

Historical Context and Background

The American Industrial Revolution of the 19th and early 20th Century was an exciting time in America. It was a time when many new inventions were created and people's way of life was changing. People were increasingly relocating to cities to find work in factories. There seemed to be an endless demand for employees which led to a vast wave of immigrants flocking to the United States. Many Asian immigrants arrived on the west coast of the United States, while the majority of immigrants arriving from Eastern Europe arrived on the east coast at Ellis Island.

In America at this time there were many entrepreneurs looking to invest money into new industrial centers. In Massachusetts a few manufacturing towns had sprung up in places such as New Bedford, Holyoke and Lowell. However, there were a group of Boston merchants who wanted to construct a new town from scratch. These men led by the Lawrence brothers, Abbot, Amos and Samuel. The Lawrence brothers and other investors combined to form the Essex Company. Together they set out to build a new town on the banks of the Merrimack River. Their plan was to harness the mighty Merrimack and use it to power mills that would manufacture cotton and wool for the entire world. They first had to set about purchasing land for this town which they were able to do by buying land from the towns of Andover and Methuen. Not everyone was warm to the idea of this new town, but the men who founded the Essex Company would not be denied.

Lesson Plan Day1

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 20, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.1 Explain the various causes of the Industrial Revolution

A. the economic impetus provided by the Civil War

B. important technological and scientific advances

C. the role of business leaders, entrepreneurs, and inventors such as

Alexander Graham Bell, Andrew Carnegie, Thomas Edison. J.P. Morgan, John D. Rockefeller and Cornelius Vanderbilt

U.S. History II.2 Explain the consequences of the Industrial Revolution

A. the growth of big business

B. environmental impact

C. the expansion of cities

Historical thinking standard: Standard 1: Chronological thinking

Leadership: The founding fathers of Lawrence Massachusetts were visionaries. They built the city specifically to be a mill town by harnessing the strength and power of the mighty Merrimack River. Many of the buildings as well as the Great Stone Dam and North and South Canals still exist today.

Enduring Understandings:

- A great deal of forethought and planning went into the selection and location of Lawrence.
- Lawrence was built specifically to be a manufacturing center.
- The Merrimack River has been vital to the citizens of Lawrence throughout the city's history
- Prosperity isn't achieved without tremendous effort and doesn't last forever
- Lawrence has always been an immigrant city
- Sometimes it is worth risking everything to better the conditions of your life

Essential Questions:

Can you ever learn enough about where you live or where come from?

How much knowledge is enough?

Development and selection of activities and resources: Each Class consists of 45 minutes in length

Day 1 opening activity: KWL (approx. 10 minutes)

Students will work individually to uncover things they **K**now and **W**ant to **K**now about the city of Lawrence and its' history.

Students will next be given 5 minutes to share their list with a partner in the class.

The following 15 minutes will be spent constructing a list of current student knowledge on the board.

The last fifteen minutes of class will be used to issue and begin to preview and discuss a timeline consisting of the Key Events and Dates in Lawrence, Massachusetts History (Produced and provided by the Lawrence History Center)

Follow up: For Homework students will be asked to generate five questions regarding pages one and two of the timeline that they hope to learn more about as the unit progresses.

Question to think about: Where did the name Lawrence come from? What name would you have given the new town and why?

Lesson Plan Day 2

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 21, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.1 Explain the various causes of the Industrial Revolution

A. the economic impetus provided by the Civil War

B. important technological and scientific advances

C. the role of business leaders, entrepreneurs, and inventors such as

Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller and Cornelius Vanderbilt

U.S. History II.2 Explain the consequences of the Industrial Revolution

A. the growth of big business

B. environmental impact

C. the expansion of cities

Historical thinking standard: Standard 1: Chronological thinking

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Essential Questions:

Do you believe Lawrence was the proper name selected for the new town?

Do you believe that the founders of Lawrence lived by the belief “If you build it they will come”?

Development and selection of activities and resources:

Lesson 2 will be conducted in a forty five minute session.

