

It Takes A Village: Mills and the Rhode Island System of Manufacturing

Lesson plan by TRT Karen Bryant; John H Chafee Blackstone Valley NHC



Understanding Goals:

Students will understand that the Blackstone River Valley experienced a unique form of rural industrialization called the “Rhode Island System of Manufacture” after Samuel Slater built the first textile mill in Pawtucket in 1790. Early mill villages, as typified by Ashton Village between 1810 and 1870, included essential components which led to their success and proliferation in rural towns along the Blackstone River Valley. These elements included: 1) urgent need for textiles after an embargo in 1807 and the War of 1812 stopped importation of goods from abroad; 2) proximity to Blackstone River, with its dams and millponds necessary for powering textile machinery in the mills ; 3) canals (and later railroads) which allowed more efficient movement of manufactured goods and resources; 4) a hierarchical system comprised of mill owners and investors, overseers and skilled laborers, unskilled laborers (mostly women and children), and farmers who provided food and labor for the mills ; 5) a paternalistic model where mill owners seeking maximum productivity often lived in the community and

provided families employed by the mill distinctive worker housing in exchange for long hours, cash wages, and credit at the company store; 6) challenges which accompanied the transition from an agricultural society to a growing industrialized landscape

Essential Questions:

What is the Rhode Island model of the early Industrial Revolution? What did a typical mill village look like? What was mill village life like in the early to mid 1800's? What were the expectations/roles of individuals living in the community? What purpose did the mill villages serve in the early years of the Industrial Revolution?

Students will know that:

- Rivers and dams were necessary to power textile machinery, so mills were built nearby to access this valuable natural resource.
- Cotton was in great demand after the Embargo of 1807 and War of 1812 prevented importation of goods from Europe to America
- A social order existed in a typical mill village, with wealthy, mill owners being the most powerful; overseers and skilled male workers were compensated at a higher rate than women and children, who largely made up the work force in most mills. Mill work was tedious, the hours were long, and conditions were dangerous and unhealthy.
- families were lured from farming to mill life with the promise of decent housing and regular wages
- Paternalistic mill owners provided amenities like churches, schooling, and company stores for families, while also holding them to moral and behavioral expectations.
- A canal opened in 1828 and a railroad in 1847 as a way to enhance movement of raw materials and resources and to more efficiently export finished textile products from Worcester to Providence.
- The move from "farm to factory" during this time period evoked different feelings/responses, depending on one's societal class/role; it was a difficult transition for mill workers to go from a life organized by the seasons and the sun, to one ruled by factory bells.

Content Objectives/Outcomes:

Students will be able to:

- Define the Rhode Island System of Manufacture model and describe its elements
- Describe mill village life from the perspective of its different social classes
- Develop questions to guide further research on the Rhode Island model of industrialization

Language Objectives/Outcomes:

Students will be able to:

- Read and interpret primary source documents such as maps, photos, paintings, ledgers, account books, etc. to draw conclusions about their historical, social, and cultural significance
- Participate in partner and small group discussions during examination of source documents
- Summarize information and share interpretations with whole class audience

Learning Activities:

Materials:

- Several copies of Ashton Village painting
- Several copies of Ashton village 1870 map
- Three sets of **Student Handouts** relating to lives of mill owners, millworkers, and farmers. Place each set of documents in three separate file folders labeled with the appropriate name/category of mill village resident
- Millworker Wages and Expenditures worksheet
- "I Am" Poem template

Preparation:

Copy three sets of **Student Handouts** (source documents) by clicking on the handouts item on the left of the screen. This will allow you to print or open just these pages.

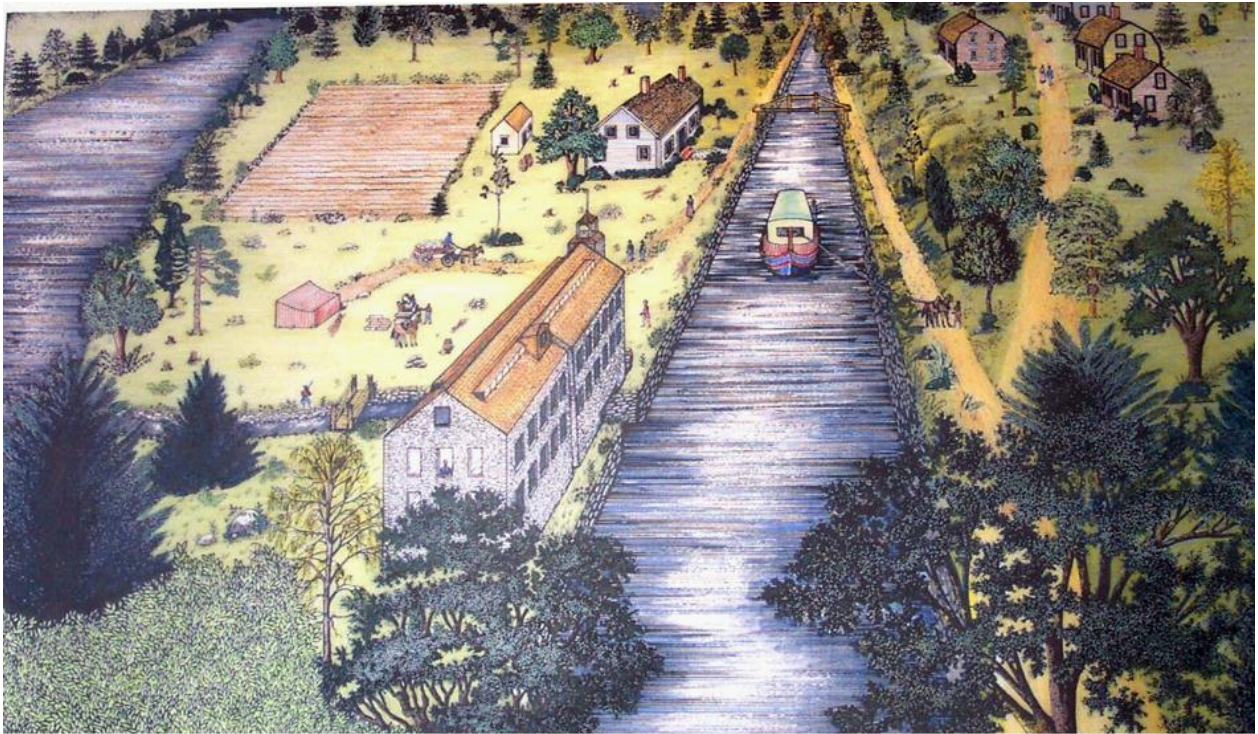
Place the collection of documents in file folders labeled with the name of the mill village resident being studied (mill owner, millworker, farmer). Glue Introduction sheet to outside of each folder and set up three separate stations in the classroom where each folder will be located for small group study.

Copy Millworker Wages and Expenditures sheet and "I Am" Poem template as needed for assessment purposes at the end of the lesson.

To enhance student understanding of mill village life and transportation themes in the 1800's, contact Blackstone River State Park's Kelly House Museum to schedule a class tour after the completion of this lesson (401-333-0295).

