

**Quantity or Quality?
Handcrafted vs. Factory Produced Goods
Lesson Plan**

GRADE: 3

- I. Massachusetts Curriculum Framework Standards**
- A. Massachusetts History and Social Studies Curriculum Framework
 - i. Grade 3 Concepts and Skills
 - 1. 3 – Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
 - 2. 9 – Define specialization in jobs and business and give examples of specialized businesses in the community.
 - ii. 3. 11 Identify when the students’ own town or city was founded, and describe the different groups of people who have settled in the community since its founding.
 - iii. 4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of... major European immigrant groups.
 - B. Massachusetts English Language Arts Curriculum Framework
 - i. 8.19 Identify and analyze main ideas, supporting ideas, and supporting details. (For Informational/Expository texts)
 - ii. 14.3 Respond to and analyze effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
 - iii. 19.15 Write poems using poetic techniques, figurative language, and graphic elements.
 - C. ELPBO (English Language Arts Proficiency Benchmarks and Outcomes)
 - i. S.3 Students will comprehend and communicate orally, using spoken English to participate in academic settings.
 - ii. R.3 Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
 - iii. W.2 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
 - D. Massachusetts Arts Curriculum Framework
 - i. 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
 - ii. 6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.
- II. Student Objectives: Students will –**
- A. Determine the importance of the Industrial Revolution to Framingham’s history by engaging in SIGHT for images of the mill and factory region of

Saxonville from throughout history. (This could be modified to include a factory or mill from any area.)

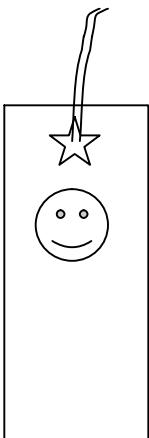
- B. Validate the importance of immigrant contributions of information and technology through the example of William H. Knight.
- C. Evaluate the artistic impact on services and goods in moving from handcrafts to factory production of every day objects.

III. Materials

- A. Images of Saxonville (or other region with a factory or mill)
- B. Plain paper bookmarks – enough for one for each student in the class, plus another 30
- C. Smiley face stamp with ink pad (or 30 stickers if you don't have a stamp)
- D. Single hole punch (round is fine, but a star or other shape would be great)
- E. Thirty 12" lengths of yarn
- F. A finished sample of a bookmark you have designed for your factory workers to make.
- G. Picture of William H. Knight
- H. RAFT Options
- I. RAFT Rubric

IV. Lesson Procedures

- A. SIGHT of Saxonville
 - i. Engage students in SIGHT of the attached images of Saxonville. (This activity may be amended to fit the profile of any region with a factory or mill.)
 - ii. Lead a discussion that helps students synthesize their responses for understanding
 - 1. The predominance of the mill and factory over the landscape
 - 2. The existence of the river and falls
 - 3. The endurance of the mill and factory over time
 - 4. The name Saxonville in relation to the Saxon Mill Company
 - 5. The existence of a separately named village (Saxonville) within a town (Framingham)
- B. Smiley Face Book Marks
 - i. Making the bookmarks: Students will either by part of the "factory workers" or people making them at "home" (their desks). Both groups will be working at the same time. Allow for a certain amount of time to produce the bookmarks (10 or so minutes). When many "home" students have finished, draw the activity to a close.
 - 1. Factory Workers



3. The local mill owners asked Englishman William H. Knight to move to Framingham (immigrate) and bring the technology of wool mills with him.
 4. Knight was a rags-to-riches immigration success story.
 - a. He started as a worker for the Saxon mills;
 - b. Went into business as a co-owner in Tariffville, CT;
 - c. Returned to Framingham where he was so poor, his wife had to fish out of the window of his mill for their dinner and he could only afford enough wool to produce one carpet at a time that he then sold to make money to buy enough wool for another carpet;
 - d. Sold his water rights and his buildings to the city of Boston for \$150,000
 - e. Co-founded the largest wool mill in the world in nearby Assabet Village, which was renamed Maynard, MA after Knight's partner (long after Knight had retired)
- iii. RAFT Activity to engage students' learning style and Multiple Intelligence preferences through higher order thinking skills in demonstrating mastery
1. Provide students with the accompanying RAFT chart to allow them their choice of product to demonstrate mastery of the topic.
 2. Provide them with the rubric, as well, so they are clear on the expectations.

RAFT Activity

Choose one of the following options to show your understanding about our topic.

