

## Game Rules

1. This game will work best with six to eight players.
2. Notice that the game begins in 1806 and proceeds until the middle of the 1830's with historical events appearing in order.
3. To begin, each player chooses an IDENTITY CARD and enters the information on the PLAYER SCORE SHEET, then chooses a player token and rolls the die to determine playing order. High throw begins, with play proceeding clockwise.
4. All players travel the RED PATH with a player token unless they choose to buy a MILL (token) and begin the game on the BLUE PATH. (see #6)
5. Players collect a salary every time they either pass or land on a PAYDAY square. If they land on a salary adjustment square, that adjustment applies to the NEXT PAYDAY. Players who land on "lose payday" squares continue to move their tokens in play and make salary adjustments, but do not collect any money for the PAYDAYs they pass or land on. Keep track of salary adjustments and PAYDAYs on the PLAYER SCORE SHEET (on reverse).
6. At the start of his/her turn, any player may choose to buy a MILL, exchange the player token for a MILL token, and begin on the BLUE PATH. MILLS cost \$25,000 and the mill owner's BASE SALARY is \$10,000 each PAYDAY. For the purpose of determining net assets at the end of the game, MILLS are valued at half their cost - \$12,500.
7. Each player may borrow up to \$20,000 during the course of the game. These debts must be paid (subtracted) from the player's assets at the end of the game. Keep track of loans in the space provided on the PLAYER SCORE SHEET.
8. Play ends when (a) the class period ends, (b) when the first player finishes a PATH, or (c) when all players finish their PATHs - whichever the teacher and students decide is most convenient.
9. The player who has the most assets at the end of the game wins.
10. Players will need pencils and may use calculators or scratch paper for calculations.

## Red Path Workers

Apprentice to mechanic--double pay. Apprenticeships were the way that skilled workers like mechanics learned their trade. A young person would spend several years as an apprentice, first as a helper, and gradually taking on more and more skilled work. By the end of as many as seven years, the new mechanic could get a much better-paid job than an unskilled worker.

Hand smashed in loom--base salary cut in half. Injuries were common in early textile mills. There was no health insurance, no employee's compensation program. Injured employees either returned home to be taken care of by family, or found a less demanding job--at less pay.

Invent and patent improved loom--earn \$20,000.

Many mill workers had the technical skills to invent new machinery, and they certainly had the opportunity to see where technological innovation was needed. Some workers--very few--got rich through their invention, but it was more common that the owner of the mill would receive the patent, and the profits.

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Company stores allowed the mill owner to make a profit on selling goods to the employee. Since mill owners often allowed no competition with their store, their prices were sometimes higher than other stores.

Account rigged at company store--lose \$100.

Not all company stores were honest--and no competition meant that it was hard to go elsewhere.

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Not a very common occurrence, but not impossible, either, because in the early mills, workers were mostly of the same ethnicity and race as the managers, and often, the owners of the mills.

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Being a member of the same church meant a better chance of promotion. Also, the churches established by mill owners often preached temperance, hard work, and family values, which made for more better employees--at least from the mill owners' point of view.

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Every mill had a few skilled employees who kept machinery operating.

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unions, and it was hard for organizers to find jobs in the region where they were blacklisted.

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Mules were a type of spinning machine that made it possible to produce higher-quality yarn than could be produced any other way. Though mule spinners were highly paid, and often went on strike for higher wages, the yarn they spun sold for a high price, and installing mule spinning machines was profitable for mill owners who could afford the initial investment, and had the capital to pay the mule spinners their high wages.

1822: Win right to incorporate into integrated mill--you may pay \$5,000 for stock and increase base salary 50%.

In the 1820s state legislatures began to grant some mill owners the right to incorporate their mills. Incorporation was a way of pooling capital from many investors, which made it possible to build larger mills, with more machines and more workers, and make more money. It also meant that the capital of each of the shareholders could be protected in case of bankruptcy. Incorporation was a matter of heated political debate in the 1820s and 1830s, with many people arguing that corporations were anti-democratic, giving an unfair advantage to wealthy investors.

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Wages were a large part of the expenses of running a mill, and when workers won a strike, the mill owner made less than he did before.

You may buy water rights--pay \$1,000 and increase base salary by 25%. Mill owners who bought water rights could increase the size of their mills; it took a lot of water to run the wheels of the mills, and only by buying either the rights to water power or the land surrounding whole lakes and rivers could owners increase their output and profits.

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Financial panics occurred regularly during the 19th century. Mill owners without large capital reserves could be wiped out.

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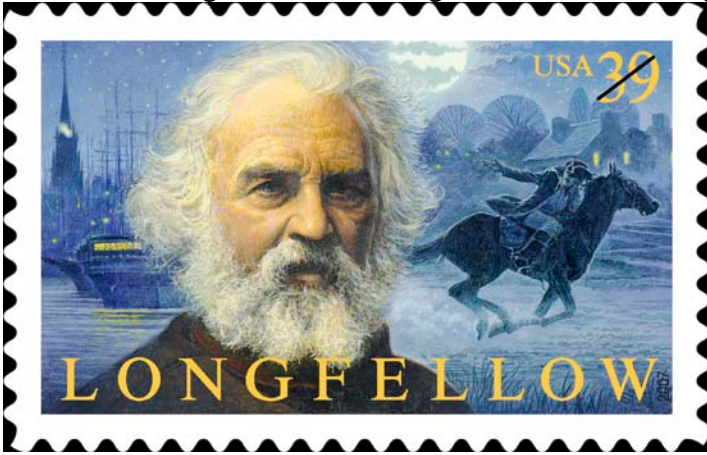
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Starter: Please Read to yourself this poem by Henry Wadsworth Longfellow

### **The Village Blacksmith**

Under a spreading chestnut-tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
And the muscles of his brawny arms  
Are strong as iron bands.

His hair is crisp, and black, and long,  
His face is like the tan;  
His brow is wet with honest sweat,  
He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man.

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

And children coming home from school  
Look in at the open door;  
They love to see the flaming forge,  
And bear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing-floor.

He goes on Sunday to the church,  
And sits among his boys;  
He hears the parson pray and preach,

He hears his daughter's voice,  
Singing in the village choir,  
And it makes his heart rejoice.

It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;  
And with his haul, rough hand he wipes  
A tear out of his eyes.

