Lesson Plan for U.S. History 1, Market Revolution
for high school 10th grade students
Lesson Plan for day 1: The Market Revolution

U.S. History Learning Standards: USI.27, USI.28, USI.31-33
   Explain the importance of the Transportation Revolution of the 19th Century and explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.

Essential question: The Northeast and Northwest in the 1800’s were being transformed from a yeoman and artisan economy to one of cash-crop agriculture and capitalist manufacturing. Meanwhile, the cotton boom in the South supported a plantation slave economy which would prompt white settlement, cultivation and speculation in the West. How did the supply and demand of the market revolution impact sectionalism, secession and, eventually, the Civil War?

Reading material: Patricia L. Cummings, The Mill Girls of “Spindle City” @ http://www.quiltersmuse.com/mill_girls_of%20spindle%20city.htm

Materials:
   cotton seeds
   cotton bole
   (small) bale of cotton
   a Boott Mills’ cotton towel
   video: The Workers Remember: Going to Work (all from Lowell National Historic Park museum store)
   journal/diary

Objectives:

Students will:
   • Become informed of the role of the mill girl in the textile industry who then inspired labor reforms and a voice in women’s rights.
   • Investigate the textile industry in New England in the 1800’s becoming acquainted with the geography, vocabulary, technology and industrialists of the era

Activities:

1. As a preview of this lesson on the Market Revolution, the students will have read The Mill Girls of “Spindle City” as a homework assignment.
2. The class will be divided into 4 groups. Each group will receive 1 of the four manipulatives - cotton seeds, cotton bole, bale of cotton and material. Inquire - have the students examine, identify and discuss how the four are related to this period of history. Record their observations on the board in a graphic organizer.

With access to a computer lab:

3. The students, in their same groups, will research the textile industry, both abroad (England) and here. They will investigate by visiting two websites:

http://www.spinningtheweb.org.uk/
http://inventors.about.com/library/inventors/blindustrialrevolutiontextiles.htm

They are to investigate the titles of their links and report back to the class the information read and processed.

Group 1: At the homepage, go to “Interactives” on the tool bar. Click on The process of cotton production – make a vocabulary list of terms on an overhead related to the production of cotton, such as bolls, “gin,” “lint,” warp, etc. Visit all thumbnail and sound clips to access more information. Upon completion of this link, return to the homepage. Click on the fourth bulleted link, Industry – how cotton was made and sold. Once there, click on Machine and processes, then clicking on Cultivation and harvesting. Find the information as to how much cotton could be picked daily, how much it measured in a bale and how many articles of clothing a bale could produce. At the bottom of the article, click on View the Cultivation and harvesting collection to find out more. At this site, click on Fine Spinners and Doublers. Read the document, Peter Piper Picked 100 lbs of Cotton. Compare and contrast the two as to the face value of cotton production.

Group 2: At the homepage of the first website, go to the fourth bulleted link, Industry – how cotton was made and sold. Once there, at the left of the page, under Industrialisation, click on Making cotton. Follow steps 2, 3, and 4, creating a vocabulary list on an overhead of the terms related, respectively, to carding, spinning and weaving. At the second website listed above, at the bottom of the page click on Making textiles. An overhead copy of the page should be provided for the students to compliment their vocabulary list and present their explanation of the process of making cotton.

Group 3: At the homepage, go to the third bulleted link, People – living and working in the mills. Click on the link Living, then on More on Health and Diet. Read the article. What did the mill workers’ diet consist of, what were the ailments/illnesses/accidents they suffered? Make a T-chart on an overhead: on the left, a list of the conditions that workers encountered then; on the right, a list of our everyday, simple “remedies” that have eliminated those conditions. Completing this exercise, return to the homepage link, People. At the left of the page, click on Health and diet. Once there, print a copy of step 1, The Mill Workers All Day Menu. It will be used for a “dietary” discussion, comparing and contrasting their daily diet with a student’s daily diet of 2005 and saved to compare that of the mill workers in Lowell, MA, and evaluate the nutritional value of its contents. Return to the homepage link, click on Industry. At the left of the page, click on Health and safety. Follow the 6 steps, reading all and printing copies of steps 2, 4 and 6,
to be saved to compare with the conditions and improvements of those conditions in the mills of Lowell and throughout the industrial United States.