LAUNCH:

To orient students to time and place and to activate students' prior knowledge, introduce the lesson to the whole class with a careful examination of a pastoral painting depicting an 1835 scene of Ashton Village (original on display at the Kelly House Museum at Blackstone River State Park).



Invite students to consider and discuss the following questions:

What do you see?

- What people, animals, and objects are shown?
- What details do you notice about the landscape?
- What feelings do you get when you look at this scene?

What do you know?

- about the situation/time period shown
- about the landscape/location

What can you conclude?

- What's going on in picture? Where is it taking place?
- Who are the people and what are they doing?
- What can you tell about the time period?

What questions have you developed?

Inform the class that in 1800, 4 textile mills existed in Rhode Island. By 1815 that number grew to 100 and by 1832, 119 cotton mills dotted the rural landscape. The Smithfield Cotton and Woolen Manufactory, shown on their painting, was originally owned by George Olney and had 252 spindles and 5 carding machines. The mill manufactured textiles, a badly needed commodity in the nation, due to the Embargo of 1807 and the War of 1812, which prevented exportation of cloth from Europe. Rhode Island was undergoing a "cotton fever" at this time, and the nearby Blackstone River helped fuel this proliferation of mills with its water power, necessary to run textile machinery in the days before steam power and electricity. Wilbur Kelly, formerly a ship's captain for Providence merchants Brown and Ives, purchased the factory in 1823, and expanded operations there to include 1200 spindles and 34 looms. He employed 12 men, 37 women, and 11 children. (At this time throughout Rhode Island, children comprised 50% of the work force in mills). This was a significant lifestyle change for many, who were used to the rhythms of a farming life and family-based production of goods. Kelly first provided four mill worker houses in close proximity to the mill for his workers, who worked 12 hour days in a factory.

As production increased, a more efficient way to move finished goods and acquire resources was needed. The Blackstone Canal was completed in 1828, and became a reality thanks to the efforts of Wilbur Kelly and wealthy mill company investors.

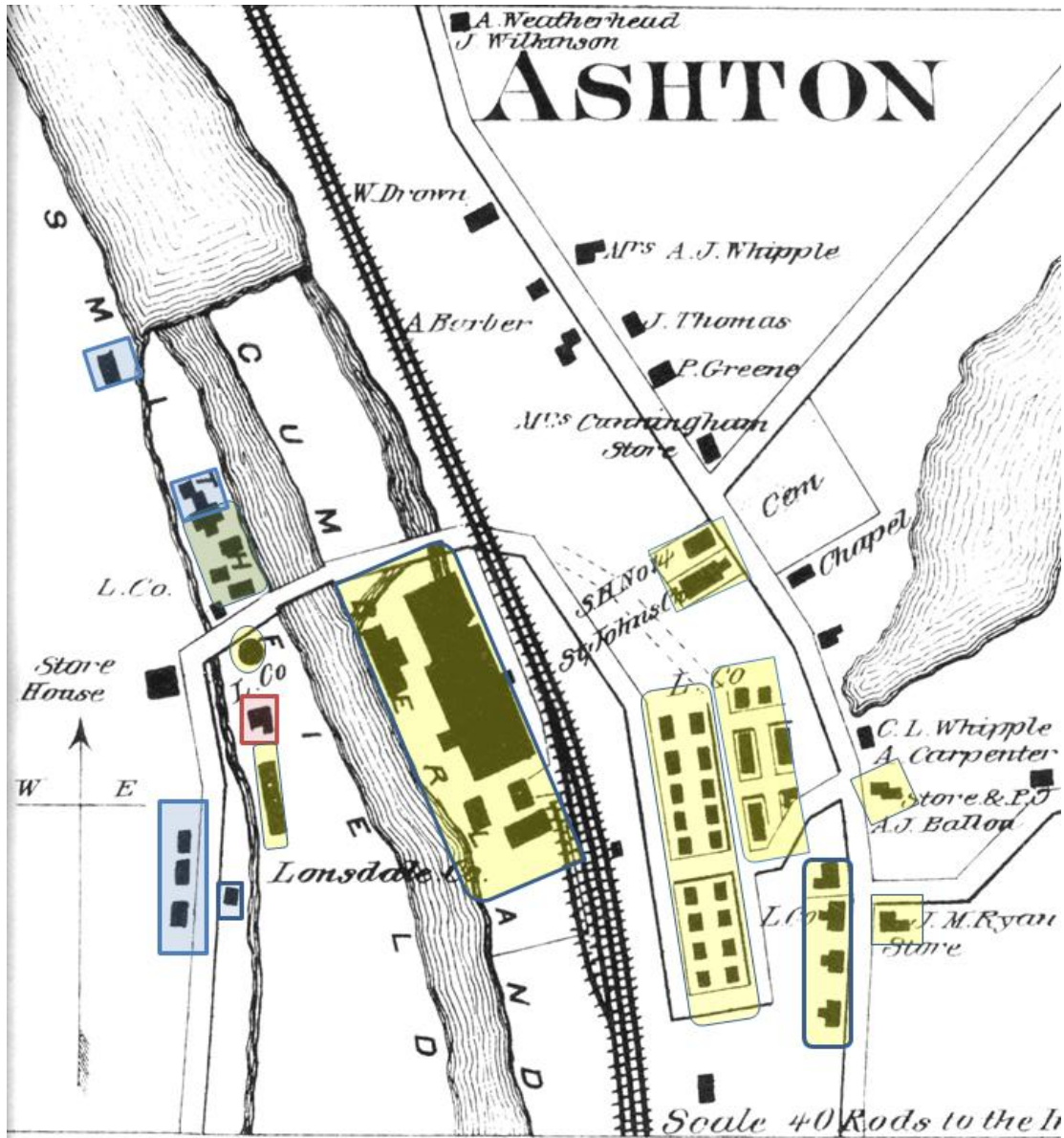
By 1831, Wilbur Kelly had partnered with his old employers Brown and Ives in the new Lonsdale textile company. As head agent for the Lonsdale Company, Kelly not only ran the mill at Ashton, but was also put in charge of building the new Lonsdale mill village about three miles downstream. Lonsdale was a much larger village, eventually including three mills which spun, wove and finished cotton cloth. Kelly also oversaw construction of the millworker housing, and added a school, an Episcopal church, a company store, and offices.




The Lonsdale Company would eventually grow to include four mill villages in a three mile stretch along the Blackstone River in Lincoln and Cumberland, RI as well as other holdings elsewhere. One of the Lonsdale Company's major projects was the construction of the new Ashton Village in 1867, built across the Blackstone River from Wilbur Kelly's old mill to take advantage of the railroad built on the Cumberland side of the river.

Show the class this photograph of the Kelly mill site with its original 1810 mill and its 1845 addition



Then distribute copies of the Ashton map from 1870 (from Beers Atlas State of Rhode Island and Providence Plantations 1870). Point out the location of the original mill site and four worker houses from 1810, and encourage children to locate the same details they noticed on the Ashton painting (river, canal, etc.), along with any new additions (railroad tracks, church, chapel, cemetery, more housing, large factory etc.). Compare and contrast observations from the painting and the map and record them on chart paper for future reference.



