



## ***WE ARE:***

### ***Children Who Worked in the Mills***

***One mill worker in every four was between the ages of ten and fifteen. No one knew how many workers were younger than ten, because they weren't counted.***

***By 1900 the census revealed that 25% of all Southern mill workers were children between the ages of 10 and sixteen.***

**Target Grade Level: 4<sup>th</sup> – 8<sup>th</sup> Grades**

### **Theatre Performing Arts/History Residency**

***WE ARE: Children Who Worked in the Mills*** (working title) is a program designed to educate, activate curiosity and involve fourth to eighth grade students in a theatre arts experience as they concurrently learn and write about roles children played in the North Carolina cotton mill industry. Activities involving voice, movement, concentration, ensemblizing, character creation and improvisation are used as well as historical research, reading, writing and problem solving to culminate with a performance for classmates. Ten day residencies will culminate with a performance.

Standards: For the purpose of this plan, grade five standards are used.

#### **Theatre Arts Essential Standards**

#### **Common Core State Standards**

**Goal:** Students acquire knowledge of the history, life and times of children working in North Carolina mills.

**AH.2H.1, AH2.H1.2, AH2.H1.4 RI.3, RL.7, RL.9, RI.3, RI.9, RH.7, WHST.1.b**

- **Objective:** Students utilize historical texts, photographs and music to integrate themselves into the world of children working in North Carolina mills during the late 19<sup>th</sup> century.

- **Objective:** Students demonstrate an understanding of North Carolina cotton mills in the late 19<sup>th</sup> century – layout of physical plant, machines, rules & regulations, children’s jobs and responsibilities, hierarchy of children’s/adults jobs, safety, wages and labor laws through photographs, theatre games and improvisations. Specifically, students will focus on the following.
  - a. Overview of children who worked in the NC mills in the late 19<sup>th</sup> century. Who were they? Why and how did they start working in the NC mills.
  - b. Definition and description of children who worked in the NC mills in the late 19<sup>th</sup> century using texts and photos.
  - c. Job descriptions for children working in the NC mills in the late 19<sup>th</sup> century.
  - d. Daily life of a child working in the NC mills in the late 19<sup>th</sup> century
  - e. Social life of a child working in the NC mills in the late 19<sup>th</sup> century including clothing, children’s games, food, education, family, aspirations .

**Goal:** Students complete a series of theatre arts activities to prepare them for a performance of *WE ARE: Children Who Worked in the Mills*. (working title)

**C.1, C.2, A.1, AE.1, CU.1, CU.2 RI.3, RL.2, RI.1, RI.9, SL.6, RH.7**

- **Objective:** Students will use vocal exercises to project their voices and articulate their words.
- **Objective:** Students will use imaginative movement to create individual and group statues and machines integrating ensemble building skills.
- **Objective:** Students will integrate movement and concentration skills to illustrate an ensemble.
- **Objective:** Students will apply storytelling fundamentals to create improvisations.  
(Who, where, what, why, when and beginning, middle, end).
- **Objective:** Students will create and write a character biography of a child working in the mills in 1880 and integrate their character into a group improvisation to perform for their classmates.

**Goal:** (For ten day residencies) Students complete a series of activities to produce an original performance piece - ‘*WE ARE: Children Who Worked in the Mills*’ (working title)

**C.1, C.2, A.1, AE.1, CU.1, CU.2 RI.3, RI.9, RL.2, W.3a-e, SL.6, RH.7, WHST.1b**

- **Objective:** Students will write a dramatic monologue using the character biography guide, improvisation and historical texts.

- **Objective:** Students will organize monologues into a performance piece
- **Objective:** Students will rehearse monologues using learned vocal and acting techniques.
- **Objective:** Students will apply visuals and music to the performance piece.
- **Objective:** Students will organize a simple/basic costume for their character.
- **Objective:** Students will perform *WE ARE: Children Who Worked in the Mills* (working title) for the school and families.

**Goal:** Students participate in an assessment of the program.

**C.1, A.1.2, CU.2.1**

- **Objective:** Students will participate in a theatre arts and history questionnaire before the start of the program.
- **Objective:** Students will participate in a theatre arts and history post-performance questionnaire to assess the program.