

Advantages and Disadvantages of the Industrial Revolution

Introduction	The Industrial Revolution changed, for better or worse, the way Americans worked, lived, and used the land. Students will use specific details to discuss advantages and disadvantages of industrialization on the lives of the early mill workers and on the students' lives today. This lesson is a suggested follow-up for the Tsongas Industrial History Center's Change in the Making program.
Time	One 45-minute class period
Lesson Preparation	None
Background Information	<p>Prior to the Industrial Revolution, most New Englanders lived on family farms. They made what they needed by hand, or traded for goods they could not make. As factories began to mass-produce all types of household items, life began to change for local farmers, and, especially for their daughters who left their homes to go to work in the mills.</p> <p>This new class of workers spent 12-14 hours a day, six days a week working in the mills. They lived in company owned boardinghouses, where a boardinghouse keeper kept watch over them. With the money they earned they could buy items that they wanted, not just needed. They could send money back home, so the lives of the farmers' families began to improve as well. Farmers could pay off debts and buy more goods, which gave them more free time.</p> <p>Today, most of the things that we use every day come from a factory. With the money we earn from our paychecks we buy food, clothing and other items that we need and want.</p>
Vocabulary	<p>Advantage: Anything that places one in an improved position.</p> <p>Disadvantage: Something that puts one in an unfavorable position or condition.</p> <p>Industrialization: When an economy goes from being based on agriculture to being based on manufacturing.</p>
Anticipated Student Preconceptions/ Misconceptions	Students may believe that there were no benefits to working in the factory because the workers faced extremely difficult working conditions.

<p>Frameworks</p>	<p>Massachusetts Social Studies Frameworks</p> <p>Grade 3 Cities and Towns in Massachusetts: 3.12: Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p> <p>Massachusetts English Language Arts Frameworks</p> <p>Grade 3 Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>New Hampshire Social Studies Frameworks US/NH History: SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes— D: Material Wants and Needs, G: Science, Technology, and Society).</p> <p>Common Core State Standards Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics and text, building on others’ ideas and expressing own clearly.</p>
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<p>Guiding Question</p>	<p>What were some advantages and disadvantages of industrialization in early America and how does it affect us today?</p>
<p>Objectives</p>	<p>After completing this lesson students will be able to:</p> <ul style="list-style-type: none"> • List two advantages and two disadvantages of the Industrial Revolution. • Articulate how the Industrial Revolution still affects their lives today.
<p>Activity</p>	<ol style="list-style-type: none"> 1. As a class, based on what students learned during the Change in the Making program, brainstorm a list of changes resulting from industrialization. 2. Have students vote on whether each is an advantage or disadvantage and be sure they justify their reasoning. 3. Discuss how an advantage for some could be a disadvantage for others. 4. Student Pair-Share: With a partner, discuss the list of changes resulting from Industrialization might still affect us today.
<p>Assessment</p>	<p>Students write two paragraphs completing the following statement, using at least two specific examples from their field trip and/or the information from the class</p>

	brainstorming session, “The Industrial Revolution still affects me today because...”
Differentiated Suggestions	<p>For English Language Learners, or students with different learning styles or challenges: You can find pictures of the places and objects at the Boott Cotton Mills and Boardinghouse at http://www.uml.edu/Tsongas/Re-Inventing-America/Photos.aspx. Teachers may choose which images to use based on your preference and the needs of the class.</p> <ol style="list-style-type: none"> 1. Display an image for the class to see. 2. Students brainstorm a list of words to describe what they remember of that place or object. 3. Ask the class how those words might represent how the workers might have felt about living and working in Lowell. 4. Discuss how something that one person found good, others might think was bad.
Adapting the Activity for Other Grades	N/A
Bibliography	<p><i>The Bobbin Girl</i>, Emily Arnold McCully. <i>The Ox Cart Man</i>, by Donald Hall</p>