Group 4: At the home page of the second website, read the timeline, clicking on each blue highlighted link to further investigate the names and terminology associated with the textile industry. Make an overhead of the timeline of the inventors’ names and vocabulary associated with the inventions/improvements in the industry. At the Samuel Slater and cotton gin links, make note of the local New England associations.

4. In their journals, the students will write a response to:

Eli Whitney's invention of the cotton gin changed the American economy. The rise in the amount of cotton made in the South and the need for cotton in the North's textile mills is an example of “supply and demand.” Supply means how much of an item is available. Demand means how many people want that item. Supply and demand determine the price of an item. If many people want an item (high demand) and not a large amount of the item is available (low supply), the price goes up. If many people do not want an item (low demand) and a large amount of the item is available (high supply), the price goes down.

The cotton gin was able to clean cotton 50 to 100 times faster than a person could without the machine, so the supply of cotton went up. Once more cotton was available, people developed ways to weave it into cloth more quickly. This, along with people wanting more cotton clothing, increased demand. Supply and demand for cotton were both high, and plantation and factory owners became rich.

http://www.gfamericanhistory.com/student/unit5/chap13_s.cfm

How did the economic model of supply and demand affect the North and South? List all parties included in the Market Revolution and identify the costs and the benefits experienced by each group.
Lesson Plan for day 2: Market Revolution – continued

**Materials:**
- Handout of *Analyzing primary sources*
- Handout of Francis Cabot Lowell @ http://www.economicadventure.org/decision/lowell.pdf

**Questions for analyzing primary sources:**
1. Who created the source and why? Was it created through a spur-of-the-moment act, a routing transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder repost what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive). Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How long a lapse of time?

**Primary sources:**

1. *Mary Graham describes life on a Massachusetts farm, 1835-1844* pp. 189-191
2. *Regulations of the Appleton Company, 1833* p. 198
3. *Letter from “Susan,” a Mill Worker, 1844* pp. 198-200
4. *A Lowell Worker’s Protest, 1845* pp. 200-202
5. Advertisement for mill girls from Fitchburg Sentinel, Jan. 19, 1844 (Fitchburg Historical Society)
7. William Cullen Bryant, “Song of the Sower” @ http://www.4literature.net/William_Cullen_Bryant/Song_of_the_Sower/3.html
8. The Lowell Offering, *Tabitha Dreams of a Better Society* (1841) @ http://housatonic.net/Documents/090.htm
Images:

“Girl with a Hay Rake” (Winslow Homer) @ http://www.the-athenaeum.org/art/detail.php?ID=566

“Cotton is King” @ http://www.dartmouth.edu/~library/Library_Bulletin/Apr1997/DCLB974-2CottonKing.html

“War-time Fashions” @ http://docsouth.unc.edu/andrews/ill7.html

“Cloth label for Hamilton Manufacturing Company, Lowell, MA” @ http://www.holycross.edu/departments/visarts/vraguin/projects/lowell/low4.htm

“After the Feast, the Working Man Gets What is Left!” @ http://history.smsu.edu/lwburt/Images122/After%20the%20Feast.htm

“The Mill Girl” (Winslow Homer) @ http://www.ashp.cuny.edu/video/d-lowell.html

“New England Factory Life – Bell Time” (Winslow Homer) @ http://www.butlerart.com/Web_Shows/homer/Pages/new_england_factory_life.htm

“Time Table of the Lowell Mills” @ http://invention.smithsonian.org/centerpieces/whole_cloth/u2ei/u2images/act9/time_tbl.html

“Pictures (including map) of Lowell Mills” @ http://www.rhinebeckcsd.org/bulkeley/aa/nation/lowell2/picpag.htm

“Drawing of a Mill Girl” (cover of the Lowell Offering) @ http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/lowell.gif

“Two Women Weavers” @ http://www.holycross.edu/departments/visarts/vraguin/projects/lowell/low7.htm
Objectives:

Students will:
- Read, validate and discuss the primary sources listed above
- Observe and discuss the images presented from the list above
- Debate the “Mill girl experience.” The viewpoints to be debated are based upon the experiences of the mill girls as read in the primary sources.

