

New York City Department of Education
Department of Social Studies

Field-Test Edition

Grade 7

Life in the New Nation

A Sample Unit of Study

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Dear Reader,

Our unit focuses on the many ways a society changes when its economy industrializes. We have chosen to use early 19th century New York as a lens through which to explore the many ways that American life changed between the years of 1800 and 1850. By looking at the changing landscape of the city, the new inventions of that era, the ways that work and workers changed, and the development of new transportation (with a spotlight on the Erie Canal), we hope to help students see that every aspect of life changes as an economy grows more industrial and new technologies are developed.

To explore the ways that society was changing, students will analyze historical maps, examine pictures from the time period, and read profiles of inventors and first-hand accounts of workers from the early 19th century. We want students to do historical investigation in sequencing maps and pictures, and to act as social historians in their analysis of primary texts such as songs sung by workers on the Erie Canal. We also want them to put themselves in the place of a visitor to New York in the early 19th century, and experience the perspective of someone living through the technological and social changes of that time.

Inside this packet, you will find an overarching essential question, some focusing questions, a “brainstorm of possibilities,” as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum.

This unit was developed through participation in the New York City and the Nation’s Gotham Fellows Program. This professional development program provided the basic concepts, content, and chronologies of American history through the lens of New York City, offered new teaching methodologies, and supported us in the development of this unit of study to pilot in the classroom and disseminate citywide. The program is funded by “American Journey,” a citywide Teaching American History grant from the U.S. Department of Education awarded to the New York City Department of Education. This program is a partnership with the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society. The combined expertise of these organizations has brought the essential content of American and local history to us in an accessible framework and has supported us in the development of this unit of study.

Social Studies provide an essential foundation to help our students become informed and active participants in their communities. As teachers, each of us must actively help them understand the complexities of our world and the importance of being involved citizens. We believe this unit of study will help students gain essential skills and strategies used by historians as they develop an understanding of how communities change over time and the factors that influence or cause those changes.

Essential Question

How does society change as a nation's economy changes?

Focus Questions	Lessons/Activities
1. How did the Industrial Revolution change the way people worked, lived and traveled during the first half of the 19 th century?	<ul style="list-style-type: none">• 1A-C: How did the inventions that brought about the Industrial Revolution change the way people worked, lived and traveled during the first half of the 19th century?• 1D: How did the Market Revolution impact households at the beginning of the 19th century?
2. How does the city landscape change as the economy grows?	<ul style="list-style-type: none">• 2A: How did the streetscape of New York City change from 1800 to 1850?• 2B: How did the building styles of New York City buildings change from 1800 to 1850?• 2C: What elements of 19th century New York streets are still visible today?
3. How did the Erie Canal help make New York the Empire State?	<ul style="list-style-type: none">• 3A: Why was the Erie Canal built?• 3B: Where and when was the Erie Canal built?• 3C: How did the Erie Canal change the state's economy? <p><i>(These questions are suggestions for teachers developing a focus on the Erie Canal.)</i></p>
4. What types of jobs were available to women, African-Americans and immigrants in N.Y.C. in the early 19 th century?	<ul style="list-style-type: none">• 4A: How did women unite against unfair labor practices in the early 19th century?• 4B: How can we use historical accounts to understand the varied work experiences of early 19th century African Americans in New York?• 4C: How did industrial development in the United States lead to an increase in immigration? <i>(This question, though not developed in these materials, is included as a suggestion for further study.)</i>
Culminating Project: "Life in the New Nation" Magazine Project	

Culminating Project

“Life in the New Nation” Magazine Project

Create a magazine dealing with the changes in society during the first half of the 19th century that were brought about by the Industrial and Market Revolutions. Information for this magazine will come from sources you have been given in class and also from outside research. You may modify and incorporate work previously completed during this unit. This project is your assessment for this unit.