Toiling,--rejoicing,--sorrowing,  
Onward through life he goes;  
Each morning sees some task begin,  
Each evening sees it close  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught!  
Thus at the flaming forge of life  
Our fortunes must be wrought;  
Thus on its sounding anvil shaped  
Each burning deed and thought.

Please describe this man:

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What about his family?

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What about his religious beliefs?

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What about his work?

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Is he different from a factory worker?

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Please read How did America Change?

The Industrial Revolution itself refers to a change from hand and home production to machine and factory. The first industrial revolution was important for the inventions of spinning and weaving machines operated by water power which was eventually replaced by steam. This helped increase America's growth. However, the industrial revolution truly changed American society and economy into a modern urban-industrial state.

The real impetus for America entering the Industrial Revolution was the passage of the Embargo Act of 1807 and the War of 1812. Americans were upset over an incident with the Chesapeake whereby the British opened fire when they were not allowed to search the ship. They also seized four men and hung one for desertion. This resulted in much public outrage and the passage of the Embargo Act which stopped the export of American goods and effectively ended the import of goods from other nations. Eventually, America went to war with Great Britain in 1812. The war made it apparent that America needed a better transportation system and more economic independence. Therefore, manufacturing began to expand.

Industrialization in America involved three important developments. First, transportation was expanded. Second, electricity was effectively harnessed. Third, improvements were made to industrial processes such as improving the refining process and accelerating production. The government helped protect American manufacturers by passing a protective tariff.

In 1794, Eli Whitney patented the cotton gin which made the separation of cotton seeds from fiber much faster. The South increased its cotton supply sending raw cotton north to be used in the manufacture of cloth. Francis C. Lowell increased the efficiency in the manufacture of cloth by bringing spinning and weaving processes together into one factory. This led to the development of the textile industry throughout New England. In 1846, Elias Howe created the sewing machine which revolutionized the manufacture of clothing. All of a sudden, clothing began to be made in factories as opposed to at home. Eli Whitney came up with the idea to use interchangeable parts in 1798 to make muskets. If standard parts were made by machine, then they could be assembled at the end much more quickly than before. This became an important part of American industry and the Second Industrial Revolution.

As industries and factories arose, people moved from farms to cities. This led to other issues including overcrowding and disease. However, advances were made in agriculture too including better machines and cultivators. For example, Cyrus McCormick created the reaper which allowed quicker and cheaper harvesting of grain. John Deere created the first steel plow in 1837 helping speed up farming across the Midwest. With the increased size of the United States, better communication networks became ultra important. In 1844, Samuel F. B. Morse created the telegraph and by 1860, this network ranged throughout the eastern coast to the Mississippi.

The Cumberland Road, the first national road, was begun in 1811. This eventually became part of the Interstate 40. Further, river transportation was made efficient through the creation of the first steamboat, the Clermont, by Robert Fulton. This was made possible by James Watt's invention of the first reliable steam engine. The creation of the Erie Canal created a route from the Atlantic Ocean to the Great Lakes thereby helping stimulate the economy of New York and making New York City a great trading center. Railroads were of supreme importance to the increase in trade throughout the United States. In fact, by the start of the Civil War, railroads linked the most important Mid West cities with the Atlantic coast. Railroads further opened the west and connected raw materials to factories and markets.

With the great advances of the Industrial Revolution, inventors continued to work throughout the rest of the 19th and early 20th century on ways to make life easier while increasing productivity. The foundations set throughout the mid-1800's set the stage for inventions such as the light bulb (Thomas Edison), telephone (Alexander Bell), and the automobile (Karl Benz). Further, Ford's creation of the assembly line which made manufacturing more efficient just helped form America into a modern industrialized nation. The impact of these and other inventions of the time cannot be underestimated.

So how do you think the average persons life changed between 1812 and 1850?

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Did this impact families? How? \_\_\_\_\_

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List 6 famous men and what they did to change America: \_\_\_\_\_

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## **Blue path (Mill Owner)**

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## GAME GLOSSARY

**Blacklisted:** to be labeled a troublemaker and unable to get a job; to have one's name on the owner's "do not hire" list

**Boarding house:** a private home that rents rooms to workers and provides their meals

**Calico:** a woven cotton fabric usually printed in bright designs

**Cholera:** an acute infectious disease causing diarrhea and vomiting, often fatal

**Company store:** a store owned by the factory where employees are required to purchase their goods

**Dumping:** unloading an excessive amount of goods (such as cloth) into a market at a price below production costs, usually in order to drive competitors out of business

**Embargo:** a law that prohibits importing certain goods or goods from a certain country

**Incorporate:** to form a legal business corporation with the authority to sell shares of stock

**Machine shop:** where machines used for the production of textiles in mills are made or repaired

**Mechanic:** a general term used to refer to a skilled male worker who knew how to build things, whether they were machines or buildings

**Mule spinner:** a skilled male spinner who handled a heavy and complex kind of spinning machine called a "mule"

**Overseer:** the man who was in charge of a room or group of workers in a factory (also used to refer to a man in charge of slaves on a plantation)

**Panic:** an economic condition of widespread fear that the economy is about to collapse, often causing investors to turn assets quickly into cash

**Patent:** a legal document issued by the government giving an inventor exclusive right to profit from an invention

**Power loom:** mechanical device driven by water power which replaced hand looms to weave cloth in a factory

**Temperance:** against the use of alcoholic beverages, especially to excess

**Tenement:** a rental apartment building, often in ill-repair

**Textiles:** cloth products

**Turbine:** a machine which converts moving water power into mechanical power

**Water rights:** legal ability to control the use and direction of water in a river or stream

Read and write answers to these questions Read pages 273-279 in Blue Text America Pathways to the Present Birth of American Textiles:

What did Britain do to protect their manufacturing ideas? \_\_\_\_\_

What did Samuel Slater do? \_\_\_\_\_

How many mills by 1814? \_\_\_\_\_

What did Eli Whitney do in 1798? \_\_\_\_\_

How long did it take to produce 10,000 guns? \_\_\_\_\_

What did the cotton gin do? \_\_\_\_\_

What is a patent? \_\_\_\_\_

What were 3 important facts listed about the cotton gin:

