Primary Source: Industrial Revolution

For 4th and 5th Grade

Time 30 minutes

Inquiry Student Learning Plan: Industrial Revolution

Context: This lesson, the Industrial Revolution, is designed for the gifted and talented program in the Columbia County School System. The lesson is aimed at 4th and 5th grade students and will conform to the state standards. It will incorporate primary source materials from the Augusta Museum of History’s collection and is designed to follow a tour of the Museum’s exhibit (especially Transportation Hall), but can be presented in other classroom contexts.

GA State Standards:

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).

SS5H3 The student will describe how life changed in America at the turn of the century.

b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

Instructional Model: The Inquiry Model applies the inductive scientific method to this history lesson. This lesson will allow students to gain a deeper understanding of the various views of the Industrial Revolution by conducting their own research (through age-appropriate primary sources relating to the Industrial Revolution). This topic makes for an excellent inquiry lesson as there are multiple and competing answers to the various reactions to the Industrial Revolution. This activity should take about 45 minutes. The students will gather evidence in order to write an op-ed piece for the Augusta Chronicle about the impact of the Industrial Revolution on the city of Augusta. The students will compare their findings through dividing into pro Industrial Revolution and con Industrial Revolution. They will each say one reason to support their stance. The students will then be asked to reevaluate their opinions and be asked if they have been convinced by each other’s arguments. By applying inductive reasoning, students can begin to learn more about how history is ultimately formulated and written.
Historical Background: The Industrial Revolution, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian, rural societies in Europe and America became industrial and urban. Prior to the Industrial Revolution, which began in Britain in the late 1700s, manufacturing was often done in people’s homes, using hand tools or basic machines. Industrialization marked a shift to powered, special-purpose machinery, factories and mass production. The iron and textile industries, along with the development of the steam engine, played central roles in the Industrial Revolution, which also saw improved systems of transportation, communication and banking. While industrialization brought about an increased volume and variety of manufactured goods and an improved standard of living for some, it also resulted in often grim employment and living conditions for the poor and working classes.

Assessment: The activity is set up so that students will produce both written and oral feedback. This will allow monitoring of the learning level and accomplishment of the students.

Content and Instructional Strategies:

I. Elicit Hypotheses (5 minutes)

   a. The question of how the Industrial Revolution helped or hurt the people of Augusta was posed at the end of the hook.

   b. Students should discuss in pairs of both the positives and negatives of the Industrial Revolution.

   c. The discussion will be opened up to the whole class. Students will share the theories discussed while the teacher writes major ideas on the board. These hypotheses will be posted on the board throughout the lesson.

II. Data Gathering and Processing (25 minutes)

   a. The students will learn history by creating history. There will be four stations around the room. One station will have pictures of factories, machines, railroads, and factory workers. The second station will have farm fields and agricultural workers. The third station will have diary entries from factory workers and the fourth station will have diary entries from farm workers.

   b. The students will use a pro con worksheet to create a thesis statement based on the primary source stations.

IV: Written Activity -The students will write a five to six sentence op ed piece describing the changes they have seen in Augusta and whether they believe these changes are good or bad. (15 min)

V. Conclusion (15 min)

   a. When this activity is completed, I will ask all students who said pro to stand on the right side of the room and those who said con to stand on the left side of the room.
b. Each person will state one reason for their decision.

c. Ask if anyone’s opinion has changed and why.

d. The students will look back at their original hypothesis, and discuss how their conclusion differed from what they previously though in a one sentence exit ticket at the bottom of the worksheet.

Rationale: This activity will encourage students to engage in primary source inquiry in order to discover the various viewpoints surrounding the industrial revolution. This lesson is age-appropriate for 4th and 5th grade students as it requires them to take evidence and come up with independent opinions. This will allow the students to get a taste of reading primary sources. This information is grade appropriate for seventh grade as it exposes the students to primary source research without using overly detailed primary source materials. In a sense, the students are creating their own primary source research. This will actively engage this age-level and develop their curiosity about history.

Materials:

Worksheet:
Compare: What are some reasons each image was good or bad for Augusta?

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<thead>
<tr>
<th>Objects</th>
<th>Pro</th>
<th>Con</th>
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<tr>
<td>Item 1</td>
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<td>Item 4</td>
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Write an article for the Augusta Chronicle about the changes happening in Augusta and whether it is good or bad for the town’s people (6-8 sentences).

How does your opinion match with the hypothesis on the Board? Write one sentence saying what you have learned.
Primary Sources:

Item 1:

Columbia County 1796
Columbia County 1885a

Item 2
Much of the cotton, as soon as picked, is loaded loose on a deep-box wagon and hauled directly to the gin. Other wagons are coming from other plantations; a long line of them may have to wait for hours for a chance to unload. Naturally the least valuable hands in the field are sent with the teams but the loss of time is serious when every hand is needed among the pickers. A good many growers are now providing home storage houses where the cotton can be kept for from two to five weeks before ginning. This gives the cotton the benefit of a sweating-out and possibly a further diffusion of beneficial oils from the seed in final ripening process. At least it is claimed that the fiber is toughened by this delay and the latter improved. Any moisture caused by dew on the morning-picked cotton is avoided and one common cause of “gin-cutting” of the fiber removed. Some of the larger plantations have their own ginnery and the smaller growers in the neighborhood frequently unite in the establishment of a co-operative gin.

The cotton is unloaded very quickly, without much handling, once the wagon reaches the unloading platform. A vacuum pipe is lowered into the midst of the loose cotton and the light fiber sucked up much as dirt is taken from a carpet into a vacuum cleaner. The action of the air loosens up the fiber and prepares it somewhat for the cleaning process later on. Much of the coarser refuse, dirt, sticks, stones, etc., drop out as the fiber is blown over to a floor-bin near the gin hopper.

What is suction? Why and how can it be made to lift objects?
Item 3

Apprentices Wanted.

One or two apprentices to the printing business will be taken at this office. Youths from 14 to 16 years of age, with a tolerable English education, who can read and write well, will meet with encouragement.

Jan 9, 1839
Augusta as a Manufacturing Centre.
SOME OF AUGUSTA'S LEADING FACTORIES.

AUGUSTA BREWING COMPANY
BREWERS.
"Longest Hours, Pride of the Southland.
DAVID SLUSKY
Stoves, Washers, Grills, Etc.
TIN ROOFING, GALVANIZED IRON, CORNICE WORK.
Tinners' Supplies, New Arrivals.
CASH ADVANCES ON TRADE.

AUGUSTA FACTORY
Manufacturers of Standard Matchboxes, Ducados.

HANKINSON & O'KEEFE
Standard Matchboxes, Ducados and Bests.

LOMBARD IRON WORKS
Supply Company, Cotton, Sisal, Fertilizer, Oil and Gas.


PHINIZY & Co.
COTTON FACTORY.

AUGUSTA'S LEADING BUSINESS INSTITUTIONS.
Are You Among Them?

AUGUSTA MUSEUM OF HISTORY | Primary Source: Industrial Revolution