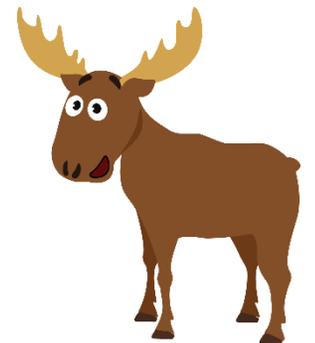




Lesson 11.7: Kids Teach the Industrial Revolution

Name _____

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





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?**





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

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

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.



People left farms to work in the cities. People also left farms and small towns to go west. The number of small towns decreased.

People used new inventions in the communication and transportation networks, like the telephone and railroad. They used electricity for light.

By 1900, more people lived in urban areas than rural areas.

Crime, disease, and traffic are worse for people.

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

Living in cities was often crowded, dirty, loud. It was more separated from nature.

More business and job opportunity in urban areas.

Farm life was driven by the seasons and sunlight. City life was driven by bells and factory work. Life was spent inside.

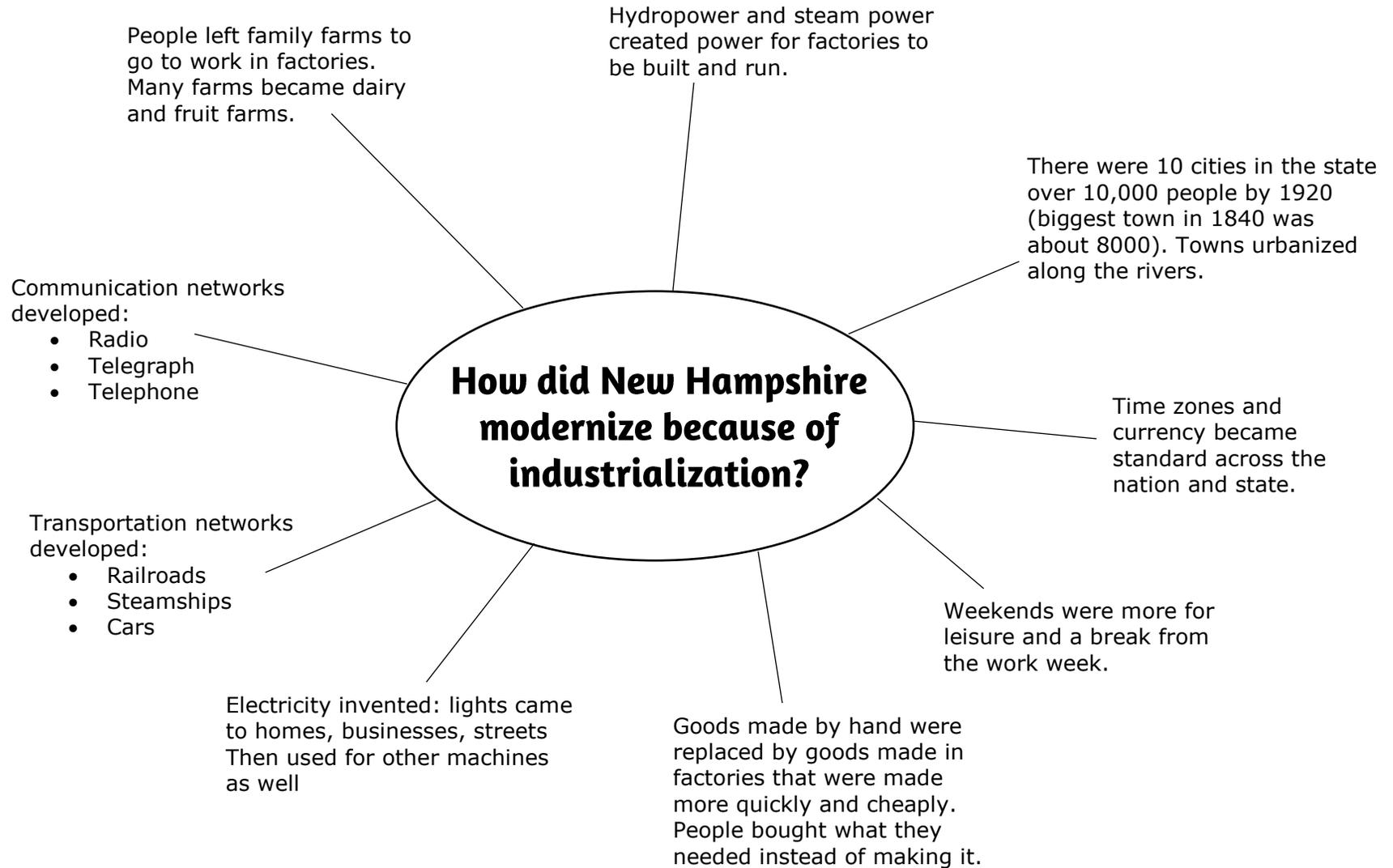
People bought things rather than made them.

