

From Farm to Factory: The Nutter's Workday

Introduction	Life changed dramatically for those who left family farms to work in the growing mill cities of New England. Follow Emily and Edward Nutter through a typical day on their farm, and a typical day in the factory. Students will learn about both ways of life and compare them with their own lives today.
Target Grade Level	Grade 3-6, with extension activities for older students.
Time	30-45 minutes
Lesson Preparation	Photocopy materials
Prior Knowledge Required	Students should understand what the Industrial Revolution was and why people left farms to move to cities to work in factories.
Background Information	<i>From Farm to Factory: the Beginning of Industrialization in New England</i>
Vocabulary	Spinning Frame—a machine that spins cotton into yarn in the mill. Boardinghouse—a house where mill workers lived. Carding Machine—machines that brush out the raw cotton fibers.
Anticipated Student Preconceptions/Misconceptions	Life on the farm was much easier than life in a factory, with much less to do.
Frameworks	<p>Massachusetts Frameworks History/Geography: 3.12: Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changes. Draw on the services of local historic societies and museums as needed.</p> <p>English/Language Arts Learning Standards 1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions. 3.3 Adapt language to persuade, to explain, or to seek information.</p> <p>New Hampshire 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>

From Farm to Factory: The Nutter's Workday

Guiding Question	What was life like on a farm, and in the factory 150 years ago? How were they similar and different to students' lives today?
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List two farm jobs for either a girl or a boy. • Describe three ways that life was different on a farm and in a factory. • Explain how their lives today are similar and different from life on a farm and in a factory.
Activity	<ol style="list-style-type: none"> 1. As a class, brainstorm what “work” means. Guide discussion to include paid jobs but also tasks done someplace like a farm. 2. Copy and distribute “From Farm to Factory: the Beginning of the Industrial Revolution in New England” to students. 3. Read “From Farm to Factory: the Beginning of the Industrial Revolution in New England” to the students. Students follow along, underlining phrases that sound like work, job or tasks. 4. Ask group “Just from reading this, where would you prefer to work, the farm or the factory? Why?” 5. Copy and distribute "Emily Nutter's Workday on the Farm and in the Mill" to the girls and “Edward Nutter's Workday on the Farm and in the Mill” to the boys. 6. Have students work in small groups of the same gender. Each group will examine the schedule of Emily or Edward on the farm. 7. Using the “Farm Activities Worksheet,” each group will list the work that Emily or Edward does on the farm. Next to each activity, they should write down how it contributes to the family's life. For example: Edward:--Dig potatoes—helps the family have food. 8. Jigsaw groups so each group has some boys and some girls. Students compare the work that boys and girls did on the farm. 9. Staying in those groups, students examine the day in the factory, comparing and contrasting work and life on the farm and in the factory. 10. Using the attached “Farm vs. Factory” sheet, each group will create two lists: Similarities of Farm and Factory, and Differences between Farm and Factory. Example: <i>Similarity: Everyone worked hard on farm and in factory. Difference: On a farm, you did different things all day, and in the factory, you did the same thing all day.</i> 11. Using Emily/Edward's schedules as guides, have students work independently to create a schedule of their own days. 12. Ask students: How are their own lives similar or different from farm or factory life. Why? <p>Discuss the following as a class, or as an exit ticket (write three sentences): Give two examples of how is your life different from Emily/Edward's lives on the farm or in the factory? Why is it so different?</p>

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	<p><u>Writing Extension for grades 5-12:</u> Based on your reading, the lives of Emily and Edward, and your small group discussion, answer the following question:</p> <p>Would you have preferred to work on a farm, or work in the factory? Why?</p> <p>Criteria:</p> <ul style="list-style-type: none">• Cite three examples from the reading and worksheets to support your decision.• Explain why you chose those examples to support your decision.
Assessment	See attached rubric
Differentiated Suggestions	You can conduct this activity in small groups, in pairs, or as a whole group discussion with teacher taking notes on the board.
Adapting the Activity for Other Grades	For older students, add on the writing extension. The length of the expected response will depend upon the age of the students, with more advanced students giving longer, more thought-out responses.
Bibliography	Grade 3-5: <i>The Bobbin Girl</i> , Emily Arnold McCully. Grade 5+: <i>Lyddie</i> , Katherine Patterson

From Farm to Factory, the Beginning of the Industrial Revolution in New England

Two hundred years ago, during the Industrial Revolution, huge changes took place in the way people lived and worked. Before the Industrial Revolution, people made what they needed on their farms by hand. That changed when people invented machines to make products much faster and easier than they could be made by hand. People working at those machines made money, and bought items like food and clothing instead of making them by hand.

Farm Life – Before the year 1820

Before the Industrial Revolution, most Americans lived on farms. The whole family worked together to make what they needed for daily life. They bartered (traded) for items they could not make themselves. A farmer may trade corn with the blacksmith for horse-shoes or nails.



