Overview

The “Innocence Lost: A Child at Work During the Industrial Revolution” unit is designed to provide students with an accurate interpretation of what life could have been like for children during the Industrial Revolution. The unit includes visual depictions of children’s daily working life in the 1800s. Students will analyze photographs, interpret letters, and listen to a sound recording to gain a deeper understanding of child laborers. As a final product, students will create a portfolio showcasing class and individual projects.
Lesson Key:
Bold and Underlined Text
Material links and location can be found in the margin.

Big Ideas
Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Activities
- Photograph Analysis
- 4-Square Diagram
- Class Discussion
- Newspaper Analysis
- Life as a Child Laborer
- Listen to Sound Recording
- Watch Videos
- Create a Venn Diagram

Materials
- Library of Congress Photographs, Newspapers and Sound Recording
- 4-Square Diagram
- Description of Jobs Children Performed
- Computer with Internet and YouTube Access
- Venn Diagram

Unit Overview

Rationale
Forms of child labor have existed throughout American history. As industrialization moved workers from farms and home workshops into urban areas and factory work, children were often preferred because they were more manageable, cheaper, and less likely to strike than their adult counterparts. Child labor is often characterized as any employment of children that interferes with school and is mentally or physically harmful.

Objectives
- Students will be able to explain how the Industrial Revolution led to both positive and negative changes in society
- Students will recognize the dangers and safety issues a child faced working in a factory
- Students will be able to identify change and continuity within the context of child labor throughout United States history

Assessment
The students will be evaluated on their class participation, a four-square activity, and letters to the National Child Labor Committee.

The final product will be a portfolio containing all of their work to showcase their understanding of child labor during the age of the Industrial Revolution.
Day 1: The Faces of Child Laborers

I. Introduce Child Labor (5 minutes)
Inform the students that they will be learning about child laborers from the Industrial Revolution. Ask students to share their thoughts or knowledge about child laborers from that time.

II. Watch the Teaching With Primary Sources Video (3 minutes)
After students have shared their thoughts, show the Congressional Moments: Child Labor video. To access the video, go to tpscongress.org. Scroll to the middle of the page and look for “3) Impact of Congress”, click the down arrow and “View Activities”. “Congressional Moments” is the third image down with “Child Labor” at the top of the list of activities.

III. Photograph Analysis (45 minutes)
Display Protest against child labor in a labor parade, Boys in a Cannery, Indianapolis, Tessie Sposato, The Carrying-in Boys, and 2 A.M. February 12,1908 photographs. Choose one image to model the level of detail and inquiry students should use when analyzing the photographs. Divide students into 4 groups and pass out the 4-Square Graphic Organizer. In the center, students should write, “The Faces of Child Laborers”. On their graphic organizer, tell students to write about each image in one of the boxes. Allow students 20 minutes to move around the room and inspect the images. Each box should be filled with interpretations on a different image. They should explain their interpretation of the picture using the following as a guide:

1) What you think is happening?
2) Where do you think this picture is taking place?
3) What you feel and think when you see this picture.
4) What are three main details that stand out to you?

After the students complete their photo analysis, assign each group one photo. Allow students 10 minutes to discuss the photo in their group. After students have a chance to share their thoughts on the images, bring them together for a 15 minute class discussion about all four photos. Allow each group to present their findings and add to the depth of the discussion as needed.

Big Ideas
- Analyze primary sources and secondary sources related to an event or issue of the past
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Materials
- Congressional Moments: Child Labor
  http://tinyurl.com/tpschild
- 4-Square Graphic Organizer:
  Included pg. 10
- Protest against child labor in a labor parade
  http://tinyurl.com/tpschild1
  Included pg. 11
- Boys in a Cannery, Indianapolis
  http://tinyurl.com/tpschild2
  Included pg. 12
- Tessie Sposato
  http://tinyurl.com/tpschild3
  Included pg. 13
- The Carrying-in Boys
  http://tinyurl.com/tpschild4
  Included pg. 14
- 2 A.M. February 12,1908
  http://tinyurl.com/tpschild5
  Included pg. 15
Day 2: “Extra, Extra, Read All About It”

I. Letters and Newspaper Clippings (15 minutes)
Using a projector, display the Letter from manager of a department store in New Orleans, Cardinal Gibbons on accepting membership in the National Child Labor Committee, Newspaper comments on new child labor law in Penn and the Rural Accident clippings. Read them as a class and discuss child labor issues.

Answer the following as a class:
1. What prevented the continuation of child labor?
2. What was being done to prevent future abuse?
3. What are some tactics we use today to pass new laws or fight current issues?

II. “I was busy All my Life” Sound Recording (10 minutes)
Share the sound recording, “I Was Busy all my Life”. Have students fill out the Sound Recording Analysis Sheet before, during, and after the sound recording. Use the analysis sheet and following questions to guide a discussion on what the students heard and felt while listening to the recording.

Discussion questions:
- What jobs did he mention he did when he was a kid?
- How old was he when he started working?
- Why did he choose to do shoe shining?
- What challenges did he face as a shoe shiner?
- What are some ways children make money today?

III. Life as a Child Laborer (20 minutes)
Provide students with the A List of Jobs Children Have Historically Performed sheet. Have students imagine themselves performing one of the listed child labor positions. Write a letter to the “National Child Labor Committee” requesting better working conditions (if they have to continue to work to help support their family) or assistance in abolishing child labor. Students should reference the pictures, letters, newspaper articles, and list when writing their letter.
Day 3: Child Labor-Then and Now

I. “Flesh and Blood So Cheap” (20 minutes)
Start the class by choosing a few passages from the book *Flesh and Blood So Cheap: The Triangle Fire and its Legacy* by Albert Marrin. Read aloud to the class.

