Industrialization Through the Eyes of Children
An ADE Language Arts Lesson
Week 1

Author	ADE Content Specialists
Grade Level	7th grade
Duration	Five sessions

Aligns To

Reading:
Strand 1: Reading Process
Concept 6: Comprehension Strategies
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

Strand 3: Comprehending Informational Text
Concept 1: Expository Text
PO 7. Differentiate between primary and secondary source material.
PO 10. Make relevant inferences about expository text, supported by text evidence.

Writing:
Strand 2: Writing Components
Concept 4: Word Choice
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.
PO 2. Use words that consistently support style and type of writing.
PO 3. Use vocabulary that is original, varied, and natural.
Concept 6: Conventions
PO 2. Use commas to correctly punctuate:
a. items in a series
b. greetings and closings of letters
c. introductory words and clauses
d. direct address
e. interrupters
f. compound sentences
g. appositives

Strand 3: Writing Applications
Concept 1: Expressive
PO 2. Write in a variety of expressive forms that, according to mode, employ:
a. figurative language
c. characterization
f. appropriate format

Connects To

Social Studies:
Strand 1: American History
Concept 1: Research Skills for History
PO 5. Describe the relationship between a primary source document and a secondary source document.
Concept 7: Emergence of the Modern United States
PO 5. Analyze the impact of industrialization on the United States:
b. factory conditions

Strand 2: World History
Concept 1: Research Skills for History
PO 5. Describe the relationship between a primary source document and a secondary source document.
Concept 6: Age of Revolution
PO 2. Determine the effect of the Industrial Revolution on the Western World:
f. labor issues

Overview

The industrial growth in the late 1800s transformed the social and economic landscape of the nation. The United States developed into a great industrial power, and by 1900, the US industrial production was the greatest in the world. This came at a great cost to the workers, children among them.

Purpose

In these five sessions, you will read an expository passage about the photographic work of Lewis Hine. Hine's photographs will be used as primary source documents to examine the working conditions of the children exploited by factories and mines. Punctuation skills using commas will be reviewed. You will write a descriptive fictional journal entry of a child from the era.

Materials

- The Work of Lewis Hine Passage
- Boys in a Cigar Factory Photo
- Girl at a Weaving Machine Photo
- Photo Analysis Worksheet
- Mamie's Journal
- Brainstorming Chart
- Self-Assessment Rubric for Descriptive Journal Entry

Objectives

Students will:

- Make a prediction based on prior knowledge and an illustration.
- Read an expository passage and make relevant inferences based on the reading.
- Differentiate between primary source documents and secondary source documents.
- Practice punctuation skills with comma usage.
- Brainstorm descriptive details to plan writing a fictional journal entry.
- Write a one page descriptive journal entry.

Lesson Components

Prerequisite Skills: You should be familiar with the Industrial Revolution and issues of child labor. You should also be able to identify primary and secondary source documents. You should be able to make inferences. You should know how to use commas, be familiar with journal writing, and have an understanding of the Six Traits in writing.

Session 1: Reading Comprehension

1. Begin by examining two photographs and then make a prediction based on prior knowledge and using the photographs.
2. Review key vocabulary then read an expository passage containing background information about Lewis Hine and industrial workers, especially children, in the late 1800s.
3. Answer questions to check you comprehension of the passage and make relevant inferences based on the reading.

Session 2: Writing and Language

1. Use two of Hine's photographs to help distinguish between primary and secondary source material. Study one of the photographs and complete the Photo Analysis Worksheet.

Session 3: Writing and Language

1. Use commas correctly when editing fictional text written from a child laborer's perspective.

Session 4: Writing and Language

1. Use a sensory chart to plan writing a descriptive journal entry.

Session 5: Writing and Language

1. Write a narrative, fictional journal entry, focusing on descriptive details and precise words that create a vivid image for the reader.

Assessment

There is one assessment for each session that will help you check your understanding before moving on to the next session.

Session 1
The Work of Lewis Hine

Before you read the passage, examine the two photographs found in Session 2. Based on the photographs, set your purpose for reading by making a prediction about the lives of the children pictured.

Vocabulary: These words are used in this expository passage about Lewis Hine. Please review them before reading about Hine and his photography.

mass production – n., the manufacture of products in large quantities, especially by machinery
flammable – adj., easily set on fire
abolition – n., doing away with or putting an end to something
plight – n., an unfavorable condition or predicament
hawker – n., a person who sells goods by shouting in the streets or going door to door
pretext – n., misleading appearance or behavior with hidden intentions
subterfuge – (**sub/**ter/fewj) n., a scheme or deception to hide something

The Work of Lewis Hine Passage

"There is work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work." -- Lewis Hine, 1908

After the Civil War in the late 1800s industrial growth created new jobs and raised the standard of living for many American workers. Yet workers paid the price for economic progress. Factories had once been small and everyone knew each other. As mass production spread, factories became larger and less personal.