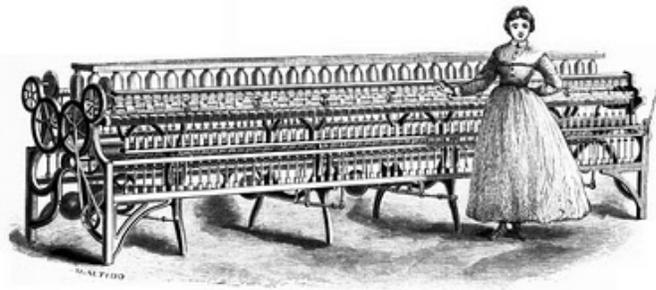
Boys and girls living on farms had specific jobs to do throughout the day and had little time for school or play. The family grew all of their food. They planted seeds in the spring, cared for fields during the summer and harvested crops in the late summer and fall. They stored food for the winter so that they would have something to eat when nothing was growing outside. They preserved fruits and vegetables and stored potatoes, squash and pumpkins in a cool, dry root cellar. Farmers cut and stored hay in the barn. Men cut wood for the fires that kept the house warm and cooked the food. The families cared for animals that provided milk, eggs, and meat. They milked cows morning and night, and gathered eggs every day.

The family also worked together and made all of their cloth and clothing by hand. Making cloth took a lot of time and effort: Farmers sheared (shaved) sheep, younger children cleaned and combed the wool, and the older daughters and mothers spun the wool into yarn, wove it into cloth and made it into clothing. Women and girls spent a lot of time throughout the year making cloth and clothing for the family.

Farm life could be difficult, but there were also opportunities for social activities. Neighbors visited, especially on Sundays. Families got together to make maple sugar, or to help each other gather crops. The sun and the seasons set the day's schedule, making each day different depending on what they needed to do. Growing up on a farm meant that you were surrounded by family and friends, but you often had little more than you needed to survive.

Factory Life – After the year 1820

Cloth was the first things mass-produced during the Industrial Revolution. Cloth made on machines was made faster and easier than cloth made by hand. Huge factories were built and filled with machines producing different kinds of cloth.



FALES & JENKS' SPINNING FRAME.

Machines require people to work them and the mills needed a lot of workers. Early mill owners chose mostly young women from New England farms to run the machines. Farm girls flocked to Lowell.

On farms, everyone had many different jobs to do. In a factory a worker did the same job every day. People worked in different rooms in the mills. In the carding rooms, dangerous machines combed the cotton. The cotton was

turned into thread in the spinning rooms. In the weave rooms threads were woven into finished cloth. Everyone in the factory spent 13-14 hours a day in the hot, noisy rooms working at dangerous machines. Cotton dust filled the air, making it hard to breathe.

Lowell also had many opportunities not found elsewhere. Boardinghouses owned by the mills served as “home” for the young workers. They lived with others their own age, and a boardinghouse keeper served them three meals a day. Workers earned money and had a lot of fun and interesting things to do in the city. They sent their money home, or bought themselves new clothes and books or saved it for the future.

By the 1840s, nearly 10,000 women and 2000 men left New England farms to work in Lowell’s mills. Lowell was a city of possibilities and adventure for some; for others, the city meant nothing but long days and hard work.

Farm image courtesy Old Sturbridge Village (www.osv.org)

Factory image courtesy Lowell National Historical Park (www.nps.gov/lowe)

From Farm to Factory, the Beginning of the Industrial Revolution in New England

Teacher's Copy

The Industrial Revolution was the time in our history where huge changes took place in the way people lived and worked. Before the Industrial Revolution people made what they needed on their farms by hand. That began to change when machines were invented to make products much faster and easier than they could be made by hand. People working at those machines made money and then bought items like food and clothing instead of making them by hand.

Farm Life

Before the Industrial Revolution, most Americans lived on farms. The whole family worked together to make what they needed for daily life. They bartered (traded) for items they could not make themselves. A farmer may trade corn with the blacksmith for horse-shoes or nails.

Boys and girls living on farms had specific jobs to do throughout the day and had little time for school or play. All of the family's food had to be grown. Seeds had to be planted in the spring, fields cared for during the summer and crops harvested in the late summer and fall. Food had to be stored for the winter so that the family would have something to eat when nothing was growing outside. Fruits and vegetables had to be canned and potatoes, squash and pumpkins had to be stored in a cool, dry root cellar. Hay had to be cut and stored in the barn. Wood had to be cut for the fires that kept the house warm and cooked the food. Animals that provided milk, eggs, and meat needed to be cared for. Cows had to be milked morning and night, and eggs had to be gathered every day.

All of the family's clothing also had to be made by hand. Making cloth took a lot of time and effort: sheep had to be sheared (shaved), and then the wool had to be cleaned and combed, before being spun into yarn and woven into cloth. Women and girls spent a lot of time throughout the year making cloth and clothing for the family.

Although life on a farm could be difficult there were also opportunities for social activities. Neighbors would visit, especially on Sundays. Families would get together to make maple sugar, or to help each other gather crops. The day's schedule was set by the sun and the seasons and was different depending on what had to get done. Growing up on a farm meant that you were surrounded by family and friends, but you often had little more than you needed to survive.

Factory Life

New England's Industrial Revolution began when machines were invented to make cloth. Cloth could be made faster and easier on machines than cloth made by hand. In Lowell, huge factories were built filled with machines producing different kinds of cloth.

