

***Lesson Title –Comparing Points of View Using Primary and Secondary Sources\* Regarding the Grosvenor Dale Co. Mill, late 1800s  
From Judy Perkins***

\*Primary and secondary sources from *Thompson Bicentennial Memory Book 1785-1985*  
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Grade - 5

Length of class period – 40 minute period

Inquiry – What different viewpoints exist regarding the paternalistic mill system at the Grosvenor Dale Mill?

Objectives –

Students will:

- Examine primary and secondary sources
- Evaluate sources for point of view

Materials

1. Photos of Grosvenor Dale Mill and millworkers
2. Account of life in Three Rows (secondary source) during the 1880's
3. Millworker's account (primary source)
4. "Do the Math" sheet
5. True/False statements sheet for Three Rows
6. True/False statements sheet for millworker's account
7. Calculators

Activities (Explain which is the primary and which is the secondary source.)

- Students should work in pairs
- Give each pair one each of items 1-4 on the materials list, and two each of item 5 and 6
- After looking at the photos of the mill and millworkers, one partner should read the Three Rows account and complete the True/False sheet. The other partner should read the millworker's account and complete the True/False sheet.
- Partners should then exchange the accounts and repeat the step above.
- Next, students should work together to complete the "Do the Math" sheet.
- Finally, partners should compare their responses on the True/False sheets and discuss possible reasons for differing points of view on mill life in the 1880's.

How will you assess what student learned during this lesson?

Teacher will listen to partner discussions and evaluate completed worksheets.

Connecticut Framework Performance Standards –

2.2(3) Describe an author's point of view using relevant social studies information.

2.2(4) Compare and contrast information provided by primary and secondary sources.

### Life in Three Rows in the 1880's

Answer true or false for each statement –

- \_\_\_\_\_ The Grosvenor Dale Co. provided workers with quality housing.
- \_\_\_\_\_ The Company Store provided families with most of the things they needed to live.
- \_\_\_\_\_ Rent was inexpensive.
- \_\_\_\_\_ The homes and families were well cared for.
- \_\_\_\_\_ Three Rows was a pleasant place to live.
- \_\_\_\_\_ The children there were happy.
- \_\_\_\_\_ If you had been alive in 1880, you would have enjoyed living there.

### Millworker's Life in the late 1880's

Answer true or false for each statement –

- \_\_\_\_\_ Millworkers worked few hours.
- \_\_\_\_\_ Millworkers had lots of free time.
- \_\_\_\_\_ Mill work was easy.
- \_\_\_\_\_ Millworkers spent a lot of time outdoors in the fresh air and sunshine.
- \_\_\_\_\_ Millworkers were paid well.
- \_\_\_\_\_ Children never worked in the mills.
- \_\_\_\_\_ All millworkers were unhappy.

Do the Math:

Many millworkers worked from 6:00 a.m. until 6:00 p.m., six days a week. If they earned \$3.00 for each week of work, how much did they earn for each hour of work?

6:00 a.m. to 6:00 p.m. = \_\_\_\_\_ hours X 6 days/week = \_\_\_\_\_ hours per week

\$3.00/week wage ÷ \_\_\_\_\_ hours per week = \_\_\_\_\_/hour wage

If workers were earning \$3.00 per week and paying the Grosvenor Dale Co. \$1.27 each week for rent to live in Three Rows, how much money did they have left to spend on things like food and clothing?

Do you think that workers at the Grosvenor Dale Co. mill were treated fairly and earned a good living considering that they were provided with housing in Three Rows by the mill owners? Explain.