Activities:

1. Students will receive and read the copy of Analyzing primary sources.
2. Each assigned group from the previous day will receive copies of 2 of the eight primary sources, respectively 1 and 5, 2 and 6, 3 and 7, 4 and 8. They are to read and analyze the sources, answering the questions from Analyzing primary sources.
3. The images will now be viewed. Randomly presented, the students are to relate their primary documents to each of the images viewed based upon their historical research from the previous day’s investigation and the wording of their documents. They will then tape the images on the board as a timeline of the events of the market revolution.
4. The students will view the video, “The Workers Remember: Going to Work.”
5. The class will participate in a classroom debate. The debatable question is: “Life as a mill girl in the mid 1800’s - was it a liberating, beneficial experience or a limiting, paternalistic experience for the young girls?”
   Format for the debate:

   Three-Card strategy debate-- The debatable question is put up for full classroom discussion. This strategy provides opportunities for all students to participate in discussions that might otherwise be monopolized by students who are frequent participators. In this strategy, the teacher provides each student with two or three cards on which are printed the words "Comment or Question." The student writes an appropriate comment or question on the respective cards as the discussion ensues. When a student wishes to make a point as part of the discussion, he or she raises one of the cards; after making a comment or asking a question pertinent to the discussion, the student turns in the card with his/her name written on the card. This strategy encourages participants to think before jumping in; those who are usually frequent participants in classroom discussions must weigh whether the point they wish to make is valuable enough to turn in a card. When a student has used all the cards, he or she cannot participate again in the discussion until all students have used all their cards. Cards are grouped as “pro” or “con” to decide the outcome of the classroom debate. Assessment is based upon the number of cards handed in per student and the higher order critical thinking of the comment and/or question.

6. Homework assignment: students will read Francis Cabot Lowell.
Lesson plan for day 3: Preparation for field trip to the Lowell National Heritage Park

Essential question: The textile industry initiated many changes in antebellum America: a new economy, new wealth, new social classes, new political parties. It also fostered abuses on behalf of the industry which would give rise to reform movements. From afar to very near, what impact did this industry have upon Fitchburg?

**Materials:**
1. copies of Butterick’s history @ http://www.butterick.com/bhc/pages/articles/histpgs/about.html
2. copies of the introduction to Sarah-Meiriam Everett
3. copies of genealogy of Sarah-Meiriam Everett from Franklin P. Rice Co., Princeton’s Vital Statistics (1902) and Francis Everett Blake, History of Princeton, Massachusetts (1915)
4. copies of Tavern Days and the Old Taverns of Fitchburg from Proceedings of the Fitchburg Historical Society, 1897
5. copies of Temperance, Doris Kirkpatrick, The City and the River (1971)
6. copies of Telegram & Gazette newspaper article by Christina E. Sanchez, Fitchburg condos priced high, July 26, 2005
7. copies of map of Lowell National Historical Park @ http://data2.itc.nps.gov/parks/lowe/ppMaps/Lowell%2Egif

**Primary sources:**
1830 map of Fitchburg

**Images:**
1830 map of Fitchburg
“The Butterick Fashion Mirror” from the Cottage Hearth, May 1878

**Objectives:**
- Students will analyze the relative importance of the Transportation and Market Revolutions, industrialized America and the reform movements by “traveling” through their own local history.