There is more diversity and culture in urban areas. People had more educational opportunities.



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/grammar 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:	



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?



Lesson 11.7: Kids Teach the Industrial Revolution



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



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



Lesson 11.7: Kids Teach the Industrial Revolution

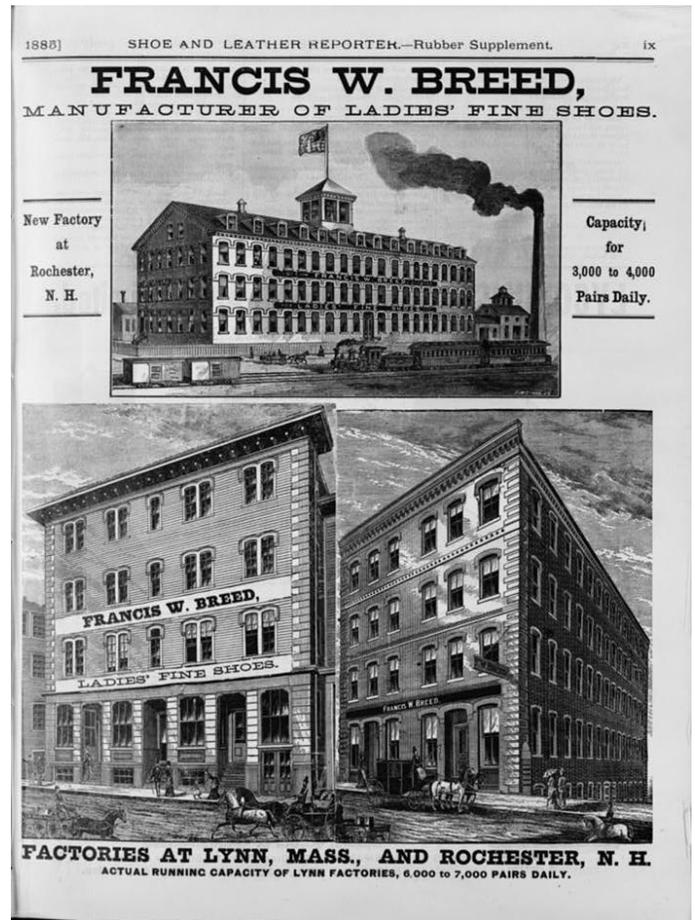


Panoramic View of The
Cotton Mills at Manchester N.H.
By Alphonso H. Beahm
Manchester N.H.

