

## Unit: Lowell and the Industrial Revolution

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**Lesson Topic:** Human-Environment Interaction & Technology

**Grade Level:** Elementary/Middle/High School

**State Standards:**

**Class Time:** 45-60 minutes

### Objectives:

- Describe how the Industrial Revolution changed the textile industry.
- Describe the difference between products that are hand crafted and mass-produced.
- Understand the shift from cottage industries to the factory system and the market revolution.

### Prerequisite knowledge/Background Information:

- Students will have an understand the difference between **unskilled** and **skilled laborer**

### Materials:

### Procedure:

- Split the class into groups of four.
- Give each group a piece of paper with sneaker outlines drawn on it.
- Craftsman Method: Tell the students that each student in the group has ten minutes to cut out a sneaker and decorate it in any anyway that they would like. Remind them that these should look nice and to put effort into cutting and decorating. (Walk around encouraging their creativity)
  - o When the ten minutes is up, have each group collect their 4 finished products, to label them "group a" and put them away for a little while
- With students still in their work groups. Give each group a stack of 15 papers with the sneaker outlines.
- Factory Method: Tell the students that each group has 10 minutes to cut and decorate as many sneakers as they can. Tell them this is a competition; they're competing against the other groups. Hand them more copies of the sneaker outlines if they go through them all.
- While the groups are working, remind them that they need more sneakers, what they have "isn't enough". Tell them to "move faster".
- At the end of the ten minutes have each group count the total pairs of sneakers their group was able to produce. Have them label them "group b". The group with the most sneakers wins the fake contest.
- Have the students break up and go back to their regular seats.
- With all students, spend about 5-10 minutes discussing the differences between sneakers from "group a" and "group b". They should immediately identify the difference in quality.
- **With about twenty minutes left, hand out worksheets with the following questions (they**

- should use about 5-10 minutes to answer these questions):**
- 1. What were the major differences between “group a” and “group b”?
  - 2. How did your group go about producing as many sneakers as possible? What method did you use?
  - 3. Why was the factory method so attractive from a business standpoint?
  - 4. How might craftsman feel about working in a factory? Why?
  - 5. How might consumers be affected by this new method?
  - 6. Which approach requires more skill?
  - 7. How did your groups go about creating as many sneakers as possible?
- When students are finished answering the questions, use the rest of the class time to go over and discuss the questions the students have just answered. Answer any additional questions students may have.

### **Assessment**

Post activity worksheet