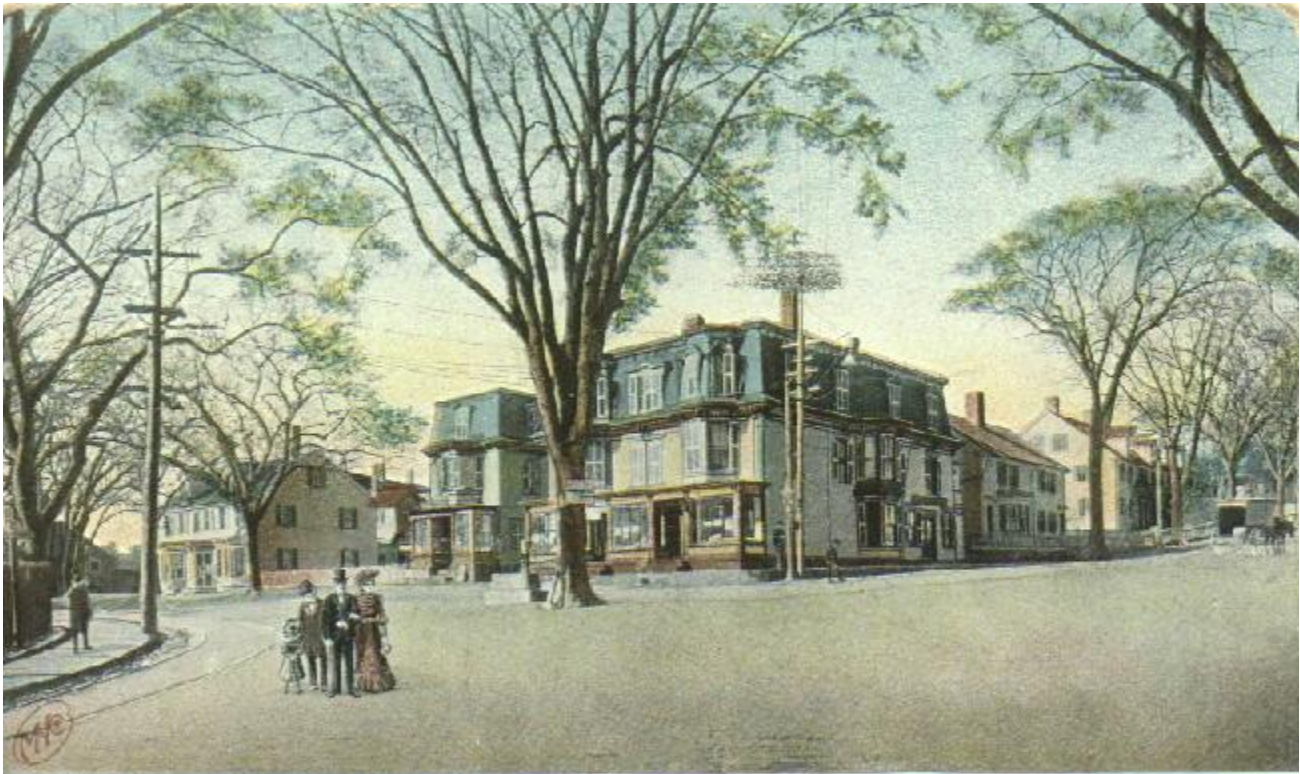
Ex: You may wish to pretend to be the Saxon Mill Company and create a poster that tells the town of Framingham why it should create the village of Saxonville.

Use the rubric to guide your work.

ROLE	AUDIENCE	FORMAT	TOPIC
A Factory Made Bookmark <u>OR</u> A Home Made Bookmark	A Customer	Radio Advertisement	The advantages of the bookmark you chose
Framingham Cotton Mill Owners	William H. Knight	Letter	Why it is important for Knight to come to Framingham
Saxon Mill Company	Town of Framingham	Poster	Why Framingham should create the area around the mill as Saxonville
William Knight	Wife	Poem	It will be hard to start the mill and factory, but he knows he will succeed

RUBRIC FOR RAFT ACTIVITY

	✓-	✓	✓+
FACTS	1 FACT	2 FACTS	3 OR MORE FACTS
GRAMMAR AND SPELLING	MANY MISTAKES	A FEW MISTAKES	ALMOST NO MISTAKES
EFFORT	VERY LITTLE EFFORT	SOME EFFORT	GREAT EFFORT
NEATNESS	NOT NEAT	SOMEWHAT NEAT	VERY NEAT
TOPIC	DOES NOT ANSWER THE TOPIC	SOMEWHAT ANSWERS THE TOPIC	CLEARLY ANSWERS THE TOPIC



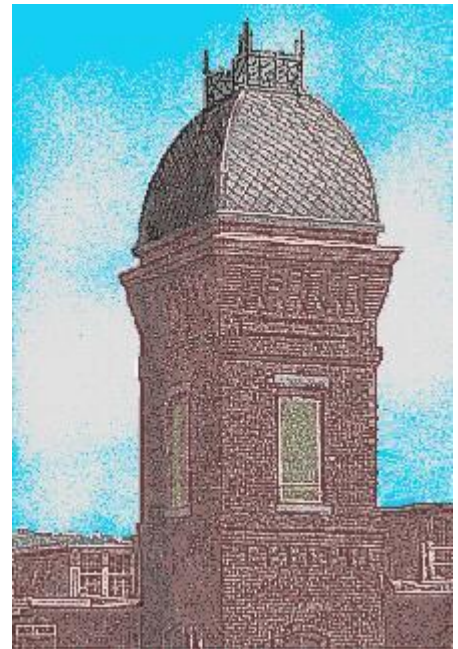
The Square and Town Pump, Saxonville, Mass.

3 4/10 1906 copy 1908! If you advise hereafter Daino J. F. Elmer.

The Square and Town Pump in the center of Saxonville 1906 framingham.com/history/postcard/postcard.htm



Mill Owner's House www.framingham.k12.ma.us/k5/saxonville.htm



Mill Tower – Unrestored
www.framingham.com/sax-



Sudbury River Falls
www.framingham.12k.ma.us/k5/saxonville



Factory Machinery at Sudbury River
www.framingham.k12.ma.us/k5/saxonville.htm



Mill Workers House
www.framingham.k12.ma.us/k5/saxonville.htm



Saxonville Factory
www.framingham.k12.ma.us/k5/saxonville.htm



Saxonville Factory
www.framingham.k12.ma.us/k5/saxonville.htm