

The History of Springfield Armory

This lesson, or rather series of mini lessons, can all be done to provide a complete history of the Armory, or different mini lessons can be selected depending on what you are looking for.

Each mini lesson has formative assessments, but the overall summative assessment is the Learning Showcase which encompasses content from each of the main lessons.

Lesson Content and Design

Central Focus/Big Idea: The focus of this lesson is to provide students with background information on Springfield Armory. By providing students with background information, they will be prepared for the future lessons in this series. This lesson will have the students exploring the history of the Armory, exploring why Springfield was selected based upon geographic features, developing a timeline about the history of the Armory, learning about the National Park Service, and completing an analysis on the production that occurred at the Armory over the course of its operation.

Context/Rationale: The reason behind this lesson is to provide the students with background information on Springfield Armory and the National Park Service. The summative assessment for this educational trunk has the students examining the significance of historical sites along with determining why they should be preserved for future generations. Springfield Armory as a National Historic Site provides the students with a key example of a site that has been preserved due to its significance as the nation's first federal armory. The background information gained from these activities will set the students up for success in the following lessons.

Objective(s):

- Explore the National Park Service and gain an understanding of the organization and the role it plays in preserving cultural sites.
- Explain and demonstrate why Springfield was selected as the site for a Federal Armory.
- Create a graph around Armory production numbers and compare production to events in history. Analyze the data and draw a conclusion.

Assessments:

Each activity has a formative assessment related to the task completed. The summative assessment has the students taking their knowledge of Springfield Armory and creating an argument as to why historic sites, as such, should be preserved for future generations. Students will need to apply their knowledge about the Armory to create a cohesive argument using examples. Not all activities will need to be completed for the students to complete the summative assessment; it is your judgement as an educator on how many of the activities you would like the students to complete before giving them the summative assessment based upon the level of students in your classroom.

Vocabulary

Foundational (Terms to understand the content (base words))

- Technology
- Development
- American Revolution
- Emblem
- Primary Source

Comprehension (Terms to understand and apply)

- Armory
- Arsenal
- Interchangeable
- National Park Service
- Federal
- Immigrant
- Ordnance

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Presentation/Syntax		
Activities	Materials	Detailed Description
Catch/Hook	-Box of Objects	<p>To engage students and get them thinking about Springfield Armory and the National Park Service, students will be given a variety of objects related to Springfield Armory and the National Park Service and will be asked to identify connections between the objects.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>To get the students thinking about Springfield Armory and the National Park Service, present them the included container that has a variety of objects inside. Pass the objects around and let the students look and hold them. Ask them what do they see/are holding? After the students have shared their ideas, have them what do these items have in common and how do they think they are connected? This will be challenging for students as they may not know much about the National Park Service and how firearms and inventions connect with it.</p> <p>After the students have shared their ideas, share with them how these pieces are connected to Springfield Armory, which is a National Historic Site in the National Park Service. Explain how Springfield Armory was the Nations' First Federal Armory and they produced firearms for the United States Military along with developing technology that we still used today (hence the key was cut using a modern form of the Blanchard Lathe which was invented at the Armory in 1820). After the Armory closed it became a part of the National Park Service as it is a site of significance to the history of the United States.</p> <p>Explain to the students that they will be learning about Springfield Armory and the lasting impact it had on firearm and technology development and why it is important to preserve and protect historic sites.</p>
		<p>Welcome to the National Park Service (NPS)! It was established in on August 25th, 1916, under President Woodrow Wilson. While the focus of this traveling education trunk is not on the National Park Service, we feel that it is necessary for students to have a background on the organization as Springfield Armory, a focus of this trunk, is a part of the National Park Service as a National Historic Site.</p> <p>Using a self-guided web exploration student will explore various links and videos related to the NPS and answer guiding questions. The questions in this web exploration are ment to help the students think about the park service as an organization that protects and preserves multiple entities that are available to them and to understand what we do.</p>

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	<p>-NPS Web Exploration Activity</p> <p>- <i>Get to Know Your Parks</i> book</p> <p>-Blank Arrowhead Emblems</p> <p>-Access to the internet</p>	<p style="text-align: center;"><u>Instructions</u></p> <p>For this activity give the students a couple of minutes to write down in the box what they know about the National Park Service, and if they don't know anything that is okay! Have them think about different National Parks (can they name one?), What is the mission of the National Park Service?, What types of jobs do people do at our parks?, and Why is there a National Park Service?</p> <p>After students have had time to write down their thoughts, ask a few of them to share out loud and allow for a discussion. Next students will begin their self-guided web exploration. It is highly recommended that you, as the educator, go over the first question box relating to the National Park motto as some of the words are upper level and younger students might have difficulty putting them into context and defining them.</p> <p>Allow time for the students to complete the web exploration (it is suggested around 30 minutes), before they answer the final question, which has them explain what they now know about the NPS after their exploration.</p> <p>If time does not allow for this web exploration, we have included the book <i>Get to Know Your Parks</i> by Eastern National. This book provides a brief overview of the National Park Service with colorful illustrations. You can use the book as an introduction to the web exploration too!</p> <p style="text-align: center;"><u>Extension</u></p> <p>As an additional activity, students may be given the opportunity to create their own emblem. Students were asked to think about what represents them and what they would put on their emblem. Using the blank NPS Arrowhead Emblem sheets, students can be given the chance to draw their own emblem, which can be hung around the classroom representing what characterizes your class.</p>
<p>Video History of the Armory</p>	<p>YouTube or flash drive with the Armory video</p> <p>Video Guide</p>	<p>A quick way to provide students with a brief overview of Springfield Armory is to have them watch an 18-minute film (the introduction film shown at our site). The film is on YouTube, which we have included the link, but we have also included a copy of it on the included flash drive. While this is the film we show in our theater, we do encourage you to preview it before showing it to your students.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>We have draft two video guides to be used. One guide is fill in the blank and the other is short answer. Both end with an open-ended question asking the students to think about why, based upon what they saw in the film,</p>