The magazine might include the following elements:

- **Cover page** with the title of the magazine and some information on what can be found inside (e.g., names of stories, types of activities). The artwork for the cover should include your own original drawings and/or photographs. Relevant images from other sources may be used if you substantially modified them. Make your cover colorful and attractive so that people will be intrigued and want to read your magazine. Examples of publications with varying styles of covers include *Time*, *The New Yorker* and *National Geographic*.
- **Table of contents** which lists the titles and page numbers of all the articles, charts, games, puzzles, letters to the editor and other items appearing in the magazine.
- **Letter from the Editor** explaining the focus of the magazine and the issue’s contents.
- **Feature story** in the form of a five-paragraph essay answering the following question: How does a society change as a nation’s economy changes?
Some questions to think about in composing your story:
 - How did the inventions of the Industrial Revolution change the way people lived, worked and traveled?
 - How did the Market Revolution change the way people made, bought and sold goods?
 - How does a landscape change as a city industrializes?
 - How did the Industrial and Market Revolutions change the nation’s economy?
- **Inventor’s Profiles:** Write three brief profiles evaluating three inventors important to the Industrial Revolution. The profiles should include information on the inventor’s life, his important contributions and an explanation of how these contributions changed the way people worked, traveled and/or lived.
- **Then and Now:** Write an informal piece from the point of view of a New York City resident reflecting on the changes to the city landscape during the first half of the 19th century. Include two maps showing the changes to the city during this period (they can be maps you found or drew yourself or a combination of the two).
- **Roaming Reporter Piece:** Write a brief article reporting on the completion of the Erie Canal and the “wedding of the waters” ceremony. Be sure to include specific

details about who was there, exactly what happened, where and when it happened, and what the completion of the Erie Canal will mean to New York and the nation. Draw an illustration for the story (remember, there were no cameras back then so stories were illustrated by hand) and include a map of the canal (hand-drawn or found).

- **Advertisements:** create two advertisements that use images and a slogan to persuade buyers to purchase a factory-made household item. Include information on the advantages of buying the product instead of making it and also how buyers can purchase it. Advertisements must be in color and at least half an 8 ½ x 11 page.
- **What's Hot and What's Not:** A chart that provides information on the inventions of the first half of the 19th century. The chart can be set up any way you like but must include the following information:
 - Invention
 - Inventor
 - When it was invented
 - What it replaced or improved
 - How it changed the way people lived, worked and/or traveled.
- **Homes of the 19th Century:** profile a house and explain how it reflects the latest developments in home construction during the first half of the 19th century. Include the following information:
 - House's owners
 - Building history: who built it and when
 - Architectural details of the house
 - Inventions/architectural aspects that would have been new or innovative in that time period
- **Creative Piece** highlighting the work of women, immigrants and/or African-Americans during the first half of the 19th century. The creative piece could be a poem, rap, short story, travel log/travel adventure story, drawings, cartoons, movie or book review. Specific details about the workers and their work must be included in the piece.
- **Choose two of the following:**
 - 2 games (e.g. word scrambles, word searches, crossword puzzles, etc.)
 - Want ads for new industrial jobs (be sure to include information on the type of job, conditions of and compensation for work, and who would be the ideal candidates for the job).
 - Op-Ed pieces criticizing or supporting the industrialization of the new nation
 - Letters to the editor complaining or praising previous magazine articles
 - Articles dealing with business, sports, arts and/or dining
- **Bibliography:** There must be a *properly formatted* bibliography at the end of the entire magazine that includes all sources used in its creation. Your bibliography must include two (2) book sources, but may have as many web sources as you like.

The magazine may be assembled in any fashion (i.e., paper physically cut and pasted together or technologically cut and pasted together). All written material must be typed. However, font and spacing is up to you depending on how you want your magazine to look. The projects will be assessed on the quality of the content and your commitment to creativity (not artistic ability).

Lesson: How did the inventions that brought about the Industrial Revolution change the way people worked, lived, and traveled during the first half of the 19th century?

Unit’s Essential Question: How does a society change as a nation’s economy grows?