II. Watch Child Labor Videos (24 minutes)
Show the students “U.S Child Labor 1908-1920” (9:21) and “Cotton Exporters Force Child Labor” (4:12).

While viewing the video clips, have students fill out the Venn Diagram to compare and contrast Child Labor during the early 1900s and today.

Extension:
The teacher and students can visit the *Mornings on Maple Street* website together or in a lab setting to view information about the Lewis Hine Project. Lewis Hine was a renowned photojournalist who photographed children for the National Child Labor Committee in the early 1900s. Joe Manning, a genealogist and founder of the Lewis Hine Project, has set out to identify and tell the story of the children seen in Lewis Hine’s photographs.

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**Big Ideas**
- Integrate evidence from multiple relevant historical sources into a reasoned argument about the past
- Evaluate multiple sources of information presented in diverse formats and media in order to address a question
- Explain issues and problems of the past by analyzing the interests and viewpoints of those involved

**Materials**
- *Flesh and Blood So Cheap: The Triangle Fire and its Legacy*
  [http://tinyurl.com/tpschild11](http://tinyurl.com/tpschild11)
- U.S Child Labor 1908-1920
  [http://tinyurl.com/tpschild12](http://tinyurl.com/tpschild12)
- Cotton Exporters Force Child Labor
  [http://tinyurl.com/tpschild13](http://tinyurl.com/tpschild13)
- Venn Diagram
  Included pg. 18
- *Mornings on Maple Street*
  [http://tinyurl.com/tpschild14](http://tinyurl.com/tpschild14)
**The Library of Congress**

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**Day 1: The Faces of Child Laborers**

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**Day 3: Child Labor—Then and Now**

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Hine, Lewis Wickes, photographer. “Tessie Sposato, 12 yrs. old girl and her mother picking nuts in attic of tenement, 141 Hudson St., N.Y. She holds the nuts against her dirty apron as she picks them out. Works until 9 p.m. some nights. They live in 2 small rooms; paying $5.00 a month rent. Makes $2.00 a week. A 15 yr. old brother works in factory and sleeps in folding bed in this room. Location: New York, New York (State)” Photograph. New York: December, 1911. From the Library of Congress: Prints and Photographs Online Catalog. http://www.loc.gov/pictures/item/ncl2004000434/PP/ (accessed February 26, 2014)

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## SOUND RECORDING ANALYSIS

### Before Listening
Based on information provided and what you already know...
- What is the title?
- Whose voices will you hear?
- When was it created?

### While Listening
**Type of Sound Recording (may be more than one)**
- Policy Speech
- Congressional
- Testimony
- Panel Discussion
- News Report
- Interview
- Court Testimony
- Entertainment
- Broadcast
- Press Conference
- Campaign Speech
- Other

**Unique Qualities of the Recording (may be more than one)**
- Music
- Special Effects
- Narration
- Live Broadcast
- Background Noise
- Other

What is the mood or tone of the recording? How do music, narration, sound effects and other noises contribute to the mood of the recording?

### After Listening
Circle speakers that you listed in the previewing activity that were in the recording.

List three things in this sound recording that you think are important:
1. 
2. 
3. 

List two things this recording tells about life in the U.S. at the time it was made:
1. 
2. 

What is the central message of this recording?

Was the speaker effective in communicating the message?

Was it more important WHO the speaker was HOW the speaker communicated?

Who do you think the creators wanted to listen to this recording?

Write a question to the creator that is left unanswered by the recording.
A List of Jobs Children Have Historically Performed

When a child helps with household chores after school, he or she may dust or wash dishes. A child who grew up 100 years ago may not have gone to school at all. He or she may have worked full time as a powder monkey or a loblolly. Take a look at these and other historical jobs for kids.

**Chimney sweeps:** Small children, 6 to 8 years old, crawled up chimneys and loosened the soot with a broom. They often worked 12-hour days. *(Instead of sending children up a chimney, a goose would be tied to a rope and sent up to clean the soot with its feathers.)*

**Gillie boys:** These boys helped fishermen. They baited hooks, pulled nets, and prepared food.

**Loblollies:** These boys were surgeons' assistants and worked on military ships.

**Office boys:** Young boys worked in offices sharpening pencils, stuffing envelopes, sweeping floors, and running errands.

**Powder monkeys:** These boys worked on warships and at forts, carrying gunpowder to the cannons during battle.

**Cotton mill:** Children worked night and day at the cotton mill. *(Some of the children incurred serious injury as they fell asleep and into the machines. Others incurred scalping as the machine parts caught their hair, ripping it off their heads.)*

**Vendors:** Children often sold things on city streets. There were newspaper boys, muffin boys, and hot corn girls.

**Water boys:** Farm and construction crews had water boys, who brought water to them while they worked.

**Street Cleaners:** Cleaners would sweep the muddy roads, cleaning horse manure and mud to make room for pedestrians and wagon drivers who would walk or ride through the town.

**Match dipper:** Dip matches into an element called phosphorous, which is deadly if a person inhales too much of it into his lungs. *(This chemical caused the children's teeth to rot out and some even died from inhaling the phosphorous fumes.)*

**Coal Bearers:** Carry large baskets of coal on their backs.