- | | | | | | | |
|---------------------------|---|-------------|---|----------------------------|--|------------------------|
| 1810 | | 1835 | | 1845 | | 1867 |
| Original Mill and Housing |  | Kelly House |  | Additions to original mill |  | Brick Mill and village |

Small Group Activity:

Reminding students to consider the information they've discussed so far, ask them to think about the different people who would have lived during the early cotton mill industry years. Who were the people instrumental in making this new system work? What different social/economic classes might live at the Ashton site or one similar to it located in the Blackstone River Valley? Explain that they will get to explore mill village life by viewing folders of source documents which relate to each of the three groups of people that comprised a typical mill village: mill owners and management; mill workers, who were typically unskilled women and children, and skilled male laborers who repaired textile machinery; and farmers who often no longer worked for themselves but were employed by the mill for farming needs in the village. By carefully examining **Student Handout** documents and discussing information with peers, students will work first in partnerships, and then in small groups to interpret and draw conclusions about mill village life.

Divide students evenly into three groups. Three folders with a variety of source documents (photos, ads, company records, diagrams, etc.) will be available at three different work stations, so that each group may spend a class period with one folder and rotate to the other folders throughout the week, until all have been studied.

Begin by having each group read the Introduction on the folder. With a partner, students will choose one or two documents to study and will use the worksheet to record their observations and interpretations (20 minutes). Partnerships will then reconvene as a small group to share their discoveries about each document by reading aloud their written responses. During this time, student groups will designate a note taker to record ideas/interpretations of the group as they discuss the significance of each of the documents, remembering to consider the perspective of the village member they have been assigned. Possible questions to guide group discussion might include: Why do you think this document was included in this folder? Why is it important and how does it connect to what you know about mill villages and early industrialization in America? They will also select a spokesperson who will share the observations/ conclusions the group has recorded with the entire class. Small groups will convene for about 30 minutes, followed by a 5-10 minute presentation from each group to a class audience (Student Response sheets should be collected to assess the level of understanding of content during partnerships).

Name of Mill Village member you are studying _____

Document Number _____

1. What document are you examining?

2. Who made this and what does this tell us about the author's perspective? Who is the intended audience for this document?

3. What does this document tell you about this person's role in society? What was their social status and level of education?

4. Why/how is the information in this document relevant to the life of a _____
(mill owner, millworker, farmer)?

5. What was going on in the world at the time this document was written (consider gender roles, political climate, economic climate)?

6. What confuses or surprises you about this document?

7. What questions have you developed after viewing this document?

8. The most interesting thing about this document is

Introduction--Mill Owners:

Pretend you are the owner of a cotton mill in the early to mid 1800's along the Blackstone River Valley. Using what you already know about life in America and New England during the late eighteenth century, infer what possible interests, goals, wants and needs, and feelings you might have had as a resident and owner of a mill village. Keep these in mind as you consider the documents in your folder. What information is revealed in your folder's contents about your life as a mill owner during the early years of industrialization in Rhode Island and Massachusetts?

Document 1: Ann and Hope Ship owned by merchants Brown and Ives, captained by Wilbur Kelly



Document 2: Superintendent's residence in Ashton Village



Document 3: Painting of Wilbur Kelly



<p>ata and ver, to strong- e been newhat amental ng the it may s have asses— bonds their princi- to give dity of ity and l solve st care e wind out will singul- ut very is one accom- gimen- it pre- ear, is cle of l little I. for ted by 15th of person- e mu- f War- e town by Mr. act and conve- in Ney will ac-</p>	<p>it will soon disclose itself, and rather advance, than retard the cause.</p> <p>We have been favored with the returns of the business done on the Blackstone Canal, the past month. It exhibits a gratifying increase over those of the two preceding months. Last year there was a decrease, in the month of June.</p> <p>Transportation for the last month on the Blackstone Canal to June 30th, 1830.</p> <table border="1"> <thead> <tr> <th></th> <th>To</th> <th>From.</th> </tr> </thead> <tbody> <tr> <td>Worcester,</td> <td>298 tons.</td> <td>66</td> </tr> <tr> <td>Millbury,</td> <td>130</td> <td>31</td> </tr> <tr> <td>Wilkinsonville</td> <td>10</td> <td>5</td> </tr> <tr> <td>Lelands Landing,</td> <td>76</td> <td>3</td> </tr> <tr> <td>Northbridge,</td> <td>100</td> <td>234</td> </tr> <tr> <td>Uxbridge,</td> <td>162</td> <td>82 1-2</td> </tr> <tr> <td>Millville,</td> <td>110 1-2</td> <td>19</td> </tr> <tr> <td>Blackstone,</td> <td>204 1-2</td> <td>53 1-2</td> </tr> <tr> <td>Waterford,</td> <td>6 1-2</td> <td>—</td> </tr> <tr> <td>Woonsoket,</td> <td>167</td> <td>32 1-2</td> </tr> <tr> <td>Mansville,</td> <td>12 1-2</td> <td>4 1-2</td> </tr> <tr> <td>Albion Mills,</td> <td>5</td> <td>5 1-2</td> </tr> <tr> <td>Kelly's Mills,</td> <td>56</td> <td>3 1-2</td> </tr> <tr> <td>Wilkinson's Basin,</td> <td>—</td> <td>22</td> </tr> <tr> <td></td> <td>1338 tons.</td> <td>562 tons.</td> </tr> </tbody> </table> <p>The principal articles comprised in the above were as follow.</p> <table border="1"> <thead> <tr> <th></th> <th>Up.</th> <th>Down.</th> </tr> </thead> <tbody> <tr> <td></td> <td>5399 Bush Corn</td> <td>1015 bales cotton goods</td> </tr> <tr> <td></td> <td>749 do Rye</td> <td>4463 pieces do do</td> </tr> <tr> <td></td> <td>1026 bales Cotton</td> <td>73 boxes woollen do</td> </tr> <tr> <td></td> <td>282 sacks Salt</td> <td>441 ps. hemp Bagging</td> </tr> <tr> <td></td> <td>4349 galls. Molasses</td> <td>38 boxes Cards</td> </tr> <tr> <td></td> <td>4038 do Foreign and domestic Spirits</td> <td>83 do Cards</td> </tr> <tr> <td></td> <td>2044 do oil</td> <td>1205 reams Paper</td> </tr> <tr> <td></td> <td>630 3-4 M. Shingles</td> <td>199 doz Scythes</td> </tr> <tr> <td></td> <td>30 do Clapboards</td> <td>996 Chairs</td> </tr> <tr> <td></td> <td>184581 feet Boards and Plank</td> <td>5000 Bricks</td> </tr> <tr> <td></td> <td>148 casks Lime</td> <td>19 bales Twine</td> </tr> <tr> <td></td> <td>910 bales Cotton</td> <td>26 3-4 cords Tanners' Bark</td> </tr> <tr> <td></td> <td>133 do Wool</td> <td>150 1-2 do Wood</td> </tr> <tr> <td></td> <td>76 1-4 tons Gypsum</td> <td>8 bales Cotton</td> </tr> <tr> <td></td> <td>7 tons Coal</td> <td>137 casks Lime</td> </tr> <tr> <td></td> <td>75865 lbs Iron</td> <td>496 Pails</td> </tr> <tr> <td></td> <td>67 casks Nails</td> <td>4000 lbs Soapstone</td> </tr> <tr> <td></td> <td>14 do Wire</td> <td>49 tons ship Timber</td> </tr> <tr> <td></td> <td>50 boxes Sugar</td> <td></td> </tr> <tr> <td></td> <td>34 bbls do</td> <td></td> </tr> <tr> <td></td> <td>66 quintals Fish</td> <td></td> </tr> </tbody> </table>		To	From.	Worcester,	298 tons.	66	Millbury,	130	31	Wilkinsonville	10	5	Lelands Landing,	76	3	Northbridge,	100	234	Uxbridge,	162	82 1-2	Millville,	110 1-2	19	Blackstone,	204 1-2	53 1-2	Waterford,	6 1-2	—	Woonsoket,	167	32 1-2	Mansville,	12 1-2	4 1-2	Albion Mills,	5	5 1-2	Kelly's Mills,	56	3 1-2	Wilkinson's Basin,	—	22		1338 tons.	562 tons.		Up.	Down.		5399 Bush Corn	1015 bales cotton goods		749 do Rye	4463 pieces do do		1026 bales Cotton	73 boxes woollen do		282 sacks Salt	441 ps. hemp Bagging		4349 galls. Molasses	38 boxes Cards		4038 do Foreign and domestic Spirits	83 do Cards		2044 do oil	1205 reams Paper		630 3-4 M. Shingles	199 doz Scythes		30 do Clapboards	996 Chairs		184581 feet Boards and Plank	5000 Bricks		148 casks Lime	19 bales Twine		910 bales Cotton	26 3-4 cords Tanners' Bark		133 do Wool	150 1-2 do Wood		76 1-4 tons Gypsum	8 bales Cotton		7 tons Coal	137 casks Lime		75865 lbs Iron	496 Pails		67 casks Nails	4000 lbs Soapstone		14 do Wire	49 tons ship Timber		50 boxes Sugar			34 bbls do			66 quintals Fish		<p>scenes appear culprit wrist, t could ac being t read by finishe the dro spectat a minu man co He c slight drop le the arc broke, quence ed dov shawls doubt, kind of and th tended mass o Porter this ca wide, c which the rus in the The ten o'e til after nearly two or must h sufferin It m lent dis pressoc absurd son. I were le dent; t where of death The leaving steps of up with to the of pun prayer we beli followe pronou deavour descen</p>
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Invoice of 107 Bales New Orleans Cotton Shipped by Thomas P. Bancroft on board the Packet Ship Mississippi. Davis Master for New York, and consigned to Mr. Wilber Kelly of Providence Rhode Island for account of the Lonsdale Company