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



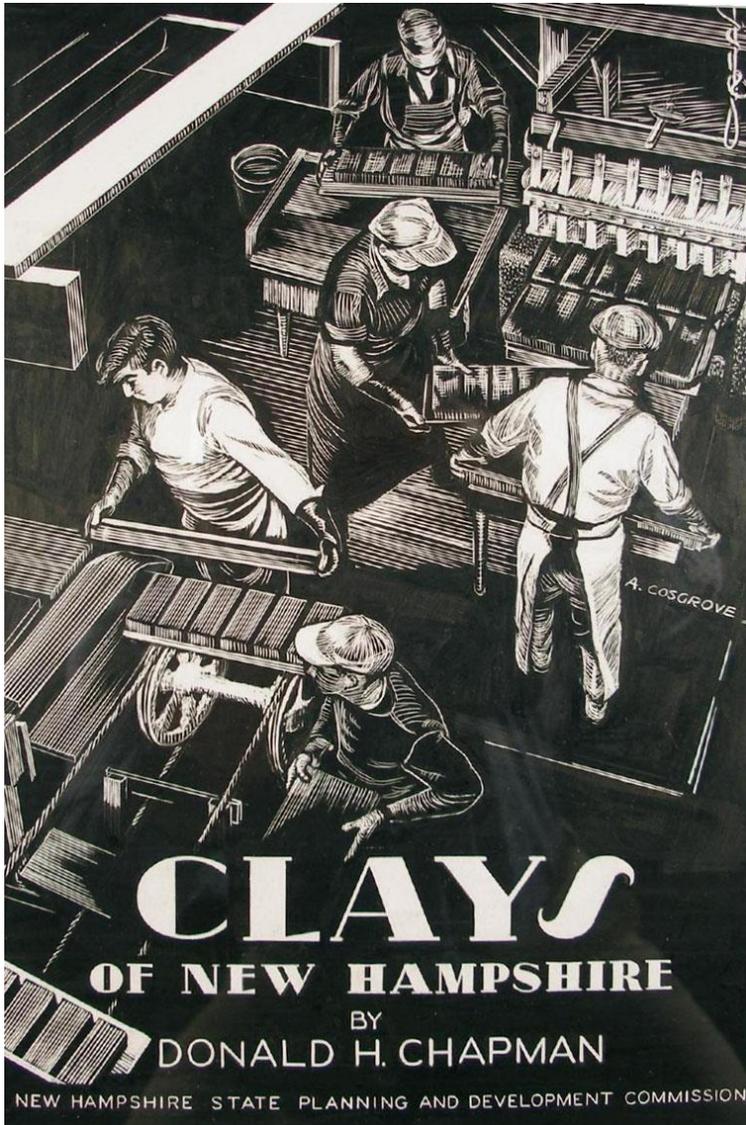
Award-Winning Amoskeag Cloth, 1870
Source: New Hampshire Historical Society



Shoe Factory Advertisement, 1885
Courtesy of the Library of Congress



Lesson 11.7: Kids Teach the Industrial Revolution



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

MILL PRIVILEGE
OF
JAS. L. CHAMBERLIN,
MASON VILLAGE N. H.

VALUABLE
Real Estate and Water Power
FOR SALE OR TO LET.

The Subscriber offers for Sale or to Lease the Real Estate and Water Power owned by the Heirs of Lemuel Chamberlin, situated in Mason Village, N. H., at the Terminus of the Peterborough and Shirley Railroad.

The plan with the view in Lot No. 1, and is situated in the central part of Mason Village, upon the Souhegan River, adjoining the Columbian Cotton Mills. The River is good for Sixty Cotton Looms with all necessary preparation, and can be increased in power to One Hundred Looms, if wanted. The Water and Cotton Manufacturing, or any mechanical business.

The Mill now standing being too small for the amount of Power that can be improved, the Subscriber offers to build a Brick Building of such dimensions as any party may want who will take a ten year lease, at such rate of interest as will be mutually agreed.

Lot No. 2.
A SAW MILL FOR SALE.

Located half mile from Depot of Peterborough and Shirley Railroad, and three quarters of a mile from Mason Village, on the road leading to Wilton. The Mill is two stories high and 64 by 32 feet, with an L attached 20 by 14 ft., with an excellent Water Power. The Machinery consists of an upright Sleigh, Saw, Jointing and Cut Off Saws, and Stone Flashes.