Why were roads important? \_\_\_\_\_

What is a corduroy road? \_\_\_\_\_

Who paid for the Cumberland Road? \_\_\_\_\_

Who paid for most of the other roads? \_\_\_\_\_

What was the Clermont? \_\_\_\_\_

What did James Watt build? \_\_\_\_\_

Why do you think steamboats were an important invention? \_\_\_\_\_

Which canals were built and important? \_\_\_\_\_

What was built in 1828? \_\_\_\_\_

What was a fact about the Postal service? \_\_\_\_\_

What did Francis Cabot Lowell do in 1813? \_\_\_\_\_

What does centralized manufacturing mean? \_\_\_\_\_

How does the text define Free Market System: \_\_\_\_\_

What are Americans doing in 1800? \_\_\_\_\_

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What is specialization? \_\_\_\_\_

---

What were Americans buying? \_\_\_\_\_

---

What did someone need to open a bank? \_\_\_\_\_

---

What is investment capital? \_\_\_\_\_

---

What mistakes or problems did banks make? \_\_\_\_\_

---

What is a bank note? \_\_\_\_\_

---

Read and write answers to these questions Read pages 273-279 in Blue Text America Pathways to the Present Birth of American Textiles:

What did Britain do to protect their manufacturing ideas? \_\_\_\_\_

What did Samuel Slater do? \_\_\_\_\_

How many mills by 1814? \_\_\_\_\_

What did Eli Whitney do in 1798? \_\_\_\_\_

How long did it take to produce 10,000 guns? \_\_\_\_\_

What did the cotton gin do? \_\_\_\_\_

What is a patent? \_\_\_\_\_

What were 3 important facts listed about the cotton gin:

Why were roads important? \_\_\_\_\_

What is a corduroy road? \_\_\_\_\_

Who paid for the Cumberland Road? \_\_\_\_\_

Who paid for most of the other roads? \_\_\_\_\_

What was the Clermont? \_\_\_\_\_

What did James Watt build? \_\_\_\_\_

Why do you think steamboats were an important invention? \_\_\_\_\_

Which canals were built and important? \_\_\_\_\_

What was built in 1828? \_\_\_\_\_

What was a fact about the Postal service? \_\_\_\_\_

What did Francis Cabot Lowell do in 1813? \_\_\_\_\_

What does centralized manufacturing mean? \_\_\_\_\_

How does the text define Free Market System: \_\_\_\_\_

What are Americans doing in 1800? \_\_\_\_\_

---

What is specialization? \_\_\_\_\_

---

What were Americans buying? \_\_\_\_\_

---

What did someone need to open a bank? \_\_\_\_\_

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What is investment capital? \_\_\_\_\_

---

What mistakes or problems did banks make? \_\_\_\_\_

---

What is a bank note? \_\_\_\_\_

---



**TAH HW Lucy Larcom (1824-1893) HW Name: \_\_\_\_\_ date \_\_\_\_\_**

Although Lucy Larcom was a well-published poet in her lifetime, she is best known today for writing *A New England Girlhood* (1889). This autobiography is a classic book about the age of industrialization and her role in it as a textile mill worker – beginning at age eleven.

She was born on May 5, 1824, in the then-rural town of Beverly, Massachusetts, north of Boston. Lucy's life was greatly affected when her father, Benjamin, died when she was just eight. From then on, the family struggled to maintain middle-class status. Social Security, life insurance, and other mechanisms to assist such families had yet to be created, and the financial fate of widows often was hard. Instead of taking the usual path of finding a stepfather for her eight children, Lois Larcom moved to Lowell, Massachusetts, where the older girls worked in the textile mills, while she ran a boarding house for mill workers.

New England was transforming from an agricultural economy to an industrial one, as Americans learned from English factories how to run water-powered looms that spun and wove fabric – a task that women formerly did at home on spinning wheels and foot-peddled weaving looms. Women understandably proved better at this factory work than men, and textile mills soon became the new nation's biggest employer of women. Most textile workers were teenage girls, often recruited from surrounding farms where female labor was not particularly valued.



Some companies even ran horse-drawn buses as far as Canada and brought back girls eager to earn their own living. They lived in boarding houses such as the one run by Lois Larcom or in college-like dormitories owned by the factories. Because the mills were run by water-power, not electricity, working days were short in winter. When the mills darkened, many young women sought to use the time for self-improvement. They hired professors and studied literature, music, and even botany by candlelight. Work was the main priority, however, Lucy was not unusual when she left school to enter millwork before she was even in her teens.

Larcom and others who wrote about mill life often said that the biggest shock was the noise. The world was much quieter before electric motors and gas-powered cars, and many millworkers became deaf at an early age. The machinery was dangerous, too, and more than one girl was accidentally scalped when her long hair got caught in a machine.

Child laborers usually started by sweeping up scrap cloth, broken thread, etc., and then moved on to deliver supplies for loom operators. In their early teens, most learned to run the spinning machines that made thread. Weaving at power looms usually was the employment pinnacle – but Lucy was exceptional. She started as a spinner, using the education her mother had given her, rose to become a bookkeeper.

As a distraction from the arduous labor at the mills, Larcom wrote many short stories and poems. Her first work was published in *Operative Magazine*, which was founded by her sisters for other machine operators. These women were so unusual in their thirst for education that other such publications also existed; the most famous is *Lowell Offering*. In 1843, Lucy Larcom's writing caught the attention of John Greenleaf Whittier, a nationally known poet and Quaker activist against slavery, and they became long-time friends.

After more than a decade in the mills, she took the big step of moving from New England in 1846; at 22, Lucy accompanied her sister Emeline and Emeline's new husband to the boomtown of St. Louis. Although she had little formal education, Lucy had learned enough from her mother and older sisters that she was hired as a teacher in nearby Illinois. She continued to write poetry, and in 1849, was recognized with inclusion in *Female Poets of America*. She managed to save enough from her teaching salary that she soon could afford to enroll at Monticello Female Seminary in Godfrey, Illinois. She graduated in 1852, having earned the credentials to teach at similar institutions back East.

Larcom then became a teacher at Wheaton Seminary in Norton, Massachusetts, while also continuing to write. When she won a major poetry contest in 1854, Whittier introduced her to his publishing contacts. Soon her poetry

appeared in the leading periodicals of her time, including *The Atlantic Monthly*, *Harper's New Monthly Magazine*, and *The New England Magazine*. She also anonymously edited three volumes of Whittier's work.

