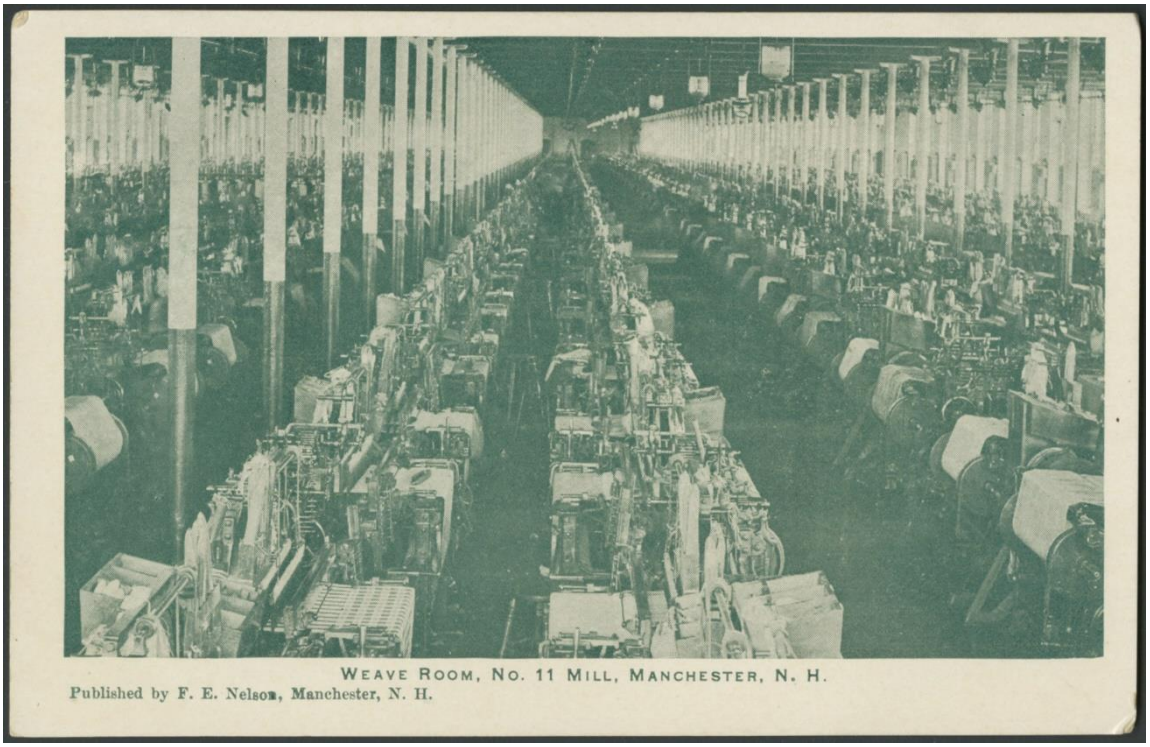
Hand-Woven Cloth, 1800–1860
Source: New Hampshire Historical Society

Woman at Loom, 1912
Courtesy of the Manchester (NH) Historic Association

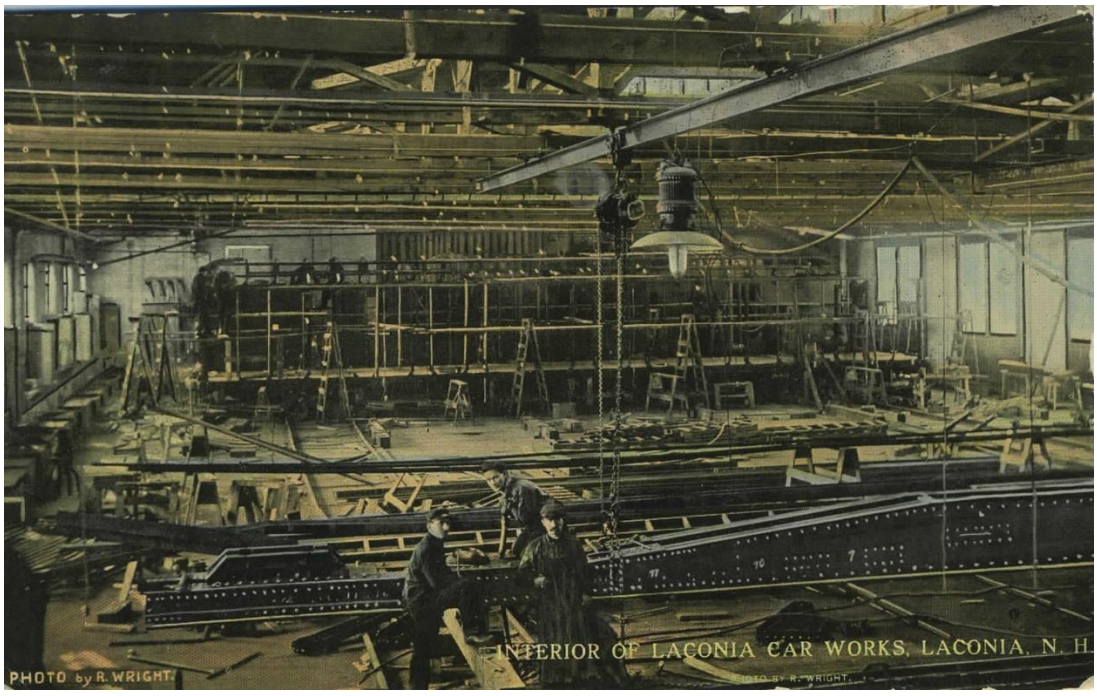
One Day's Production of Amoskeag Cloth, undated
Courtesy of the Manchester (NH) Historic Association