Skills/Strategies

- Understanding the accomplishments of key inventors who ushered in the Industrial Revolution
- Explaining the importance of key inventors who ushered in the Industrial Revolution
- Evaluating the impact of the inventions on how people lived, worked and traveled at the beginning of the 19th century
- Analyzing written text to draw conclusions

Materials

- Handout short bios on the following inventors: Samuel Slater, Eli Whitney, Robert Fulton, Samuel F. B. Morse, Isaac Singer, Francis Cabot Lowell and Peter Cooper
- Short bios of inventors
- Paper for nameplates (11 x 17 or 8 ½ x 11)
- Crayons, markers, color pencils, etc.
- Handout *Notes on Industrial Revolution Inventors*
- Library or computer lab access

Mini-Lesson

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| <ul style="list-style-type: none"> ▪ Use the following information to introduce students to the Industrial Revolution:
The Industrial Revolution was of great importance to the economic development of the United States. The term “Industrial Revolution” refers to a change from hand and home production to machine and factory production. It began with the mechanization of the textile industries and the development of iron-making techniques. It continued with the expansion of trade due to the introduction of canals, improved roads and, later, railways. The use of steam power (fueled primarily by coal) and powered machinery (mainly in textile manufacturing) were cruciala to the dramatic increases in production capacity.

The dates of the Industrial Revolution are not exact, and its impacts were experienced differently in different parts of the world, but it can be dated from the second half of the 18th century. See <i>Gotham</i> among other sources. |
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Independent Work Time

- Place students in groups of four. Each group will be responsible to learn about the ideas and contributions of a key inventor and, later, in a press conference, to bring these ideas to life. The press conference will focus on the following two questions:

1. *What were the important inventions and contributions that brought about the Industrial Revolution?*

2. *Who should be considered the key inventor without whom the Industrial Revolution would have had difficulty taking off?*

- The inventors participating in the press conference will be Samuel Slater, Eli Whitney, Robert Fulton, Samuel F. B. Morse, Isaac Singer, Francis Cabot Lowell and Peter Cooper.
- Assign each student a role for this activity (for groups greater than four, double-up the Investigative Reporter role):
 - a. **Actor** Plays the part of the inventor being questioned by reporters and historians during the class presentation. Takes time to learn the ideas and personality of the inventor. Helps others learn about the inventor he or she represents.
 - b. **Historian** Assumes responsibility for ensuring that all group members understand the ideas and contributions of the inventor. Looks in textbooks, encyclopedias, and other sources for additional information on the inventor. Prepares and asks supportive questions of the inventor during the press conference.
 - c. **Public Relations Agent** Takes time to learn about the ideas and personality of the inventor. Introduces the inventor at the start of the press conference. Solicits ideas from group members to design a nameplate for the inventor with a name and appropriate visual symbol of the inventor's contributions to the Industrial Revolution.
 - d. **Investigative Reporter** Responsible for anticipating and preparing actor for any questions that may be asked. Carefully examines *Inventor Profiles* to find out which inventors on the panel made similar contributions. Prepares and asks probing questions of other panel members.
- Once students understand their roles, have each group carefully read and discuss their biographical briefing.
- After groups have a general understanding of their inventor's contribution to the Industrial Revolution, explain to students that they have several tasks to complete before the press conference:
 - a. **Prepare the actor.** Each group must make sure its actor understands the accomplishments of the inventor accurately and thoroughly. To do this, each group should quiz the actor on the major points from the biographical briefing. Also, encourage the historian to seek additional resources—textbooks, encyclopedias, library books or internet websites—that may help the actor better understand the character. Each group must anticipate and prepare the actor for the questions that other groups' investigative reporters may ask.
 - b. **Get props and costumes for the actor.** Each group should come up with

appropriate costumes, props and visual aides that will help bring their character to life. Encourage students to be creative in thinking about ways to do this.

- c. **Create a nameplate for the inventor.** Each group must create a nameplate for its character to display on the desk at which the actor sits during the press conference. The nameplate will identify the inventor to the rest of the class as well as give an indication of the inventor's contribution to the Industrial Revolution. It should be made on a large piece of paper—ideally at least 11" by 17"—and should include the name of the inventor in letters large enough that everyone in the room can read it and some simple visual symbol that represents the inventor's contribution to the Industrial Revolution.
 - d. **Rehearse for the press conference.** Groups should strategize about ways to make their inventors look good during the press conference. The actor should rehearse his or her answers to questions it is anticipated will be asked by other reporters during the press conference. The historian should come up with supportive questions to ask the actor that will help the actor express her or his opinion during the press conference.
- When the groups have finished their tasks and are ready to present their press conference interviews, set up the classroom as if it were an interview panel. This press conference will take at least one full period to complete. Pass out handout *Notes on Industrial Revolution Inventors*. Have public relations agents place the nameplates at the front of the Actors' desks.