The lesson will primarily consist of a lecture with pictures of the founding fathers of Lawrence and their backgrounds presented on the overhead projector. Founders included will be Abbot Lawrence, Daniel Saunders, Hiram Mills and Charles Storrow. The roll of each of these individuals as well as the leadership roles they played will be discussed.

Assessment: Exit slip, name 2 founding fathers of Lawrence and their major contribution to the development of the city. Also provide the name you would have given to the new town.

Homework: Each student will be issued one of 3 readings to preview for our next class regarding the history of the Essex Company and/or the planning and building of the city of Lawrence.

Lesson Plan

Day 3

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 22, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.1 Explain the various causes of the Industrial Revolution

A. the economic impetus provided by the Civil War

B. important technological and scientific advances

C. the role of business leaders, entrepreneurs, and inventors such as

Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller and Cornelius Vanderbilt

U.S. History II.2 Explain the consequences of the Industrial Revolution

A. the growth of big business

B. environmental impact

C. the expansion of cities

Historical thinking standard: Standard 1: Chronological thinking

Leadership: The founding fathers of Lawrence Massachusetts were visionaries. They built the city specifically to be a mill town by harnessing the strength and power of the mighty Merrimack River. Many of the buildings as well as the Great Stone Dam and North and South Canals still exist today.

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Essential Questions:

Why do visionaries often face criticism and rejection? Was that the case with the leaders/founding fathers of Lawrence?

Is it possible to think of everything when planning a grand endeavor or project? Do you believe the leaders of the Essex Company thought of everything when planning Lawrence?

Development and selection of activities and resources:

This class will consist of a cooperative learning activity. Students will be divided into six groups in order to review and discuss the homework readings from the previous night.

The three readings will further be broken down into six shorter sections of reading. Each group will be responsible for creating a graphic organizer on chart paper highlighting the key concepts in the reading. Each group will also answer the essential questions for today's lesson on their chart paper. Next each group will be responsible for presenting the important concepts from their reading and also explaining their answers to the essential questions.

After class I will type up the information presented by the groups for all members of the class.

Lesson Plan

Day 4

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 23, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.1 Explain the various causes of the Industrial Revolution

A. the economic impetus provided by the Civil War

B. important technological and scientific advances

C. the role of business leaders, entrepreneurs, and inventors such as

Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller and Cornelius Vanderbilt

U.S. History II.2 Explain the consequences of the Industrial Revolution

A. the growth of big business

B. environmental impact

C. the expansion of cities

Historical thinking standard: Standard 1: Chronological thinking

Leadership: The founding fathers of Lawrence Massachusetts were visionaries. They built the city specifically to be a mill town by harnessing the strength and power of the mighty Merrimack River. Many of the buildings as well as the Great Stone Dam and North and South Canals still exist today.

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Essential Question:

Were the mill owners of Lawrence captains of industry or robber barons?

Development and selection of activities and resources:

Today's lesson will consist of a lecture using photographs explaining the building of the North and South Canals and the Great Stone Dam. We will also discuss what the conditions were like for the laborers who worked on these projects and as well as whom these workers were and where they came from. We will also begin to discuss the role of immigrants in the building of Lawrence.

The second half of class will be spent viewing photos of the mill buildings and their owners.

We will also discuss the Pemberton Mill disaster.

Homework: Design a compare and contrast diagram of the Pemberton Mill fire and the Triangle Shirtwaist Factory fire discussed in the last unit.

Lesson Plan

Day 5

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 24, 2008

Class and Grade: United States History II, Grade 10

State framework standard: U.S. History II.2 Explain the consequences of the Industrial Revolution

- A. the growth of big business
- B. environmental impact
- C. the expansion of cities

U.S. II.3 Describe the causes of immigration of Southern and Eastern Europeans, Chinese Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

Historical thinking standard: Standard 1: Chronological thinking

Leadership: The founding fathers of Lawrence Massachusetts were visionaries. They built the city specifically to be a mill town by harnessing the strength and power of the mighty Merrimack River. Many of the building as well as the Great Stone Dam and North and South Canals still exist today.

Enduring Understandings:

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- Sometimes it is worth risking everything to better the conditions of your life

Essential Questions:

Is it correct to say that Lawrence is and always has been an immigrant city?

