

March 19th Kick-off Event

Slatersville: America's First Planned Mill Village

Facilitator: Kevin

75 Slatersville Maps (side one: one-bird-seye view, side two simple map)

75 pencils

Label the buildings that have been preserved in Slatersville. Black out any on the map that are no longer standing.

Writing Invitation: Using your map and the stories you've heard today, think about Slatersville in the early 1800's and what you see here now. How do communities change over time? Who changes them? Why? What changes have you seen in your own community? Which make you feel good and which don't? What additional changes would you like to see?

Assembly Line Activity

Facilitator: Mark and Angelo Mirabile

- Construction Paper (STEPH order)
- Scissors (STEPH 6 scissors)
- Letter Stencils X 1 (STEPH order)
- Stamps and Ink (STEPH)
- Markers (STEPH order)
- Whistle (TAMMY)
- Print \$2 Scrip/ 75 or so (ROB)
- REJECT Box
- Example product
- Roller (ask Rob)
- Union fliers (Work day too long? Pay too low? Manager unreasonable? Organize for workers' rights! Join a labor union! One or two sentences about union. (ROB)
- Factory bells
- Four printouts of challenge for students (TAMMY/ROWI)

Facilitator reads:

In this challenge, you will work on an assembly line to produce a product. This kind of work is called "piecework" because every worker is responsible for one piece or part of a whole job. Piecework is a typical division of labor in a factory.

Mr. Mello is your factory floor supervisor, and he will train you for your job. You will be making \$2 for 30 minutes of work, and you will be paid in company scrip. Scrip is a certificate to be exchanged for goods at a company store. In the early 19th century when Slatersville Mill first opened, children were making $\frac{1}{2}$ of 1 cent for an hour of work, which in today's dollars is \$4 per

hour or \$2 for a half hour's work.

Folding station (ruler): Fold the paper into fourths with sharp edges for the cutter.

Piecing station (ruler): Separate the paper into four equal pieces along the folded lines.

Stencil station (marker/ stencil): Use a marker to stencil the letter in the center of the page.

Coloring station (markers): Use a marker to completely, neatly, and evenly color in the stenciled letter.

Quality check (stamp, ink, reject bin): Make sure the papers are equal size. Make sure the cut edges are clean. Make sure the stencil is in the center of the paper. Make sure the stencil is colored in neatly. If acceptable, stamp the center of the back of the page. If acceptable, stack at end of table for manager review. If unacceptable, place in REJECT bin.

Manager:

Set up six stations
Number off the kids.

1's Folding
2's Piecing
3's Stencil
4's & 5's Coloring
6's Quality Control

Read instructions and give a set to each assembly line.

Round one: Quota 6 pieces. Rate of pay is \$2/ half hour. Five minutes of production time.

Ring bell to start and stop.

Ask kids if they are at the right station or if they want to make any changes to their station on their own assembly line.

Round two: Five minutes of production time. Shift manager starts harassing (motivating) workers and by the end of the round, fires one worker from each line, and at least one girl. Increase quota if necessary. Union organizer coaches fired kids.

Ring bell to start and stop.

Round three: Ask students how they are going to redistribute the work and make agreed upon changes. Five additional minutes of production time. Facilitator starts harassing (motivating) workers and by the end of the round, fires one additional worker from each line. Union organizer hands out flyers.

Ring bell to start and stop.

Round four: Mark announces increased production quota and issues threat for union workers. Union Rep: What are you going to do? Start brainstorming in your journals with your group. Shift owner prods students, "If you stay on the job, I can probably get you 50 cents per hour.

Each student can take a tile and shift manager pays students their scrip.

Writing Invitation: With your assembly line group, use your brainstorming notes to decide on the most important changes that you need for fair working conditions at the Slater Brothers Stencil Company. Think about how will these changes could benefit both workers and the company. Write a letter to the mill manager that argues for the specific working conditions that you and your fellow assembly line workers think are fair.

[Sample Letter](#) from employee asking for flexible work hours.

Mill Village Challenge

Facilitator: Tammy

Activity length: 40 minutes

Materials:

- Boxes STEPH
- Tulle River (STEPH order)
- 2-3 box cutters (for adults) STEPH
- Mats STEPH
- Clipboard with paper and pencil STEPH
- Blue Painters Tape (STEPH order)
- Markers STEPH
- Four printouts of challenge for students (TAMMY/ROWI)

Facilitator:

Make two groups of 8.

Facilitator Reads:

In this challenge, you will work together to build a mill village. You'll need a good spot on the river to build your textile mill. This mill will spin thread and use thread to weave cloth. The mill will employ about 100 people, mostly families.

You are going to pay the families in mill scrip. Scrip is a certificate to be exchanged for goods at a company store. Because you are paying in scrip, the village will need to provide all the goods and services families need to live.

Take a look at the river. Now spend 5 minutes thinking through these questions.

As you plan your village, think about the following:

- What's the best place on the river to generate energy?
- Where will you place your dam?
- Where will the resulting mill pond be?
- Where will you place your mill?
- Where will families working in your mill live? What kind of housing will you build? Single family? Multi-family?
- Where will mill managers and owners live?
- How will they meet their physical needs like food, clothing, and shelter?
- Where will they socialize?
- How will they get to and from work?
- How will they communicate with others outside the village?

10 minutes (5 per group): Explain your village and why you build it as you did.
Students take pictures of their villages.

Parents & Teachers participate with each group.

Parents & Teachers: Take in-process photos.

Writing Invitation: Create a promotional flier for your mill village. Give it a name and come up with strong reasons people would want to live there. Think about your audience (people you want to move in) and remember to focus on what's in it for them. Use images, words, and design elements (fonts, color, line, shapes, etc. to create) to persuade your audience to move to your community.