**Activities:**
1. An overhead of the handout of the map of Fitchburg will be displayed. Students are to observe the absence of street names, the existence of cotton mills and other mills along the Nashua River, the family names associated with the homesteads and the location of establishments in the town.
2. The Butterick Fashion Mirror image will be displayed on an overhead. The students will be asked to observe the differences in fashion between the South in 1865 (viewed the day before) and the North in 1878. They also will read the description accompanying the walking costume viewed. They will then be given the copy of the Butterick history article. They will be asked to make a
connection between the Butterick Company and the presence of cotton mills in Fitchburg.

3. Students will receive copies of their introduction to Sarah- Meiriam Everett and her connection to their visit to the National Historical Park, her genealogy, Daniel Moulton and the Washington House (temperance and tavern) articles and the condo news article. Based upon their new knowledge, they will be asked to make an analogy between the articles and the historical period that is being studied.

4. Students will be given the criteria and rubrics for their Market Revolution project.
Female textile workers often described themselves as mill girls, while affirming the virtue of their class and the dignity of their labor.

Sarah-Meiriam Everett was born in Princeton, MA, in 1828. After some investigation at the UMass Lowell Library at the Tsongas Center, I found that her residence was listed at Daniel Moulton’s inn in Fitchburg in 1850. According to hospital records in Lowell, she worked in the Merrimack Mill, was a patient at the hospital, was released, “cured of an abscess,” in 1860. This is the extent of the information that I was able to research re: a local mill girl.

The task while visiting the Lowell National Historical Park is to access information and take photos to create a day in the diary of Sarah. The format of the diary will be presented as a virtual tour of the park through the eyes of a local girl. As the park is extensive, the class will be divided into four groups, each group being responsible for information particular to that aspect of the textile industry and life. Each group is to have a copy of the map/brochure of the park, a notebook and/or tape recorder and a digital camera.

Steps for preparing a virtual tour of the Lowell textile mills with a “local flavor” following the field trip to the park:

With access to a computer lab,
1. The class will go to http://hub1.worlded.org/docs/lowell/visit.htm to view a students’ virtual tour that had been done on the web. Critique and suggestions will be written on the board as to the plan of action to be taken by the class in organizing a different approach incorporating the local history with the virtual tour of the historical park. “Field agents” will be recruited to take photos of the local sites needed to be recorded in the diary.
2. Each group is to review the information they recorded at the park and view the photos saved on disk. They are to question any “gaps” that they will research using websites and/or books. Each group is to provide 3 links for their entry. They are then to begin writing their first draft for their diary entry including locations/explanations of images with text.
3. Each group will present their drafts to the class to critique and coordinate a day in the life of Sarah-Meiriam Everett at the Merrimack Mill in Lowell, MA, 1859.
4. They will then return to revise and edit for final critique and construction of the diary.
5. With help from the technology department, the class will construct the virtual tour on a class webpage. This project, in and out of class, should take 2 weeks to complete.
Resources:

Internet

- [http://www.nps.gov/lowe/](http://www.nps.gov/lowe/)
- **Life in the Mills**
  - *Typical Mill Girl* - (Read to begin to understand key question, "Why go to Lowell?") (level of difficulty: easy)
  - *The Mill Girls* - (level of difficulty: moderate)
  - *The Story of My Cotton Dress* - (level of difficulty: moderate)
  - *An Account of a Visitor to Lowell 1836* - (level of difficulty: difficult)
  - *Harriet Robinson* - (level of difficulty: easy)
  - *Leisure Time* - (level of difficulty: easy)

- **Life in the Boarding House**
  - *Typical Mill Girl* - (Read to begin to understand key question, "Why go to Lowell?") (level of difficulty: easy)
  - *The Mill Girls* - (level of difficulty: moderate)
  - *Meals* - (level of difficulty: easy)
  - *Room and Board* - (level of difficulty: easy)
  - *Lowell National Historic Park* - (level of difficulty: moderate)
  - *Lowell National Historic Park - Boarding Houses* - (Read paragraphs under headings entitled, "The Boardinghouses" and "Boardinghouse Life" (level of difficulty: difficult)
  - *Lowell National Historic Park - Mill Girls* - (Read paragraphs under heading entitled, "Life in a Boardinghouse" (level of difficulty: moderate)
  - *Boarding House Rules from the Handbook to Lowell, 1848* - (Scroll to this section of the document.) (level of difficulty: moderate)
  - *Mary Paul Letters - April 12, 1846* - (Scroll down to find this letter.) (level of difficulty: difficult)

