

Lesson Plan

The Mills of New Hampshire

This is an adaptation of a lesson plan prepared by Karen Fryer while participating in the New Hampshire Historical Society's New Hampshire History Summer Institute.

What Students Learn

Students will

- Locate mill sites on a map of New Hampshire and discover natural and manmade features that contributed to this location
- Describe who worked in the mills, what their working conditions were like, where they came from, where they lived, and what they did in their leisure time
- List products produced by the mills and identify raw materials from which the products were made
- Identify the environmental impact of the mills
- Explain how railroads affected the mills and the people of New Hampshire
- Research both primary and secondary sources to find information on a topic (see the handout "The Mills of New Hampshire Challenge")
- Use information gathered through research to create a script (see "The Mills of New Hampshire Challenge")
- Work cooperatively with other students.

Procedures

Research one of the questions listed in "The Mills of New Hampshire Challenge" handout; then create a play, puppet show, or video to teach the rest of the class what you have learned. Students could also

- use advertisements from newspapers of the time period and wage information to figure the purchase power of the workers
- graph wages, percents of immigrants, etc
- read letters or diaries of mill workers and write their own creative pieces
- draw maps showing mill sites, rivers, and other modes of transportation
- read (or engage in read-alouds) from the list of children's books included in the bibliography

Lesson Materials

A study sheet titled "The Mills of New Hampshire Challenge"

Bibliography

Most entries, as well as other teacher resources, are available through the New Hampshire Historical Society's Tuck Library and its Museum Store.

Denenberg, Barry. *So Far from Home: The Diary of Mary Driscoll, an Irish Mill Girl*. New York: Scholastic Trade, 1997.

Hareven, Tamara and Randolph Langenbach. *Amoskeag: Life and Work in an American Factory-City*. New York: Pantheon Books, 1978.

Jager, Ronald and Grace Jager. *New Hampshire: An Illustrated History of the Granite State*. Woodland Hills: Windsor Publications, 1983.

McCully, Emily Arnold. *The Bobbin Girl*. Dial Books for Young Readers, 1996.

Paterson, Katherine. *Lyddie*. London: Puffin, 1995.

Rosal, Lorenca Consuelo. *God Save the People: A New Hampshire History, Level II*. Orford: Equity Publishing Corp., 1988.

Ross, Pat. *Hannah's Fancy Notions: A Story of Industrial New England*. London: Puffin, 1992.

Samson, Gary. *A World within a World: Manchester, the Mills and the Immigrant Experience*. Dover: Arcadia, 1995.

Ville de Manchester, N.H. et l'Amoskeag Manufacturing Company. Manchester: Chambre de Commerce, 1912.

Assessment Tools and Techniques

Assessment will be from teacher notes and observations of students as they research their topics, work in small groups to create their scripts and prepare their presentations, perform their presentations, and answer follow-up questions. Criteria will follow the standards listed in "The Mills of New Hampshire Challenge" handout.

The Mills of New Hampshire Challenge

As the South struggled to rebuild itself after the devastation of the Civil War, the North enjoyed an industrial boom. People on farms found that they could be paid to finish products at home, such as weaving palms for hats and sewing shoes and stockings. They could also leave the farm altogether to work in the cities. The mills often provided housing for their workers, as well as recreational opportunities. As the mills grew, immigrants came to New Hampshire looking for a better life. The Amoskeag Manufacturing Company in Manchester grew into the largest textile complex in the world, and Berlin became the biggest producer of newsprint in the world!

Our study of the mills of New Hampshire will focus on the following questions:

1. Who worked in the mills and what were their working conditions like?
2. Where did the people who worked in the mills live? What did they do in their time off?
3. What types of products did the mills produce? Where did the raw materials for these products come from?
4. How did the railroads affect the mills, as well as the rest of New Hampshire?
5. How did the mills affect the environment?

Your challenge is to research one of the above questions about the mills of New Hampshire. Get together with other students who researched the same question to create a 5–10-minute play, puppet show, or video to teach the rest of the class what you learned about your topic. Be prepared to answer any questions the class may have for you following your show.

Process Standards

A high quality process will include

- research from several different sources
- cooperative work with all members of your group
- a rough draft of your script approved by your teacher at least one week before the due date.

Product Standards

A high quality product will include

- backdrops, props, costumes, and/or puppets that reflect the setting and time period of 1870-1900
- clear speaking voices with appropriate volume and speed
- participation by all group members
- the ability to answer questions asked by the class following the presentation.

Curriculum Information

Information relating to the *New Hampshire History Curriculum* refers to the K-12 resource in two volumes developed by the New Hampshire Historical Society in partnership with Public Service of New Hampshire, the New Hampshire Department of Education, and the New Hampshire Council for the Social Studies. The K-6 volume is available on-line through the school programs section of the Society's Web site (<http://www.nhhistory.org>).

Grade Level

All Levels

New Hampshire Social Studies Standards

Economics 1, 2, 3, 5; Geography 2, 3, 4, 5; US/NH History 4, 5

New Hampshire History Curriculum Focus Topics

Natural Environment and People; Material Wants and Needs

New Hampshire History Curriculum Eras

1870–1900: Development of the Industrial United States