

# Teaching *The Hudson River Valley Review*

## Industry in the Capitol Region

**Grade Level: 6**

### Rationale:

The resources focus on the development of industry in the Hudson River Valley, the prominence of Troy as a significant city during the period, and the importance of bell manufacturing.

### Objectives:

Students will be able to:

- Identify the key factors that led to the development of industry in the Hudson River Valley.
- Match factors of industrialization and industries present along the river.
- Predict the types of manufactured goods that came from each industry.
- Write a paragraph explaining how industrialization came about in the Hudson River Valley.

### New York State Social Studies Standards:

#### **Standard 1: History of the United States and New York**

Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- **Key Idea 2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
- **Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which includes learning about the important roles and contributions of key groups.
- **Key Idea 4:** The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.

### New York State Content Understandings:

#### **Industrial growth and expansion**

Geographic influences of industrialization and expansion (e.g., natural resources, location); the interaction between economic and geographic factors

### Teacher Resources:

#### **Articles from *The Hudson River Valley Review*:**

Howe, Edwards T. "Hudson River Valley Review." *The Hudson-Mohawk Region Industrializes: 1609-1860* 19.2 (2002): 50-57. Print.

Howe, Edward T. "Bell Founding in the Hudson River Valley." *Hudson River Valley*

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*Review* 26.2 (2010): 53-67. Print.

Vielkind, Marist '10, Elizabeth. "Exploring Troy." *Hudson River Valley Review* 24.2 (2008): 92-95. Print.

### **Materials from the Hudson River Valley Institute:**

USS Monitor: [http://www.hudsonrivervalley.org/library/pdfs/uss\\_monitor\\_construction.pdf](http://www.hudsonrivervalley.org/library/pdfs/uss_monitor_construction.pdf)

Erie Canal: <http://www.hudsonrivervalley.org/library/pdfs/canals.pdf>

### **Materials:**

- Article
- Pencil/Pen
- Index Cards

### **Procedures:**

1. Students will be divided into groups of three or four.
2. The teacher will explain the terms "raw materials" and "manufacturer."
3. The teacher will print the following on 3x5 index cards, which will be handed to each team or will use the additional page with these terms on them and hand them out to each team. S/he will tell the students that each of the following were present in the Hudson Valley as it industrialized:
  - a. Raw Materials: apples, forests, wheat, livestock, straw (hay)/clay, iron ore, bee hives
  - b. Manufacturers: sawmills, lumber mills, blacksmiths, shoemakers, carpenters, brick-making, candle-making, cider mill.
4. After the students and teacher have matched properly, the teacher will ask the whole group for ideas for *what* was made by each manufacturer: lumber, nails, soap, candles, cider, bricks, shoes (and leather products).
5. The teacher will then ask each team to *explain* how they think each product was made.
6. When s/he gets the class back together in whole group, the teacher will ask each group to explain its answers.

### **Assessment:**

1. Students will compose one paragraph on a lined piece of paper that addresses this task: why did industry start in the Hudson Valley?
2. Words from the "raw materials" and "manufacturer" lists will be on a spelling test at the end of the unit. Students will write them on note cards as practice and use them as a study aid.

### **Enrichment:**

- Since one of the effects of industrialization was the need to create a place for people to be buried, cities created rural cemeteries. Students may:
  - Trace designs of tombstones, recording the dates of when these designs were created. They can then create a timeline illustrating how tombstone designs change over time.

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- Record birth and death data from the tombstones. They can then create a chart which records the changing death rates during the industrial era.

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Raw Materials	Manufacturers
<ul style="list-style-type: none"><li>• Apples</li><li>• Forests</li><li>• Wheat</li><li>• Livestock</li><li>• Straw (hay)</li><li>• Clay</li><li>• Iron ore</li><li>• Bee hives</li></ul>	<ul style="list-style-type: none"><li>• Sawmills</li><li>• Lumber mills</li><li>• Blacksmiths</li><li>• Shoemakers</li><li>• Carpenters</li><li>• Brick-making</li><li>• Candle-making</li><li>• Cider mill</li></ul>