The Mill and Power are situated in one unobstructed run. The Subscriber

Lot No. 3.
A FARM FOR SALE.

Containing One Hundred Acres of Valuable Land, suitably divided into mowing, tillage and pasture, with good buildings thereon. The River is two stories high, with double treatment. The Barn is 60 by 40 feet, with Cellar under same. The Farm is located on the road leading from Mason Village to Wilton, half mile from Depot, and three-quarters of a mile from the village, and is one of the best farms for milk raising in the country, and a ready sale is found for the milk at all seasons of the year.

There is also a valuable Brick Yard on the farm, with abundance of clay and sand of the best quality. The subscriber has made over ten and a half millions of Brick from this yard within the last five years, and finds a ready sale.

All of the above property will be sold cheap, and terms of payment made easy.

For further particulars enquire of Bro. Sax's & Wessons, of Froberg, Mass.; Thomas K. Allen, Esq., of Peterborough, N. H., or of the Subscriber.

JAMES L. CHAMBERLIN, Adm'r.

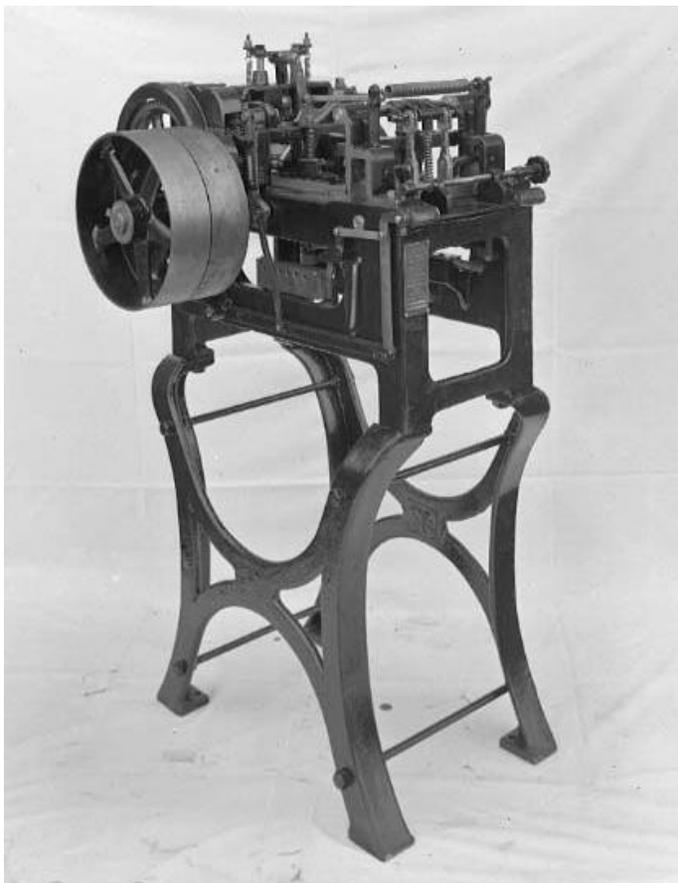
Mills for Sale, 1860
Source: New Hampshire Historical Society



Stereoscope Factory, 1905
Courtesy of the Library of Congress



Lesson 11.7: Kids Teach the Industrial Revolution



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

ADOLPH MEYER & CO'S
WARRANTED SHOES!

 Men's \$1.50 WARRANTED. Bals. and Congress.	 Men's \$2.00 WARRANTED. Bals. and Congress.
--	--

ALL SIZES, STYLES AND WIDTHS.

LADIES', \$2.00  **Button and Polish.**
Warranted. **ALL SIZES, STYLES AND WIDTHS.**

Ladies', \$1.50  **BUTTON & POLISH.**
WARRANTED. **All Sizes, Styles and Widths.**

FOR SALE BY
JERRY GOVE,
WILMOT, N. H.
DEALER IN
Boots, Shoes, and General Merchandise.