Laborers often worked ten or twelve hours a day, six days a week. They could be fired for any reason, and in times of slow business, they could lose their job to workers willing to work for lower wages.

Factories and mines were unhealthy and unsafe. Workers suffered from burns; miners died from cave-ins or became ill from breathing in the coal dust. Laborers in the clothing industry worked in crowded, poorly lit factories called sweatshops, where the flammable materials made the factories firetraps.

Most working women in the late 1800s worked as domestic servants, but those who worked in the factories found themselves in poor conditions, long hours, and less pay than a man. There were no laws that regulated women's salaries.

Because the parents' wages were low, families often sent their children to work in the factories, too. Children were seen as part of the family economy. Immigrants and rural migrants often sent their children to work, or worked alongside them. By 1890 the number of children under the age of 15 who worked in industrial jobs was two million.

Businesses liked to hire children because they worked in unskilled jobs for lower wages than adults. Children's small hands could more easily handle small parts and tools. Child laborers could barely experience their youth. Going to school to learn to read and write to prepare for a better future was an opportunity these underage workers rarely enjoyed. And, as children worked in industrial settings, they began to develop serious health problems. Many child laborers were underweight and suffered from stunted growth and curvature of the spine. They developed diseases related to their work environment, such as tuberculosis and other lung problems if they worked in the coal mines or cotton mills. They also faced high accident rates due to physical and mental fatigue caused by the hard work and long hours.

By the early 1900s many American groups were calling child labor "child slavery" and were demanding an end to it. They argued that long hours of work deprived children of the opportunity of an education to prepare themselves for a better future. In 1904 a group of progressive reformers founded the National Child Labor Committee, whose goal was the

abolition of child labor. It hired teams of investigators to gather evidence of children working in harsh conditions and then organized exhibitions with photographs and statistics to dramatize the plight of these children.

Lewis Hine, a New York City schoolteacher and photographer, felt so strongly about the abuse of children that he quit his teaching job and became an investigative reporter for the National Child Labor Committee. Hine traveled around the country photographing the working conditions of children in all types of industries. He photographed children in coal mines, in meatpacking houses, in textile mills; he photographed children working in the streets as shoe shiners, newsboys, and hawkers. Many times he had to trick his way into the factories because the managers did not want the public to see. He was careful to document every photograph with precise facts and figures. To obtain captions for his pictures, he interviewed the children on some pretext and then scribbled his notes with his hand hidden inside his pocket. Because he had to use subterfuge to take his pictures, he believed that his data had to be 100% accurate. Hine defined a good photograph as “a reproduction of impressions made upon the photographer which he desires to repeat to others.” He described his work as “photo-interpretation.”

Hine believed that if people could see for themselves the abuses and injustices of child labor, they would demand laws to end those evils. Reformers succeeded in forcing legislation at the state level banning child labor and setting maximum hours. By 1920 the number of child laborers was cut to nearly half of what it had been in 1910.

Hine died in poverty, relatively alone and unknown. His reputation grew, however, and now he is recognized as a master American photographer. His photographs remind us what it was like to be a child and to labor like an adult at a time when labor was harsher than it is now. Hine’s images of working children stirred America’s conscience and helped change the nation’s labor laws. Lewis Hine made a difference in the lives of American workers, and most importantly, American children.

Adapted from: http://www.archives.gov/education/lessons/hine-photos/

Check your understanding of this passage. You may refer back to the passage; however, some questions may be inferential, or you may have to draw valid conclusions. Answer in complete and meaningful sentences.

1. What were the effects, both positive and negative, of the industrial growth in the late 1800s?

2. Why were families willing to send their children to work at young ages?

3. Re-read the quote by Lewis Hine. What work profits children?

4. What kind of man was Lewis Hine? Your answer should include at least three adjectives.

5. The passage states that Hine interviewed the children “on some pretext” so the managers wouldn’t know his true purpose. What might be a believable pretext Hine could have given?

6. Hine described his work as “photo-interpretation.” What does that mean to you?

Session 2
Primary Source Documents – The Children Speak

Primary Sources are the materials of history, the first-hand or eye-witness accounts or materials created at the time of an event. Primary sources can be autobiographies, diaries, letters, interviews, photographs, sketches, maps, newspaper stories, census records, research data, and artifacts. They are different from **secondary sources,** which are accounts or interpretations of events created by someone without firsthand experience. Secondary sources are indirect or second-hand information and can be encyclopedia articles, websites, documentaries, biographies, textbooks, and journal articles.

Original materials and artifacts from a time period that have not been interpreted by somebody else are **primary sources.** Examples of primary sources include artifacts (coins, tools, clothing), photographs, speeches, letters, and other materials. The Lewis Hine photographs included here are **primary source** documents.

