



Connecting Students with Real People from the Past

Making personal connections with people who lived in the past helps history come alive for students, at any grade level. This issue of the Flow of History newsletter highlights two projects developed by teachers that enable students to step into the shoes of 19th-century New Englanders. The first—cunningly called *In Their Shoes*—is a historical game that asks students to participate in 19th-century village life by adopting roles, working together as families, and reacting to historical events. The second uses primary sources to explore boardinghouse life among the Vermont and New Hampshire farm girls who left home to work in the textile mills in Lowell, Massachusetts, in the 1830s and 1840s. These topics illuminate various important themes in U.S. social, cultural, economic, and industrial history. We're grateful to Jennifer Manwell and Jennifer Boeri-Boyce for letting us share their work.

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In Their Shoes, from Historical Forensics

By Jennifer Manwell

"I found my family's grave stone!"

"Our family would have had cows. Should we get calves or cows?"

"Can I bring in a tool I found in my basement?"

This project grew out of a Flow of History trip to Alabama. We were investigating social justice issues. This was a whole new experience for me. Being in the South offered me a much stronger understanding of the Civil Rights Movement, and especially the role spirituality played in uniting and supporting the "foot soldiers" of the movement.

Upon my return home, I wanted to know more about social justice issues in New England. The North, and especially

These children are learning about the Sheep Boom, Decoration Day, an 1828 labor strike, and the Compromise of 1850. To help them assimilate this American History content, they are experiencing aspects of 19th-century village life for themselves. Using the simulation *In Their Shoes: Exploring Daily Life in Rural 19th-Century New England*, students first establish a personally meaningful context before learning the names, dates, and places of local and national history.

Vermont, is generally portrayed as being sympathetic to and supportive of African Americans over the past two centuries. Beth White, a friend of mine from graduate school, suggested I read Elise Guyette's book *Discovering Black Vermont*. Beth had grown up in Hinesburg, Vermont, the focal point of Elise's research. This portrait of a small community of free blacks opened my eyes to a more complex story of race relations and the insecure status of people of color in early Vermont. Beth and I were both hooked and went to the unveiling of

a new historical marker in Hinesburg on Lincoln Hill that resulted from Elise's work.

On this hill from 1795 to 1865 thrived an African American farming community. The first settlers at the bottom of this road in 1798, from MA, were Samuel Peters, Hannah Lensemen & husband Prince Peters. Prince served in Captain Silas Pierce's MA Line (8th Co, 3rd MA Regiment) for 3 years during the American Revolution ...

After meeting Elise, and discussing the importance of seeing one's own story represented in history books, Beth and I decided that we wanted to try to create educational experiences that would make it engaging for children to identify with people from the past. What were "regular" people doing while the heroes and heroes were off "making history"? What were the untold stories of our own towns? What was it like to be a woman, a child, an immigrant, a free black in the 19th century?

As a science teacher, Beth was at home with the scientific method. We wanted to extend the inquiry process, which is commonly used in teaching science, into the realm of history, where it is underuti-

lized. Much to our surprise, we got a grant from the Library of Congress and started creating history lessons based on the Stripling Model of Inquiry.

To provide additional background context, we wanted to offer a list of engaging historical fiction books that described the details of daily life. *Understood Betsy* came to mind... and not much else. *In Their Shoes* started to emerge as a way for students to create their own historical fiction stories, with their own towns as the setting and themselves representing the characters. Connie Bresnahan of the Putney Central School was interested in using some of our lessons in her middle school classroom. Over a period of four months, we piloted the *In Their Shoes* simulation. Her students offered valuable feedback and it morphed into something more transferable and more realistic than its original concept.

