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The life of the factory? or the life of the farm? That is the question.

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The life of the factory? Or.... The life of the farm? That is the question.

Essential Question: The essential question is “Is it better to be a factory girl in the city or a country girl living and working on the farm in the 1830’s OR present day 2016?” Is it better to live in the country working on a farm or is it better to emigrate to a city and take a chance at working in a factory? Do the people in either migration country seem to be more optimistic or pessimistic about their job, position, lot in life and why? Which of these workers have the brightest future and why?

Length of time for lesson: 5-6 lesson periods

Learning targets:

1. I can determine which would be better for me: living in the country or immigrating to the city and work in a factory.
2. I can evaluate the factory system from the perspective of the factory owner and the factory worker.
3. I can compare and contrast the lives of modern girls who work in China on farms, to the lives of girls who have emigrated to the city to work in factories.
4. I can compare and contrast the lives of factory girls from the early 1800’s to the girls who work in factories in present day.
5. I can interpret musical lyrics and how it expresses emotions and hardships of factory life.

Focus Standards:

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Materials:

- TED- ED link to Leslie Chang’s talk www.ted.com/speakers/leslie_chang
- Textbook – Holt, Rinehart and Winston pages 390-395- Lowell Girls text
- Della Mae *Boston Town*- Play the song – www.youtube.com/watch?v=MEN1MYZU33k#action=share
- Della Mae *Factory Girls*- Play the song - <https://www.youtube.com/watch?v=mRLI7yZnmzQ&nohtml5=False>
- Della Mae *16 Tons* song https://youtu.be/4yqKuv_g1No
- Two class sets of Venn diagram graphic organizers (use with I Can statements 3 and 4)
- Class set of T-charts (use with I Can statement 2)
- Access to internet at school or home to research necessary topics for completion of graphic organizers, t chart, and culminating essay

Vocabulary-

- Emigrate-relocate from one place to another
- Apprentices—young men who worked for several years to learn the trade
- Lowell System- the use of water powered textile mills that employed young, unmarried women in the 1800s
- Trade unions- workers’ organizations that try to improve working conditions
- Textile factory-
- Strikes-the refusal of workers to perform their jobs until employers meet their demands

- Rhode Island System- a system developed by Samuel Slater in the mid-1800s in which whole families were hired as textile workers and factory work was divided into simple tasks
- Sarah G. Bagley: (d. 1847?) American mill worker and union activist, she advocated the 10-hour workday for private industry. She was elected vice president of the New England Working Men's Association, becoming the first woman to hold such high rank in the American labor movement.

Procedures:

**** Students are encouraged to use all internet resources possible to gain the BEST possible understanding of the Learning Unit in addition to all resources provided. Google it. ;)**

- Introduce the topic by watching the Leslie Chang video on the Chinese factory girls. Tell the students that some of the things they may hear involve young people who live in China and make products that we Americans use every day, such as iPads, iPhones, sneakers, and Coach purses. After showing the video segment on Ted Ed, allow students to process what they witnessed and discuss in a small group or whole group setting.
- Review key terms (vocabulary) for researching. Read each word aloud and allow students to ask or clarify the meaning.
- Introduction- Read the unit abstract aloud to the students. Have students recite the I Can statements and discuss what they will be involved in during the duration of the lesson.
- Textbook- Changes in Worker's Lives pages 390-395. Preview the section, headings, topics, etc.. What do students anticipate to be the gist of the section of the text.