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



Lesson 11.7: Kids Teach the Industrial Revolution



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



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



Lesson 11.7: Kids Teach the Industrial Revolution



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



Lesson 11.7: Kids Teach the Industrial Revolution



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



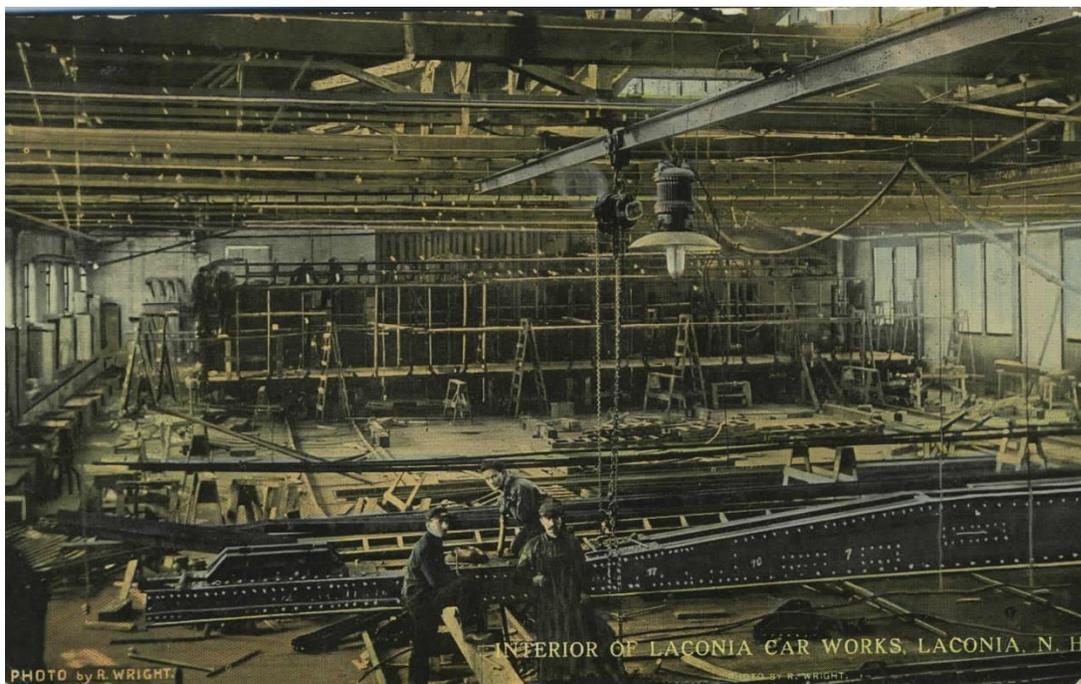
Artist in the Country, 1869
Source: New Hampshire Historical Society