In Their Shoes: The Simulation ***Creating a Family Narrative***

Students first investigate historical census records from their own town, activating their sense of place. (Alternatively, educators may choose to use the sample records included in the simulation.) Teams of three or four students represent an historical family with each member of the "family team" choosing one specific family member as an alter ego. Working with the information provided on the census, students invent a creative, yet plausible, back story and personality for their characters. This is a great interdis-

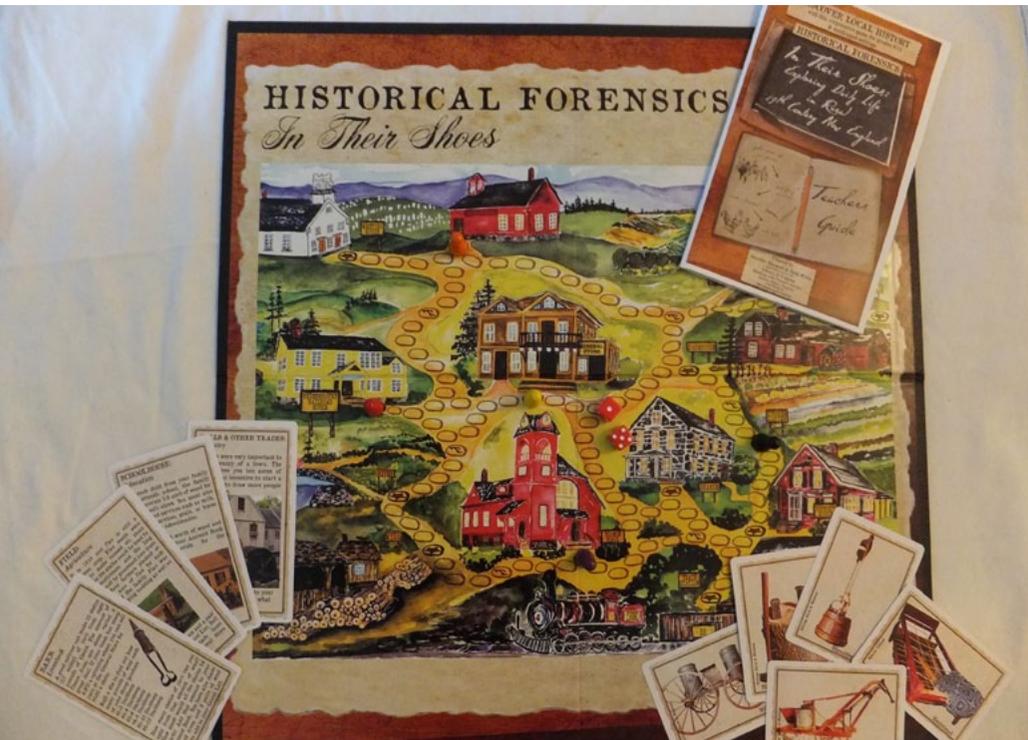
plinary opportunity for students to write narratives and then to orally introduce their characters to the rest of the "village."

Setting up the Homestead

Each family team starts the simulation with a house (with an open hearth for cooking), a barn, a small parcel of land, and \$30 of credit in their Account Book. Based on the occupations or trades of each household (gleaned from the census), student teams create a list of belongings. Depending on their age and the amount of time available, students can determine what items their historical families might have owned through an in-depth study of inventory records, by "purchasing" items from the General Store Catalog, by choosing items from the Tool Cards Deck, or by using the lists of plausible belongings included in the simulation.

As students start identifying with and advocating for their historical families, conversations are animated and history-infused. Students have multiple avenues for getting drawn in: role playing, the economics of choosing items for a household, handling, sorting, and trading Tool Cards, writing independently, small group work with peers. They are already deeply engaged in learning about the 19th century without realizing it.

Connie's students represented local villagers who had lived in Putney in the mid-1800s. Once each team of children started identifying with "their family," they started noticing details in their modern-



FARMHOUSE:

Family & Cottage Industry

A family member was killed during the Civil War and his widow gets paid a military pension. How much did Jane Langley, an African American war widow, collect annually before she died? Add that amount to your family's Account Book on behalf of the widow in your family.

United States Pension Agency
KNOXVILLE, TENN.

JAN 20 1904

Certificate No. 222864

Class General Law Widow

Pensioner Jane M. Langley

Soldier Landon S. Langley

Service Sgt Major 23rd Inf

The Commissioner of Pensions.

