Unit Plan
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David Migliaccio
Lynn Public Schools
Essential Questions

- What can our students learn about the cultural history of the United States by studying our local community?
- Can students contribute to the collective knowledge of local history through historical investigation?
- Does knowledge of a shared common history lead to a greater sense of community among students?
- Will students increase their knowledge by engaging in research utilizing primary and secondary sources such as museums, libraries, legal documents, etc.?
- Can a greater recognition of culturally significant landmarks lead to an increased awareness of historic preservation?
The Golden Age of Greece
The Golden Age of Rome
The Golden Age of Lynn

Lynn, Massachusetts circa 1850 to 1890
The town of Lynn, Mass. is no place for a Minister’s son.

Everybody a-doin’-it in Lynn. Oh! that Bunny Hug.
Lynn is a city which has been at the forefront of many movements that have helped to define our nation today.
Students will explore and reconstruct Lynn’s historical past during its Golden Age to develop a historical perspective on what changes have occurred in the city, the significance of those changes, their relevance to a changing United States, and the impact of those changes.
Students will identify historical characters associated with the Golden Age of Lynn along with the significance of their contributions during this period of time.
Students will summarize what innovations were made in the city of Lynn and their contributions to the economic development of the United States.
Students will reflect on the social and moral movements of the period and how they influenced Lynn’s development as an influential center of progressive thought.
Students will identify landmarks associated with Lynn’s Golden Age and their historical significance.
Finally, students will reflect on the legacy of Lynn’s Golden Age and the implications for today’s generation of young people.
LESSON PLANS FOR THE MASS. CURRICULUM FRAMEWORKS HISTORY AND SOCIAL SCIENCE

U.S. History I
Grades 8 - 12
The Revolution through Reconstruction
1763 - 1877
Economic Growth in the North and South
Explain the emergence and impact of the shoemaking industry in Lynn and industrial growth generally throughout New England.

What technological improvements and inventions contributed to industrial growth?

What were the causes and impact of immigration from Northern Europe to America in the 1840’s and 1850’s and their significance to Lynn?

Describe the rise of a business class of merchants and manufacturers in Lynn.

What was the role of women in the Lynn shoemaking industry?
Describe the rapid growth of slavery in the South after 1800 and analyze the impact of the cotton gin on the economics of slavery and Southern agriculture. Describe how the shoe lasting machine revolutionized shoe making and its impact on the economy of Lynn and New England. Contrast the invention of the cotton gin by Eli Whitney with the shoe lasting machine by Jan Matzeliger. What was life like for an immigrant shoe worker in Lynn compared to life as a slave on a plantation in the South?
Explain the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. Identify the influential leaders of the abolitionist movement both nationally and locally. Describe how Lynn played a role in the abolitionist movement and the growing opposition to the practice of slavery.
Strand 4
Technology/Engineering
Grades 6 – 8
Manufacturing
Describe and explain the differences between the manufacturing systems of craft, custom, and mass production.

What was the impact on the shoemaking industry with the invention of the shoe lasting machine?

Describe how shoes were manufactured prior to and following the invention of the shoe lasting machine.

How did Lynn benefit from the invention of the shoe lasting machine?
Explain and give examples of the impacts of interchangeable parts, components of mass-produced products, and the development of automation.

Explain how the invention of the shoe lasting machine created a new industry and its impact on the economic development of the United States.

What was the impact on labor as a result of mass production?
Describe a manufacturing organization, e.g., corporate structure, research and development, production, marketing, quality control, distribution.

Describe the manufacturing organization of a shoemaking factory in Lynn.

Describe the manufacturing organization associated with Lydia Pinkham’s elixir.

Explain how Lydia Pinkham used advertising and mass marketing to create demand and sell her product.
Explain basic processes in manufacturing systems, e.g., cutting, shaping, assembling, joining, finishing, quality control, and safety.

Describe shoe manufacturing prior to and after the invention of the shoe lasting machine.
ENGLISH LANGUAGE ARTS
Strand 3
Composition
General Standard 24: Research
Identify and apply steps to conduct research and write a report, using a variety of sources and methods for documentation. Students will use an expanded and diverse range of print and non-print sources including maps, photography, on-line resources and libraries. Students will locate specific information within resources by using indexes, tables of content, map keys, and electronic key word searches. Students will organize and present research using grades 5-6 learning standards in Composition as a guide for writing with appropriate documentation.
Students will differentiate between primary and secondary source materials. Students will differentiate between paraphrasing and using direct quotes in a report. Students will document information and quotations and use a consistent format for footnotes and endnotes. Students will use the standard bibliographic format to document sources.
Students will formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a standardized format and present research. Students will evaluate sources of information for factuality, bias, detail, completeness, access, and ease of understanding. Students will generate “who, what, where, when, why and how questions relating to their subject of study. Students will assess the significance of their findings and what are their implications.
ENGLISH LANGUAGE ARTS
Strand 4
General Standard 27
Media Production
Students will design and create a coherent media product with a clear controlling idea, adequate detail with appropriate consideration of audience, purpose and medium. Students will create a media production utilizing effective images, text, music, sound and graphics. Students will make a presentation of their media product.
Students will create media presentations and written reports.
Students will use criteria such as a scoring rubric to assess the effectiveness of media presentations. Students will analyze the effectiveness of a media presentation on an audience. Students will make their media presentation available to other institutions and the public.
Students will develop a project, the purpose of which shall be to identify and catalogue historical evidence of the history of Lynn so as to preserve Lynn’s history, support historic preservation, and to teach succeeding generations of the significant contributions of Lynn towards New England’s culture, prosperity and development.
WEB BIBLIOGRAPHY

Boston Athenaeum, http://www.bostonathenaeum.org
Commonwealth Museum, http://www.sec.state.ma.us
Harvard University Library, http://lib.harvard.edu
History Matters, http://historymatters.gmu.edu
The John Adams Library at the Boston Public Library, http://johnadamslibrary.org
Lynn Public Library, http://www.noblenet.org/lynn
Massachusetts Studies Project, http://www.msp.umb.edu
The NEH Picturing Early America Google Library, http://books.google.com
The Norman B. Leventhal Map Center, http://maps.bpl.org
The Salem Athenaeum, http://www.salemathenaeum.net