Like Whittier and most educated people in Massachusetts, Larcum was an abolitionist and rejoiced when Abraham Lincoln was elected president. She became more conservative as she aged, however, and did not support Massachusetts' Lucy Stone or other women's rights leaders. Her chief ambition throughout life was maintaining middle-class respectability, while also asserting women's right to economic independence via education. The fact that she never married shows how fragile such freedom was in her place and time: a woman surrendered virtually all her legal rights when she signed a marriage license; even the wages of her work belonged to her husband.

In 1889, Larcum published *A New England Girlhood*, which detailed her life as a Lowell mill worker. The book became her most famous work and is still in print today. She was 65 when she wrote it, and her reminiscences understandably emphasized the positive side of life in the nation's early textile mills. It nonetheless has served as a valuable record of this unusual time in American history, when factories recruited teenage girls, paid them relatively well, and even provided opportunities such as *Operative Magazine*.

In 1835, when she was 11 years old, Lucy Larcum's father died, and her mother moved the family from the coastal town of Beverly, Massachusetts, to Lowell. There, Lucy's mother ran a boardinghouse, and Lucy went to work in the mills. She was a steady contributor to the *Lowell Offering*, and while at Lowell developed a friendship with John Greenleaf Whittier. In later years she became a teacher and poet, eventually publishing several books, among them *A New England Girlhood*.

So I went to my first day's work in the mill with a light heart. The novelty of it made it seem easy, and it really was not hard, just to change the bobbins on the spinning-frames every three quarters of an hour or so, with half a dozen other little girls who were doing the same thing. When I came back at night, the family began to pity me for my long, tiresome day's work, but I laughed and said,--

"Why, it is nothing but fun. It is just like play."

And for a little while it was only a new amusement; I liked it better than going to school and "making believe" I was learning when I was not. And there was a great deal of play mixed with it. We were not occupied more than half the time. The intervals were spent frolicking around among the spinning-frames, teasing and talking to the older girls, or entertaining ourselves with the games and stories in a corner, or exploring with the overseer's permission, the mysteries of the carding-room, the dressing-room and the weaving-room.

There were compensations for being shut in to daily toil so early. The mill itself had its lessons for us. But it was not, and could not be, the right sort of life for a child, and we were happy in the knowledge that, at the longest, our employment was only to be temporary.

In the older times it was seldom said to little girls, as it always has been said to boys, that they ought to have some definite plan, while they were children, what to be and do when they were grown up. There was usually but one path open before them, to become good wives and housekeepers. And the ambition of most girls was to follow their mothers' footsteps in this direction; a natural and laudable ambition. But girls, as well as boys, must often have been conscious of their own peculiar capabilities,--must have desired to cultivate and make use of their individual powers. When I was growing up, they had already begun to be encouraged to do so. We were often told that it was our duty to develop any talent we might possess, or at least to learn how to do some one thing which the world needed, or which would make it a pleasanter world.

At this time I had learned to do a spinner's work, and I obtained permission to tend some frames that stood directly in front of the river-windows, with only them and the wall behind me, extending half the length of the mill,--and one young woman beside me, at the farther end of the row. She was a sober, mature person, who scarcely thought it worth her while to speak often to a child like me; and I was, when with strangers, rather a reserved girl; so I kept myself occupied with the river, my work, and my thoughts. . .

The printed regulations forbade us to bring books into the mill, so I made my window-seat into a small library of poetry, pasting its side all over with newspaper clippings. In those days we had only weekly papers, and they had always a "poet's corner," where standard writers were well represented, with anonymous ones, also. I was not, of course, much of a critic. I chose my verses for their sentiment, and because I wanted to commit them to memory; sometimes it was a long poem, sometimes a hymn, sometimes only a stray verse. . .

One great advantage which came to these many stranger girls through being brought together, away from their own homes, was that it taught them to go out of themselves, and enter into the lives of others. Home-life, when one always stays at home, is necessarily narrowing. That is one reason why so many women are petty and unthoughtful of any except their own family's interests. We have hardly begun to live until we can take in the idea of the whole human family as the one to which we truly belong. To me, it was an incalculable help to find myself among so many working-girls, all of us thrown upon our own resources, but thrown much more upon each others' sympathies.

Some of the girls could not believe that the Bible was meant to be counted among forbidden books. We all thought that the Scriptures had a right to go wherever we went, and that if we needed them anywhere, it was at our work. I evaded the law by carrying some leaves from a torn Testament in my pocket.

My grandfather came to see my mother once at about this time and visited the mills. When he had entered our room, and looked around for a moment, he took off his hat and made a low bow to the girls, first toward the right, and then toward the left. We were familiar with his courteous habits, partly due to his French descent; but we had never seen anybody bow to a room full of mill girls in that polite way, and some one of the family afterwards asked him why he did so. He looked a little surprised at the question, but answered promptly and with dignity, "I always take off my hat to ladies."

His courtesy was genuine. Still, we did not call ourselves ladies. We did not forget that we were working-girls, wearing coarse aprons suitable to our work, and that there was some danger of our becoming drudges. I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of sound inside. Looking away to the hills, my whole stifled being would cry out

"Oh, that I had wings!"

Still I was there from choice, and

"The prison unto which we doom ourselves, No prison is." Questions:

1. How does Lucy Larcom think that the mill experience influenced the girls? \_\_\_\_\_

\_\_\_\_\_

2. How do you think it impacted her life and identity? \_\_\_\_\_

\_\_\_\_\_

3. What were the factory rules and the extent to which they could be bent? \_\_\_\_\_

\_\_\_\_\_

4. Did she believe that millwork was oppressive, or beneficial? \_\_\_\_\_

\_\_\_\_\_

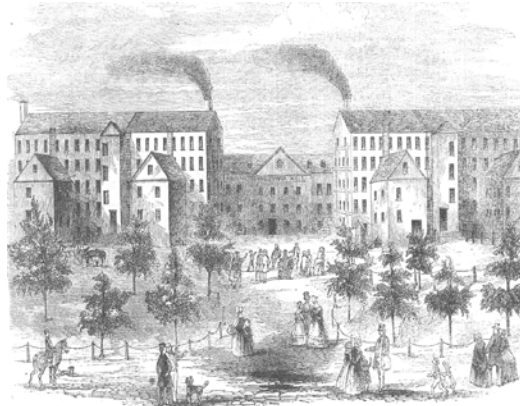
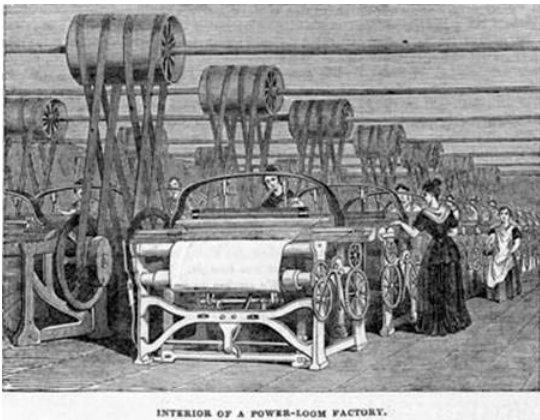
5. How would you describe her religious outlook? \_\_\_\_\_

