

American Precision Museum  
Industrial History Education Kit  
Evaluation Form  
*We really appreciate your feedback! Thanks!*

**1. Contact Info**

Your name:

School/Town or Homeschool/Town:

Grade level:

Email address

**2. Logistics**

Was everything clear and easy to find?                      If not, what?

Is anything getting tattered, breaking, needing replacement?

Did you notice anything missing when you opened or repacked the kit?

What about shipping/receiving & invoicing?

**3. Which components & activities did you use?** (checklist on next 2 pages)

**4. Did you add your own activities?** (please describe and include)

**5. Did you find other resources to use?** (please cite and describe)

**6. Can you suggest improvements?**

**6. Thoughts on who else might want to use the kit?**

**7. Anything else you would like to add?**

## Module 1: Background, 1750-1850

**Essential Questions: What is industrialization? What are interchangeable parts?**

### A. Overview

- Opening Activity: Clocks (**see-through clock** provided)
- Interchangeable Parts Activity with **Ballpoint Pens** and **trays**
- Reading for Teachers and Advanced Students: **Overview essay on Industrial History and the Precision Valley**

### B. Natural Resources/Water Power

- Topographic map—learning to read a topo (optional lesson); finding water power sites using “**Windsor Quadrangle**” **map** and **Beers Atlas map**
- Find a topo map of your own town and locate the early mill sites, if any
- Web site and **watermill** construction activity

### C. Social and Cultural Conditions

- For advanced students: Ben Franklin *Autobiography* section on his early life\* and discussion questions

### D. **Also included: 4 matted images** for display (including two maps)

## Module 2: Invention and Technology

**Essential Questions: How did new inventions happen? What is “precision manufacturing”?**

### A. Richard S. Lawrence, Vermont innovator—**Biography** and Industrial **Timeline** activity

### B. Invention and Technology Activities

- Machines in the Shoe Shop Essay
- Precision Measuring **nuts and bolts** with **dial calipers** activity
- **Fork vs. Spoon** activity
- Invention Diary
- 1841 British quotation\*—understanding a written primary source

### C. Other Resources

- **7 matted images**, including advertisements
- **3 books:**  
Barbara and Hetty Mitchell, *Shoes for Everyone: A Story About Jan Matzeliger*;  
Tom Tucker, *Brainstorms: The Stories of Twenty American Kid Inventors*; and  
Carrie Brown, *Pedal Power: The Bicycle in Industry and Society*

## Module 3: Life and Labor

**Essential Question: How did life change during the industrial revolution? How did it change at work, at home, and throughout society?**

**A. Textile Mill Workers**

- Opening activity: examine the artifacts: **two fabric swatches**, one homespun and one factory-made
- “A Mill Girl Remembers”\*; Bell poem\*; and Letter from a mill girl\*
- Photo analysis lesson worksheet (and **essay by Elizabeth Winthrop**) to use with **9 Lewis Hine photos** of mill workers

**B. Discovering People through Census Records**

- Use the **CD** and discussion questions provided to explore general trends in **Windsor census data** (research questions provided). *Note the more advanced Census Lesson in Module 4.*

**C. Wages, prices, and purchasing power activity using Sears Roebuck catalogues** (1897, and pages from 1923)\* (requires some simple math)

**D. Also included: 5 additional matted images; CD of Labor Songs; Video *On the Line, 1924* (DVD and VHS); and 2 Books: Elizabeth Winthrop, *Counting on Grace* and Mark McCutcheon, *Everyday Life in the 1800s***

## Module 4: Legacy/Impact – for Advanced and High School Students

**Essential Question: How did factories transform the geography of the town?**

**A. Collecting and Analyzing Photographs Activity**

- Find old postcards or photographs of landmarks in your community (**6 sample postcards included**)
- Compare them with new photos of how the site looks today. What do photos from various time periods tell you about technology? (Lesson plan provided.)

**B. Also included: Photo analysis worksheets**

**Essential Question: How was your community different after industrialization?**

**A. Immigration – How did migration, work, and settlement change within your community as a result of the Industrial Revolution? Using Census Data and on-line research to analyze immigration patterns in your town (complete lesson provided)**

**B. Leisure activities – What leisure activities were available in a New England town 1910-1920? **Community News pages from the *Springfield Reporter***\* and **basketball team photo****

**C. Legacy and Impact: Display **6 additional photos** for discussion**