

TEACHING AMERICAN HISTORY PROJECT
Lesson Title -Working Conditions In the Cheney Mills

From Ashley Zeppa

Grade – 11th

Length of class period –45 minutes

Prerequisite-- basic knowledge of the Industrial Revolution

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How did life change for those people that began work in the mills during the Industrial Revolution?

Did the Industrial Revolution have positive or negative effects for the American people?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will analyze photographs of workers in the Cheney Mills to discover their working and living conditions.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Photographs:

4 Photos of the Cheney Mills (attached in a word document)

Activities (What will you and your students do during the lesson to promote learning?)

Analyzing photographs using attached chart in small groups

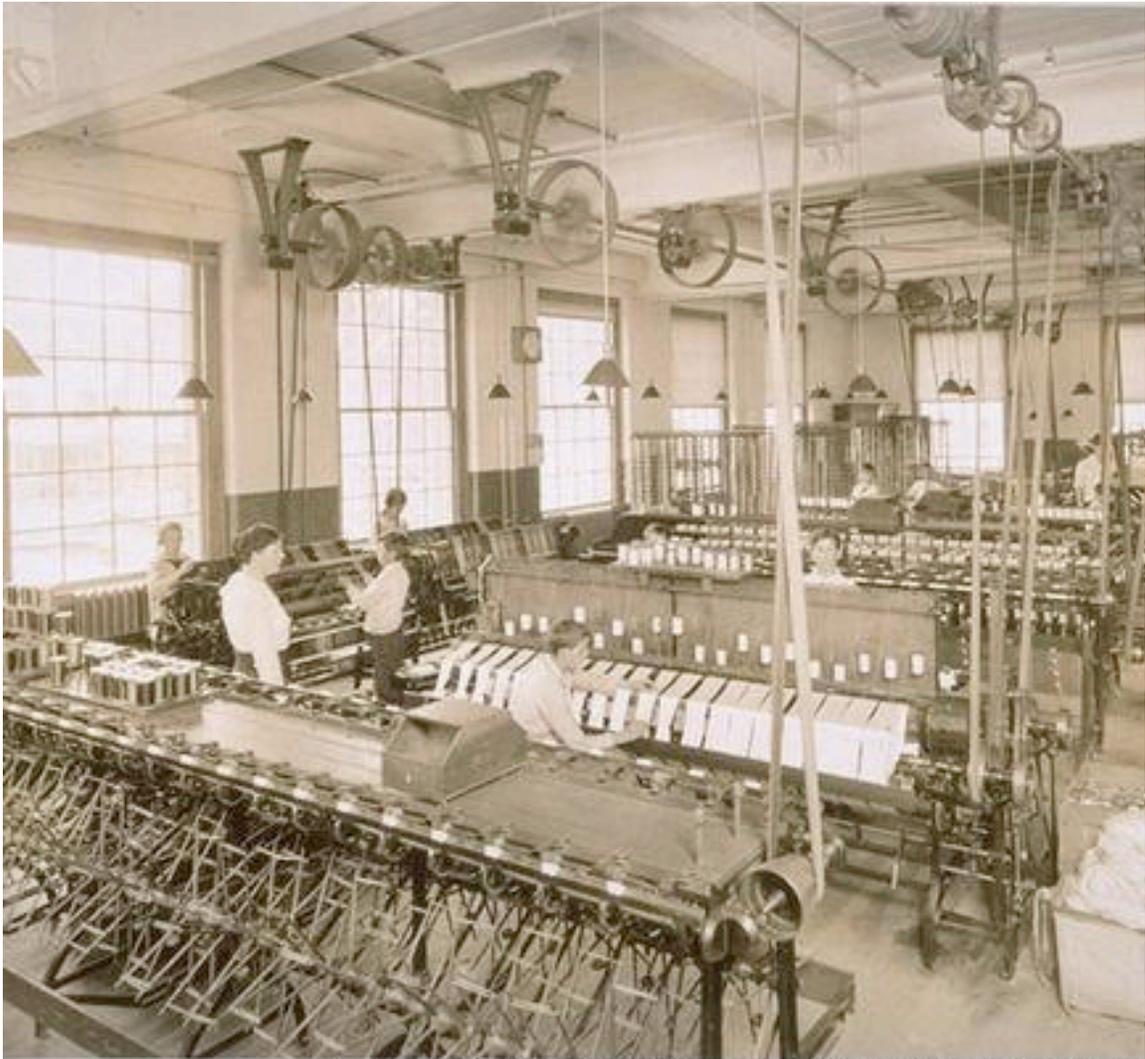
Whole class discussion about their findings

How will you assess what student learned during this lesson?

Collect charts, ask questions while students are in small groups to facilitate discussion and inquiry, whole class discussion

Connecticut Framework Performance Standards –

2.2.3—Cite evidence from a source to determine an author’s purpose and intended audience



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Photo CD: 3153 File: Img0068.pod

The Connecticut Historical Society.

Mill Interior, Cheney Brothers Silk Company



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Photo CD: 0536 File: Img0067.pod

The Connecticut Historical Society.
Cafeteria, Cheney Brothers, Manchester



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Photo CD: 0532 File: Img0024.pcd

The Connecticut Historical Society.

Cheney Brothers Employees on Porch, Manchester



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Photo CD: 3153 File: lmg0062.pcd

The Connecticut Historical Society.

Interior of Medical Office, Cheney Brothers Silk Manufacturing Company

Photograph Analysis Worksheet

Adapted from National Archives Photo Analysis Worksheet

1. Use the Chart below to list people, objects, and activities in the photograph

People	Objects	Activities

2. Based on what you have observed, list three things that you might infer about this photograph
 - a.
 - b.
 - c.
3. Based on what you have observed, what do you think the photographer was trying to show? What is his/her opinion of the working and living conditions of the workers? Who was his/her audience?
4. What two questions do you have about this photograph?
 - a.
 - b.

Whole Class discussion Questions:

1. What did this photo have to say about the working and living conditions in the Cheney Mills?
2. Do you think that this is a positive or a negative portrayal of the workers?
3. Do you think this is a positive or a negative portrayal of the working conditions?
4. What types of things did the Cheney Company offer its workers?
5. How do these photographs contradict or reinforce what we have read already about the Industrial Revolution?

6. Based on what you have read and what you have learned from these photographs, do you think that the Industrial Revolution had a positive or a negative impact on the American people?