Mill Workers on Strike, 1922
Courtesy of the Manchester (NH) Historic Association

Artist in the Country, 1869
Source: New Hampshire Historical Society



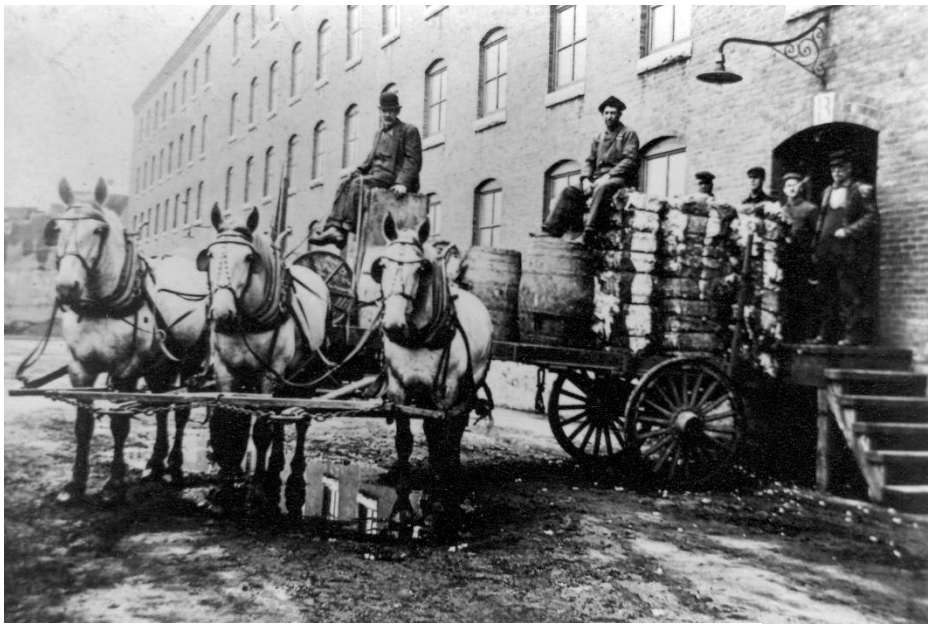
Weaving Machines at Amoskeag Manufacturing Company, 1872–1935
Source: New Hampshire Historical Society



Laconia Car Company, 1905–1945
Courtesy of the Laconia Public Library

Stacked Lumber Waiting for Transport, 1894–1948
Source: New Hampshire Historical Society

Bird's Eye View of Berlin Mills, 1888
Source: New Hampshire Historical Society



Cocheco Mill Company Drivers, undated
Courtesy of Dover Public Library

Textile Mill Workers and Bobbins, undated
Courtesy of Dover Public Library

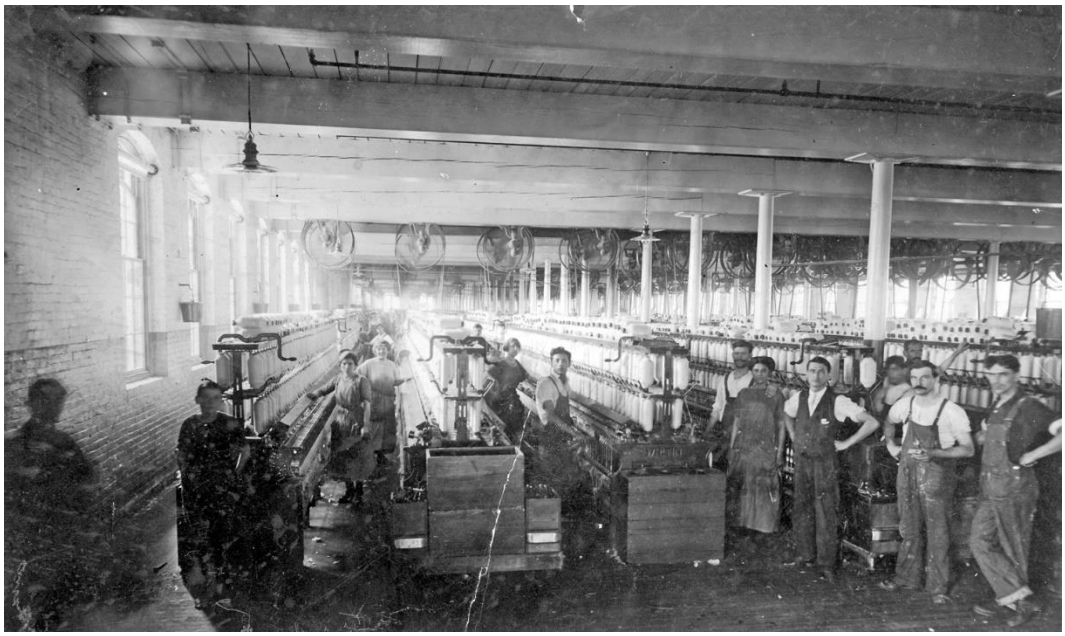
Varick's Store, 1882
Source: New Hampshire Historical Society