Share/Assessment

- Begin the press conference by having each public relations agent stand behind her or his actor and give a one-minute biographical introduction of the inventor. Throughout the press conference, if an actor gets stuck or forgets a piece of information, he or she may turn to the public relations agent—who should remain near the actor throughout the press conference-- for help. Act the part of the moderator or host. Encourage questions and stir up competitiveness among the panelists. MARCI—WHO DOES THIS—THE TEACHER?
- After the introductions, allow the investigative reporters to ask pertinent questions. As the press conference unfolds, make sure students are taking appropriate notes on handout *Notes on Industrial Revolution Inventors*.
- Wrap up the press conference with each inventor giving a one-minute response to the following question: ***Why should you be considered the key inventor without whom the Industrial Revolution would have had difficulty taking off?***
- After the press conference, hold a class discussion to examine the different inventors and their contributions that were presented during the activity. Focus the discussion on these clarifying questions:
 - How did these inventors' contributions impact the way people worked?
 - How did these inventors' contributions impact the way people lived?
 - How did these inventors' contributions impact the way people traveled?
 - How did these inventors' contributions impact the nation's economy?
 - Who do you think made the biggest impact on society?
- Have each student decide which inventor—in the student's opinion-- made the most important contribution to the Industrial Revolution. Have each student also choose two "runner-ups". For each inventor chosen, have students write a profile answering the following question: ***How did the inventor's contribution to the Industrial Revolution change the way people worked, traveled and lived?***

Connection to Culminating Project

- Students understand how key inventors brought on the Industrial Revolution, changing the nation's economy and how people lived, worked and traveled at the beginning of the 19th century. This content information can be included in the five-paragraph essay in the final magazine project.
- Students write persuasive profiles on three inventors to be included in the final magazine project.

NOTES ON INDUSTRIAL REVOLUTION INVENTORS

DIRECTIONS: DURING THE PRESS CONFERENCE, LISTEN CAREFULLY TO WHAT EACH PANELIST HAS TO SAY ABOUT THE MOST IMPORTANT ISSUES FACING AMERICAN SOCIETY AND HOW THOSE ISSUES SHOULD BE ADDRESSED. SKETCH THE SYMBOL OF EACH PANELIST'S IDEAS THAT APPEARS ON HIS OR HER NAMEPLATE. THEN, RECORD EACH PANELIST'S INFORMATION ABOUT HIS CONTRIBUTION TO THE INDUSTRIAL REVOLUTION AND HOW IT CHANGED THE WAY PEOPLE LIVED, WORKED AND/OR TRAVELED.

PANELIST	SYMBOL	FACTS ABOUT PANELIST'S CONTRIBUTION TO INDUSTRIAL REVOLUTION	HOW PANELIST'S CONTRIBUTION CHANGED THE WAY PEOPLE LIVED, WORKED AND TRAVELED

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Lesson: How did the Market Revolution impact households at the beginning of the 19th century?

Unit's Essential Question: How does a society change as a nation's economy grows?

Skills/Strategies

- Explaining how the meaning of work changed during this period
- Explaining how the growing power of banks reflected the increasing dependence of Americans on credit and money
- Describing the effect of increased manufacturing on the household
- Analyzing written text to draw conclusions

Materials

- Early 19th century product advertisements
- Handout “*Changing Households and New Markets*,” *America: Pathways to the Present*. Andrew Cayton, Elizabeth Israels Perry and Allan M. Winkler, Printice Hall, Mass., 1998
- 8 ½ x 11 paper
- Crayons, markers, color pencils, etc.

Mini-Lesson

- Explain to students that the American economy underwent a fundamental change in the early 1800s that affected how Americans lived their lives.
- Have students read the handout “*Changing Households and New Markets*” and look for evidence that in the early 1800s Americans began to “devote themselves to the business of making money.” (This could be assigned as the previous night’s homework.)
- Discuss the characteristics of the American economy during colonial times. Focus the discussion on these questions:
 - What factors led to economic change during the early 1800s?
 - What was the Market Revolution?
 - How did the relationship between Americans and their work change as a result of the Market Revolution?
 - How did it alter both the role of the family within society and relationships within the family?
 - What impact do you think it had on the status of women?
- The major concept to be understood by the end of the discussion is that through the efforts of entrepreneurs, products that were traditionally made in the household began to be manufactured in factories in the early 1800s.

