Great Exhibition Project

Introduction: In 1851, Charlotte Bronte visited the Great Exhibition in Hyde Park, London. She wrote: “Yesterday I went for the second time to the Crystal Palace. We remained in it about three hours, and I must say I was more struck with it on this occasion than at my first visit. It is a wonderful place – vast, strange, new and impossible to describe. Its grandeur does not consist in one thing, but in the unique assemblage of all things.” Bronte’s response was hardly unique among the six million visitors from all walks of life who gaped at the seemingly endless demonstrations of marvels of the Victorian era. The industrial innovations struck viewers (including Queen Victoria herself) as particularly miraculous as they seemed to herald the advent of a new age of boundless potential.

Assignment: To work with a partner (or two) to create an exhibit demonstrating the technological innovations that brought about and expanded the Industrial Revolution in the late 1700s and early 1800s. Your exhibit will contain several components that will convey both the origins and impact (as of 1851) of the innovation. You should arrange the components in an appealing (museum-like) manner on an appropriate background (poster board, etc.).

Somewhere in the project components, you should address the following questions:
1. What natural resources/forces/developments made the innovation possible? (Consider geography/natural resources, other technological developments, and/or political or social change, etc.)
2. What needs did the innovation fulfill? (In other words, why was it necessary?)
3. What was the longer term impact of the innovation? (Consider social, economic, technological, political, environmental, and/or cultural results.)

Process:
1. Start by meeting with your partner and deciding how to divide tasks.
2. Then research your innovation and the relevant innovator(s) by using the LibGuide provided by our librarians. You should focus on the information needed to answer the three questions (above) and other information needed to complete the required components (below).
3. Write/create the components.
4. Use the grading rubric to double-check that you have completed all components per expectations.
5. Arrange the components in an appealing, museum-like exhibit on an appropriate background.
6. “Visit” the exhibits of your classmates.
7. Write the final “newspaper article.” This final piece is done individually (not with your partner).
Required Components:

- **Image (handmade) or 3D model** (clay, plastic, wood, etc.) of the assigned innovation with an explanation card
  - NOTE: the image may NOT be a photocopy, printed image, or something you bought ready-made
  - The explanation card should identify and explain the key components of the innovation
- **Timeline** should include relevant dates for the assigned innovation, including other major developments of the Industrial Revolution
- **Biographical sketch** of the relevant innovator(s)
  - Be sure to contextualize the innovator (where, when, who else, what else was going on)
- **An historical primary document** (i.e., photo, map, letter, diary entry, article, advertisement, artwork, song, etc.) from the late 1700s to early 1800s that illustrates the impact of the innovation
  - The document should be accompanied by a brief analysis/explanation card that demonstrates the significance of the document
- **A “creative” primary document** that you write/design (i.e., photo, letter, diary entry, article, advertisement, artwork, song, etc.) demonstrating the impact of the innovation
- **Bibliography** that lists all sources used to complete the project.

- Final “newspaper article” (done individually after the rest of the project is turned in). You will have time to look at and read the presentations of your classmates on various innovations/innovators. Then you will write a 1-2 page “newspaper article” about your trip to your classmates.” The account should use what you have learned from the unit (film and textbook readings) as well as specific examples from your classmates exhibits to answer the following “big” questions:
  1. What forces/developments brought about the Industrial Revolution?
  2. How was the Industrial Revolution changing society in 1851?

Assigned Innovations:

Steam engine/Watt
Railroad/Stephenson
Spinning jenny/Hargreaves
Power loom/Cartwright
Cotton gin/Whitney
Spinning mill/Slater
Telegraph/Morse