

**Living Museum:  
The Industrial Revolution**

**Overview**

Students will choose a person from the Industrial Revolution (late 1800s-early 1900s) to portray in a living museum exhibit. Throughout the project, students will research their chosen person and related topics/industries and create a short (3-4 minute) first-person narrative in which the person speaks about his/her life and related historical topics. On the project's due date, students will dress as the person would have dressed, freeze their body in a statue that represents their person, and deliver their first person narrative when a museum visitor taps their hand and brings their exhibit "to life". (Teacher note: While this lesson involves the period of Industrial Revolution, the "living museum" activity/format can be applied to any historical period.)

**Grade**

8

**North Carolina Essential Standards for 8<sup>th</sup> Grade Social Studies**

- 8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.3.1 - Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).
- 8.H.3.2 - Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).
- 8.H.3.3 - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.G.1.1 - Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.
- 8.G.1.3 - Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

**Essential Questions**

- What were the experiences of various people living during the Industrial Revolution time period?
- What inventions and advancements took place during the Industrial Revolution and how did these affect economic conditions?
- What impact did the Industrial Revolution have on places and people living in North Carolina and throughout the United States?

**Materials**

- Living Museum Assignment sheet, attached
- Living Museum Response Chart, attached

**Duration**

- Half a period for introducing assignment and 1-2 weeks of homework time
- Half a period for first draft revision
- Half of a period for rehearsal
- One class period for presenting the Living Museum

## Procedure

### Reviewing the Industrial Revolution with Statues

1. As a warm-up, ask students to think back to all they have learned regarding the Industrial Revolution, considering aspects such as:
  - life in cities compared to life on farms
  - those who experienced great gains (J.D. Rockefeller and Andrew Carnegie)
  - those who experienced poverty (sharecroppers and tenement residents)
  - the experiences of immigrants
  - the role of women and children
2. As they think, assign students to partners. Tell partners to choose an A and a B amongst themselves and to find a place in the room where they have room to work. Explain that to start with, A's will be assuming the role of a sculptor, and B's will be assuming the roll of clay. A is to sculpt B into a piece of art that represents some aspect or theme of the Industrial Revolution they choose to illustrate. The sculptor (A) can sculpt his/her human clay (B) by moving them into place or by mirroring/showing them the position they should take or the facial expression they should hold. There is no talking, sounds, or verbal descriptions what so ever. When given these physical instructions, the human clay should follow and hold the position to the best of his/her ability.
3. The teacher should model an example for students by asking for a student volunteer to be clay and demonstrating the sculpting methods. (For example, to represent a theme of poverty/hunger, you may sculpt a student into the position of bending over by pushing on their back, placing their arms over their stomach, and mirroring a sad face for them to copy.) It is also important to point out to students that physical sculpting should only involve touching arms/hands/fingers, legs/feet, shoulders and the upper back. It is important for teachers to ascertain if any student may be uncomfortable with this level of physical contact. In this case, students can float around the room and be statue observers.
4. Tell all A's they have three minutes to create their Industrial Revolution statue and allow them to begin. Monitor them as they work. Tell them to be kind to their clay, and also tell the clay that they can relax when needed, since holding certain positions can be taxing on muscles. Once three minutes are up, tell artists to think of a title for their piece of work.
5. After the sculptures are completed, call all of the A's to the front of the room. B's should remain in their sculpted positions. (Again, remind B's that they can take brief rests and stretch when needed.) The teacher should assume the personality of a museum curator taking a group on an "art walk." As a group, walk with all of the artists to each sculpted human art and discuss:
  - What do you see here?
  - What might this statue represent?
  - What message regarding the Industrial Revolution do you think the sculpting artist is trying to convey?
6. Once students have discussed the piece, ask for the artist to share his/her title and speak to the message of the piece. Then, the "student clay" can relax and join the touring group as you lead students to the next piece of art and repeat the process.

7. Once all sculptures have been viewed, allow students to return to their partners and repeat the activity by switching roles. (A will now be the clay and B will be the sculptor). You may wish to focus the theme a bit this time by choosing a particular topic (i.e. life in tenements, tobacco industry in NC, sharecropping in NC, etc.)
8. Again, once finished tour the artists around to view all of the sculptures and discuss each piece.

### **Create a “Living Museum” - The Industrial Revolution**

9. Explain to students that they have just practiced part of their project assignment, in which they will be creating a living museum on the Industrial Revolution. Hand out the attached Living Museum Assignment sheet and go over the project with students while filling in the due dates. Allow students to ask questions and provide any necessary clarification. If time permits, you may wish to give students time to begin brainstorming their project. Teachers should use their discretion regarding how much class time and homework time is needed for project completion.