- **Working Conditions in the Factory**
  - *Typical Mill Girl* - (Read to begin to understand key question, "Why go to Lowell?") (level of difficulty: easy)
  - *The Mill Girls* - (level of difficulty: moderate)
  - *Factory Rules from the Handbook to Lowell, 1848* - (level of difficulty: moderate)
  - *Mary Paul Letters - Dec. 21, 1845* - (Scroll down to find this letter.) (level of difficulty: difficult)
  - *Time Table and Questions to Ponder* - (Have students look at the timetable primary source and answer the questions developed by Professor Catherine Lavender).
  - *Work Day* - (level of difficulty: easy)
Bibliography


Assessment rubrics:

Group process rubric

<table>
<thead>
<tr>
<th>❌ Circle Appropriate Number</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed all work on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Worked cooperatively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Stayed on task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Used computer and books as resources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Documented sources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Wrote clear, coherent, and detailed information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Presented to the class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organized information and artifacts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
# Product rubric

<table>
<thead>
<tr>
<th></th>
<th>Student(s) designed web page for diary of a local mill girl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Layout / Design</td>
<td>The pages are unattractive. Text is difficult to read. The backgrounds are distracting.</td>
</tr>
<tr>
<td>Graphics</td>
<td>There are no photos, icons or clip art or they are inappropriate or of low quality.</td>
</tr>
<tr>
<td>Information</td>
<td>Information is poorly written, inaccurate, or incomplete.</td>
</tr>
<tr>
<td>Navigation / Links</td>
<td>The user may become lost or links may be missing or not working.</td>
</tr>
</tbody>
</table>
## Individual journal entry rubric

<table>
<thead>
<tr>
<th>unsatisfactory</th>
<th>limited</th>
<th>satisfactory</th>
<th>high</th>
<th>very high</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> No personal response is made to the issues/concepts raised in the texts</td>
<td>Analysis conveys little evidence of a personal response to the issues/concepts raised in the text</td>
<td>Analysis conveys some evidence of a personal response to the issues/concepts raised in the text</td>
<td>Analysis conveys evidence of a personal response to the issues raised in the text. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world</td>
<td>Analysis conveys extensive evidence of a personal response to the issues raised in the text. Student demonstrates personal growth and a political awareness</td>
</tr>
<tr>
<td><strong>2</strong> Uses incorrect grammar and syntax consistently</td>
<td>Demonstrates some evidence of correct spelling, grammar and punctuation etc.</td>
<td>Demonstrates few errors in spelling, grammar and punctuation etc.</td>
<td>Has a good command of English</td>
<td>Has a very good command of English and writes with some flair and originality</td>
</tr>
<tr>
<td><strong>3</strong> Student makes no reference to what is heard in class or outside class</td>
<td>Student makes minimal reference to what is heard in class or outside class</td>
<td>Reflection alludes to what student has heard in class and outside the classroom situation</td>
<td>Reflection indicates that student is listening well in class and outside the classroom situation</td>
<td>Reflection indicates that student is listening well in different contexts and is able to relate what is heard to what is read</td>
</tr>
<tr>
<td><strong>4</strong> Is not comprehending or reflecting on what is read or viewed</td>
<td>Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.</td>
<td>Comprehends the surface level meaning of texts and begins to relate issues to general knowledge and experience of other texts</td>
<td>Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently</td>
<td>Is able to make inferences well and comprehends deeper meaning consistently, demonstrating insight and their relevance to the world and society</td>
</tr>
<tr>
<td><strong>5</strong> Student is not able to express opinions and responses due to severe problems with writing</td>
<td>Student is not developing their ability to express arguments, opinions and responses in his or her writing</td>
<td>Student is learning to develop and express arguments, opinions and responses in his or her writing</td>
<td>Student is consistently expressing arguments, opinions and responses in his or her writing</td>
<td>Student is clearly expressing arguments, opinions and responses in his or her writing</td>
</tr>
<tr>
<td><strong>6</strong> Very little effort was made to attempt all tasks set</td>
<td>Little effort was made to attempt all tasks set</td>
<td>Work demonstrates that some effort was made to attempt all tasks set</td>
<td>Work demonstrates that much effort was made to attempt all tasks set</td>
<td>Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative</td>
</tr>
</tbody>
</table>
Lesson plan for day 4: Field trip to Lowell National Heritage Park