\_\_\_\_\_

6. What revolutionary changes occurred in women's education; do you find evidence of this in Larcom's text?

\_\_\_\_\_

\_\_\_\_\_



### Starter Please Read Why a Factory? :

Factories are places that rely on the division of labor to mass-produce items for a profit. They often rely on machines (as well as people) to produce items more cheaply than would be possible if the goods were produced by a craftsman. Factories didn't come into existence automatically, as if there were no other possible ways to organize production, and that is particularly true for cloth making. In England, for example, cloth merchants often "put out" raw materials to artisans who worked at home or in shops where several people would labor together. Some things--straw hats and shoes, for instance--were made that way in America, too. But most early textile factories in this country tended to emerge from two lines of development. In one case, they grew out of existing water-powered milling operations. So, for instance, a miller added a carding machine to the equipment of a grist mill or saw mill, drawing upon the water power already in use at the site. That experiment then often led an owner to introduce some of the new spinning machines and power looms, in many cases taking out the older grist or saw mill machinery, and by such a process a textile mill was created. These kinds of factories were often small and oriented to local markets. By 1815 there were lots of them, especially in southern New England.

In the second case, textile factories were established as complete enterprises from the beginning, depending on the development of new power sources and the identification of new populations of labor. This is what happened at Waltham, MA in 1813, at Lowell, MA in 1822, and then later at Manchester, NH, and other places in northern New England. The men who established these factories were originally looking for new kinds of investments because the shipping they were engaged in had become too risky during the early 19th century as a result of the international hostilities which led up to and continued during the War of 1812. These merchants were able to combine large amounts of capital (which were unavailable to almost everyone else in the United States) with powerful water sources to create large factories oriented towards national markets.

From an investor's or a manager's point of view, the advantages of combining raw materials, workers, machines, and power--all under one roof--were obvious. One of the first benefits was better supervision of workers and work processes. Someone working at home without the pressure of immediate supervision might not work as hard or as regularly. Working and drinking (not an uncommon practice in some early industries) could also result in less than perfect yarn or cloth. With workers in a single place for 11-to-13 hours a day, almost all these problems could be minimized, giving managers a more predictable output-per-week at a lower cost-per-yard.

Employing the new textile machinery in a water-powered factory setting provided huge gains in productivity and that was another important benefit for mill owners. Single spinning machines and power looms spun and wove much faster than individuals could; assembling a great many of these machines, with each worker tending several at once, multiplied the possibilities for profits. Here is an important difference from plantations, where gains in productivity came only by adding more workers.

But like plantation owners, factory managers also had to be concerned with discipline, to insure control over production. Small factories employed families, relying primarily on the labor of children (usually between the ages of 10 and 20) to produce cloth. The large factories of places like Lowell employed young women (usually between the ages of 13 and 25) to produce their cloth. In both cases, factory managers argued that these groups of people needed close supervision because they could not be trusted to take care of themselves. Some owners argued that poor families who did not work in factories would only become idle, immoral, and even criminal. Those who employed young women in places such as Lowell did not feel that these young women were likely to become immoral, but they did feel that the women needed to live in boarding houses with strict rules of behavior, and they certainly never expected these young women to move up the factory ladder to become overseers, much less owners. Although factory workers were given more independence than slaves, factory owners still looked down upon them. However, in the North, factory owners paid wages to their workers (or the parents of

their workers where family labor was used). They expected their workers to provide their own food and clothing and they expected their workers to depend on family members for support in a time of crisis. In this way, northern workers were treated differently from slaves. Factory owners only claimed to own the labor of their employees, not their whole person.

Cotton production resulted in the spread of slavery; textile production resulted in the beginnings of a class of factory workers who had limited prospects in the industrial world. In the South, slave owners looked down on slaves because of their race; in the North, factory owners looked down on operatives because of their economic background (class) and because they were female. Many northern factory workers were no more enamored of their jobs than slaves were of theirs. Indeed, they sometimes called themselves wage slaves. Factory workers organized collectively to resist unfair labor conditions more regularly than slaves did, no doubt because the consequences for such behavior were less severe than on southern plantations. But factory workers also engaged in day-to-day resistance by quitting their jobs and by working more slowly than their overseers demanded. Thus factories, like plantations, were set up to increase profits for their owners. However, factories increased profits not only through the organization of labor, but through the development and spread of technology.

So if you were an investor in 1820 why might a factory appeal to you? \_\_\_\_\_

\_\_\_\_\_

Which was the better investment factory or plantation why? \_\_\_\_\_

\_\_\_\_\_

Discuss

Take Notes from PPT presentation Lowell Girls

## Play Activity #10: Industrial Life: A Game

### Description

In this board game about life during early industrialization, you will assume the role of either a mill owner or a factory worker and encounter the real historical events and technological opportunities of the period.

### Special Explanation and Discussion Questions

This game may not seem as "fair" as other games you have played. That's because people do not get to start on an equal footing. However, during early industrialization people did not get to start on an equal footing either. In fact, in order to show you the range of possible jobs people could have in a mill, we have included a far higher percentage of well paid and wealthy players than would have actually existed in any given mill. The overwhelming majority of those who worked in factories were low-paid operatives. We have also allowed the young women in this game opportunities that would not really have existed for young women in the early 19th century. It is possible for Mary and Eleanor to borrow money and buy a mill, apprentice to a mechanic, become an overseer, and to patent a loom in our game. It is very unlikely that any of these things would have really happened in the 19th century.