DT. No 1/48	48 Bales of cotton weighing 20,443 lbs.	@ 12 cts per lb.	\$ 2453.16
Nett 1/40	40 Bales	1. 465, 11. 449, 21. 510, 31. 470	
		499, 455, 484, 457	
		459, 470, 464, 500	
		468, 484, 490, 501	
		465, 450, 450, 455	
		442, 450, 488, 435	
		490, 480, 488, 477	
		455, 433, 421, 477	
		467, 468, 479, 461	
		479, 420, 434, 458	
		467, 490	
		4689, 4559, 4687, 4704	18,639 lbs @ 13 cts
RT. 1/19	19 Bales	do 1. 410, 11. 412	2423.07
		405, 404	
		402, 403	
		360, 391	
		396, 417	
		426, 402	
		403, 400	
		394, 406	
		418, 417	
		420 "	
		4034, 3652	7686 lbs @ 12 cts
			922.32
			\$ 5798.55

Charges

Drayage on 107 Bales @ 18 1/2 cts per bale	\$ 20.06	
Mending on 48 Bales	2.00	
Brokerage 1/2 % on \$ 5798.55	28.99	51.05
		\$ 5849.60
Commission 2 1/2 %		116.99
		\$ 5966.59

Errors Excepted
 New Orleans 13th January 1838
 Signed Thomas P. Bancroft

Invoice of 107 Bales of New Orleans Cotton Shipped by Thomas P. Bancroft on board the Packet ship Mississippi. Davis ??? Master for New York and consigned to Mr. Wilber Kelly of Providence Rhode Island for account ??? of the Lonsdale Company

Document 6: (Wilbur Kelly to Joseph Hatch, 18 April 1843, Lonsdale Co. records, MSS 9. Subgroup 2. Series D, vol. 3)

In answer to your inquiries respecting young Gogin, I have to observe that he is in one of our mills and is getting on very well. He appears to be very well satisfied and happy. I conversed with him yesterday at the mill. He said he should write you in a day or two. Our superintendent at the mills takes an interest in his welfare and will give him good advice and will watch over his morals—from present appearances the young man will get on very well. Should he stand in need of money or any other assistance we will see he is supplied agreeably to your requests. If he has his health, his wages will supply him with all the necessities he may need.”

Document 7: (Quoted in Joseph Brennan, *Social Conditions in Industrial Rhode Island 1820-1860* (Washington: Catholic University Press, 1940), p. 38.

“Notice, Those employed at these mills and works will take notice, that a store is kept for their accommodation, where they can purchase the best goods at fair prices and it is expected that all will draw their goods from said store. Those who do not are informed that there are plenty of others who would be glad to take their place at less wages.”

Document 8: Photo of John Nicholas Brown house



Document 9: Lonsdale Company label



Document 10: April 25, 182 ad (from Kulik, Gary, Roger Parks and Theodore z. Penn, eds. *The New England Mill Village, 1790-1860* (Cambridge, Mass.: M.I.T. Press; North Andover, Mass.: Merrimack Valley Textile Museum, 1982), p. 172.

“Wanted, a family of six or eight persons to work in a Cotton mill near this town. Two of them must be Spinners, and the remainder work in the Carding Room. None need apply unless well recommended, and are willing to good and necessary regulations: to such a Family liberal wages will be paid, either in cash or otherwise as may be agreed upon.”

Introduction--Mill Workers:

Pretend you are a woman operating a carding or spinning machine inside a textile mill for twelve hours a day. Your life is regulated by the sound of the bell and your work is tedious and dangerous. Prior to working at the mill and living in company houses, you used to help with the garden and animals and your daily tasks included cooking, sewing, and weaving cloth by hand.

Perhaps you are a child changing spindles and working alongside your mother and other family members inside the factory all day with only a short break for lunch. You must follow the rules of the mill and keep up with your assigned tasks, or else there are serious consequences for you or your family. When your factory shift is done after twelve hours, you help at home with more chores, before going to bed and starting all over again at 5:30 a.m.