Independent Work Time

- Divide students into groups of four to create advertisements to convince Americans to buy a factory-made household item.
- Have each group select a household product from the early 1800s advertisements on p. 217 of the handout and create a strategy to persuade Americans to purchase it.
- Each group should create a color advertisement on 8 ½” x 11” paper using images and a slogan to persuade buyers to purchase the product. Information on advantages of buying the product as opposed to making it must be included in the advertisement, which should also include information on how buyers can purchase the product.

Share/Assessment

- Advertisements are displayed around the classroom.
- Students examine each group’s advertisement and decide which product they are most persuaded to purchase.
- Group share on response to advertisements.
- Discuss the changes that increased purchasing of goods brought to American homes at the beginning of the 19th century.

Connection to Culminating Project

- Students understand how the Market Revolution impacted society at the beginning of the 19th century. This content information can be included in the five-paragraph essay in final magazine project.
- Students devise strategies to persuade consumers to purchase goods. These can be used in the advertisements for the final magazine project.

Lesson 2A

Lesson: How did the streetscape of New York City change from 1800 to 1850?

Unit's Essential Question: How does a society change as its economy industrializes?

Skills/Strategies

- Interpreting maps
- Using maps to do historical analysis

Materials

- Map of the City of New York, 1831 by William Hooker, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=612475&imageID=1260183&word=map%20new%20york&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&total=1423&num=0&imgs=12&pNum=&pos=2#>
- Map of New York, from 1785, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=693681&imageID=805894&word=map%20new%20york&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&total=1423&num=24&imgs=12&pNum=&pos=36#>
- Plan of the City of New York, from 1817, New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=252964&imageID=434110&word=street%20map%20new%20york&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&total=541&num=192&imgs=12&pNum=&pos=199#>
- Map of the City of New York, from 1845 by David Burr, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=606291&imageID=1253197&word=new%20york%20maps&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&total=1505&num=0&imgs=12&pNum=&pos=6#>
- Plan of the City of New York, depicting 1767, by Jas Kemp, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=693678&imageID=805892&word=new%20york%20maps&s=1¬word=&d=&c=&f=&lWord=>

[&lField=&sScope=&sLevel=&sLabel=&total=1505&num=120&imgs=12&pNum=&pos=126](#)

- Map of the City of New York, from approximately 1850, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=252960&imageID=434106&word=map%20new%20york&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&total=1423&num=0&imgs=12&pNum=&pos=1>
- Eric Homborger, *The Historical Atlas of New York City* (New York: Henry Holt, 2005).

Mini-Lesson

- Begin lesson with two maps displayed on the overhead (there are 6 map choices in the materials section)
- Have students write individually and then share the differences between the two maps.
- Display a street grid map of 1811 and explain how city planning resulted in uniform lots and blocks for development and straight streets and avenues which improved transportation.
- Discuss the differences between the maps and explain (1) that they occurred over time, (2) that the growing industrialization and population growth of the city meant that the way the city looked changed dramatically and (3) that the class is going to use maps to examine and understand those changes.

Independent Work Time

Each table receives a packet of 4 historical New York City street maps

As a group, the students sequence the maps, taping them onto a piece of chart paper, and writing on an index card taped below a justification for the placement of each map in the sequence.

Share/Assessment

- Groups move from table to table, reading each other's justifications for the sequencing of the maps
- Teacher shares actual sequence/dates of maps

Connection to Culminating Project

- Homework: The information acquired during this lesson will be helpful for the

assignment which follows the next lesson in which students imagine they are a historical character who visited New York in 1800 and then again in 1850. In the persona of that character, they write a letter home describing the changes they observe in the city since their first visit, including changes in the street layout and the buildings. This letter could be included in the magazine.