SIR: I have the honor to report that the above-named pensioner who was last paid at 2/2 to 4 Nov 1902

has been dropped because of death

(courtesy of Elise Guvette)

day towns and homes that they had not noticed before: "The street I live on is the same as my family's last name!" "It turns out that my great grandfather was the iceman in Putney." "Can I bring in a tool that I found in my basement?" The students were simultaneously integrating details about their contemporary lives and those of their 19th-century counterparts.

The Village

The image on the *In Their Shoes* playing board is a map representing a quintessential New England town complete with town hall, grange, schoolhouse, mill, and general store. As participants travel throughout the village in their family groups, they visit each location at least once.

Turning Points Cards

In Their Shoes is designed for students to slowly build on their understanding of the 19th century on an "as needed basis" through the point of view of their historical family. As their family team travels throughout the representational village, they pick a Turning Points Card at each of the 14 locations on the game board. Each Turning Points Card represents a scenario of an historically accurate event or activity related to that location in town: educational issues are addressed at the Schoolhouse, laws at the Town Hall, commerce at the General Store, social justice issues at the Underground Railroad. Primary sources from the Library of Congress and local archives provide context and points of reference for these tidbits of information. Family teams then solve problems, discuss

issues, and make decisions based on the scenario portrayed on the card they have picked at a given location on the game board.

Additionally, the Turning Points Cards function as chance cards. Students make adjustments to their Account Books in response to the scenarios on the cards as they spend and earn money and make trades with other villagers. The family teams continually assess the resources of their virtual families to make decisions on their behalf, bartering and researching.

Using facts from the Turning Points Cards and census information about historical families, the children actively create their own historical fiction story about 19th-century life. They do chores around the barn and home, go to school, trade their handmade goods for needed resources at the General Store, and tackle social justice issues at an Underground Railroad Station and the Town Hall. (To see samples of Turning Points Cards visit www.historical-forensics.com/sample-turning-points-cards.html).

Ending the Simulation

The strategic aspect of the simulation is for each family team to end with 50-100 acres of land, \$15 of credit in their Account Book, \$20 worth of preserved food, and a set of clothing for each family member. This is a challenging feat and students need to be creative thinkers to use their resources to their benefit. Once students have come to understand 19th-century rural New England life, they are asked to consider

their next steps. What reasons might induce their families to leave their farms and travel west, or to move to a city? Each family team ends the game by traveling to the Train Station and choosing a Next Step Card. These cards help students consider the push-pull factors encountered by Vermont and New Hampshire farmers as they struggled with decisions about the future well-being of their families.

In Their Shoes as Inquiry

In Their Shoes is essentially an integrated thematic unit, encouraging players to engage their imaginations to create back stories for their characters, work toward the economic survival of their families, and engage in discussions about innovations, social justice issues, and quality of life. This simulation is intended to be an entry point for further student-initiated inquiries and research for use with upper elementary, middle school, and even high school students. Spending time *In Their Shoes* offers students both context and content while gaining a better understanding and appreciation of American history. This inquiry-based unit is designed to introduce students to multiple perspectives on historical issues, promote pride in students' sense of place, encourage students' natural curiosity, and bring history alive.

More information about *In Their Shoes* is available at historicalforensics.com. To contact Jennifer Manwell directly about curriculum training opportunities or classroom demonstrations, email her at jlmanwell@hotmail.com.

Using Multiple Primary Sources to Deepen Historical Understanding: Boardinghouse Life in 19th-Century New England

By Jennifer Boeri-Boyce, Hartford (Vt.) Middle School

Curriculum Context

So often when conducting research, middle school students rely on the first source they find. Any conclusions and learning result from this one piece, which is usually a website. Librarians and teachers create lessons designed specifi-

cally to force kids to make sure that the chosen website is reliable. Assignments often require that students use a variety of resources. Unfortunately, many students continue to do what comes naturally—take the easy way out and use whatever comes up on the screen first. Needless to say, conclusions based on such minimal investigation are neither sound nor complete.

Every year I use a section from the 1860 Hartford (Vermont) census to teach students what a census is and how to glean information from a document that, on the surface, seems to contain just a list. This year, I'm extending this lesson into an activity that will meet two goals: one, show how using multiple sources can provide a more complete picture of the past, and two, teach students about boardinghouse life in the 19th century.