After we have played we will discuss these questions

### Discussion Questions

- How did the development of technology and/or historical events affect the lives of ordinary people? Do you see any relation to today?
- What were some of the ways ordinary people could become upwardly mobile during this period? How can you do it today?
- What did you learn about business and handling money from this game?
- What did you learn about life during early industrialization? Do you see any parallels to today?

### Materials needed

The Game Board, Identity Cards, There are two pages of four Identity cards each. Click on a page to see the characters. These can be downloaded, printed, and cut out.

Alexander, Mary, Samuel, Michael James, Robert, Eleanor, Henry  
Score Sheet

[Click to view an image of the Score Sheet that can be saved and printed.](#)

#### Game Rules

1. This game will work best with six to eight players.
2. Notice that the game begins in 1806 and proceeds until the middle of the 1830's with historical events appearing in order.
3. To begin, each player chooses an IDENTITY CARD and enters the information on the PLAYER SCORE SHEET, then chooses a player token and rolls the die to determine playing order. High throw begins, with play proceeding clockwise.
4. All players travel the RED PATH with a player token unless they choose to buy a MILL (token) and begin the game on the BLUE PATH. (see #6)
5. Players collect a salary every time they either pass or land on a PAYDAY square. If they land on a salary adjustment square, that adjustment applies to the NEXT PAYDAY. Players who land on "lose payday" squares continue to move their tokens in play and make salary adjustments, but do not collect any money for the PAYDAYs they pass or land on. Keep track of salary adjustments and PAYDAYs on the PLAYER SCORE SHEET (on reverse).
6. At the start of his/her turn, any player may choose to buy a MILL, exchange the player token for a MILL token, and begin on the BLUE PATH. MILLS cost \$25,000 and the mill owner's BASE SALARY is \$10,000 each PAYDAY. For the purpose of determining net assets at the end of the game, MILLS are valued at half their cost - \$12,500.
7. Each player may borrow up to \$20,000 during the course of the game. These debts must be paid (subtracted) from the player's assets at the end of the game. Keep track of loans in the space provided on the PLAYER SCORE SHEET.
8. Play ends when (a) the class period ends, (b) when the first player finishes a PATH, or (c) when all players finish their PATHs - whichever the teacher and students decide is most convenient.
9. The player who has the most assets at the end of the game wins.
10. Players will need pencils and may use calculators or scratch paper for calculations.

## Lesson Plan U. S. History 1 Industrialization of America and Social changes the in Early 19<sup>th</sup> Century

### Lesson objectives:

In the decades before the Civil War—a period sometimes dubbed the First Industrial Revolution—a significant number of inventions and innovations appeared, transforming American life. A telegraph system allowed information to flow from place to place more quickly than the speed of a horse. A transportation system based largely on steam power allowed goods to be shipped great distances at reduced expense. Also of great consequence was the development of the American System of Manufactures; this system, in which individual workers were responsible for only part of a finished product, helped make store-bought goods more affordable. As a result, people began to buy goods from stores rather than making them--the American consumer was born.

### Guiding Questions:

What changes occurred in the United States during the period of industrialization in the early 19<sup>th</sup> century?

How did the American people and their families change?

### Learning Objectives

After completing the lessons in this unit, students will be able to:

Cite examples of change in the lives of Americans during the era of the First Industrial Revolution

Discuss positive and negative effects of early industrialization on the lives of Americans

Materials compiled in this document can be used by educators to fulfill the following National History Standards for Grades 5-12:

### Expansion and Reform (1801-1861)

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

Standard 2A: The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development

5-12: Analyze how the factory system affected gender roles and changed the lives of men, women, and children. [Analyze cause-and-effect relationships]

Three 50 minute class periods and reinforcing homework assignments

Lesson 1 Mill Times the beginning of industrialization and change

HW: Computer research Industrial and Transportation changes

Lesson 2 Factories in New England.... Lowell

HW Lucy Larcom and primary source

Lesson 3 The Village Blacksmith Social Change

HW Text Review

Good source: website Google Whole Fabric Discovering Technology in America





TAH Lesson USH Industry and Transportation HW Name: \_\_\_\_\_

Use your computers or texts to write a brief definition and explanation of these people and things that were important aspects of America's Industrial and Transportation Revolutions

Turnpikes: \_\_\_\_\_

\_\_\_\_\_

The National Road: \_\_\_\_\_

\_\_\_\_\_

Robert Fulton: \_\_\_\_\_

Clermont: \_\_\_\_\_

Erie Canal: \_\_\_\_\_

\_\_\_\_\_

Industrial Revolution: \_\_\_\_\_

\_\_\_\_\_

Samuel Slater: \_\_\_\_\_

\_\_\_\_\_

Francis Cabot Lowell: \_\_\_\_\_

\_\_\_\_\_

Lowell Girls: \_\_\_\_\_

\_\_\_\_\_

interchangeable parts : \_\_\_\_\_

\_\_\_\_\_

Eli Whitney: \_\_\_\_\_

\_\_\_\_\_

Samuel F.B. Morse: \_\_\_\_\_

\_\_\_\_\_

Tariff of 1816 \_\_\_\_\_

\_\_\_\_\_

capital: \_\_\_\_\_

Workingman's Party: \_\_\_\_\_

\_\_\_\_\_

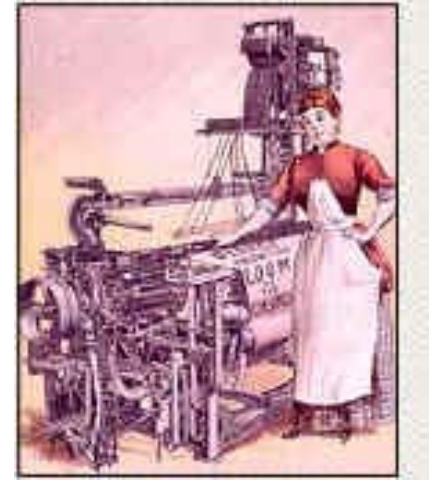
labor unions: \_\_\_\_\_

Irish Famine: \_\_\_\_\_

\_\_\_\_\_

Nativists: \_\_\_\_\_

\_\_\_\_\_



# Women and Work



# Transformation of work and social life in the 19th century

- There is a shift from a family farm economy to wage-based factory economy
  - Importance of the individual wage-earner
- Increasing importance of cash as the medium of exchange
- Industrialization
- Emergence of an urban lifestyle and society
  - 1840s: Large-scale immigration of impoverished German and Irish immigrants
    - Half of Irish immigrants are women; mostly single

