

History in Our Backyard
Mills in Connecticut
The Rise of Globalization and the Decline of Mills in Connecticut

Grade Level: 6-8

Learning Objectives:

Students will be able to:

1. Define globalization and explain its impacts on mills in Connecticut (Connecticut Social Studies Frameworks ECO 6-8.1, 6-7.3, 6-7.7, 8.2; HIST 8.1, 8.10; INQ 6-8.10; Common Core State Standards CCSS.ELA-LITERACY.RH.6-8.2, 6-8.7, 6-8.10)
2. Evaluate the positive and negative effects of globalization on Connecticut mills. (Connecticut Social Studies Frameworks ECO 6-8.1, 8.6; INQ 6-8.9, 6-8.15; Common Core State Standards CCSS.ELA-LITERACY.RH.6-8.4, 6-8.7, 6-8.10)
3. Synthesize information from multiple sources. (Connecticut Social Studies Frameworks HIST 8.9; INQ 6-8.6; Common Core State Standards CCSS.ELA-LITERACY.RH.6-8.2, 6-8.7, 6-8.10)

Program Framework:

1. Introductory Activity: Where is your stuff from?
2. Activity: The History of Mills in Connecticut
3. Video: Introduction to Globalization
4. Activity: Impacts of Globalization Around the World
5. Wrap-up

Materials: “The Rise of Globalization and the Decline of Mills in Connecticut” worksheets, pencil, colored pencils, Chromebooks/laptops/desktops with access to internet, *History in Our Backyard* resource on Google Earth

In this lesson, students will consider the interconnected threads among the things they own in their daily lives by exploring the history of mills in Connecticut and larger global economic forces. Please visit chs.org/historyinourbackyard to access the pins for mills in Windham, Willington, Stafford, Sterling, and Plainville.

1. Introductory Activity: Where is your stuff from?

1. Find 5 items in your home that have a “Made in” tag or sticker. (Possible items include clothing, shoes, backpack, bowl, plate, electronic devices, etc.)

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2. Fill out the **Where Is My Stuff From?** chart on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 3. Next, mark on the map with colored pencils where the 5 items were made.
 4. Complete the “Thinking and Making Connections” questions on this worksheet.
 5. Discuss your answers with a friend or family member.
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2. Activity: The History of Mills in Connecticut
 1. Go to **History of Mills in Connecticut** on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Go to *History in Our Backyard* on the CHS website, chs.org/historyinourbackyard to explore two or three pins/locations on mills in Connecticut.
 3. Answer the questions on **History of Mills in Connecticut**. Discuss your thoughts with a friend or family member.
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3. Introduction to Globalization Video
 1. Go to the section **Introduction to Globalization** on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Explore the concept of globalization. First, read through the questions in the section, **Introduction to Globalization**. Keep these questions in mind while you watch the [“Globalization Explained”](#) video by *Explainity* (4:18).
 3. After watching the video, answer the questions. Once completed, discuss your answers with a friend or family member. If necessary, watch the video a second time.
 4. As you discuss, add to your t-chart any new ideas from your partner(s) on the positives and negative impacts of globalization on Connecticut mills.
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4. Impacts of Globalization Around the World Activity
 1. Go to section **Impacts of Globalization Around the World** on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Explore the impact of globalization on factory workers by looking at working conditions in Bangladesh. Look at a map and find Bangladesh. (Hint: it’s to the east of India.) Were any of the 5 items in your home made in Bangladesh?

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3. Read the questions on the worksheet before watching the CBS News video, [“Undercover in a Bangladesh Clothing Factory”](#) (4:39).
 4. After completing the questions, discuss your responses with a friend or family member. As you discuss, add to your t-chart any new ideas from your partner(s) on the positives and negative impacts of globalization on factory workers.
5. Wrap up
1. Name several positive impacts globalization has had on Connecticut and the world.
 2. Name several negative impacts globalization has had on Connecticut and the world.
 3. Would you be willing to pay more for an item that was made locally in Connecticut?

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Where is my stuff from?

Instructions: Walk around your home and find 5 items that have a tag or sticker that says where the item was made. (It usually says “Made in ____.”) In the table below, write down what the item is and what country it was made in.

#	Name of item:	Country where item was made:
Example	T-shirt	India
1		
2		
3		
4		
5		

Instructions: Color in the countries where your items came from. If you cannot see the name of the country, look it up and then color it in on the map.



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Where is my stuff from?

Thinking and Making Connections:

1. How many of your items were made in the United States?
2. Did any of the countries your items were made in surprise you? If so, which ones? Why did it surprise you?
3. Why do you think items that you can buy in the United States are made in other countries and not made in the U.S.?

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The History of Mills in Connecticut

Instructions: Visit *History in Our Backyard* at chs.org/historyinourbackyard and find the pins/locations listed below. Choose two or three pins/locations to explore. Read about the mills at those locations, look at the images, and read the *Curious Questions & Connections*. Then answer the questions below.

Tolland County:

- Stafford - Warren Woolen Mills
- Willington - Gardiner Hall Jr. Company

Windham County:

- Plainfield - Wauregan Mills
- Sterling - Various mills
- Windham - Willimantic Linen Company/American Thread Company

Instructions: After reading two or three selected stories, answer the questions below.

1. What did the mills you explored create?

2. How many mills in these stories are still operating, or making items, today?

3. Why do you think the mills in Connecticut stopped making so much money and had to shut down?

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Introduction to Globalization

Instructions: Watch the short [Explainity](#) video on globalization. Then answer the questions below.

1. How would you define or explain what globalization is?
2. Using the information from the videos and the stories of mills in Connecticut, fill in the chart with examples of the positive and negative impacts that globalization has had on Connecticut and Connecticut mills.

Positive impacts of globalization on CT/CT mills	Negative impacts of globalization on CT/CT mills

3. How does globalization connect to the reason Connecticut mills shut down?
4. Overall, was globalization good or bad for Connecticut and its mills? Why?

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Impacts of Globalization Around the World

Instructions: Watch the CBS news [video on working conditions of factory workers in Bangladesh](#). Then answer the questions below.

1. What did you notice about the working conditions in the Bangladesh factory?

2. Using information from the video, fill in the chart with examples of the positive and negative impacts that globalization had on factory workers around the world.

Positive impacts of globalization on factory workers	Negative impacts of globalization on factory workers

3. Why would companies in countries like the United States use factories like this one in Bangladesh to make items?

4. Is globalization good or bad for factory workers? Why?