Maybe you are a skilled male laborer employed by the mill. You used to work in a saw mill or grist mill, but now you are responsible for repairing the power loom machines, which sometimes break down and stop the production of cotton cloth

Look at these documents and decide what goals, interests, needs and wants, and feelings you might have as a worker in a cotton mill. Use what you already know about early 1800's America and New England life, and imagine how you might feel about the industrialization that is happening, and the changes which impact your lifestyle.

Date	Description	Amount	Total
1855 Nov 2	To Nut 98 last paid Petes		
" "	1 gal Molasses 36 Rye 100	278	
" "	2 bus Meal 48 1/2 flour 56	136	
" "	2 bus Meal 41 1/2 Sops 08	104	
" "	1 qt oil 28 1/4 flour 56	53	
" "	Rent	84	
9	" Nut 59 Soap 25	70	725
" "	paid to Whipple 180 Nut 31	71	
" "	1 qt oil 28 flour 56	211	
" "	1 gal Molasses 36 1/2 flour 56	84	
" "	Ginger 05 Rent 70	92	
16	" Nut 93 5 Sugar 50	25	536
" "	1 gal Molasses 36 1 qt oil 28	143	
" "	Rent	64	
23	" Nut 107 1/2 Corn 12	70	277
" "	Clouds Wood 1080 flour 56	116	
" "	1 qt oil 28 Soap 25	1186	
" "	20 Dec 25 14 1/2 flour 56	53	
" "	Rent	53	
30	" Meal 45 Nut 152	70	1458
" "	1 lb Candy 18 1 lb flour 650	197	
" "	1 gal Molasses 36 1 qt oil 28	665	
" "	Rent	64	
Dec 7	" Nut 63 Cash 500	70	999
		563	

Document 2: Photo of mill workers, Lonsdale Mill c. 1912



Document 4: "Ashton View of Mill Village" (from Providence Public Library IV 22); "Company Houses in Ashton RI" (Library of Congress 8C0400/8)



Document 5: from Abigail Allen Sprague's history of families in Cumberland, as cited in *The Valley Breeze*, October 28, 2004 (Scan actual letter here, too)

A Mr. Gershom Weldon, an old soldier of the French and Indian Wars, lived in the village in 1830 and later. He had removed with a large family of daughters, mostly from Attleboro. He was of a good family but had wasted his patrimony and reduced his children to poverty by his dissolute habits and as a natural consequence in such cases; his family were greater sufferers than himself.

His daughter Thankful, 19 years of age, was a weaver. She left her looms one morning and went out to the company's office to ask permission to be absent from her work that afternoon. It was "general training day" and one of the rare holidays of those dull times. The time keeper and clerk named Willard Lovering, who was also part owner in the company, after a few words with her reached for his horse whip and immediately laid it about her bare neck and arms.

Adam Polsey, the carpenter, whose repair shop was in the same block, heard her screams and the swish of the cruel lash as it cut into her soft flesh and rushed into the office and rescued the now frantic girl from her dastard assailant and let her home to her mother. She was under treatment of two weeks suffering from nervous shock as well as lacerated flesh.

When she returned to her duties at the looms again and so earned the money to pay the doctor's bill, no action was taken to punish or fine Mr. Lovering for this brutal outrage.

But her father, who was a "drinking" man, was supplied with all the liquor he could consume for the next six weeks at the tavern on the Cumberland side kept by Absalom Ballou.

Rules and Regulations

TO BE
OBSERVED BY THE HELP IN THE MILL.

The hands must commence work at the hoisting of the Gate.

In coming into the Mill every person must go direct to their own room.

Every person is expected to attend to their own business, and avoid all unnecessary debates.

Every person is required to keep their own machine clean and in good order.

Any person using a tool belonging to the Mill, must see that it is returned to its proper place.

Any person damaging any tools or fixtures belonging to the Mill, will be expected to replace them.

No person allowed in the Finishing Room excepting those employed there.

All persons are strictly prohibited from meddling with the Steam Valves, excepting the overseer of the room.

No person allowed in the Mill on the Sabbath.

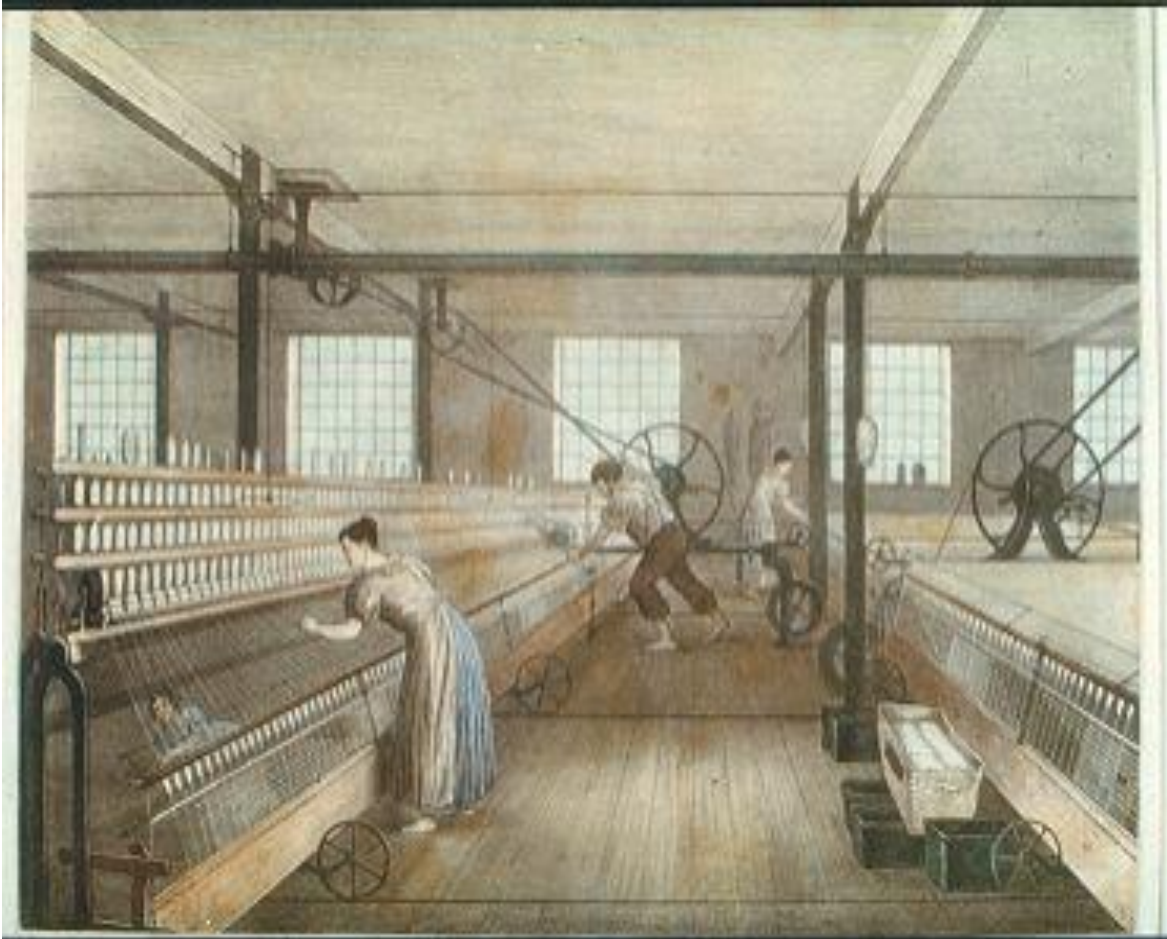
No work of any description allowed to be done in the Mill on the Sabbath.