# Recap: the “family economy”

- Cash-strapped economy; people bartered for products they need
  - Women’s work often associated with the generation of cash
- All members of the family contributed
- There’s “men’s” work and “women’s” work , but women’s work still valued
- Economic contributions of all members of the family were expected even children

# Impact of the rise of a wage economy on women

- Introduced a new distinction between “men’s” and “women’s” work
  - Men labored for wages in the market place
    - Only 10% of free women earned wages in 1860; 13.7% in 1870
    - Very few trades/professions open to women
  - Women labored for love in the private home, must raise the children
    - Led to a devaluing of married women’s household labor
      - Lack of wages rendered women’s household work increasingly invisible
      - Women’s household tasks not even seen as real work

# Class, gender and work

- Women's relationship to work divided along class lines
  - Middle class
    - For women, leisure comes to be regarded as a positive good
    - “Ladies” increasingly supervised domestic help and oversaw household purchases
  - Working class
    - Shift from household production to wage labor
      - Young women began to work in industry; factories

# What was “outwork”?

- Synonymous with “women’s work”
- Employers distributed raw materials individual workers, who converted the materials into products by hand
  - Most common in garment industry
  - Numerous advantages for the manufacturer
  - A few advantages for women workers
    - Could do the work at home; at one’s own convenience
    - BUT, it kept workers isolated from one another
- For working-class people, industrialization brought work *into* the home

# Domestic service

- Most common occupation for working women in the 19th century
  - More than 50% of all female wage earners
- Shift from “help” or “hired girls” to “domestics”
  - Increasing social distance between domestic workers and the families they served
    - Domestic servants often immigrants or African-American
  - MC tried to imagine employers as benevolent figures
    - But in fact, such relation were often strained



# Teaching

- Early 19th century witnessed emergence of the modern public school system (“common schools”)
- In the US, teaching comes to be defined as women’s work
  - Not true in Europe
  - Response to severe labor shortage
  - Role of teacher reconceived (maternal figure)
  - Women paid only 30-50% of the wages paid to men
  - Most schools would hire only single women

# Lowell as a national symbol

- Lowell was considered a model
  - Of industrialization
    - Benevolent paternalism of mill owners
      - Relatively high wages
      - Comparatively good working/living conditions
  - Of American womanhood
    - Lowell mill girls challenged the notion that women who worked for wages were coarse, crude
- Many foreign visitors; Charles Dickens came to see the Lowell factory system



# First textile mills



- Home production
- First mills built in Pawtucket, RI (1791)
  - Samuel Slater
  - Produced yarn, not cloth
  - “family system”
    - Hired families, including children over eight years
- Waltham system (1814)
  - Francis Cabot Lowell
  - First modern factory in the US
  - Vertical integration
    - Used the new power loom (introduced in 1810)





# Workforce at Lowell

- Primarily young, unmarried farm girls (80%)
  - Average age 16
  - Most had kin working at the same mill
- Preferred mill work to other options
  - More independence than domestic service
  - Better wages than teaching
- Most worked only about 5 years
  - Viewed employment as an interlude between childhood and marriage
  - Many worked to earn dowries
  - Some to educate their brothers



# Work in the mills

- 12-13 hour days (in the winter)
- Highly regimented time schedule
- New girls paired with more experienced workers
- Extremely loud; overwhelming



# Gender division of labor

- 15% of labor force was male
  - Men performed different jobs
    - Handled the initial phases; picking and carding
    - Repaired machinery
    - Worked as supervisors
  - Worked in different spaces
  - Typical workroom had 2 male supervisors; 80 female operators; 2 children
- Allowed employers to avoid the issue of equal pay for equal work



# Boarding Houses

- All unmarried girls had to live in company boarding houses
  - Generally run by matronly widows
  - Partially subsidized by the company
- Strict rules
  - Curfews; room cleaning; church attendance
- Allowed girls to leave home and work for wages without risking their reputations
  - Reassured parents
- Important political consequences; fuelled worker solidarity

# Policing morality

“A girl, suspected of immoralities, or serious improprieties, at once loses caste. Her fellow boarders will at once leave the house, if the keeper does not dismiss the offender. In self-protection, therefore, the patron is obliged to put the offender away. Nor will her former companions walk with her, or work with her; till at length, finding herself everywhere talked about, and pointed at, and shunned she is obliged to relieve her fellow-operatives of a presence which they feel brings disgrace.”



LOWELL  
NATIONAL  
HISTORICAL  
PARK  
HEADQUARTERS

# Ethos of self-improvement

- Lowell mill girls were renowned for their pursuit of education and self-cultivation
  - Formed lending libraries, benevolent associations, debating clubs, missionary societies
  - Took evening classes
    - Lucy Larcom studied German, Botany and Ethics
  - Some workers even pooled resources to hire teachers
  - Ran a company-sponsored newspaper, *The Lowell Offering*
  - Attended Lyceum lectures
    - Debated issue of slavery; dilemma of working on cotton products supplied from the South

THE  
**LOWELL OFFERING:**

A REPOSITORY  
OF  
ORIGINAL ARTICLES ON VARIOUS SUBJECTS,  
WRITTEN  
BY FACTORY OPERATIVES.

"Full many a gem of purest ray serene,  
The dark, unfathomed caves of ocean bear;  
Full many a flower is born to blush unseen,  
And waste its sweetness on the desert air."

**No. 1. Price 6 $\frac{1}{2}$ cts.**

THIS NUMBER WHOLLY WRITTEN  
BY FEMALES EMPLOYED IN THE MILLS.

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LOWELL, MASS.

PRINTED BY A. WATSON, 15 CENTRAL STREET.

For Sale at all the Bookstores; and by Tower, in the angle of Central and Gorham sts.;  
and at Billings' Variety Store, Merrimack st. opposite Tremont Corporation.

Title page of the *Lowell Offering*, 1840 The Lowell female textile workers wrote and published several literary magazines, including the *Lowell Offering*, which featured essays, poetry and fiction written by female textile workers. They also actively participated in early labor reform through legislative petitions, forming labor organizations, contributing essays and articles to a pro-labor newspaper the *Voice of Industry* and protesting through "turn-outs" or strikes.