- You choose: make a multi tiered timeline, graphic org of ANY sort using bullets, journal or otherwise the progress of the factory system and it's labor movement in the early 1800's industrial United States.
- Vocabulary- Have the vocabulary posted for students or give them a handout so they can refer back to it throughout the lesson. They can fold and glue it in with their song abstracts as a reference.
- Listen to the Della Mae songs with a copy of the lyrics for available songs. After the students listen to each song, have a pair share/small group discussion on how the song impacted them. Then, move to the whole group. What did the students like or dislike? This would be a perfect time to address any questions about the lives of people who work long hours in factories. Ask students to compare and contrast and factory and country girls and their geography, time periods, the jobs, and the establishment of the capitalist factory and the country way of living.
- Assign the abstract questions below.
- **Abstract questions:** Minimum 200 words for each writing prompt. Write an abstract to fully address the questions being asked regarding the three songs you are required to listen to. Study the lyrics with the song as well.
 1. *Boston Town:* – How does this song depict the factory girl's perspective?
 2. *Factory Girl:* From whose perspective is the song coming from? Regardless of the era, what does the song say about the life of a factory girl?
 3. *The Company Store:* Regardless of working in a mine or factory, how does the worker feel about the owner of the company? In addition, how might owners value their workers?

**The teacher will collect the abstracts and grade them. Students also have the option of discussing their responses to their classmates.

- Research the different perspectives in school or at home. Students will also research the perspective of the factory owners.
- Complete culminating essay
- Hold discussion regarding student's conclusions from final essays. Which lot in life is BEST.
- **Assessments:**
 1. Multi tier timeline, journal, some form of bulleted graphic organizer that accurately portrays the development of the factory system and it's labor movement in the early 1800's
 2. Two graphic organizers
 3. Three abstracts- Time and labor to research the lives of girls in the country in the 1830's US Chinese in the country today. The lives of factory girls in China today need to be researched. Read an excerpt or select one. Gather and research the factory owner at Lowell and the factory owner of the modern day Chinese manager.
 4. Culminating 5 paragraph essay

* Teachers may grade each of the 7 total assignments with weighted point values that they see fit. (i.e. determine appropriate point values for your own class.)

- **Culminating essay-** Students will answer the Essential question in a FIVE paragraph essay: “Is it better to be a factory girl in the city or a country girl living and working on the farm in the 1830’s OR present day 2016?”
1. Introductory paragraph: Introduce the whole unit. Include the essential question in some form and touch on several topics of study in the unit
 2. First body paragraph: Is it better to live in the country working on a farm, or to emigrate to a city and take a chance at a better life working in a factory?
 3. Second body paragraph: What evidence do you find of how migration to the city had an impact on marriage, family, lifestyle, moral or cultural changes? How does migration CHANGE the lives of these girls?? Use several examples you learned from the unit.
 4. Third body paragraph: Do the people in either migration country seem to be more optimistic or pessimistic about their future job position, lot in life and why? Which of any of these workers (1830’s or 2016 farm or factory) have the brightest future and why? Use several examples of evidence to support your opinion.
 5. Conclusion paragraph: Summarize your conclusions from each of the body paragraphs and the essential question.

T-Chart: What are the advantages and disadvantages of farm life vs city life?