The Hands are particularly requested to avoid swearing or the use of profane language.

Those wishing to leave are required to give two weeks notice to the overseer.

The overseer is expected to see that these regulations are observed.

Document 7: Painting of Spinning Machinery and Operators



Document 8: Episcopal Church, Ashton Village



Document 9: School, Ashton Village



Introduction--Farmers:

Pretend you are a male New England farmer who has earned a living by growing food, tending livestock, and selling or bartering surplus goods at market. Now you and your family have moved to a mill village, so that your wife and children can earn better money for your family by working long hours in the cotton “manufactory.” In return, you are provided housing and other amenities like a company store. The mill owner might hire you to do farm tasks for the good of the mill village community. Consider your goals, interests, wants and needs as you examine these documents through the eyes of a farmer. How do you feel about the industrialization that is happening around you?

Document 1: Lonsdale Company records Account Ledger (Rhode Island Historical Society)

		Contra		ls
1839	April 20	By Labors of Wm		8 11
				<u>\$ 8 11</u>
May	15	By 10 hrs. Lab. D 154	2 150	
"	"	5 do do " 114	55	2 05
"	"	Labors of Wm		6 00
June	1	Chd M. Tollett		75
"	"	Sufferance in wheels		5 00
"	"	in Spokes 244		2 08
July	28	Labors in Haying		5 62
Oct	5	Wm. Furness		1 00
"	"	Cleaning out Pways as in May		8 25
"	"	horns & Wagon to take to Bay to Moh. side		1 00
"	12	Balun Lonsd ford		13 98
				<u>\$ 215 73</u>
Nov	2	By Cash		2 43
"	30	do		4 82
1840	July	25	do	40
March	21	do		3 00
"	"	Labors of Wm in Dunbar		2 00
"	"	Lansford Balun		19 41
				<u>\$ 31 36</u>
June	1	By Pair Wheels		8 50
"	"	Pair Wm Balun		10 91
				<u>\$ 19 41</u>

Document 2: Photo of Farmers Haying



Haying in Auburn, c.1930

It will soon disclose itself, and rather advance, than retard the cause.

We have been favored with the returns of the business done on the Blackstone Canal, the past month. It exhibits a gratifying increase over those of the two preceding months. Last year there was a decrease, in the month of June.

Transportation for the last month on the Blackstone Canal to June 30th, 1830.

	To	From.
Worcester,	298 tons.	66
Millbury,	130	31
Wilkinsonville	10	5
Lelands Landing,	76	3
Northbridge,	100	234
Uxbridge,	162	82 1-2
Millville,	110 1-2	19
Blackstone,	204 1-2	53 1-2
Waterford,	6 1-2	—
Woonsoket,	167	32 1-2
Mansville,	12 1-2	4 1-2
Albion Mills,	5	5 1-2
Kelly's Mills,	56	3 1-2
Wilkinson's Basin,	—	22
	1338 tons.	562 tons.

The principal articles comprised in the above were as follow.

Up.	Down.
5399 Bush Corn	1015 bales cotton goods
749 do Rye	4463 pieces do do
1026 bales Cotton	73 boxes woollen do
282 sacks Salt	441 ps. hemp Bagging
4349 galls. Molasses	38 boxes Cards
4038 do Foreign and domestic Spirits	83 do Cards
2044 do oil	1205 reams Paper
630 3-4 M. Shingles	199 doz Scythes
30 do Clapboards	996 Chairs
184581 feet Boards and Plank	5000 Bricks
148 casks Lime	19 bales Twine
910 bales Cotton	26 3-4 cords Tanners' Bark
133 do Wool	150 1-2 do Wood
76 1-4 tons Gypsum	8 bales Cotton
7 tons Coal	137 casks Lime
75865 lbs Iron	496 Pails
67 casks Nails	4000 lbs Soapstone
14 do Wire	48 tons ship Timber
50 boxes Sugar	
34 bbls do	
66 quintals Fish	

The Chancellor Livingston, we learn, arrived at Boston Light, about 7 o'clock, on Saturday. She departs sometime in order to

scences appear culprit wrist, t could ac being t read by finishe the dro spectat a minu man ce He c a light drop fe the arc broke, quence ed dov shawls doubt, kind of and th tended mass o Porter this ca wide, c which the rus in the The ten o'clock after nearly two or must h sufferir It m lent dis pressec absurd son. / were ic dent; tl where of death The leaving steps of up will to the of pun prayer. we beli followe pronou devour descen er's ey bold, a ho ar

Document 4: (from *Dams, Fish, and Farmers—Defense of Public Rights in Eighteenth-Century Rhode Island*”, page 25, 27)

Dams troubled not only fish, but farmers, too. New England farmers had long valued fish as an important source of protein, and river fish were free for the taking. ...Yet the numbers of migratory fish were declining...Dams were the cause. In addition, all dams raised water levels, and some flooded good farm land. All this provoked increasing resentment...” Also, farmers “believed that both law and custom were on their side. Fish were important to their economy, not principally as commodities to be bought and sold, but as food for their own consumption.”