# 1834 Walk-out

- 800 women (1/6th of the workforce) turned out to protest a proposed wage reduction
- Strike was defeated within a week
- Significance
  - Showed the women's willingness to defy ideals of feminine propriety
  - Revealed how they viewed themselves as workers
    - Did *not* draw on a discourse of class conflict
    - Instead used an older, Revolutionary-era language
      - “Daughters of free men”

# 1834 poem

Let oppression shrug her shoulders,  
And a haughty tyrant frown,  
And little upstart Ignorance,  
In mockery look down.

Yet I value not the feeble threats  
Of Tories in disguise,  
While the flag of Independence  
O'er our noble nation flies.

# 1836 Lowell Strike

- Occurred during an economic boom
  - When workers were in short supply
- Had a much greater impact
  - Involved twice as many workers
    - 1/4th of the labor force
  - Lasted several months; significantly affected production
- Workers were better organized and more sophisticated
  - Formed the Factory Girls' Association
  - Still drew on “liberty rhetoric,” but were also begin to see themselves as industrial workers



# 1836 song

Oh! isn't it a pity,  
such a pretty girl as I  
Should be sent to the factory  
to pine away and die?  
Oh! I cannot be a slave,  
I will not be a slave,  
For I'm so fond of liberty,  
That I cannot be a slave.

# Legacies of the 1830s

- News of Lowell success spreads to other mill towns, and other women workers join the Factory Girl's Association
- Factory Girl's Association calls for a 10-hour workday, a call adopted by the male labor movement as well

# Ten-hour day movement

- In 1845, workers formed the Female Labor Reform Association and began fighting for a 10-hour day
  - Led by Sarah Bagley; had worked in the mills for a decade
  - Allied with the New England Workingmen's Association
  - Petitioned the MA state legislature rather than appealing to mill owners
  - Founded their own publication, *The Voice of Industry*

# Decline of Lowell system

- 1840s and 1850s saw decline of high profits
  - Overproduction; increased competition
  - Employers reduced wages; instituted “speed ups”
- End of the boarding house system
  - Newcomers had to live in privately run tenements or as boarders
  - Attempt to undermine worker solidarity
- Rise of immigrant labor
  - Mainly Irish, both male and female
    - More tractable workforce

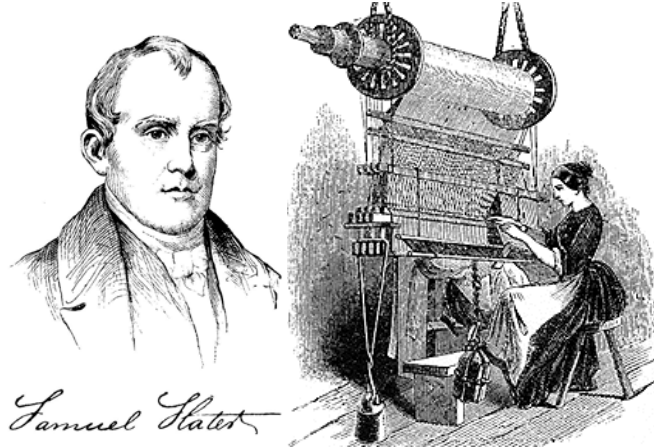
# Changes in the Lowell workforce

- 1830s
  - 74% female; 93%unmarried
  - 96% native-born Americans
  - 80% between ages of 15-30
  - 2.3% children under 15
- 1850
  - 38.6% foreign-born
  - 6.5% children
- 1860
  - 61.8% foreign-born
  - 15% children

# Significance

- In some ways, the Lowell mill girls were among the nation's first "modern women"
  - Because they had their own savings before marriage, they had more choice in regard to marriage
    - May have expected a greater degree of independence after marriage
    - And encouraged daughters' independence
  - Married later and had fewer children than their peers
  - More likely to settle in towns and cities
    - Upward social mobility

TAH Mill Times Name: \_\_\_\_\_ date \_\_\_\_\_



Starter Please Read:

In 1821, the Boston Associates purchased land and rights to the Pawtucket Canal located north of the city of Boston, Massachusetts. The Associates built several textile mills and enlarged the Canal for water power. The first mills opened in 1823, and for the next 25 years more mills and a network of power canals were built. By 1848, Lowell was the largest industrial center in America! The mills produced 50,000 miles of cotton cloth each year.

The Associates needed a large work force for the busy mills. They decided to run their mills using a work force of young women recruited from New England farms. Lowell was known around the world for this innovative solution.

Lowell "Mill Girls" were asked to work in the factories for a few years, then return to the farms or marry. Mill girls filled the city of Lowell, living in boardinghouses managed by the corporations. Mill life meant a hard day's work in which girls followed a strict schedule marked by the ringing of bells. Mill girls were expected to follow the company rules for curfew, church attendance and proper behavior.

Why were the Boston Associates important? \_\_\_\_\_

Describe who were the Mill Girls of Lowell? \_\_\_\_\_

**Watch Mill Times PBS David McCauley United Streaming 35 minutes**

1. Yarn was turned into fabric by what kind of invention? \_\_\_\_\_

2. What changed things in the mid 1700's? \_\_\_\_\_

3. What did the waterframe do? \_\_\_\_\_

4. What would Huntington Mill bring to the community? \_\_\_\_\_

5. Will the Embargo Act help the mill? \_\_\_\_\_

6. What was needed to control rivers? \_\_\_\_\_

7. Where was America's first spinning mills? \_\_\_\_\_

8. What did Samuel Slater do? \_\_\_\_\_

9. What does the power loom make? \_\_\_\_\_

10. What problem does Huntington Mill face? \_\_\_\_\_

11. How did the new Mill create problems for Huntington? \_\_\_\_\_

12. What problems did the large mills have? \_\_\_\_\_

13. What vision did Francis Cabot Lowell have? \_\_\_\_\_

14. What rules did the Lowell Girls have to follow? \_\_\_\_\_

15. How long was their workday? \_\_\_\_\_

16. What were some of the positive aspects of the Lowell Girls' lives? \_\_\_\_\_

17. What were the negative aspects of the Lowell Girls lives? \_\_\_\_\_

**Discussion:**

What difficulties did business investors have to overcome to develop industrialization / factories?

How did the lives of factory workers change from a farm lifestyle?