Several years ago, I laminated an enlarged page from the 1860 U.S. census for Hartford. The section lists several households but I have the students focus on one, Justin McKenzie's. Together as a class we read the categories (name, occupation, real estate value, etc.) and

discuss what information is provided. After we have connected with the document and asked questions, we are able to make broader conclusions about the McKenzie household and Hartford in general. Once students discover how to differentiate separate households, they realize that there are over 30 people living in this one building! Students are immediately intrigued and from then on are eager to discover other tidbits "hidden" in the document. Using the census is a great way to teach kids the importance of looking at a document several different ways, several different times, each time digging up new facts—making important inferences that can help tell a story from what looks like a list of very basic information. When done, students conclude that since Justin McKenzie was a neighbor of A.G. Dewey, manufacturer, and that the occupation for most of the residents was "operative," McKenzie must have been running a boardinghouse. With this in mind, in the past the unit has moved on to industrialization and the mills that existed in Hartford. The question never investigated is, "What was it like to live in such a place?" Using a few readily available

Lowell Offering
from pbuilder.org





Spinners
from [bostonlookingbackward](https://www.bostonlookingbackward.com/)

sources can help begin to answer that question.

Most sources from the industrialization era detail working conditions in the mills rather than “home” life. In addition, what evidence does exist comes from cities like Lowell, Massachusetts, instead of small towns like Hartford, Vermont. However, by using available sources, students can still get a taste for the rural boardinghouse experience as well as ponder the challenges historians face when trying to write history.

One incredible resource is the *Lowell Offering*, first published in 1840. This magazine was an outgrowth of the

overwhelming participation in literary clubs that developed in Lowell. Over the course of many years, this publication included letters, sketches, stories, editorials, essays, poems, and more, written by people employed in Lowell mills. It is a wealth of information about not just the Lowell experience, but mill life in general.

Another great resource for students is a series of letters written by Mary Paul, a girl from Barnard, Vermont, who worked in mill towns in Massachusetts, New Hampshire, and New Jersey. Her short, readable letters confirm the evidence found in the *Lowell Offering* and provide an interesting, local connection for Vermont students. Moreover, Mary worked in mills for many more years than most girls of her era. Her career began in the 1840s and lasted until the 1850s. Because of her longevity, her letters contain a wide variety of topics such as boardinghouses, factory conditions, pay, and social life, all relevant to the study of industrialization in the northeastern United States.

Finally, for the purpose of this exercise, many relevant and accessible primary documents can be found at the Center for Lowell History at the University of Massachusetts-Lowell, Tsongas Industrial History Center, and the Lowell National Historical Park. These three organizations have excellent websites. For example, the

Center for Lowell History site has an entire section called “Company Housing” that contains images of boardinghouse floor plans, census pages, and boardinghouse regulations, all ready to print.

So, after perusing the above resources, what can students learn about living in a boardinghouse in the 19th century? While the most common topic is factory work, it was not unusual for new employees to describe their initial impressions of boardinghouses, often as a way to assure loved ones that they had “arrived here safe and sound.” (Eisner, 46) Two areas interesting to students and commonly described in sources are noise and rules. For example, in 1844, the *Lowell Offering* printed Harriet Farley’s first “Letters from Susan”:

You can hardly think how my heart beat when I heard the bells ring for the girls to come to supper, and then the doors began to slam, and then Mrs. C. took me into the dining-room, where there were three common-sized dining tables, and she seated me at one of them, and then the girls thickened around me, until I was almost dizzy. (Eisner, 47)

For a newcomer, being thrust into a household that contained 30 to 40 fellow mill workers would take some getting used to! Privacy was not always guaranteed at home, but living in a building with so many

Time Table
from laborhistorylinks.org

others, sharing a bed with a stranger (or two) and a bedroom with possibly seven other unknown people, meant very little personal space and a lot more noise than anything at home. (Dublin, 60)

nature's rhythms did not exist in a factory world of noisy, omnipresent bells.