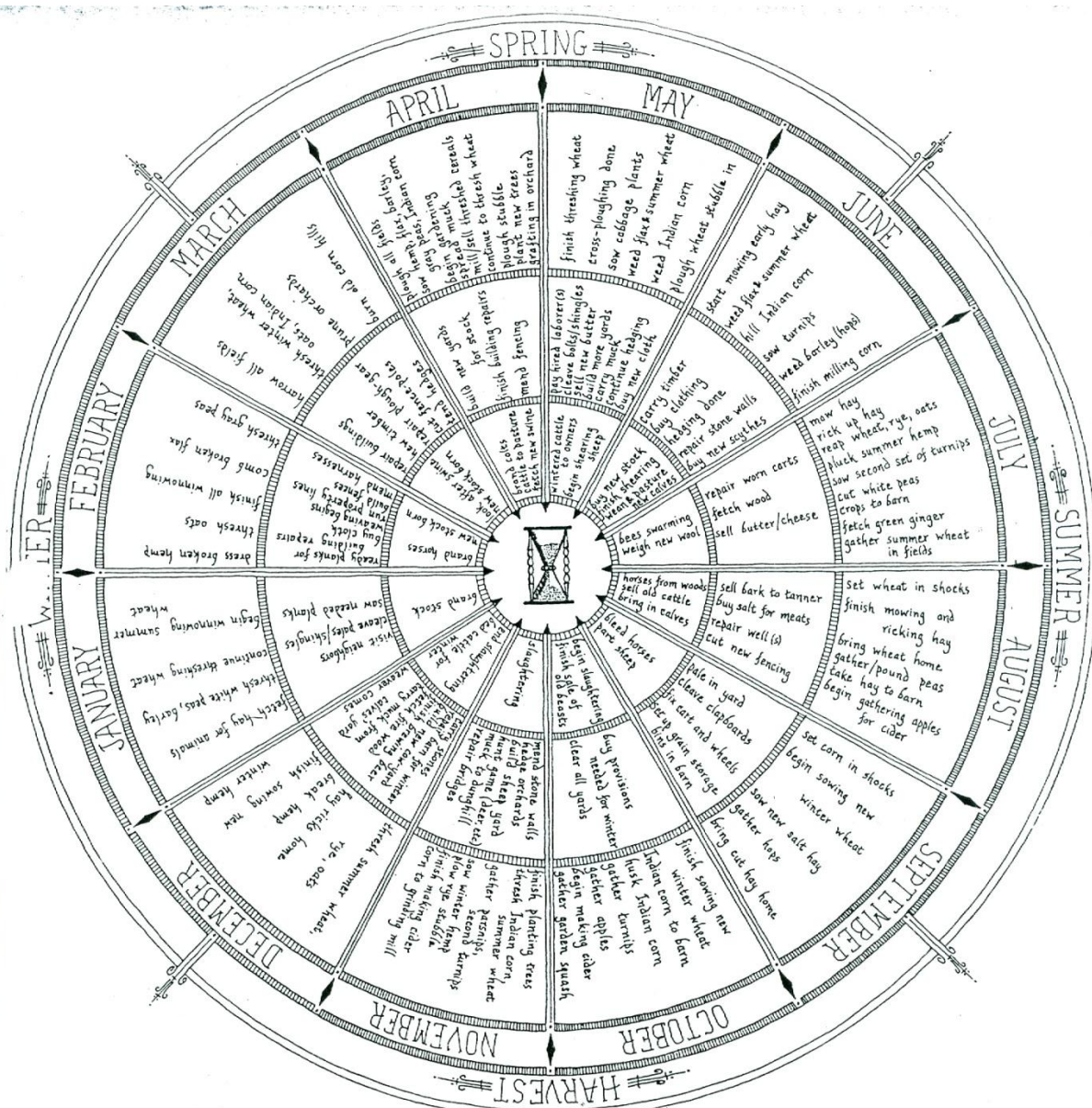
Document 5: (Volume 3, *Early Industrial Changes in the Blackstone Valley*, p.7)

“Another important function of the company store was in providing an important local market for neighboring farmers for their grains, vegetables, meat and products of home manufacture. Payments to farmers may have been in cash, but more frequently arrangements with local farmers and other residents were much like those with regular employees—written accounts were kept with credits and debits recorded and balanced annually or once every several years.”

Document 6: (from *Massachusetts Spy*, Oxford, 1820)

“Wanted: ... a MASTER FARMER, to take the lead of three or four men. One with a family to work in the mill would be preferred. Also a common LABOURING MAN with a large family, to work in the Mill. Good recommendations will be required as to industry, temperance, etc. Apply at the Mill.

Document 7: Yeoman's Wheel (from *New England Begins: The Seventeenth Century* Vol. 2, Museum of Fine Arts, Boston, 1979)



After each group has reported its observations and interpretations about its source document folder, and all three folders have been examined by each group, individual students should choose one or two questions which they have developed to guide his/her continuing research. The following is a list of resources may be useful for student research purposes.

Suggested Reading/Video Resources:

Along the Blackstone Cable Television series—"Mill Life," Episode 12; "Mill City and Mill Village: Lowell and the Blackstone Valley, America's Industrial Story, Episode 36; "Farm to Factory—Factory to Farm," Episode 62.

Cherry, Lynne. *A River Ran Wild: An Environmental History*. New York, New York: Harcourt Children's books, 1992.

Cobblestone Magazine. *Mill Girls*. March, 2001.

Deitch, Joanne, ed. *Children at Work*. Boston, Mass.: History Compass, 2006.

Dunwell, Steve. *The Run of the Mill*. Boston, Mass.: David Godine Publisher, 1978 (teacher/advanced reader resource)

From Farm to Factory, the Story of the New England Textile Industry in Song; words and music compiled by Jim Douglas Sturbridge, MA Pedlar Press, 1988

Isaacs, Sally Senzell, *Life in a New England Mill Town*. Chicago, Illinois: Heinemann Library, 2003.

Worcester Historical Society, *Landscape of Industry: An Industrial History of the Blackstone Valley*. Lebanon, NH: University Press of New England, 2009. (teacher/advanced reader resource))

Lowell Historic National Park website: http://www.uml.edu/tsongas/Curriculum_Materials

McCulley, Emily Arnold, *The Bobbin Girl*. New York, New York: Dial Books for Young Readers, 1996.

Macaulay, David, *Mill*, New York, New York: Houghton Mifflin Co., 1983.

Mill Times video recording Unicorn Projects; based on Mill by David Macaulay, PBS home video, c2006 60 mins.

Paterson, Katherine, *Lyddie*. New York, New York: Penguin Group, 1995.

Rivard, Paul. *A New Order of Things: How the Textile Industry Transformed New England*. Hanover, New Hampshire: University Press of New England, 2002. (teacher/advanced reader resource)

Winthrop, Elizabeth, *Counting on Grace*. New York, New York: Random House, 2007.

Site Visit:

If possible, visit the Kelly House Museum, operated by the Rhode Island Department of Environmental Management and located in beautiful Blackstone River State Park in Cumberland, Rhode Island. Set the scene for students by sharing the following quotation: "At Kelly's factory, a remarkably neat establishment directly up on the canal, we were greeted by smiling faces of scores of neatly dressed females who thronged the windows of the factory. The banks for some distance here are lined with good stone wall, and it is perhaps the prettiest section of the route up to Albion." (Rhode Island History, p.40)

Using the Beers 1870 map first utilized in "Launch" activity, walk the pastoral grounds to locate specific sites in Ashton Village which are noted (factory site, canal, tow path, railroad tracks, mill housing, etc.) Note the larger, additional mills and brick housing located across the Blackstone River in Lincoln and continue up the hill to locate the company store, cemetery, church and school.

Go on a tour conducted by RI DEM museum guides to learn more about the significance of place and the evolution of transportation in the Ashton village over time.

Possible Activities during site visit:

Sit at the footprint of mill. Using the photograph of the Kelly mill (shown during the LAUNCH activity) as a reference, use paper and pencil to sketch the mill structure (60 X 30 feet, two stories high with stone and wood sections, bell tower, etc). Using your senses, imagine what it looked like, felt like, smelled like, and sounded like inside the factory. Record your sensory images with descriptive words inside the factory outline and share your finished work with a partner.

