



Teaching with Historic Places Lesson Plan

Working at the Iron Works

School: Veterans Memorial School
Subject: History, Geography, Reading,
& Language Arts

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Grade: 3-4

Introduction:

The Saugus Iron Works offers a perfect opportunity for the students of Saugus to visit a place where they can see first hand how people lived and worked during Colonial America. By creating a computerized presentation about their experience at the Saugus Iron Works, students will have a better understanding of its importance in American history.

Objectives:

- To use historical maps to locate seventeenth century Saugus and surrounding towns.
- To understand life and culture in colonial America.
- To compare life and work in Saugus in the seventeenth century with life today in Saugus.
- To explain the role of the Saugus Iron Works in the development of the American iron industry.

Materials:

- [Microsoft Powerpoint](#), [Apple Keynote](#), [OpenOffice Impress](#), [StarOffice Impress](#), [GeoPoint](#), or other equivalent presentation application
- [Hyperstudio](#) or other equivalent collaborative learning application
- [Kid Works Deluxe](#) or other equivalent child-friendly multimedia authoring application
- *Map of Saugus, Lynn, and Nahant* from Alonzo Lewis, *History of Lynn*, Boston, 1844; found at: <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/30saugus/30visual1.htm>
- *Saugus, Massachusetts and surrounding region* and *The south part of New England, 1634*; found at: <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/30saugus/30locate1.htm>



Water wheel at the Saugus Iron Works.



Teaching with Historic Places Lesson Plan

Activities:

1. Students read about life in Colonial America. Together, students and the teacher discuss the different lifestyles, food and clothing of Colonial America and present day America. Students are encouraged to do research on the different aspects of Colonial life.



The Saugus Iron Works.

2. Students learn about the history of iron and its uses. They also learn about the surviving remains of the early iron industry.
 - Before 1300 – Iron before the Blast Furnace
 - 1300-1709 – Iron from the Blast Furnace
 - 1709-1830 – The Industrial Revolution
 - 1830-1870 – Iron embraces the World
 - 1870-Present – The Age of Steel
3. Students practice using maps locating historic landmarks. They will compare original maps of the Town of Saugus and surrounding area to present day maps. Map of Saugus, Lynn, and



Teaching with Historic Places Lesson Plan

Nahant from Alonzo Lewis, *History of Lynn*, Boston, 1844; Saugus, Massachusetts and surrounding region and *The south part of New England*, 1634

4. Students and teachers visit The Saugus Iron Works where they tour the Iron Works House, the Museum, the Blast Furnace and the Forge.
5. Through class discussions, students will share what they learned at the Iron Works. Next, students write a short summary of their visit pointing out favorite aspects and adding an illustration. This is done in the computer lab using the software programs KidWorks Deluxe and HyperStudio or equivalents.
6. Students share their illustrations and read aloud their comments about their field trip. Next, the students are introduced to computerized presentation software by way of a demonstration and are told they will now combine the best of their work to produce their own presentation on the Saugus Iron Works.
7. Students plan slides with help from the teacher. They have time to find additional pictures and photographs to use. Finally, students practice skills in editing and revision. Students review the presentation as a class and suggest changes.
8. Students develop their presentation and communication skills by presenting their Saugus Iron Works presentation project to other classes in the school.

Assessment:

Student assessment is based on two components:

- Teacher observation of student participation and cooperative learning.
- The project rubric that includes assessment on content and the ability to enhance the appearance of a basic computerized presentation.

Projects can receive a grade of poor, fair, good, or excellent.



A herb garden at the Saugus Iron Works.

A poor report is one that does not completely answer the question for the topic, has only one fact presented, and features fragmented and unorganized information. In addition, the graphics do not relate to the topic.



Teaching with Historic Places Lesson Plan

A fair report has two facts about the topic and some organization of the information, but no transition to the next topic.

A good report includes at least three facts about the topic, interesting sentences with complete thoughts, and graphics that relate to the topic. It also demonstrates skills with computerized presentation software.

Finally, an excellent report is one that is well organized, meets and exceeds the standards of a good report, includes resources where information was obtained, and includes extra research or graphics. It also demonstrates strong skills with computerized presentation software.

Project Rubric:

4	<ul style="list-style-type: none">• An excellent report that is well organized• Includes and exceeds the standards mentioned in 3• Includes resources where information is obtained• Includes extra research or graphics• Demonstrates computerized presentation skills
3	<ul style="list-style-type: none">• A good report that answers the questions for the report• Includes at least three facts about the topic• Includes complete information for answering the questions for the topic• Has interesting sentences with complete thoughts• Has good transitions between sections of report• Graphics relate to topic• Demonstrates computerized presentation skills
2	<ul style="list-style-type: none">• A fair report that answers the questions for the topic• Has two facts about the topic• Shows some organizing of information• Has no transition to the next topic
1	<ul style="list-style-type: none">• A poor report that does not completely answer the question for the topic• Only one fact is presented• Information is fragmented and unorganized• Graphics do not relate to topic



Teaching with Historic Places Lesson Plan

Curriculum Standards:

History and Social Studies:

3.8 On a map of Massachusetts locate the class's hometown or city and local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

Language and Reading:

1.2 Follow agreed upon rules for class discussion and carry out assigned roles in self run small group discussions.

7.9 Read grade appropriate imaginative/literary and informational/expository text with comprehension.

Further Study:

Books:

A Visit to the Ironworks, by Mary Stetson Clarke (illustrated by Joshua Tolford); Eastern National Park & Monument Association in cooperation with the United States Department of the Interior National Park Service.

Iron in Colonial Times: Activities for Grades 4, 5 & 6, by Mary Stetson Clarke (illustrated by Joshua Tolford); New York: Eastern National Park & Monument Association.

The Iron Peacock, by Mary Stetson Clarke (illustrated by Robert MacLean); New York, Viking Press [1966].

Pioneer Iron Works, by Mary Stetson Clarke (illustrated by Joshua Tolford); Philadelphia, Chilton [1968].

Ironworks on the Saugus; The Lynn and Braintree Ventures of the Company of Undertakers of the Ironworks in New England, by Edward Neal Hartley; Norman, OK: University of Oklahoma Press, c1957.



Teaching with Historic Places Lesson Plan

Brochures:

Iron and Its Uses, National Park Service; U.S. Department of the Interior.

Essex National Heritage Area Massachusetts, National Park Service; U.S. Department of the Interior.

Saugus Iron Works Official Map and Guide, National Park Service; U.S. Department of the Interior.

Web Sites:

- <http://www.nps.gov/sair/>
- <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/30saugus/30saugus.htm>
- <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/30saugus/30facts1.htm>
- <http://libraries.mit.edu/rvc/kidder/photos/MA62.html>
- <http://www.saugusriver.org/historic-lighter-summer-2002.htm>