Coupled with the constant sound of bells were the regulations that controlled a mill girl's day. Rules not only governed the factory floor but were deeply connected with the boardinghouse. Employers specifically demanded that employees (especially single females) reside in company housing, obey boardinghouse rules, and attend Sunday church services.

The Middlesex Company boardinghouse regulations stated that keepers "will be considered answerable for any improper conduct in their houses...[and] must give an account of the number, names, and employment of their boarders." (Regulations) Hamilton Mills rules maintained that "The company will not employ any one who is habitually absent from public worship on the Sabbath, or known to be guilty of immorality." (Hamilton) Boardinghouse keepers, therefore, cooked, cleaned, and watched over their residents, much like mothers back home. A main difference was that if control wasn't maintained or behavior upstanding, the boarder and/or the keeper could be fired and forced out of the house by the mill owners. Boardinghouse behavior determined continued employment and continued employment ensured a place to live. (Eisner, 26)

The boardinghouse lifestyle described above reflects common early- to mid-19th-

century experiences. In 1842, an unknown *Lowell Offering* author editorialized that:

Home in a boarding-house is always different from home anywhere else; and home in a factory boarding-house, differs materially from home in any other... it cannot be exactly a home, but only a place to eat and lodge in, a sort of rendezvous, after the real home... is abandoned." (Eisner, 73)

While some of the regulations and scale of noise might have been different in a smaller town than Lowell, the fact was that living in a boardinghouse anywhere was different because it wasn't a true home. With a little guidance, students can discover this layer of the past.

The 1860 Hartford census tells a story of the individuals living in a specific place at a specific time, but does not portray the full relationship between factory boardinghouse and factory floor. It does not describe the rules and regulations expected of the employees, nor the differences from a family home. To continue their exploration of boardinghouse life, students must use multiple resources. Only then can they ask the questions that will lead to a deeper understanding of this small segment of history.

Over and over again, girls mentioned the noise and bells. Ubiquitous bells determined the day. In 1846, Mary Paul casually described her bell-regimented schedule in a letter to her father:

We... have to go to bed about 10 o'clock At half past 4 in the morning the bell rings for us to get up and at five for us to go into the mill. At seven we are called out to breakfast are allowed an hour between bells and the same at noon till the first of May when we have three quarter till the first of September. We have dinner at half past 12 and supper at seven. (April 12, 1846)

Not everyone adjusted so easily as Mary Paul. Earlier, in 1841, an unknown and more critical *Lowell Offering* contributor wrote, "I am going home where I shall not be obliged to rise so early in the morning, nor be dragged about by the ringing of a bell." (Curriculum Packet 19) Living in a boardinghouse and, thus, working in a mill, meant living continuously with bells. Farm life controlled by