Desk Telephone, 1910–1930
Source: New Hampshire Historical Society

Lightbulbs, 1908
Source: New Hampshire Historical Society

Electric Trolley Car, 1910
Source: New Hampshire Historical Society

Textile Mill Workers, undated
Courtesy of the Dover Public Library



Spinning Room in a Textile Mill, undated
Courtesy of the Dover Public Library

New England Mill Girls, undated
Courtesy of the Dover Public Library

Lesson 11.7: Kids Teach the Industrial Revolution

LIFE 1035

Westinghouse Electric Advertisement, 1914
Courtesy New-York Historical Society Library

Girl Working at Amoskeag Manufacturing Company, 1909
Courtesy Library of Congress

TIME TABLE

— OF THE —

AMOSKEAG NEW MILLS,

Arranged to make the Working Time throughout the year average

11 HOURS PER DAY.

COMMENCE WORK,	at 6.30 A. M.
LEAVE OFF WORK,	at 6.45 P. M.

Except on Saturday Evenings, at 4 o'clock.

BREAKFAST,	at 6.00 A. M.
DINNER,	at 12.00 M.
COMMENCE WORK, after Dinner,	at 12.45.

BELLS.

Morning Bells.

FIRST BELL,	4.30 A. M.
SECOND,	5.30 A. M.
THIRD,	6.20 A. M.

Dinner Bells.

RING OUT,	12.00 M.
RING IN,	12.35.

Evening Bells.

RING OUT,	6.45 P. M.

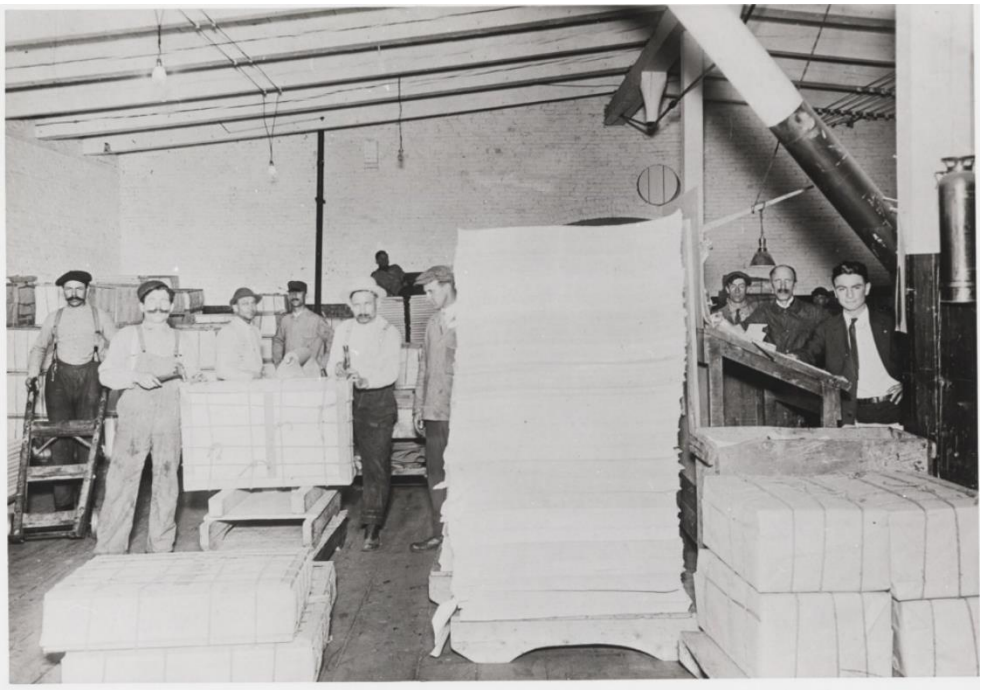
Except on Saturday.

Saturday Evening Bell.

RING OUT,	4.00 P. M.

Amoskeag Mill Timetable, 1855
Courtesy Manchester (NH) Historic Association

Aerial View of Manchester, 1967
Courtesy Library of Congress



Inside a Paper Mill, 1927
Source: New Hampshire Historical Society

Logging Workmen and Horse Team, undated
Source: New Hampshire Historical Society