

Middle Level – Industrial Revolution

Did the transition to an industrial economy benefit South Carolinians?	
Standards and Content	8.4 P Summarize the economic changes that emerged in South Carolina and the U.S.
Staging the Compelling Question	Read Hard Times Excerpt and respond to the questions for comprehension.
Supporting Question 1	Supporting Question 2
How did the characteristics of working on a farm differ from working in a textile mill?	What were the characteristics of the working conditions of textile workers?
Formative Performance Task	Formative Performance Task
Students will complete Graphic Organizer: Life On A Farm and Life In A Factory	Students will complete Graphic Organizer: Working Conditions in the Textile Mills
Featured Sources	Featured Sources
<p>Source A: Textile Life by Mary Branch</p> <p>Source B: New York Times Article Excerpt, 1930</p>	<p>Source A: Mill Children of South Carolina</p> <p>Source B: “Babies in the Mill” by Dorsey Dixon</p>
Supporting Question 3	Formative Performance Task
What were the characteristics of the living conditions of textile workers?	Students will complete Graphic Organizer: Living Conditions of Textile Workers
Featured Sources	Featured Sources
<p>Source A: Oral History Interview with Steve Dallas</p> <p>Source B: Spartanburg County Food Prices Mill Stores vs. Other Stores</p>	
Summative Performance Task	<p>ARGUMENT: Did the transition to an industrial economy benefit South Carolinians? Construct a written or oral argument using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION. Students will identify the potential impact of the 3D Printer on the global supply chain. 3D Industrial Revolution and the Impact on Jobs</p>
Taking Informed Action	<p>UNDERSTAND The transition to an industrial economy had social, political, and economy implications.</p> <p>ASSESS Determine short-term and long-term consequences of the transition to the industrial economy.</p> <p>ACT Create a Photo Narrative to share during a curriculum night that communicates the challenges and benefits communities experienced because of the transition to an industrial economy.</p>

**Featured sources are suggested. It may be that these resources are no longer available, and we apologize in advance for the inconvenience.*

Farm to Factory: Did the transition to an industrial economy benefit South Carolinians?**Overview****Inquiry Description**

In this inquiry, students will use the historical thinking skill of periodization to identify the characteristics that defined the economy and time period between 1862 and 1929 in South Carolina. Students will focus on the textile industry that emerged in South Carolina after the Civil War. Through this inquiry, students will examine multiple sources from multiple perspectives to identify the characteristics of textile workers' working conditions and living conditions. Students will also examine the impact of the textile industry on children. In previous lessons, students will examine the problems that farmers in South Carolina experienced and other events that contributed to the transition from an agricultural to an industrial economy. Students will understand that this transition was an economic turning point. Students can complete this inquiry in four lessons.

Structure of the Inquiry

In addressing the compelling question: Did the transition to an industrial economy benefit South Carolinians? students work through supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while acknowledging competing perspectives. The supporting questions guide students to examine the effect of the transition from agriculture to industry on their daily working and living conditions. In the summative performance task, students will evaluate the impact of the industrial economy.

Staging the Compelling Question

Students will read an excerpt from *Hard Times* by Charles Dickens to introduce the inquiry. The vivid description of the time period will allow students to visualize a factory town. Students will respond to three questions for comprehension and one question for comparison. Students will identify how working in a factory and living in a factory town differed from living and working on a farm. As students progress throughout the lesson, the teacher should refer back to Dickens' description of the factory workers' "same hours," "same sounds," and "same pavement" as students examine life in the textile mill villages.

Supporting Question 1

The first supporting question, How did the characteristics of working on a farm differ from working in a textile mill?, introduces students to the characteristics of working in a textile mill compared to working on a farm. Students will analyze two sources: The poem *Textile Life* by Mary Branch and an excerpt from a *New York Times* article (1930). Through the poetry analysis, students will identify the factory working conditions and the workers' frustrations. Analyzing the newspaper article excerpt, students will identify why an individual may choose factory work. For the Formative Performance Task, students complete a graphic organizer identifying the advantages and disadvantages of life

on a farm or in a factory. The teacher may direct students to complete them individually and refine their responses through comparison with a partner.

Supporting Question 2

The second supporting question, What were the characteristics of the working conditions of textile workers?, focuses students' attention on the working conditions of textile mill workers. Students will examine two sources. Source one includes 23 photographs taken by Lewis Hine of South Carolinian children who worked in textile mills. Lewis Hine was a chief investigator and full-time National Child Labor Committee photographer. The goal of this organization was to prevent the exploitation of children by industry. The second source is a video clip of a song written by Dorsey Dixon, which details the effect on children working in a textile mill. After examining both sources, students will create a sensory figure to ensure comprehension of the perspective of the children who worked in textile mills. For the Formative Performance Task, students will complete a graphic organizer to identify the working conditions of textile mill workers.

Supporting Question 3

The third supporting question, What were the characteristics of the living conditions of textile workers?, turns students' attention to the living conditions of textile workers. Students will examine two sources. Source One is an oral history interview describing the mill store and housing. Source two includes a price comparison between the mill store and regular supermarkets. Students will analyze each source through questions for comprehension. For the Formative Performance Task, students will complete a graphic organizer to identify the living conditions of textile mill workers.

Summative Performance Task

At this point in the inquiry, students have examined multiple sources about the working and living conditions of textile workers. In previous lessons, students have examined the challenges that farmers faced after the Civil War. Students will now be able to respond to the question: Did the transition to an industrial economy benefit South Carolinians? Students will base their claim on evidence from the inquiry sources. Students may present their argument in written or oral form. Students should include evidence from multiple sources in their argument and the skill of corroboration should be reviewed with the students.

Students' arguments could include the following:

- Transition to an industrial economy benefited South Carolinians. Technological innovation in the textile mills provided employment and economic stability for farmers struggling for survival due to obstacles related to insects, competition, overproduction, and unpredictable weather.

C3 TEACHERS – STRUCTURED INQUIRY

- Transition to an industrial economy did not benefit South Carolinians. The working conditions, disregard for equality, and the impact on children had a negative impact on an individual's quality of life.

As an extension activity, students will examine the impact of the 3D printer on the global supply chain. Students will examine how progress and innovation affects individuals. Students will draw comparisons between the transition from farm to factory and impact of product availability through 3D printing.

To take informed action, students will demonstrate their understanding and evaluation of the transition from agriculture to industry in a photo narrative. Students will use photographs from the featured sources to support their argument. The photo narratives will be shared to the school community during a curriculum night.

Featured Sources – Supporting Question 1

Source A: [Textile Life by Mary Branch](#)

Source B: [New York Times Article Excerpt, 1930](#)

Featured Sources – Supporting Question 2

Source A: [Mill Children of South Carolina](#)

Source B: [“Babies in the Mill” by Dorsey Dixon](#)

Featured Sources – Supporting Question 3

Source A: [Oral History Interview with Steve Dallas, former textile employee](#)

Source B: [Spartanburg County Food Prices Mill Stores vs. Other Stores](#)