### **Presenting the “Living Museum”**

10. On the due date of the Living Museum exhibits, divide the class in half. For the first part of class, half of the students will assume their character statues while the rest of class tours the museum. To do this, the teacher should assume the role of museum docent and lead the group around to each statue, asking students to first comment on what they notice/observe about each frozen statue, what they think it might be representing, etc. Then, the teacher will bring the statue to life with a light tap and the student will present his/her narrative. After the first half of class has presented, students will switch and during the second part of class, the second half of students will present their sculptures while the other students will tour.
  11. Before beginning the museum presentations, review respectful museum visitor expectations with students (i.e. don't taunt the statues, pay attention and take detailed notes on what you learn from each exhibit, etc.) and instruct students to fill out the attached *Living Museum Response Chart* as they view their classmates' work.
- **Optional:** Hold a Living Museum night and invite parents/guardians and other community members to view the student's work and learn about the Industrial Revolution.

### **Resources**

- Timeline of Inventions: <http://inventors.about.com/library/weekly/aa111100b.htm> (students may wish to view this site for additional project ideas)

**Name:** \_\_\_\_\_

### ***Living Museum: The Industrial Revolution***

#### **Assignment:**

You will choose a person from the Industrial Revolution (late 1800s-early 1900s) or create a person based on a particular industry to portray in a living museum exhibit. In this *Living Museum*, you will portray your character by dressing as he or she would have dressed, freezing your body in a statue that you decide represents him/her, and delivering a first person narrative about your character's life when a museum visitor touches your hand. Once your narrative is finished, you will refreeze into your statue.

#### **Process:**

1. Choose a person to research. If you choose a subject to research, you will then create a realistic character who can tell about this subject. Possible choices are listed below. You can branch out and choose additional

topics but this must be cleared with the teacher first. You must decide on your choice by:

\_\_\_\_\_

2. Research your person or subject. Develop an understanding of information such as: the person's field of work, their daily life, their accomplishments and/or challenges, the 1800s-1900s society of which they were a part, their economic situation, the advantages and disadvantages of their situation and/or work, etc. Research must be completed by: \_\_\_\_\_
3. Use your research to write a first person narrative about yourself, your work, and your life. The narrative should last no longer than 3-4 minutes when spoken. Be creative with your narrative's presentation. Feel free to infuse creativity (i.e. an inventor might hold a demonstration of your invention; a sharecropper may break into a field song; etc.)
  - The first draft of your narrative is due: \_\_\_\_\_
  - The final draft of your narrative is due: \_\_\_\_\_
4. Decide on a statue that you will form your body into that best represents your character. (Refer back to the examples we created in class.) Remember, the shape you choose should not be too difficult for you to maintain. You will practice your final narrative and statue in class on:  
\_\_\_\_\_
5. Determine how your person would have dressed and attempt to recreate an appropriate costume. (You are not expected to sew or purchase a costume from this time period, but you are expected to make an attempt in dressing as close as possible to the time period. For example, your costume should not include jeans or sneakers.) Also determine if there are any props you wish to include in your living exhibit.
6. On the day we present the Living Museum, you will wear your costume, bring any appropriate props, and assume the shape of your character's statue. Classmates will travel around our "museum" and view the statues. When someone touches your hand, you will unfreeze from your statue and deliver your character's narrative.

**Bring your costume and props and be prepared to present the *Living Museum* on:**

\_\_\_\_\_

**Possible Choices:**

The following choices represent a diverse array of people from the period of the Industrial Revolution. Some people invented things (from crayons to the stop light); some developed new ways of thinking and viewing the world; some worked to make the world a better place; some aided in the creation of items that one could argue harmed the world; some lived and worked in North Carolina; all lived and worked during a time of great change.

**Figures from the period of the Industrial Revolution:**

- Jane Addams
- Alexander Graham
- Edward Binney
- Andrew Carnegie
- David Crosthwait
- Washington Duke
- Thomas Edison

- Albert Einstein
- Henry Ford
- Lewis Latimer
- Elijah McCoy
- Garrett Morgan
- R.J. Reynolds
- John D. Rockefeller
- Harold Smith
- George W. Vanderbilt
- Granville Woods
- Orville or Wilbur Wright

**You may also choose to develop a fictional character based on researching these subjects:**

- Someone who worked on the **transcontinental railroad**
- A worker from a **steel factory** (your choice of age)
- Someone working at an **oil refinery**
- A worker on **Ford’s assembly line** (your choice of age)
- Someone living in a **tenement**
- Someone who just **immigrated** to the US (your choice of home country)
- A North Carolina **furniture** factory worker
- A North Carolina **textile mill** worker
- A **tenant farmer** in North Carolina
- A **sharecropper** in North Carolina
- A North Carolina **labor union** organizer
- A North Carolina farmer who joins the **National Farmers Alliance**
- A member of the **Populist Party** in North Carolina

**Grading Rubric**

Requirement	Points Possible
Research/accuracy of narrative	25 points
Content of narrative (describes this person’s life and experiences while giving a clear picture of his/her experiences during the Industrial Revolution.)	25 points
Statue (position you choose to assume is appropriate for representing your character)	10 points
Costume/Props	15 points
Participation/Effort (rehearsed, took museum performance seriously, maintained statue shape, maintained character when delivering narrative, etc.)	15 points
Creativity	10 points

**Living Museum Response Chart**

<b>Historical figure portrayed in the statue</b>	<b>Facts I learned about this person and life during the Industrial Revolution</b>	<b>What I liked about this statue and presentation</b>

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