Machines require people to work them and the mills needed a lot of workers. Early mill owners chose mostly young women from New England farms to run the machines.

There were many different jobs to do in a factory, but unlike a farm, where everyone did lots of different jobs, in the factory you would the same job every day. Some people worked in the carding room where dangerous machines combed the cotton. Others worked in the spinning room where the straightened cotton was turned into thread. Many others worked in the weave room where threads were woven into finished cloth. It didn't matter where someone worked, everyone in the factory spent 13-14 hours a day the hot, noisy rooms working at dangerous machines. Cotton dust filled the air, making it hard to breathe.

Lowell also had many opportunities. Boardinghouses owned by the mills served as “home” for the young workers. They lived with others their own age and were served three meals a day by the boardinghouse keeper. Workers could earn money and there were a lot of fun and interesting things to do in the city. Workers could send their money home, or buy themselves new clothes and books. They had lots of friends their own age.

By the 1840s, nearly 10,000 women and 2000 men had left New England farms to work in Lowell's mills. Some found Lowell to be a city of possibilities and adventure, for others, the city meant nothing but long days and hard work.

Rubric for “Farm to Factory: The Nutter’s Workday”

Exit Ticket

	1	2	3
Give two examples of how your life is different from Emily and Edward’s lives.	Only one example given	Examples are somewhat clear	Examples are clear and well thought out
Explain why your life is different.	Student does not show a grasp of the concept.	Student somewhat understands the concept.	Student understands concept. Sentence shows thought and insight.
Spelling and Grammar	Several spelling or grammar mistakes	1-3 spelling or grammar mistakes	No spelling or grammar mistakes

Writing Extension

	1	2	3
Cite three examples from reading and worksheets.	Only one example cited or example not thought through.	Two examples cited or examples not complete thoughts.	Three examples cited and examples are thorough.
Explain why you chose those examples.	Student does not back up examples.	Student explains one or two examples.	Student clearly explains why each example was chosen.
Spelling and Grammar	Several spelling or grammar mistakes	1-3 spelling or grammar mistakes	No spelling or grammar mistakes

Edward Nutter's Workday on the Farm and in the Mill

<u>Time</u>	<u>Edward on the Farm</u>	<u>Edward in the Mill</u>	<u>Your Day</u>
4:00 am		Get up and get dressed. Mill opens; work begins.	
5:00 am	Get up and dressed. Haul wood for fire.	Work in the carding room.	
6:00 am			
7:00 am	Eat breakfast with family. Cut and stack wood to use this winter.	To boardinghouse for breakfast. Back to mill. Machines are started.	
8:00 am			
9:00 am	Harvest corn.	Work in carding room.	
10:00 am	Harvest corn.		
11:00 am	Harvest corn.		
12:00 pm	Eat dinner.	To boardinghouse for dinner.	
12:30 pm	Dig potatoes to store in root cellar.	Back to the mill. Machines are started.	
1:00 pm		Work in carding room.	
2:00 pm	Neighbor visits to trade wool for eggs.		
3:00 pm			
4:00 pm	Haul manure to use for fertilizer in the spring.		
5:00 pm	Haul manure.		
6:00 pm	Eat supper		
7:00 pm		Work ends. Mill closes. Go to boardinghouse. Eat supper.	
7:30 pm	Carve wooden toy for baby brother while father reads from the Bible.		
8:00 pm		Free time (attend a lecture, read, visit with friends, attend a class)	
9:00 pm	Go to bed.		
10:00 pm		Lights out. Go to bed.	

Emily Nutter's Workday on the Farm and in the Mill

<u>Time</u>	<u>Emily on the Farm</u>	<u>Emily in the Mill</u>	<u>Your Day</u>
4:00 am		Get up and get dressed. Mill opens; work begins.	
5:00 am	Get up and dressed. Milk cows.	Work at spinning frame.	
6:00 am			
7:00 am	Eat breakfast with family. Feed chickens & collect eggs.	To boardinghouse for breakfast. Back to mill. Machines are started.	
8:00 am			
9:00 am	Help mother make cheese from milk.	Work at spinning frame.	
10:00 am			
11:00 am	Make bread. While dough rises, pick blueberries.		
12:00 pm	Help prepare dinner.	To boardinghouse for dinner.	
12:30 pm	Eat dinner. Feed baby brother.	Back to the mill. Machines are started.	
1:00 pm			
2:00 pm	Work in garden. Gather vegetables.	Work at spinning frame.	
3:00 pm	Neighbor visits to trade wool for eggs.		
4:00 pm	Make blueberry jam.		
5:00 pm	Make stew from garden vegetable.		
6:00 pm			
7:00 pm	Milk cows. Eat supper.	Work ends. Mill closes. Go to boardinghouse. Eat supper.	
7:30 pm			
8:00 pm	Sew dress while father reads from the Bible.	Free time (attend a lecture, read, visit with friends, attend a class)	
9:00 pm			
10:00 pm	Go to bed.	Lights out. Go to bed.	

Farm Activities Worksheet

Edward or **Emily** (circle one)

Activity	How does it contribute to the family?