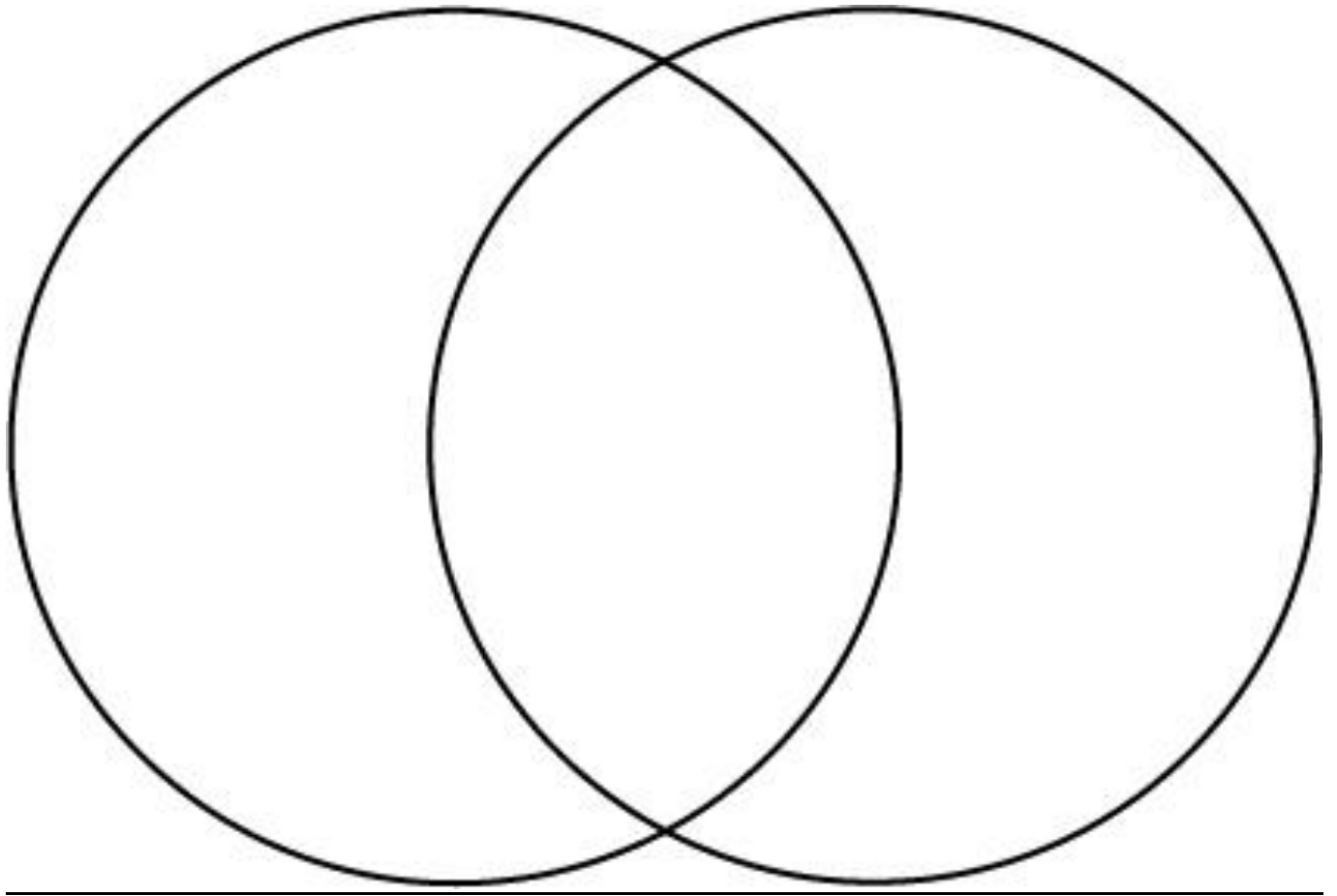
Farm Life

City Life

Venn Diagram comparing factory workers in the 1800's
and present day

1800's

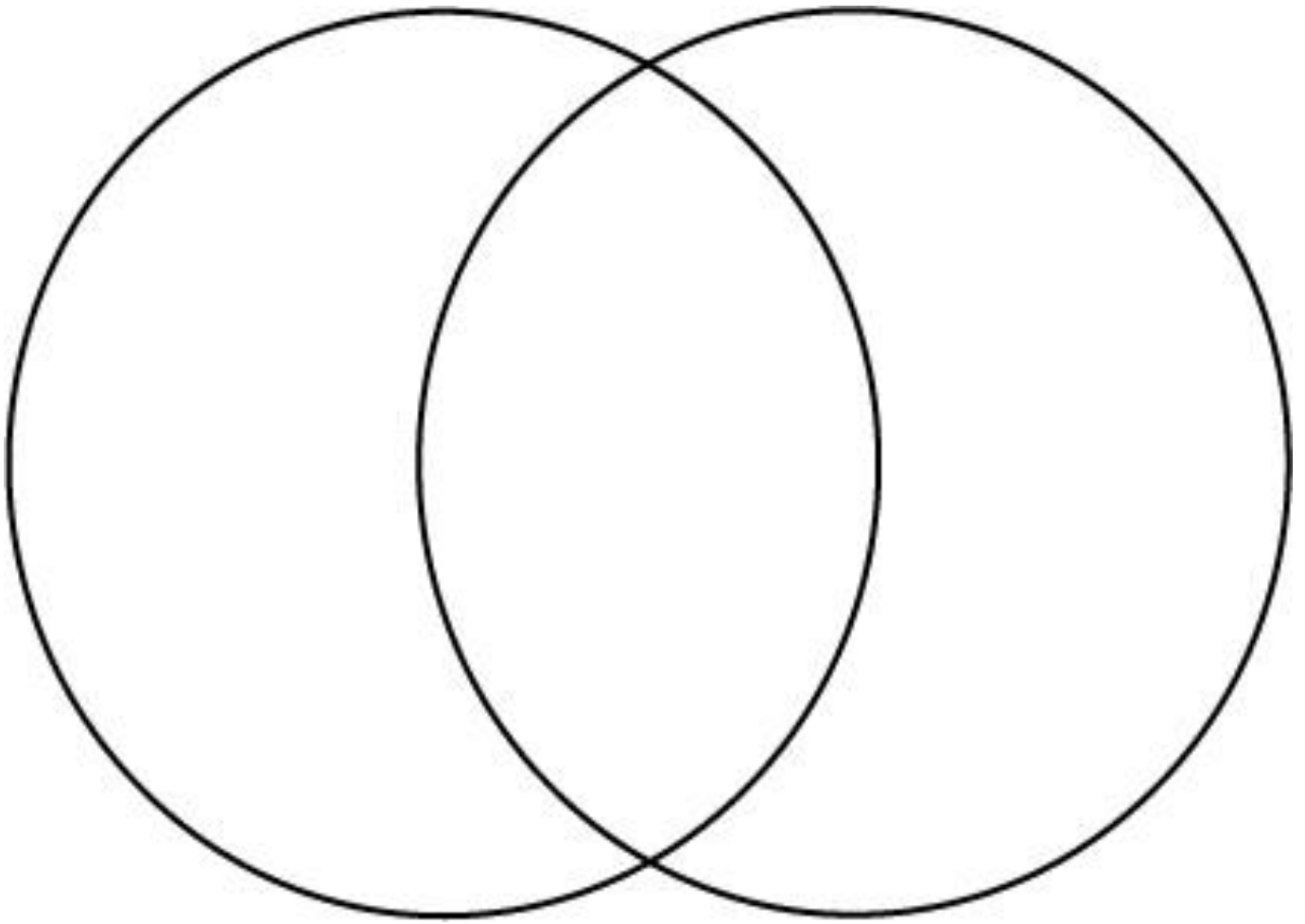
Present Day



Venn diagram comparing the lives of girls who worked in factories from the lives of girls who worked on farms in China and the United States.

Factory life

Farm life



Lyrics to Boston Town

Standing on the floor in the "City of
the Spindles"
Got me a job, lift me up to the middle

The Offering painted a very pretty
picture
Work at the mills held a promise of
the Scripture

But a girl like me was worked to the
bone
Our fingers bled and our bodies
moaned
Fourteen hours a day and then
My paycheck was half that of the men

Looking down with oppressions face
That pile of money they steal and
waste
Then they said they would have to cut our
pay
So we broke our cage and formed the
FLRA

They said what a waste of a pretty
girl
To let the labor flag unfurl
I said what more can you take from
me?
I own my hands and my dignity

So pass me a match and we will strike
it on the ground
And we will head back down to Boston
town
We could start a fire and they will never
put it out
And we will head back down to Boston town
They said what a waste of a pretty
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