Southern Slave vs. Northern Factory Worker
Comparing and Contrasting Life in America in the 1800s

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This learning activity was developed as part of the requirements for the Aurora University / District U-46 graduate credit course Design Problem Based Learning: OEDC 6047 Winter 2006, under the guidance of instructor Richard Levine
Slavery and Life in the Northern and Southern States
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- **16.C.3b (US)** Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

- **16.D.3a (US)** Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
STATE GOAL 14: Understand political systems, with an emphasis on the United States.

14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.
Technology Standards for All Illinois Teachers

STANDARD 1 - Basic Computer/Technology Operations and Concepts
- The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

STANDARD 2 - Personal and Professional Use of Technology
- The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.
STANDARD 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
Identifying, Representing and Describing the Problem

What was life like in the 1800s for both slaves and factory workers in America? Compare and contrast various aspects of culture for both groups.
Identifying, Representing and Describing the Problem (cont.)

Sample areas of culture to compare and contrast:
- Working conditions
- Shelter
- Education
- Leisure activities i.e. music, games, celebrations
- Religious rituals
- Food/nutrition
- Clothing
- Family
Identifying, Representing and Describing the Problem (cont.)

- Students will research a minimum of 7 topics relating to culture of slaves and factory workers in 1800s America.
- Students will write a short essay (1-3 paragraphs) on each topic and find a picture or video clip for each of the topics.
- Students will use their essays and pictures/video clips to create a PowerPoint presentation on their topic.
- Presentation should have an introductory slide, and then a separate slide for both slave life and factory life for each individual topic.
- This requires a minimum of 14 slides relating directly to culture topics.
- A concluding slide will include a final statement. Here the student will summarize the lifestyles and cultures of the two groups. The student will state if in their opinion the lives of the factory workers were at all similar to the lives of the slaves, giving support for their position.
Interdisciplinary Considerations

- Technology: Students will create a PowerPoint presentation.
- Reading: Students will read articles from a variety of sources, books, encyclopedias, the internet, etc.
- English: The project will be graded for grammar, punctuation, spelling, etc.
- History: Students will learn the differences between slave life and factory life in mid-1800s America.
Interdisciplinary Considerations (cont.)

- Student learning would benefit from a team approach to this project.
- Reading teacher will do the research in her class.
- History teacher will take the kids to the computer lab to create the PowerPoint.
- English teacher will grade the project for grammar, punctuation, spelling, and proper essay writing style/form.
How long will the unit take?

We will work on this for 10 days.

- 3 Days for research in Reading Class
- 5 Days in the computer lab for creating the PowerPoint.
- 2 Days for Presentations.
Project Level

What levels of Bloom’s Taxonomy are addressed?

- **Evaluation**: Students will evaluate the two cultures and decide which they would prefer being a member of. Concrete reasons for their choice need to be given.

- **Analysis**: Students will be able to see a pattern of similarity between the two groups. Students will be able to compare and connect the two cultures to varying degrees.

- **Application**: Students will be able to relate and examine the two contrasting cultures, and demonstrate the similarities and differences between them.

- **Comprehension**: Students will be able to summarize various cultural aspects of topics as well as contrast the cultures of the two groups.

- **Knowledge**: Students will gain knowledge of slave life and factory life in the 1800s. Students will master subject knowledge relating to slave and factory worker culture.
Target Audience

- Students will present their PowerPoint to their parents who will be guests of the class on the specific day of the student’s presentation.
- Principal will be invited in for each day
Student generated products:

- Research summary sheet on each of 7 topics
- “Similarities and Differences” Checkpoint Diagram
- PowerPoint presentation
“Similarities and Differences”

Checkpoint

Name _________________________  Per. ____  Date ______

Differences

Slaves

Similarities

Factory Workers

Differences
Students will use technology to:

- **Gather information:** Using the internet to research slave and factory life in the 1800s.

- **Record information:** Students will take notes and save them while keyboarding in the computer lab.

- **Make the product:** Students will create a PowerPoint presentation, complete with video clips, sound effects, clip art, text, and pictures.

- **Present the product:** Students will need to present their PowerPoint to the class and their parents.
Roles of Students

- Students will assume the role of historian/sociologist. They will be comparing and contrasting cultures between slave and factory worker. Was the life of the factory worker intrinsically better than that of the slaves, or was it little more than slavery by another name?
Students as Problem Solvers
Establishing a Culture that Stresses Student Self-Management (Community of Learners);

What decision making authority or power will your students have?

- Students will have great latitude in developing and creating their PowerPoint. They will have choices in the topics they research. As a class we will brainstorm list of topics relating to culture. Students will be able to pick from the list of brainstormed items the topics that they choose to research.
They will have even more choice in the creation of their PowerPoint. The fonts, the background, the colors, the animation, etc. are all examples of decisions that the students will make. Video clips and clip art are also more fun choices that the students will be able to make as they strive to make their project more interesting.
Managing Student Groups

- Each group of two will need to cooperate in the project. Both students will initially be researchers as they learn about their chosen topics. They will then need to work in a collegial manner as they create the PowerPoint.

- Student directions: Directions are very clear. Benchmarks are such that they will need to stay busy in order to stay on schedule.

- Student evaluation: Students will be turning in a research summary sheet with their topic reviews. They will be reviewed by teacher at the end of each class. They also will need to complete the “Differences/Similarities” sheet. Both of these act as benchmarks for their progress.
Checkpoints (KWL charts, notes, study guides, etc):

- **Students will create a KWL chart on the topic.** What do they know about slave and factory life in the 1800s. What do they want to learn about the topic. Finally, as a culminating exercise, they will write what they have learned about life as a slave and a factory worker.

- **Student research summary sheet** At the end of each day, teacher will check each student’s summary sheet of their research.

- **Students will complete their “Similarities and Differences” Chart.**
  
  On day 3 students will need to have at least half of the chart filled in. The chart will need to be completed by day 9 of the project.
Tools they need? Students will be well prepared for this unit:

- **Conceptual / Language Readiness**: Students will have prior knowledge of slavery in America, and life in the industrial North. They will have had topics such as the Industrial Revolution, the history of slavery as it began in America, the Underground Railroad, the Slave Codes, the Amistad Mutiny, slave revolts, etc.

- **Technical Readiness**: Students will have already done a PowerPoint presentation in Reading class, relating to a research project.

- **Research Skill Readiness**: Students have all participated in an in depth interdisciplinary research unit on WWII that we did earlier in the year.
Assessing Students and Evaluating Products

- Students suggestions and assistance will be used in creating the criteria for the rubric. We will discuss as a class how to deliver a good oral presentation.

- Project rubric will deliver clear expectations for an objective assessment.

- Rubric will be handed out at the beginning and used by the students to guide them during the course of the project.
Assessing Students (Continued)

Process vs. Product

*The product affects the learning process*

- [http://pblchecklist.4teachers.org/](http://pblchecklist.4teachers.org/) Project Based Learning Checklists
- [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php) Rubistar
- [http://www.coollessons.org/coolunits.htm#rubrics](http://www.coollessons.org/coolunits.htm#rubrics) More rubrics
Rubric