Lesson: *How did the architectural styles of New York City buildings change from 1800 to 1850?*

Essential Question: *How does a society change as its economy industrializes?*

Skills/Strategies

- Using pictures to come to conclusions about a historical time period
- Using buildings and architecture as a way to tell a story of a city
- Investigate how people depend on and modify the physical environment (NYS Social Studies Learning Standard 3)
- Explain how technological change affects people, places, and regions (NYS Social Studies Learning Standard 3)

Materials

- A wide variety of images of New York City buildings can be found on the New York Public Library Digital Gallery, at URL: <http://digitalgallery.nypl.org/nypldigital/index.cfm>
- Picture of New York house in 1700 can be found in The Historical Atlas of New York, by Eric Homburger, p. 41.

Mini-Lesson

This lesson encourages students to understand that buildings tell important stories about a city, and that looking at how buildings are built and change over time, can provide insights about the people, economy, and development of the city.

- Students look at a picture of a house built in 1700 New York and, using the building observation sheet (attached below), analyze it first individually, and then as a group, sharing details and trying to reach a deeper level of analysis.

Teacher and class discuss the materials of the buildings, the people who we think might have lived/worked there, and what its use was, trying to discover the story the building has to tell. It is important to realize that this is a building type common to an earlier time period and that the class will be looking at buildings that span a time period of about 50 years (1800-1850), and thinking about how building and materials changed over that time period.

Independent Work Time

- Students will work in groups to examine pictures of different buildings built over the course of the first half of the 19th century. Each group will be given a picture of a building to analyze in the way the first building was analyzed during the mini-lesson.
- Students complete an observation sheet on their building as a group and write the story they think the building is telling.

Share/Assessment

- Students share the story of their building as they see it with the whole group.
- Group works to sequence the buildings along a timeline according to their building date.

Connection to Culminating Project

- Homework: Students use this lesson in combination with the previous lesson to imagine they are a historical character who visited New York in 1800 and then again in 1850. In the persona of that character, they write a letter home describing the changes they observe in the city since their first visit, both in the street layout and the construction of the buildings.

Name _____

Buildings Tell Stories

Looking at the picture of your building, answer the following questions to try to create the *story* of your building.

- 1. What is your building made of? Wood, stone, brick, glass?**
- 2. What are the different parts of your building? Be as detailed as you can.**

How many stories? How wide? (As land values increased, buildings became taller.)

- 3. When do you think your building was built? What *evidence* are you using to draw that conclusion? What technological advances were necessary to produce this building? (Examples include steel frame construction, electricity, elevator. Note: bigger windows are an indication of technological progress.)**
- 4. What do you think your building was used for? Residential, government, civic? Did people live there, work there, shop there? What *evidence* are you using to draw that conclusion?**
- 5. Who do you think used your building? What *evidence* are you using to make that conclusion?**

Lesson: What elements of 19th century New York streets are still visible today?

Unit's Essential Question: How does a society change as its economy industrializes?

Skills/Strategies

- Students will explore aspects of life in 1830s New York
- Students will explore the way that city landscapes change over time

Materials

- Student trip guide with space for sketching and recording information about the spaces visited, especially the Merchant's House Museum. (This guide needs to be developed.)
- Photocopied walking tour information from New York: 15 Walking Tours, by Gerard R. Wolfe, pp.127-147 (with actual stops at the discretion of the teacher)
- Help with information and trip planning can be found at the Merchant's House Museum website (<http://www.merchantshouse.com/>)

Mini-Lesson

In this lesson, students take a walking tour field trip through the East Village and make a particular stop at the Merchant's House Museum, 29 E. 4th St. to explore the neighborhood where wealthy New Yorkers--particularly those whose wealth came as a direct result of the country's industrialization--lived during the 1830s. Students focus on architectural details of the neighborhood and the historical buildings that are still standing today. Students can draw on earlier lessons about inventors and inventions of the 19th century while looking at the house of a wealthy merchant during the time period and view the statue of Peter Cooper and the Cooper Union Foundation Building, E. 7th St. to Astor Place, Fourth Ave. to the Bowery.

Independent Work Time

During the walking tour, students can draw three sketches and take written notes on the information they are given. Another more engaging option is to give students an architectural scavenger hunt with pictures of different architectural features to look for during the tour.

At the Merchant's House Museum, students sketch and/or describe 5-10 objects and/or architectural features they observe in the house, as well as recording information about the history of the house and its residents.