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		Springfield Amory is important to the United States. This prompt will have the students begin thinking about the significance of historic sites and perhaps why they should be protected and preserved for future generations which is connected to the summative assessment of this trunk.
Station Activities	<p>-Springfield Armory Reading Worksheet</p> <p>-Photos of the Armory</p> <p>-Photo Analysis Worksheet</p> <p>-Workers of the Armory</p> <p>-Workers of the Armory Guide Sheet</p>	<p>In these mini lessons on Armory History, students will be visiting different stations, each with a different focus. You can use these as station actives, or you can hand them out and do them one at a time. These activities, as a whole, provide more background on the history of the Armory.</p> <p><u>The History of Springfield Armory Reading</u> In this activity, students are given a short reading, with included vocabulary words. After reading about the history of the Armory they will answers some questions. The questions include math, drawing, and thinking outside of the box. Two different readings have been included; one is more complex with higher level words and the other has been modified for students with lower reading abilities or for a young grade. There are two question sheets as well, one for the more complex reading and one for the modified reading.</p> <p><u>Photo Analysis</u> For this activity students will be analyzing various photos from the Springfield Armory National Historic Site Archives. Various photos have been provided in this trunk, along with dates and description on the back of the photo (if the information was available). Students will use a photo analysis worksheet to guide them through their analysis of the photos to determine what they can learn about the Armory though a primary source. You do not have to use all the photos provided but can select the ones you would like the students to examine. It is recommended that with older students a discussion on what a primary source is, be held.</p> <p><u>Jobs at Springfield Armory</u> By reading a few sentences about different workers at the Armory, students will learn about a few of the various jobs at the Armory. Each of the worker descriptions are color coded. Those that are the same color have the same job and therefore the job description is the same.</p> <p>Decided which workers you want the students to read about and place them on a table for the students. Have the students read a few of the different jobs and then answer the questions on the guiding sheet.</p>
		After the American Revolution it was suggested that the United States should produce their own firearms and not rely on another nation for them. The challenge was deciding where the first Federal Armory should be located. Springfield was one of many possible locations for the new National Armory. Springfield was selected because

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<p>Selecting a Site for the Armory</p>	<p>-Mapmaker, Mapmaker, Make Me a Map Worksheet</p> <p>-Blank Map</p>	<ul style="list-style-type: none"> • It was far enough inland to prevent attack from ocean bound ships and the Connecticut River was impassable due to falls • The Mill River would work to provide power • There was a working population in the area • We were centrally located between Hartford and Boston • There were ample resources including timber, coal, and iron. • Sawmills were in the region • Farms were local to provide food for an increased population • There was a plain above Springfield where Springfield Arsenal was situated, which meant we already had a presence in the city. <p>A sister armory, Harpers Ferry, was built to the South in Virginia (now West Virginia) providing the young nation with both a Northern and Southern Armory.</p> <p>In this activity students will be tasked with reading a primary source letter and evaluating it for reasons as to why Springfield was selected as the site for an Armory. Students will then take these reasons and create a map detailing how they would set up Springfield Armory.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Explain to the students that they will be reading a primary source document and identifying reasons, from the letter, as to why Springfield was selected as the site for a Federal Armory. To help the students understand what federal and primary source means, define the words with them and have them think of examples of a primary source.</p> <p>After students have defined the two terms, either in a large group, small group, or independently (depending on your classroom) have the students read the letter and identify three reasons why Knox thought Springfield was a key location for the Armory. After the students have identified their reason, discuss them as a group, and see if they can come up with any additional reasons as to why a site might be suited for a Federal Armory.</p> <p>The students are then tasked with creating a map that includes the various locations and items that are necessary for a Federal Armory. Using the provided map, either the one with items to include or the open ended one depending on your class, give them time to draw their map and design their</p>
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	<p>city. After students have designed their city, as a few of them to share what they included and why they placed it where they did.</p> <p>As a final closing question, ask them why it is important to consider the surroundings of a site before selecting it for an Armory or to make it local, their school.</p> <p>Alternative Map Making: Create a 3D Map</p> <p>If you would like to make this activity more hands on and art based, you can have the students create 3D map using random craft supplies to create their maps. Using a large sheet of construction as their base, students can use the craft supplies to create a map.</p>	
<p>Armory Production Analysis Timeline</p>	<p>-Large sheets of green construction paper have been included in the trunk for the base of the map</p>	<p>In this activity students will be comparing production numbers at the Armory to major events in United States history. By creating a line graph of production numbers students will be able to gain a general understanding of how production changed at the Armory over its operation period and by creating a timeline of major events in United States in History, students will gain an understanding of how major events impacted production at the Armory.</p> <p>Two different worksheets have been provided. One has the students graphing more production numbers and placing more events on the timeline. The questions with this worksheet are geared towards older students with more higher-level thinking questions. The other worksheet has the students graphing fewer production numbers and placing fewer events on the timeline.</p> <p>For the purpose of our activity, the Vietnam War dates are when U.S. Troops landed in Vietnam and when they withdrew.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Explain to the students that they will be completing an activity examining production numbers at the Armory and major events in United States History. The students will complete a line graph (or bar graph if you would like) on the production numbers at the Armory from its open to close (roughly every decade). After completing the line graph the will then place major events on a timeline. They will then compare the data and answer a few questions.</p>
<p>Closing</p>		<p>After having the students complete the selected lessons, they will complete an exit ticket. This exit ticket will have them reflect upon their learning on Springfield Armory.</p>

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