Choose either the Tenement footprint or the Mill footprint as a location for this activity. In small groups, students draw from what they have learned about mill villages and mill life to design a living tableau skit. Groups will spend five-ten minutes planning what part each child in the group will perform (sound effects and motions encouraged) to characterize different elements of a mill/mill village. After the group acts out their scene in front of the whole class audience several times through, the teacher (or a designated student) taps each role player to momentarily stop the action. He/she interviews the frozen student, asking questions like: "Who/what are you? What are you doing/representing here? How do you feel about this mill/mill village?" "What do you like here? What don't you like?" The living tableau skits may be videotaped for review and discussion purposes upon returning to the classroom.

Vocabulary:

Bobbin: wooden spool for winding cotton

Carding machine: a wire-toothed machine used to untangle fibers prior to spinning

Company store: place where people could purchase goods such as food, clothing, candles, soap,

Industrial Revolution: series of social and economic changes that began in the late 1700's; movement from hand tools to power-driven machines

Manufactory: term for a factory where manufacturing of cloth takes place

Paternalistic: acting like a father

Power loom: a mechanically operated machine for weaving yarn into a textile

Tenement: multi-family apartment house

Textile mill: factory where cotton is spun into yarn and woven into cloth

Curriculum Standards:

Common Core Standards (grades 5, 6):

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Rhode Island GSE:

HP 1 (5-6) –1
Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u>
b. <u>using sources to support the stories of history</u> (<i>How do we know what we know?</i>)
c. <u>asking</u> and answering historical questions, organizing information, and <u>evaluating information in terms of relevance</u>
d. <u>identifying the point of view of a historical source</u> (e.g., media sources)

Assessment Evidence

Performance Task: After reviewing source documents in each folder during partner and small group work, students may complete one of the following activities independently. Special needs students may collaborate with a partner.

Mill Children:

- Using www.wordle.net, create a word image poem using adjectives or phrases to describe life in the mills from a child's viewpoint
- Using Venn diagram, compare and contrast the childhood of a child working in mill with a childhood working on the family farm

Mill Owners:

- Design an illustrated advertisement for attracting workers to your mill. Be sure to emphasize the ways your mill village will enhance the lives of farming families and list your rules and requirements for employment and housing.

Mill Women:

- Write a letter to a female family member describing a typical day in your life. Be sure to mention your feelings about hours worked and wages earned; the availability of company store, church, school, and housing; the welfare of your children; the sound of the bell, etc. Use persuasive writing to encourage and/or discourage your relative to move to your mill village to join you.
- Create an acrostic poem using the word MILLWORKER. Include vocabulary, details, and emotions associated with factory life.

Farmers:

- Write a speech that you might give, voicing your support of and/or discontent with the shifting tides of agriculture/industrialization. Deliver speech to a classroom audience of "townspeople".

Other Evidence:

Choose one person (mill owner, adult or child mill worker, farmer) living in a mill village in the 1800's and consider her/his perspective and attitude about mill village life. Complete an "I am" poem from his/her point of view. Using your performance voice, read it aloud to the class.

I Am Poem

Method:

I am (two special characteristics)_____

I wonder (something you are actually curious about)_____

I hear (an imaginary sound)_____

I see (an imaginary sight)_____

I want (an actual desire)_____

I am (the first line of the poem restated)_____

I pretend (something you pretend to do)_____

I feel (a feeling about something imaginary)_____

I touch (an imaginary touch)_____

I worry (something that really bothers you)_____

I cry (something that makes you very sad)_____

I am (the first line of the poem repeated)_____

I understand (something you know is true)_____

I say (something you believe in) _____

I dream (something you actually dream about) _____

I try (something you make an effort to do) _____

I hope (something you actually hope for) _____

I am (the first line of the poem repeated) _____

Final Project:

Design and create a model/diorama of your own mill village, taking into consideration the important components of the Rhode Island model which helped these villages flourish. Name your factory, and label significant site locations. Include details about the physical landscape, buildings and their purposes, transportation, etc. Be prepared to be interviewed by your classmates regarding your decision-making and choices in building your personalized mill village.

Mill Village Diorama Rubric

Student Name: _____

CATEGORY	6	4	2	0	Score
Accuracy	The information presented is historically accurate, without any errors.	The information presented is historically accurate, with minor errors.	The information presented is somewhat accurate, but has several glaring errors that show a lack of understanding.	The information is not historically accurate and shows a general lack of understanding.	
Relevance	The scene depicted reveals all of the essential components of mill villages- river and dam, canal, railroad, factory, worker housing, millowner/superintendent's house, company store, school, church, farm, etc.	The scene depicted includes several of the essential components of a mill village.	The scene depicted includes a few of the essential components of mill villages.	The scene depicted includes only one or two essential components of a mill village.	

Detail	The diorama shows great attention to detail. Layout of village demonstrates understanding of the components of mill villages (which are clearly labeled), and appropriate placement within the landscape.	The diorama shows good attention to detail. The layout demonstrates understanding of most components of mill villages (which are labeled), and appropriate placement within the landscape.	The diorama shows some attention to detail. Some components of mill villages are depicted, while others are missing. Labels are not consistently used.	The diorama shows minimal attention to detail and is difficult to understand. Labels are not used.	
Neatness and Attractiveness	The diorama shows a high level of creativity and craftsmanship, effort, and organization.	The diorama is organized and nicely crafted. Student effort is evident.	The diorama is somewhat unorganized. Little effort is evident.	The diorama is disorganized and messy. Very little effort is evident.	

Possible extension/follow-up activities:

After all groups have examined the three folders, conduct a more thorough examination of two of the Lonsdale Company records—the wages ledger (Millworker folder—Document 3) and company store ledger (Millworker folder—Document 1).

Pass out individual copies of the Wages document and the Company Store ledger to each student. After carefully reviewing the information on both documents, ask students to complete the Student Worksheet.

Note: To learn more about the real value of money in the 1800's to give context to this activity, students may visit http://www.osv.org/explore_learn/document_viewer.php?DocID=1982.

Millworker Wages and Expenditures Worksheet

How much money did a man with a large family typically make working in the mill

In a week? _____ In two weeks? _____ In a month? _____ In a year? _____

How much money did an individual female adult make working in the mill

In a week? _____ In two weeks? _____ In a month? _____ In a year? _____

What items appear most frequently as purchases on the company store ledger?

Do these items seem like needs or wants or a combination of the two? Explain your thinking.

What is a typical amount spent by a millworker each week for company store purchases? _____ How much would this be for a month? _____ For a year? _____

What is typically spent on rent each week? _____ Each month? _____ Each year? _____

If you were a millworker, what would you purchase at the Company store? _____

Why? _____

Look at the Lonsdale Company wage records and find one adult who has one or two children working in the mill. Add up everyone's wages and determine what the family earned during one month's time.

Name _____ Income produced \$ _____

Look at the Company Store account ledger page. How much did a millworker spend during one month's time? Expenditures total \$ _____

Based on these company records, what conclusions can you make about the economic situation of a typical millworker/family?

Research Waltham model of industrialization in America. Compare and contrast it with the Rhode Island model, and share results in an electronic presentation.

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