Lesson 11.7: Kids Teach the Industrial Revolution



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



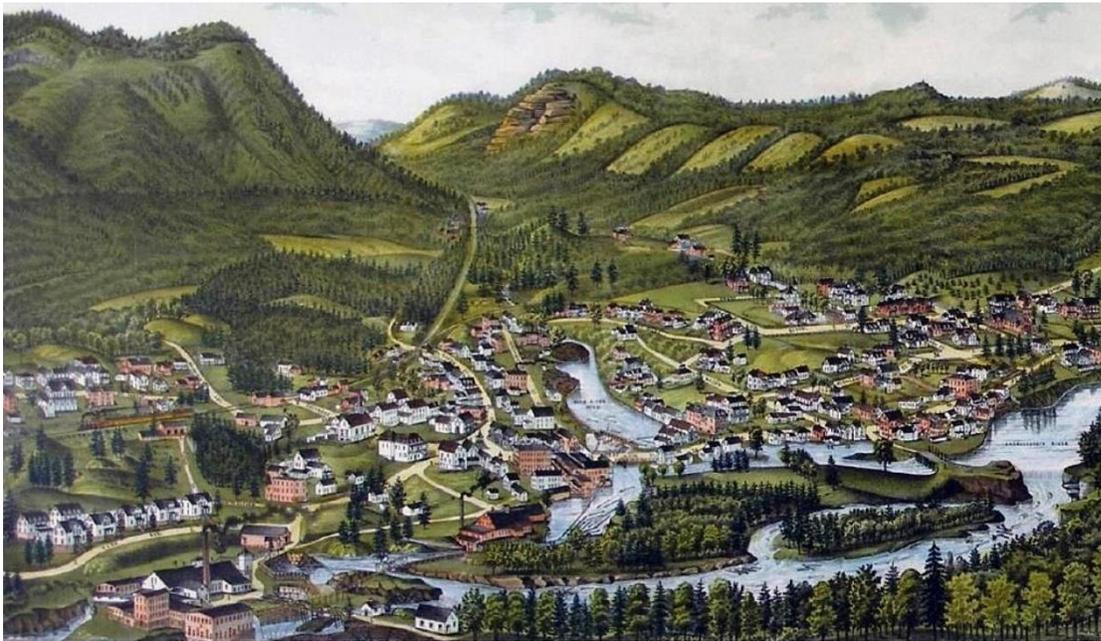
Laconia Car Company, 1905–1945
Courtesy of the Laconia Public Library



Lesson 11.7: Kids Teach the Industrial Revolution



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



Lesson 11.7: Kids Teach the Industrial Revolution



Cocheo Mill Company Drivers, undated
Courtesy of Dover Public Library



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



Lesson 11.7: Kids Teach the Industrial Revolution



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



Lesson 11.7: Kids Teach the Industrial Revolution



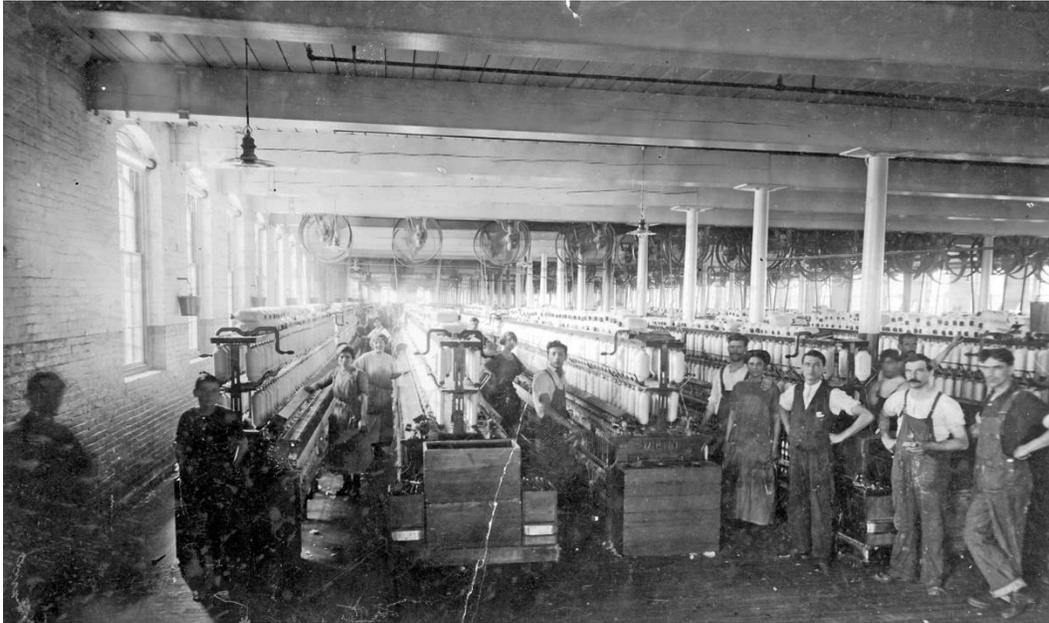
Electric Trolley Car, 1910
Source: New Hampshire Historical Society