Share/Assessment

At home or the next day at school, students write a description of the Merchant's House and the family that lived there in their own words, as if they were writing a profile for a home design magazine (e.g., <u>Better Homes and Gardens</u>) They include:

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|--|
| <ul style="list-style-type: none">• profile of house's owners• building history• architectural and furnishing details of the house• note of inventions/architectural aspects that would have been new or innovative in that time period |
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Optional research project or extension:

Students research the technological advances used in the construction of Cooper Union

Connection to Culminating Project
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The house profiles, with added sketches and pictures, are one element in the final magazine project.
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Lesson: How did women unite against unfair labor practices in the early 19th century?

Unit's Essential Question: How does a society change as a nation's economy grows?

Skills/Strategies:

- Explaining the reasons for increased immigration
- Analyzing written texts to draw conclusion
- Analyzing primary source documents
- Evaluating the impact of women in labor organizing
- Evaluating the impact of manufacturing on womens' lives
- Examining the relationships between different groups of disenfranchised Americans

Independent Work Time

Have each student carefully read these documents and answer the questions about each one.

***"A Week in the Mill," Anonymous, Lowell Offering, Volume V, 1845**

(the edited edition of this can be purchased through:
<http://www.wwnorton.com/catalog/fall97/lowell.htm>)

1. In your opinion, is the author giving an accurate description of life in the mills?
2. How does the author describe a typical week for women in the mills?

***"Editorial: Two Suicides," Harriet Farley, Lowell Offering, Volume IV, 1844**

1. How do you think factory life might lead to suicides?
2. How has the writer explained the suicides?

*** Harriet H. Robinson, "Early Factory Life in New England," 1883**

1. What does the writer say about women having their own money? Do you think this had an impact on women in general?

*** Lucy Larcom, a New England Girlhood, 1889**

1. What does Larcom think of the mill experience for most women?
How do you think millwork might have impacted women's lives?

*** Slave Labor Versus Free Labor," Orestes Brownson**

Share/Assessment
What are your final thoughts on the subject? Which argument do you think makes the strongest case: Did women's lives improve as a result of new manufacturing jobs? If so, how? If not, why not?

Connection to Culminating Project

Students understand how women entered the job market during the 19th century. Students gain understanding as to the causes and effects of the Industrial Revolution. This understanding can be used in creating fictional diary entries of women working in factories during this time.

The entries can show both the positive and negative aspects of manufacturing jobs and can be included in the final magazine project.

Lesson 4B

Lesson: How can we use historical accounts--diaries, narratives, and other records--to understand the varied experiences of early 19th century African Americans in New York? What types of jobs were available for African Americans during this period?

Unit's Essential Question: How does society change as a nation's economy changes?

Skills/Strategies

- Analyzing primary source documents
- Acting as curators, choosing words and images to create an exhibit panel
- Examining and assessing work

Materials:

Documents from the Brooklyn Historical Society's *In Pursuit of Freedom*

Maps of Manhattan and Staten Island

The Big Oyster: History on the Half Shell by Mark Kurlansky, pgs.124-128

The Autobiography of Frederick Douglass (excerpts)

Creating Classroom Exhibits: An Introduction from New York City and the Nation newsletter, www.gothamed.org/educationprograms/newsletter_sp06.pdf.

Seneca Village Curriculum Guide, The New-York Historical Society

Graham Russell Hodges, *Root & Branch, African Americans in New York & East Jersey, 1613-1863*. (Chapel Hill, University of North Carolina Press. 1999)

Mini-Lesson

Explain: The process of abolishing slavery in New York was a gradual one which took many decades. Between 1799 and 1841, various laws and acts chipped away at the institution—freeing slaves born after specific dates or at certain ages, legalizing marriages between slaves, prohibiting the forced separation of slave families, and finally abolishing slavery completely in 1841. Even after that, the passage of the Fugitive Slave Law in 1850 corroded the personal liberty of African Americans in the state. Freeborn and fugitives slaves lived precarious lives and faced constant threats from kidnappers intent on selling them into slavery.

