



Teacher Adaptation

A Shortened Version of the BHH Unit

Designed and Piloted by the 3rd Grade Teachers of Washington Community School District in Washington, Iowa

Introduction

This abridged version of the BHH industrialization is an excellent revision, recommended for teachers with less time to teach history, or for teachers that prefer not to introduce the economic concepts in the original BHH unit.

The lessons do not include a set of history sources—photos, graphics, etc. Teachers may wish to use the resources provided for the original unit on the BHH website.

Adapted Activity 1: Individual Production—When skilled craftsmen were the cornerstone of industry

This activity should be preceded by Activity #1 in the original BHH Industrialization unit. In that activity, the class begins constructing a timeline for Industrialization.

Content Goals:

Students become familiar with the concept of skilled craftsmen, individuals constructing a product from start to finish.

Process Goals:

- ❖ Students engage in a simulation activity.
- ❖ Students create a pictograph.
- ❖ Students engage in photo analysis.

Centerpieces:

- ❖ Simulation activity, photographs, pictograph clipart

Content:

- ❖ Individual production processes-what were/are skilled craftsmen?

Process:

- ❖ Introductory Discussion.
- ❖ Photo Analysis—Building a Timeline

Teacher puts photo transparencies of skilled craftsmen at work on overhead projector. Students examine the photos.

Questions to Guide Student Photo Analysis

- How many people are in the picture?
- What do you think they are making?
- What sort of tools are the people using? Are they machine-powered tools?
- How large an area or space would they need to work in?
- Do you think we still make these things primarily by hand?
- Would it take a long time or a short time to make _____ by hand?
- Class begins a timeline by pasting up pictures of farm processes and tools from long, long ago.

❖ Simulation Activity

Students are encouraged to imagine themselves as craftsmen. They will be creating mini autograph books to sell which is how they make their living. The children put together the autograph book and you time them. Stop time when the last person is finished. **DON'T TELL THEM THEY ARE BEING TIMED.** At the end of the time, the class will examine the autograph books and discuss:

1. Are the autograph books alike or different?
2. How many autograph books did the class make total?
3. What was the hardest thing about making the autograph books?
4. Can you think of a faster or easier way to make the autograph books?

Pictograph—Using clipart pictures, class will make a pictograph to illustrate how products are made by hand, by a single craftsman. Teacher may introduce the activity by explaining that the pictograph tells the story of how the children just made their notepads. This is a story about all sorts of people outside the classroom too, skilled craftsmen. Create a class pictograph and hang up in room.

Activity 2: Inventions and Industrial Change over Time

Content Goals:

Students learn special inventions made it possible to produce/do things faster using machines than by hand.

Process Goals:

- ❖ Students continue making a timeline.

Centerpiece:

- ❖ Iron Horses (Kay & McCurdy, 1999), invention sheet, list of inventions and inventors books. (Eli Whitney, Thomas Edison, Orville and Wilbur Wright, Henry Ford, Alexander Graham Bell)

Content:

- ❖ Industrial inventions

Process:

- ❖ Teacher reads aloud Iron Horses to class.
- ❖ Divide class into 5 small groups. Teacher gives each group an invention sheet (see attached) and assigns each group one of the inventor books to read. The groups will read the books and fill out the invention sheets. Tell each group that they are going to be experts of their book and will present the information to the rest of the class. The group will find when invention was made, who invented it, how it is useful, and how it has changed over time. The students will then present their findings to the class.
- ❖ As a class discuss how these inventions made production faster than by hand.
- ❖ Teacher may conclude with a set-up for the next part of the unit by asking the students, "How did people make enough cars and planes and tractors and computers for most people in the country to have access to them?"
- ❖ This activity adds to the timeline. As a class paste photos of industrial inventions onto the original timeline in the new section. "Inventions that Changed our Lives" becomes the second part of the timeline, after the section of long, long ago farming, communication, transportation and sewing methods.
- ❖ For the final part of the timeline, "Life in the U.S. Today", class will paste in photos of modern tools such as cars, planes, tractors, computers, and sewing machines.



Activity 3: Mass Production

Content Goals:

Students learn about assembly lines.

Process Goals:

- ❖ Students simulate work on an assembly line.
- ❖ Students add to class pictograph.

Centerpiece:

- ❖ Assembly line simulation, photographs, pictograph clipart, Extra Cheese, Please! (Peterson & Uptis, 1994).

Process:

- ❖ Divide the class into groups. Each group is given tools to create same autograph notebooks. Each group will be given a sample of what notebook should look like.
- ❖ The groups are given a designated amount of time (try and use the same amount of time that it took them to do individual notepads).
- ❖ At the end of the time the class examines the autograph books and discusses:
 - How many autograph books did the whole class make?
 - What was the hardest part?
 - Are the autograph books alike or different?
 - What was different about the ways you made these autograph books today from the other day?
 - What way did you enjoy better? Why?
 - Do you think you would rather do your assembly line job day after day or the skilled craftsmen's job?
 - OPTIONAL: Class can then examine photos of industrial processes inside factories, real-life assembly lines.
- ❖ Complete assembly line part of class pictograph.

Activity 4: People of the Industrial World 100 Years Ago

Content Goals:

- ❖ Students learn various people of the late 19th century lived in different sorts of housing conditions depending in part on what sort of job they held.
- ❖ Students become familiar with working conditions in 19th century industrial factories.
- ❖ Students learn workers on assembly lines did jobs that required little training and did not pay well.
- ❖ Students learn immigrants, children and women were many factory workers.

Process Goals:

- ❖ Book discussion, photo analysis.

Centerpiece:

- ❖ Housing photos, *The Bobbin Girl* (McCully, 1996)

Process:

- ❖ Using photographs of various houses and tenements, students investigate how peoples' living conditions varied depending on their work. Photos may be shown on an overhead projector as teacher describes the sorts of workers or owners that might have lived in the various dwellings. Student empathy may be encouraged with questions about the dwellings – would you have liked to live here? Do you think the family that lived here was ever hungry? Etc.
 - Large Business owners – palaces.
 - Skilled craftsmen, doctors, nurses, teachers, policemen – houses.
 - Unskilled factory workers – tenement apartments.
- ❖ What was life like for unskilled workers? Teacher reads *The Bobbin Girl* to class. Class discusses life for unskilled workers.

Teacher explains how factories were built in places farther and farther West (railroads made this possible.)

- ❖ • Class together compiles a list of the pros/cons of industrialization.