TIME TABLE OF THE LOWELL MILLS,		
Arranged to make the working time throughout the year average 11 hours per day. TO TAKE EFFECT SEPTEMBER 21st., 1853. The Standard time being that of the meridian of Lowell, as shown by the Regulator Clock of AMOS SANBORN, Post Office Corner, Central Street.		
From March 20th to September 19th, inclusive.		
COMMENCE WORK, at 6.30 A. M. LEAVE OFF WORK, at 6.50 P. M., except on Saturday Evenings. BREAKFAST at 6 A. M. DINNER, at 12 M. Commence Work, after dinner, 12.45 P. M.		
From September 20th to March 19th, inclusive.		
COMMENCE WORK at 7.00 A. M. LEAVE OFF WORK, at 7.00 P. M., except on Saturday Evenings. BREAKFAST at 6.30 A. M. DINNER, at 12.30 P. M. Commence Work, after dinner, 1.15 P. M.		
BELLS.		
From March 20th to September 19th, inclusive.		
Morning Bells.	Dinner Bells.	Evening Bells.
First bell,..... 4.30 A. M.	Ring out,..... 12.00 M.	Ring out,..... 6.30 P. M.
Second, 6.30 A. M.; Third, 6.20	Ring in,..... 12.35 P. M.	Except on Saturday Evenings.
From September 20th to March 19th, inclusive.		
Morning Bells.	Dinner Bells.	Evening Bells.
First bell,..... 5.00 A. M.	Ring out,..... 12.30 P. M.	Ring out at,..... 7.00 P. M.
Second, 6.00 A. M.; Third, 6.50	Ring in,..... 1.05 P. M.	Except on Saturday Evenings.
SATURDAY EVENING BELLS.		
During APRIL, MAY, JUNE, JULY, and AUGUST, Ring Out, at 6.00 P. M. The remaining Saturday Evenings in the year, ring out as follows:		
SEPTEMBER.	NOVEMBER.	JANUARY.
First Saturday, ring out 0.00 P. M.	Third Saturday ring out 4.00 P. M.	Third Saturday, ring out 4.25 P. M.
Second " " 5.45 "	Fourth " " 8.55 "	Fourth " " 4.35 "
Third " " 5.30 "		
Fourth " " 5.20 "		
OCTOBER.	DECEMBER.	FEBRUARY.
First Saturday, ring out 5.05 P. M.	First Saturday, ring out 3.50 P. M.	First Saturday, ring out 4.45 P. M.
Second " " 4.55 "	Second " " 3.55 "	Second " " 4.55 "
Third " " 4.45 "	Third " " 3.55 "	Third " " 5.00 "
Fourth " " 4.35 "	Fourth " " 4.00 "	Fourth " " 5.10 "
Fifth " " 4.25 "	Fifth " " 4.00 "	
NOVEMBER.	JANUARY.	MARCH.
First Saturday, ring out 4.15 P. M.	First Saturday, ring out 4.10 P. M.	First Saturday, ring out 5.25 P. M.
Second " " 4.05 "	Second " " 4.15 "	Second " " 5.30 "
		Third " " 5.35 "
		Fourth " " 5.45 "
YARD GATES will be opened at the first stroke of the bells for entering or leaving the Mills.		
. SPEED GATES commence hoisting three minutes before commencing work.		

Jen's lesson is formatted according to the Common Core Historical Inquiry Template developed by the Flow of History. This is adapted from the Vermont Department of Education's template for organizing a Short Focused Research Project.

MILLS & OTHER TRADES: Industry

It is January 1829 and your niece has sent you a letter with a clipping from the Dover Enquirer newspaper dated December 30, 1828. She works in the Cocheo Mills in Dover, NH.

TURN OUT - A general turn out of girls employed in the cotton factories in this town to the number of 600 or 800 took place on Friday last, on account of some imaginary grievance. It has, we believe, turned out to their cost, as well as disgrace... The girls, on leaving the factory yard formed a procession of nearly half a mile in length, and marched through the town, with martial music; accompanied with roar of artillery. The whole presented one of the most disgusting scenes ever witnessed. (Whitney, 27)

You support your niece's decision and send her \$5 to help support her while she is striking.

Turning Points Card from the *In Their Shoes* simulation.

Content Grade Expectations | History & Social Sciences

H&S S 57-8:1 Students initiate an inquiry by asking focusing and probing questions...

H&S S 57-8:7 Students communicate their findings by developing and giving written presentations...and...pointing out possibilities for continued or further research.

H&S S 57-8:8 Students connect the past with the present by describing ways that life in the United States has both changed and stayed the same...

H&S S 57-8:9 Students show understanding of how humans interpret history by evaluating attitudes, values, and behaviors of people in different historical contexts...

Common Core Standards: Include at least one writing standard, one reading standard, one speaking and listening standard that will be taught and assessed.

Writing Standard(s)

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Reading Standard(s)

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Listening Standard(s)

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**UNDERGROUND RAILROAD:
Civil Rights**

It is 1861. You get a letter from a relative who is stationed in the south during the Civil War. He sends you a picture of a "Negro family coming into Union Lines" seeking freedom.



(Courtesy of Library of Congress)

The Fugitive Slave Law requires that fugitives from slavery be returned to the "person to whom [their] service and labor is due." However, when three slaves escaped into General Butler's Union camp in Virginia, he decided to hold them as "contraband of war." While the men streaming into union camps might be able to help in the war effort, they and their families will need food, clothing, and shelter. Send your relative \$3 to help feed "the contraband."