Textile Mill Workers, undated
Courtesy of the Dover Public Library



Lesson 11.7: Kids Teach the Industrial Revolution



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

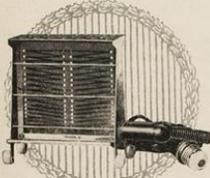


New England Mill Girls, undated
Courtesy of the Dover Public Library



Lesson 11.7: Kids Teach the Industrial Revolution

LIFE 1035



Electric Radiant Toaster. makes delicious toast. Warms plates. Heats coffee. Special, complete \$2.50.





Electric Percolator, 2 to 5 cup size. Delicious coffee in 10 minutes. Special Christmas price, complete, \$5.00.

Xmas Cheer Every Day in the Year

ELECTRICITY is the servant that is always at command, and never shirks. It takes pay only for what it does. Many of your friends use it for lighting but some may have missed the many other phases of household helpfulness which come from the employment of the various articles of



Chafing Dish and Stove. Ready instantly at turn of switch. Also for any light cooking. Complete, \$10.00 to \$11.75. Stove only, \$6.75.

Westinghouse Electric Ware

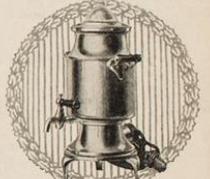
At this holiday time you have an opportunity of making gifts to your friends that will open their eyes to new labor savers and will delight them every day in the year.

Progressive women consider electrical household appliances absolute necessities in every home. Electric vacuum cleaners have made cleaning an easy and healthful task. Electric washing machines have done away with one of the worst forms of household drudgery. The best makes of these appliances are driven by Westinghouse motors.

Electric cooking devices are in operation at the turn of a switch and will perfectly care for all forms of cooking.

All Westinghouse Electric Ware is designed especially for usefulness, durability and economy in operation and the very best materials are used in its construction.

Notice the special displays of Westinghouse Electric Ware in the showrooms of Electric Light Companies and Electric Shops. In order to help you choose, send for catalog 4294. Address Dept. F.V.



Percolating Coffee Urn. Beautifully made and finished. 3 to 7 cups. Price, \$9.00. Other styles up to \$29.00.

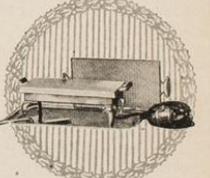
Westinghouse Electric & Mfg. Co.

East Pittsburgh, Pa.

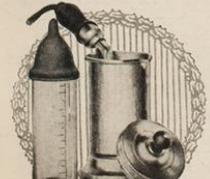
Branch Offices in 45 American Cities Representatives all Over the World



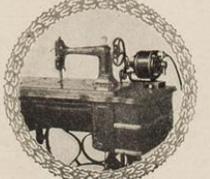
Electric Traveler's Iron, for light pressing. Packs in small space. Will heat cooling iron. \$3.00.



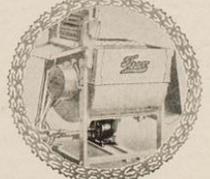
Standard Toaster-Stove. Makes perfect toast. Broils meat. Bakes griddle cakes. Complete with all attachments, \$6.00.



Nursery Milk Warmer. Heats baby's food in 4 minutes. Complete with sanitary nursing bottle, \$6.00.



Sewing Machine Motor, runs the machine without effort. Can be attached to any family sewing machine. \$16.00.



Electric Labor Saver will be popular gifts this season. The better grades are equipped with Westinghouse Motors.



Electric Percolator, 3 to 7 cup size. Look them over at any electrical showroom. \$8.00.



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

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



Lesson 11.7: Kids Teach the Industrial Revolution

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



Lesson 11.7: Kids Teach the Industrial Revolution



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



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