



Links to Learning

and Maine's Learning Results

Museum L-A offers this “Links to Learning” guide with ideas to enhance the field-trip experience. It incorporates the earlier Maine Learning Results and the revised 2008 edition.

Come for a visit and experience the rich heritage of work and workers that have characterized the Lewiston-Auburn area. This will make a lasting impression upon your students.

Hear the stories and view the artifacts at Museum L-A with a focus on History, Economics, Geography, or Art.

Science, math, and technology can be explored and analyzed.

What was the role of local industries in the Industrial Revolution?

History – Chronology

Objectives:

- ▶ Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras. ⇔ Grades 3 – 4 students can compare photographs from disparate time periods and speculate on how their own lives might have been different in another era.
- ▶ Identify the sequence of major events and people in the history of Lewiston and Auburn, Maine, and the United States. ⇔ Grades 5 – 8 students could select a significant figure from Maine history and research the period and events that person might have witnessed or participated in.
- ▶ Identify major events and people that characterize significant eras, such as the Civil War and Reconstruction, 1850-1877; Development of the Industrial Revolution in the United, 1865-1914; the 1920s Prosperity and Problems. ⇔ For instance, choose among these locally important persons: W. Scott Libbey, Benjamin E. Bates, Alexander DeWitt, Senator William P. Frye, Michael and Moses Little, Oren B. Cheney, E. F. Packard, Capt. Albert H. Kelsey, Father Thomas Wallace, Lillian Caron.

Historical Knowledge & Patterns

Performance Indicators

- ▶ Demonstrate an awareness of major events and people in the United States and Maine history:
 - Who lives here?
 - How did they get here? (immigrants, demographics, ethnic and religious groups)
- ▶ Important people in United States and Maine history.
 - Awareness of different kinds of communities in Maine and the U.S.
- ▶ Demonstrate an understanding of the causes and effects of major events in U.S. history and their connection to both Maine and world history with emphasis on events after 1877. [secondary]
- ▶ Demonstrate an understanding of enduring themes in history.



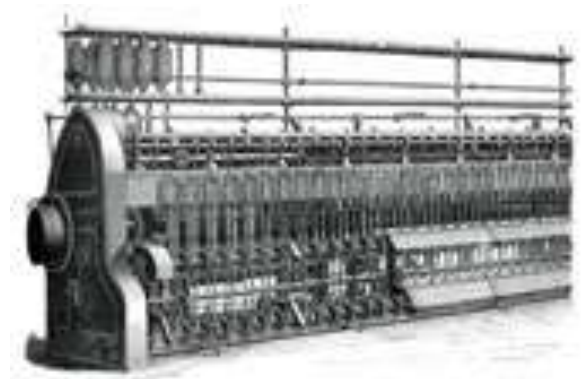
The flying shuttle, invented by John Kay (1733, France) significantly speeded up the weaving process thereafter.

Science, Technology & Society

Performance Indicators

- ▶ Students understand and compare the similarities and differences between scientific inquiry and technological design.
- ▶ Students explain how the relationship between scientific inquiry and technological design influences the advancement of ideas, products and systems.
- ▶ Students identify and describe the influences of science and technology on people and the environment.

- ↕
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine and the U.S.
- ↕
 - Examine Data: 3,000 French-Canadian residents in Lewiston, 1878
- ↕
 - Examples: Industrialization and production during the Civil War
- ↕
 - Why did some textile mills stockpile raw cotton and continue to manufacture cloth during the Civil War and World War I, while others did not?
- ↕
 - e.g., technology and innovation



Example of an early spinning frame

- ↕ Explain how constraints and consequences impact scientific inquiry and technological design.
- ↕ Provide examples that illustrate how technological solutions to problems sometimes lead to new problems.
- ↕ Identify factors that influence the development and use of science and technology.