Turning Points Card from the *In Their Shoes* simulation.

Historical Thinking Skills: | Standards in Historical Thinking|

Standard 1: Chronological Thinking

C. Establish temporal order in constructing historical narratives of their own.

Standard 2: Historical Comprehension

- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- F. Appreciate historical perspectives.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.

Enduring Understanding: What's the big idea?

Using multiple sources will help students create a more complete history of boardinghouse life in the early to mid 19th century.

Focusing Questions:

- What was life like in a boardinghouse?
- How does using multiple sources enhance historical understanding?

Assessment Evidence

Formative Assessment Practices:

Assessments that use evidence of learning to adapt instruction in real time to meet students' immediate learning needs.

Discussion questions

Primary Document question/answer papers
(SEE BELOW)

Summative Assessment:

Performance Task (e.g., presentation, paper, video, blog):

Primary Document question/answer papers

Narrative paper describing the day in the life of a resident in Justin McKenzie's boardinghouse.

Texts/Resources

Informational Text that provides the background knowledge/historical context:

"The Boardinghouse System." Lowell National Historical Park. National Park Service. <http://www.nps.gov/lowe/photosmultimedia/boardinghouses.htm>.

Primary Sources:

Eisner, Benita, ed. *The Lowell Offering: Writings by New England Mill Women (1840-1845)*. New York: W.W. Norton & Co., 1977.



Texts/Resources continued

Dublin, Thomas. *Lowell: The Story of an Industrial City*. Washington, D.C.: National Park Service, 2001.

Larkin, Jack. "A Busy, Bustling, Industrious Population." *The Reshaping of Everyday Life, 1790-1840*. New York: Harper Collins, 1989. pp. 15-61.

"Lowell & The American Industrial Revolution Curriculum Packet." The Tsongas Industrial History Center. Eastern National. 2013.

"Mill Life in Lowell: 1820-1880." Center for Lowell History—University of Massachusetts-Lowell Libraries. <http://library.uml.edu/clh/mo.htm>.

"[Hamilton Company—Factory Rules](#). From the Handbook to Lowell, 1848." Center for Lowell History. University of Massachusetts Lowell.

"[Letters of Mary Paul](#)." Vermont Historical Society.

"[Regulations for the Boarding Houses of the Middlesex Company](#)." Center for Lowell History. University of Massachusetts-Lowell.

Vocabulary

What academic vocabulary is essential for this lesson?

Manufacture/manufacturer, board/boarder, regulation, corporation, overseer

What vocabulary is needed for a close read of the texts?

Proprietor, indispensable, rendezvous, down-easters, domicile, precincts

Instructional Process : Inquiry Method

1. **(Connect)** Hand out the 1860 Hartford census page that students perused on Day 1. Have students use evidence from the document to prove what we learned about the Justin McKenzie household.
2. Ask table partners to spend two minutes discussing what it was like to live at Justin McKenzie's. Share briefly.
3. Ask students "What doesn't this document tell us about boardinghouses?" Brainstorm a list together on the board.
4. Ask, "If we were to write a history based on this one document, what problems would arise?" "Why must historians investigate multiple sources?"
5. **(Wonder)** From the list, create questions about boardinghouse life.
6. What sources would we need to find out the answers to these questions? List on the board. Which of these sources do students feel would be the most useful? Why?
7. **(Investigate/Construct)** Explain that students are going to use a variety of sources to help answer their questions and, at the same time, create a more detailed picture of life at a factory boardinghouse.
8. Put students into small groups. Each group should choose a time manager, a summarizer, a scribe, and a task manager, who makes sure that everyone participates and completes their job.

SCHEDULE 1.—Free Inhabitants in Hartford
of Vermont enumerated by me, on the 1st
Post Office Hartford.

