

Activity Title

Ryan Cherlinczuk-Ruiz, History Teacher

Overview

Students will be able to explain aspects of change and continuity throughout the Industrial Era utilizing the history of the Rocky Mount Mills by analyzing primary texts, illustrations, and photographs associated with the mills. Although it is common to refer to a select number of years between the 1800's and 1900's as the Industrial Revolution, industrialization is actually a gradual process that unfolds starting in as early as the 18th century before becoming globalized in the later 20th century. The Rocky Mount Mills provides an exemplary opportunity to examine the way industrialization fundamentally alters the production of goods, impacts the environment and economy (locally and distally), and develops local communities. Students will read through and analyze the text, illustrations and photos of [Rocky Mount Mills, a case history of industrial development, 1818-1943](#) as they find evidence to support aspects of change and continuity that will be reflected in a short paper.

Course & Grade

AP World History, Grades 7-12.

Unit 5 Industrialization and Global Integration

Materials

- Laptop and Internet Access
- [Rocky Mount Mills, a case history of industrial development, 1818-1943](#)
- May use [Digital Rocky Mount Mills](#) to find additional sources, time permitting

Duration

90 minutes

Teacher Preparation

Create several groups depending on the size of your class, 2 or 3 per group. Each group will be assigned a section of the book to read through and jot down notes, preplan for advanced readers to have longer or more difficult texts according to your judgment. Post the Rocky Mount Mills links to google Classroom, a shared google site between the classes or through school email so the students have the link ahead of time.

Procedure

1. As a warm up, have the students individually write at least one way in which industrialization has imposed change and one way it has allowed for continuity throughout each of the 5 SPICE (Social, Politics, Interaction with the environment, Culture, and Economics) aspects of civilizations.
2. Teachers should provide 3-5 minutes for students to consider and respond to the prompt. After sufficient time has passed, ask for student volunteers to share their thoughts out loud and discuss commonalities between the themes.
3. Have the students (already grouped when they came in to sit) click the link, previously provided through google classroom or school email, to open the text on the Rocky Mount Mills case study.

This activity was completed as part of the 2018 workshop "History Unfiltered: Exploring the Local Textile Industry in Rocky Mount," hosted by [Carolina K-12](#) in partnership with [Community Histories Workshop](#), and funded by the National Archives.

4. Students will take a sheet of paper and divide it into 5 equal sections, labeling them at the top with each of the 5 SPICE themes.
5. Students will read, for 20-25 minutes, through their predetermined section of the text jotting down general notes about the mills that fit into their SPICE divided notes. They must label what page and paragraph they found it to support authenticity of their find/point.
6. After group members have completed their notes, they will have 5 minutes to compare notes.
7. Teachers should provide 20 minutes for students to share, in order, what their section about the Rocky Mount Mills offered in terms of the SPICE chart. Others can jot down notes (or have their findings written on the board) and ask questions.
8. Towards the end of the 20 minutes, ask for student volunteers to give an example they may see in change and one for continuity throughout the history of the mills (SPICE) based on the evidence found by the class.
9. Teachers will provide the remainder of the class for students to write about the following prompt:

Analyze continuities and change in the development and operation of the Rocky Mount Mills circa early 19th century to mid-20th century.

Thesis Statement

Changes and Continuities

1. **You must note the continuities** (things that remained the same)
2. **You must address the changes** (things that changed)

Evidence

1. How do you know this? (CITE!)
2. Are you backing up what you said in the thesis statement?

Analysis

1. Analyze at least one reason for a change or continuity using the formula, **“The reason for this change is because...or the reason for this continuity is because**