Historical Inquiry, Analysis & Interpretation

- ▶ Use artifacts and documents to gather information about the past.
- ▶ Identify changes currently occurring in their daily lives and compare to changes in daily life during a specific historic era.
- ▶ Formulate historical questions based on examination of primary and secondary sources including documents, artifacts, written texts, etc. [Grades 5 – 8]

Ask about our Traveling Trunk with curriculum-based activities!



Economics & International Trade



Performance Indicators

- ▶ Identify the three basic economic questions all economic systems must answer: How and what to produce? and for whom?
- ▶ Explain how the economy of Maine affects families and communities.
- ▶ Analyze how scarcity affects production and consumption of good and services.
- ▶ Describe the economic aspects of immigrant groups in Maine and the U.S. [Gr. 6 – 8]
- ▶ Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss. [Grades 6 – 8]
- ▶ Examine the effects on manufacturing of different minimum wages in the North and South.
- ▶ Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and distribution of a product.
- ▶ Analyze wealth, poverty, resource distribution & other economic factors on immigrant groups in **Maine's history**. [Secondary]



- Given a “history box” or Traveling Trunk containing artifacts belonging to a specific time, make deductions concerning form and use of the objects and what they tell us about life in the past. [Grades 3 - 8]

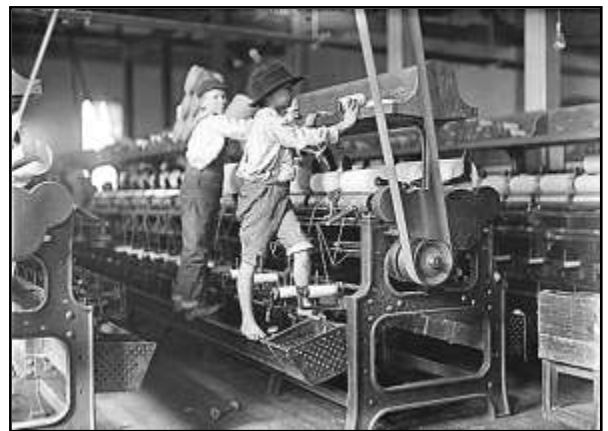


Photo by Lewis Hine, ca1910



- Explore the scarcity of the raw cotton supply during the Civil War; scarcity of workers during World War I; and the scarcity of jobs nation-wide during the Great Depression.



- Use the textile manufacturing history at Museum L-A as the basis for investigating economic influences both locally and nationally. [Secondary]



- Examine the text and artifacts at Museum L-A to learn about the influence of labor unions in the textile and shoe manufacturing industries of Lewiston and Auburn.



- Find out what workers demanded and if their strikes for higher wages were successful.

Visual Arts



The Impact of the Arts

► Students explain the contribution of the arts on lifestyle and career choices, particularly in local manufacturing and industry.

“Bedspread Design Contest”

- Students choose and use a variety of media, tools, techniques to create original art works related to manufacturing in L-A.
- Students use elements of art and principles of design to create original art works according to guidelines for this Museum-sponsored contest for youth.
- Students create art works that communicate ideas, feelings, and meanings.
or school.

Museum L-A holds many artifacts from the Bates Fabrics, Inc.’s textile design studio that directly relate to the graphic arts.

Geography

- Identify the impacts of geographic features on individuals, families and communities.
- Identify examples of how geographic features unify communities and regions as well as support diversity.
- Explain ways in which communities reflect the backgrounds of their inhabitants.
- Describe the impact of change, including technological change, on the physical and cultural environment.
- Analyze geographic features that have impacted unity and diversity in the States and describe their effects.



- ⇕
 - The falls on the Androscoggin River was the impetus for harnessing water power and building the textile mills. (*below: Lewiston mills at the Falls, ca.1910*)
- ⇕
 - An influx of French-Canadian workers came to Lewiston and stayed!
 - 3,000 French-Canadian residents in Lewiston, 1878
- ⇕
 - **40% of Lewiston’s population was foreign-born in 1900**