Family numbered in order of enumeration.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family.	Description.				Profession, Occupation, or Trade of each person, or 15 years of age.
		Age.	Sex.	Color.	Whether an Inhabitant.	
1	2	3	4	5	6	
554	554	Lewis Malin	36	M		Farmer
		Mariada "	31	F		Wife
		William "	10	M		
		Lewis "	8	M		
		Henry "	5	M		
555	554	Levinus Snow	46	M		Farmer
		Christina "	44	F		Wife
		Levi "	22	M		
		Martha Palmer	20	F		
		John J. Greenwood	17	M		Farmer
		Ellen K. Darguin	14	F		
		Frank Smalley	4	M		
556	555	Jesse Ford	42	M		Farmer
		Christine "	30	F		Wife
		Levina "	10	F		
		Isabelle "	4	F		
		Geo "	2	M		
557	556	Agas B. Clark	44	M		Farmer
		Jennette "	53	F		Wife
		Anna "	9	F		
		Joseph "	6	M		
		Edwin "	2	M		
		Hyde "	81	M		Farmer
		Leight Dittie	28	M		Farmer
		Ophie Budget	16	F		Farmer
558	557	Peter Hilby	30	M		Farmer
		Bridget "	30	F		Wife
		Mary "	6	F		
559	558	Edward Farns	40	M		Farmer
		Mary "	52	F		Wife
		Emily Case	21	F		
		Joseph "	23	M		Farmer
		Oliver Miller	14	M		
1000	559	Louis Hixey	53	M		Welder
		Willie "	12	M		
1001	1001	Arthur Sanders	34	M		Shoemaker
		Almira "	35	F		Wife

Instructional Process continued

- Hand each group a packet. Each packet contains a primary source and a question sheet. Answers are all expected to reference the text.
 - Primary Sources: Boardinghouse and factory regulations. Questions: 1. What rules are on both documents? Why do you suppose this is? 2. Of the boardinghouse regulations, which one is the fairest? Most unfair? Why? 3. Write at least one question you have about these documents.
 - Primary Source: Letter from Susan (*Lowell Offering*). Questions: 1. What surprises Susan the most about her new home? Why do you suppose this is? 2. What about this living situation would be most difficult for you? Why? 3. Write at least one question you have about this document.
 - Primary Source: Home Editorial (*Lowell Offering*). Questions: 1. What makes a factory boardinghouse different than any other boardinghouse or home? 2. What two rooms are the most used? Why? 3. Write at least one question you have about this document.
 - Primary Sources: Mary Paul letter and various quotations (*Lowell Offering*). Questions: 1. What is a positive aspect of living in a boardinghouse? Negative? 2. If you only read the Mary Paul letter, what information would you miss? How would this change your understanding of boardinghouse life? 3. Write at least one question you have about these documents.
- Depending on the length of the class, give students an appropriate amount of time to read over the document and answer the questions.
- Have students rotate through the documents, completing the task for each packet of documents.
- (Express/Reflect)** After completing the packets together, ask students to individually write answers to the following questions: What was living in a boardinghouse like? How did these sources help answer our questions and teach you more about the realities of boardinghouse life? Why is it important to use multiple sources when learning about history?
- After giving students time to write, have them share answers and discuss the importance of using more than one source.
- Go back to the 1860 Hartford census. Each student chooses someone from the Justin McKenzie household. For homework, students write a narrative that tells this person's experience in a factory boardinghouse. They should use evidence from their investigations to help make their piece as accurate as possible.
- (Connect)** Next day, share pieces and discuss the differences. Discuss how each piece is unique, despite using the same resources. Why is this? How does this knowledge impact students' thinking about history and how it is written?

See the assessment rubric on the next page.



The Flow of History team is available to come to your school and work with teachers to develop similar Common Core historical inquiry activities and projects.

These professional development services range from half-day workshops to year-long book discussion and primary source integration programs. If you're interested, please contact us at flowofhistory@gmail.com

Boardinghouse Activity Checklist	You got it!	Done.	You tried...	What happened?
All packet questions answered completely, accurately, and with detail.				
Answers include references to the text whenever possible.				
Posed questions reflect historical inquisitiveness and engagement.				
Group work highlighted good listening skills and showed participation in all activities.				
Narrative uses evidence from primary sources.				
Narrative is creative and historically accurate.				
All work is thoughtful and shows understanding of the topic.				

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