Enslaved and free African Americans performed many different jobs, but a great majority had to content themselves with unskilled laboring jobs in urban areas. However, many possessed skills which allowed them to achieve some level of independence and they created several African American communities such as Sandy Ground in Staten Island and Seneca Village in Manhattan.

Independent Work Time

In groups, students will create an exhibit panel. Using primary source documents from the New-York Historical Society, Staten Island Historical Society and the Brooklyn Historical Society, they will first explore the lives and jobs of African Americans in New York before the Civil War. Students will then select photographs, documents and materials that best represent the types of jobs available to African Americans and, taking on the role of curator, they will decide how to use these materials in documenting African American life.

Each group will receive a packet of documents including a census of residents of Seneca Village, photographs of African Americans from Sandy Ground, portraits of African Americans and excerpts from the *Autobiography of Frederick Douglass*.

In groups, follow the instructions on the activity sheet: ***Creating Classroom Exhibits: An Introduction.***

Share/Assessment

Display completed panels around the room
Groups examine and assess each other's work

Connection to Culminating Project.

Students now understand how African Americans forged their own communities in New York.

Follow up activities: Using information from the documents, narratives, and portraits, students bring in an object that would have been used by a character in the exhibit panel. For example, someone may bring in a horseshoe if one of the characters is a blacksmith.

Students should explain in writing:

*What stories does this object tell?

*What does it tell us about the person who used it?

*Does the object have a story to tell about the beliefs of the person who made or used it?

Using information from maps, students can recreate a model of Seneca village.

The object interpretation or a drawing or photo of the model village can be included in the final magazine project.

Creating Classroom Exhibits: An Introduction.

(Note, this was written by Andrea DeValle from the Brooklyn Historical Society using examples from a unit on the Great Depression. Adjust accordingly for use in this or any other unit.

Step one: Assemble photocopies of primary sources. This body of material is now your classroom's "collection." Just as historians and curators must make decisions about what to include in an exhibit, students must also analyze their collection of historical documents to construct a historical narrative. Students may wish to organize their information chronologically or thematically.

Give focus questions, for example:

1. How did the economic and social changes occurring during the Great Depression and World War Two alter the type of work done by New Yorkers after the war?
2. During this same period, what changes occurred in the work performed by women outside the home?
3. How did New Yorkers, individually and collectively, advocate for the principles expressed by President Roosevelt in his Economic Bill of Rights?

Minilesson

Primary Source Exploration: As a large group, examine and discuss the primary sources in your collection of photographs, newspaper articles, artifacts, and narratives. Aloud, identify who/what/when/where/why in each source.

Brainstorm: Discuss possible topics for exhibits. Jot down your topics on chart paper. Examples: industrialization in Brooklyn, women in the workplace during WWII, the struggle for fair housing, and so on. After you've identified topics, think about main ideas.

Materials

- Photocopies of primary source documents (photos, newspaper articles, documents) from Brooklyn Historical Society, the Internet, and from the core library in your classroom; this is your "collection."
- Activity sheet.
- Chart paper + tape or clips for hanging.
- Construction paper.
- Markers.
- Scissors.
- Glue sticks.

Student Activity

Primary Source Exploration: Divide into small groups and distribute one activity sheet per group.* Choose one group member to write answers on the sheet. The activity sheet should include space to record:

- Exhibit title.
- Main idea.
- 3-5 photographs or documents the group chooses from the collection.
- Exhibit labels for each photograph or document, including who/what/when/where/why. (Make sure students write complete sentences.)
- Topic summary.

*Note: The activity sheet is for the group to draft their title, main idea, sources, labels, and summaries. Once the sheet is completed, the group will transfer what they've written to a piece of chart paper as their exhibit.

Assemble and Hang Exhibits:

Each small group should have materials to affix their photographs and labels to one piece of chart paper for display. Hang each group's exhibit around the classroom. Each student should have the opportunity to do a "walk-through" (review) of all the exhibits.

Share:

After the review, each group should explain in turn their concepts and strategies for developing their exhibit (topic, main idea, etc.). Students should share their findings and conclusions about the photographs and documents in their exhibits.

Encourage students to make connections between their exhibits and other exhibits they have seen (ideally they would tour a "real" exhibit before creating their own) and how they created their own classroom exhibits. Chart their responses.