Have the leaders of Lawrence historically taken the steps necessary to improve the quality of life of the city's residents?

Development and selection of activities:

Today's activities will begin with a John Collins Type One activity. Each student will be given a sheet of paper. They will be instructed to write ten things that come to mind when they hear the word immigrant. After 5 minute I will then go around the room and ask for students to share some responses.

After the ice breaker I will then ask students where they think that the mill owners of Lawrence got their workers. The remainder of class will be used to investigate and discuss what life was like in Lawrence for the workers. We will examine how life differed for men, women and children and the obstacles each faced.

Lesson Plan

Day 6

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 27, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.3 Describe the causes of immigration of Southern and Eastern Europeans, Chinese Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

U.S. II.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.

A. The Knights of Labor

B. the American Federation of Labor headed by Samuel Gompers

C. the Populist Party

D. the Socialist Party headed by Eugene Debs

Historical thinking standard: Standard 5: Historical Issues –Analysis and Decision -Making

Leadership: The immigrant workers of Lawrence found strength in numbers. When they were faced with deplorable conditions both and in the community they decided they needed to act. The revolt and strike were backboned mainly by a strong group of women who were willing to sacrifice what little they had in order to improve working and living conditions for all. These women showed determination and courage and won a fight that still benefits workers today.

Enduring Understandings:

- A great deal of forethought and planning went into the selection and location of Lawrence.
- Lawrence was built specifically to be a manufacturing center.
- The Merrimack River has been vital to the citizens of Lawrence throughout the city's history
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- Sometimes it is worth risking everything to better the conditions of your life

Essential Question:

Would you be willing to risk all you have to stand up for what you believe in?
Were the majority of workers bullied into striking by a few radicals?

Development and selection of activities and resources:

The Bread and Roses Strike of 1912

We will examine the factors that led to the strike as well as the role of the women of Lawrence in helping to lead the strike. Labor unions and their role in the strike will also be examined. The main instructional tool will be a DVD Collective voices The Bread and Roses strike. Factors examined will include what were the workers demands? Was the strike a success? How has the actions of these strikers affected the workers of today? How has affected the children of today?

Lesson Plan

Day 7

Unit Name: The History of Lawrence Massachusetts 1830-1912

School District: Lawrence

Date: October 28, 2008

Class and Grade: United States History II, Grade 10

State framework standard:

U.S. II.1 Explain the various causes of the Industrial Revolution

- A. the economic impetus provided by the Civil War
- B. important technological and scientific advances

C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller and Cornelius Vanderbilt

U.S. History II.2 Explain the consequences of the Industrial Revolution

- A. the growth of big business
- B. environmental impact
- C. the expansion of cities

U.S. II.3 Describe the causes of immigration of Southern and Eastern Europeans, Chinese Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

U.S. II.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.

- A. The Knights of Labor
- B. the American Federation of Labor headed by Samuel Gompers
- C. the Populist Party
- D. the Socialist Party headed by Eugene Debs

Historical thinking standard: Standard 1: Chronological thinking, Standard 5: Historical Issues –Analysis and Decision -Making

Leadership: The founding fathers of Lawrence Massachusetts were visionaries. They built the city specifically to be a mill town by harnessing the strength and power of the mighty Merrimack River. Many of the buildings as well as the Great Stone Dam and North and South Canals still exist today.

The immigrant workers of Lawrence found strength in numbers. When they were faced with deplorable conditions both and in the community they decided they needed to act. The revolt and strike were backboned mainly by a strong group of women who were willing to sacrifice what little they had in order to improve working and living conditions for all. These women showed determination and courage and won a fight that still benefits workers today.

Enduring Understandings:

- A great deal of forethought and planning went into the selection and location of Lawrence.
- Lawrence was built specifically to be a manufacturing center.
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Essential questions:

How has the history of Lawrence influenced how we live today?

Do you feel the leadership of Lawrence has learned from past failures?

Are Lawrence's immigrants today treated better than those of the past?

Development and selection of activities and resources/content:

Today's activities will consist of a historical field trip and walking tour of the city of Lawrence. We will begin at the Lawrence History Center with a presentation and tour. Then we will continue on the Lawrence Heritage State Park Visitors Center for a guided tour. To finish off our day we will do a walking tour of the dam and canal area of Lawrence.