**Materials:** map of park
- park brochure
- notebooks
- digital cameras

**Objectives:**
- Students will relive the experience of a mill girl by visiting the various sites at the park.
- Students will research, record and photograph their investigations.

**Activities:**

The field trip:

1. The class as a whole will take the canal/locks boat tour, witnessing the need for water in industry. They will also take a guided tour of the Boott Cotton Mills Museum.
2. The class will then be divided into four groups to further research and photograph individual sites to be used in their diary entry.

Groups and directions:

Group 1 – **boardinghouse**

*Essential question:* What dramatic changes in living conditions would a young lady experience moving to Lowell? At the Boardinghouse, visit, research, take notes and photos of the “Mill girls and immigrants” exhibit.

Group 2 – **agents**

*Essential question:* What was the role of the agent in the mill and to whom was he responsible? Visit, research, ask questions of the rangers, take photos at the Agents House/Park Headquarters site.

Group 3 – **mill workers**

*Essential question:* What were the effects on and the reactions of female workers in the Lowell textile mills? Revisit the Boott Mills Museum to further research, take notes and photos of the working environment.
Group 4 – textile consumers

“The textile industry at large had always lived on novelty and variety, ‘frequently changing, in an almost infinite variety of small ways, the combination of inputs which determined the look, feel, finish, colour, pattern or weight of the final product’. It was a consumer-oriented industry, forever ministering to the fickle demands of a fashion-conscious public. With growing wealth in the eighteenth century, the demand for novelty and variety grew greater rather than less.”


Essential question: During the rise in manufacturing in the early 19th century, what shifts in manufacturing took place, what business innovations occurred, and what effect did this have on the general distribution of goods in America? Visit the American Textile Museum to view, research, ask questions, take photos of the progress of textile production.

Concluding activity:

3. The students are to write in their journals their reflections on the day’s activities. They are to follow the format below and will receive an individual assessment based upon on their journal entry.

JOURNAL QUESTIONS

Continue the following open-ended sentence (a) and answer the following questions (b) Each response should be at least 3 lines. Each answer should deal with what you have learned/studied/viewed/read today but you may include references to other subject areas when relevant. You need to provide examples whenever possible.

A

1. Today I learned..........
2. What I have found difficult about what I have read/viewed/heard today is..........
3. My writing and reading skills...........(reflect on them and your efforts, areas of strength and weakness providing specific examples)
4. My listening and speaking skills...........(reflect on them and your efforts, areas of strength and weakness providing specific examples)

B

1. Is what you are currently reading/viewing or studying challenging you in any way? In what way?
2. What is puzzling you as you are reading at present? (About the history, characters, ideas etc.) What specific questions are being raised by what you are reading/viewing or studying?
3. Can you make any connections between what you are reading/viewing and everyday life, history, situations in the world, any other subject you are studying or your own life?

4. Write down 3 questions you have for a historian about what you are reading/viewing/studying at present. Explain why you have asked those questions.

5. What are you learning about yourself from what you are reading/viewing/studying? (Your own values, attitudes and beliefs)