

A NEW ENGLAND GIRLHOOD, OUTLINED BY MEMORY

Memoir by Lucy Larcom, 1889.

I never cared much for machinery. The buzzing and hissing of pulleys and rollers and spindles and flyers around me often grew tiresome. I could not see into their complications or feel interested in them. But in a room below us we were sometimes allowed to peer in through a sort of blind door at the great waterwheel that carried the works of the whole mill. It was so huge that we could only watch a few of its spokes at a time, and part of its dripping rim, moving with a slow, measured strength through the darkness that shut it in. It impressed me with something of the awe which comes to us in thinking of the great Power which keeps the mechanism of the universe of motion. . .

There were compensations of being shut in to daily toiled so early. The mill itself had its lessons for us. But it was not and could not be the right sort of life for a child, and we were happy in the knowledge that, at the longest, our employment was only to be temporary.

ARTIFACT ANALYSIS

Responses can be written or discussed. Responses should be brief and targeted.



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Speed is an important factor in analyzing artifacts.

Begin your analysis the same way historians do: SOURCE IT!

Before they dig into an artifact's details, historians want to know a few things like the worldview of the creator, why they created it, the artifact's context, and who this artifact was really targeting. The APUSH Exam assesses 4 sourcing elements just discussed:

Point of View, Purpose, Historical Situation (Context), and Audience.

So begin your analysis here and THEN infer the main point.

MAIN POINT

What is the main point of the artifact's creator?

KEY PASSAGE

Underline what you believe to be the artifact's key passage/s.

SOURCING

Choose a sourcing element: Point of View, Purpose, Historical Situation (Context), or Audience. Explain how this sourcing element is relevant to the artifact's Main Point.

ANALYSIS

What does this artifact tell us about the period it comes from?