Final Assessments

The final assessment project for our unit, Lawrence, Ma. History 1830-1912, will consist of three options.

Each of the options will be due no later than Friday November 21.

Option 1 Lawrence Then and Now Presentation

This project can be completed individually or with one partner

You are to create a presentation comparing Lawrence in from 1830-1912 to the Lawrence of today. Topics to be compared include:

- The mills (how are they being used today? How many still exist?)
- The people (how has the demographics and nationalities of Lawrence changed) in what ways is it somewhat the same?
- Social Life: What do people do for fun today? What did they do then? Was and is communication a problem amongst citizens of Lawrence?
- Leadership: Who are the leaders of Lawrence today how do they compare with the leaders of the past?
- Schools: How have the education system and the school buildings changed? Who are many of today's schools named after?
- City Government: What buildings today represent our city government? What buildings represented Lawrence's government in the past? Are any the same?

Each section of your project must have pictures from both the past (1830-1912) and today. You must also write a minimum of five sentences comparing and contrasting each area. All pictures must have captions describing what they represent.

Option 2 Power Point Presentation

Your assignment is to create a power point presentation about the history Of Lawrence from 1830-1912

This project can be completed individually or with one partner.

- Your presentation must include a minimum of fifteen slides
- You must include a minimum of five pictures in your presentation
- Information in your presentation must include
 1. Founding Fathers
 2. The planning of the city
 3. the impact of immigration
 4. living conditions
 5. working conditions
 6. The strike of 1912

Option 3 Research Paper

Your assignment is to compose a 4-6 page research paper on the City of Lawrence 1830-1912. You must include at least three sources of information in your project. Our school library, Lawrence Public Library, The Lawrence History Center and Lawrence Heritage State Park all provide numerous resources. In your paper you must provide information on the following

1. Founding Fathers
2. The planning of the city
3. the impact of immigration
4. living conditions
5. working conditions
6. The strike of 1912

Your paper should be done in APA format. Your paper must be type written. You must use black ink, Times New Roman 12pt. font. You also must include a title page and works cited page with a minimum of three sources cited in you paper.

Narrative

I believe that this unit will be important to my students in Lawrence. Too often we assume that our students know a great deal about the place they live and we fail to gauge their actual knowledge. Lawrence is and always has been a city of immigrants. Due to this fact there is a great deal of transience in our population and in our schools. This is why I believe a unit on Lawrence history should be taught at all grade levels throughout the city.

I plan to use this unit in conjunction with units I teach on the Industrial Revolution and Immigration. I intend to use it as a bridge between the two topics, because it is nearly impossible to consider one without the other.

Although I worked on my own to create this unit, I plan to collaborate with some of my colleagues who worked on the same topic to refine and improve my work. It would have been nice to collaborate on this unit; however vacations, summer jobs, and other commitments prevented that from occurring.

Some things I added to this unit that I have taken from the TAH summer institute include the DVD Collective Voices, The Bread and Roses Strike and the field trip to Lawrence Heritage State Park Visitors Center. Although I have lived in Lawrence my entire life I had never been there. I had been to the Lawrence History Center and I think bringing my students to both sites will definitely enrich the unit.

In regards to leadership dilemmas and opportunities, I think that it is important for my students to realize what visionaries the founding fathers of Lawrence were. They took a

chance to build their dream. They risked vast amounts of money, time, and effort and in some respect their reputations to achieve their dream. I think that should serve as a valuable lesson to students that dreams can come true through effort and determination.

Another area where leadership was evident was during the Bread and Roses Strike of 1912. The workers of Lawrence, especially the women, risked everything they had to try to improve the lives of all Lawrence citizens. Their dilemma was whether or not to risk their jobs, homes, and in many cases their safety, in order to fight against what they believed was unjust treatment. I admire them for what they did, as should all workers, they helped improve the lives of all of America's working people.

I feel as though my unit touches upon all of the historical thinking standards at some level; however I think that standards one and five are covered in the most detail.