A source that interprets or evaluates a primary source is a **secondary source**. Textbooks and encyclopedia articles are **secondary sources**. The passage included in Session 1 about Lewis Hine is a secondary source document.

1. Think about things that you collect, such as sports cards or t-shirts. Many years in the future, if a writer or historian examines your personal artifacts, or t-shirt collection, would that be a *primary source* or a *secondary source?*

2. Think about other things that people use every day that might be of interest to future writers or historians. What are two modern examples of *primary sources?*

3. Below are two primary source documents (photographs) from the collection of Lewis Hine from the U.S. National Archives and Records Administration. Pick one of the two photographs to examine. Complete the Photo Analysis Worksheet as you examine the photograph you selected.



Boys in a Cigar Factory
Indianapolis, IN
August 1908
http://www.archives.gov/education/lessons/hine-photos/



Girl at a Weaving Machine
Evansville, IN
October 1908
http://www.archives.gov/education/lessons/hine-photos/

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

_____

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

_____

_____

_____

Step 3. Questions		
A.		What questions does this photograph raise in your mind? _____ _____
B.		Where could you find answers to them? _____ _____

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Session 3
The Mechanics of Writing
Using Commas Correctly

Lewis Hine made notes about the children he interviewed.



U.S. National Archives and Records Administration

The young girl in this photograph was a factory worker, but the journal entry on the following page is fictitious. As you read Mamie's entry, you will find errors in comma usage.

Remember that commas are used to punctuate:

a. items in a series
b. greetings and closings of letters
c. introductory words and clauses
d. direct address
e. interrupters
f. compound sentences
g. appositives

Directions:

1. Read Mamie's journal entry.
2. Add the missing commas (there are seven).

Mamie's Journal



U.S. National Archives and Records Administration

December 1, 1908

Hello I am Mamie. Mr. Hine a man I just met has been talking with my friends and me here in the mill where I work. He's a nice man who used to be a teacher, so I didn't mind that he took my picture. I also didn't mind answering the questions he asked. I told him that I wish that I could go to school and not work in the mill and then he began asking me lots of questions. The first thing he wanted to know about me was how old I am. I think I must be 13 because my mama makes sure I remember that I was born on January 15, 1896. Then he asked me how many years I worked in this mill. "Ever since I was 4 years old," I said. He wanted to know how many hours each day I work and then he wanted to know how much pay I get each week. All these numbers! I told him that I work from 6:00 each morning to 6:00 each night every day except Sunday, and I get paid $1.50 each Saturday. When he asked me what it's like here I was afraid to tell him. I don't want to anger the boss. If he finds out I was telling Mr. Hine things I don't know what he will do. I told Mr. Hine that the machines are loud, the dust from the machines hurts my lungs, and my hands are raw at the end of each day. Mr. Hine asked me if anyone else in my family works here. "They sure do," I replied. "All seven of us!"

(Note: Lewis Hine's actual caption was that this photograph is of a young girl named Mamie who worked in the Lancaster Cotton Mills in Lancaster, South Carolina.)

Session 4
Prewriting Brainstorming

Go back to the photographs in Session 2. You will write a journal entry from the perspective of one worker. Select the worker from one of the two photographs.

Your journal entry should describe one day in the factory and contain descriptive details. Use this chart to record sensory details to include in your journal entry. Vary your word choice and make sure to use descriptive words.

Sights	Sounds	Textures	Smells	Tastes

Session 5
Guidelines for a Fictional Journal Entry

In this session you will write a one page fictional journal entry based on the prewriting you did in Session 4. You will write from the perspective of one of the children pictured in Lewis Hine's photographs included in Session 2

You know from the passage and from the photographs that the work was usually difficult, the children worked long hours, and the unhealthy conditions posed health and safety risks. Most importantly, the children were not getting an education.

Your journal entry should:

- be told in first person,
- have a clear focus and sense of purpose,
- use sensory details,
- use precise words to create a vivid image or express your emotions,
- present details in a logical order, and
- help your reader share your experience.

You can use the rubric to self-assess your descriptive journal entry. Read each attribute. If your paper contains that attribute, put a check in the complete box. If you are missing anything, edit and revise your paper until all boxes are checked.

SELF-ASSESSMENT RUBRIC

Attribute	Complete
The entry tells about working in the factory.	
I have written the journal entry in first person.	
The entry has a clear focus and sense of purpose.	
My journal entry is descriptive with many sensory details.	
My words are original, varied, and natural.	
I have used complete sentences.	
My journal entry has no comma errors.	

Extensions

One way workers in the late 1800s and early 1900s tried to improve their working conditions was by marching and picketing. They usually demanded improved working conditions and a shorter work day (such as a ten hour day). Create a sign for a picketer to carry that states what changes they want during one of these marches. Use information you learned from the passage you read this week. Use the back of this sheet to make your sign. Think of the best way to get your message across to those who will see it.

Sources

Images of Lewis Hine's photographs and the Work of Lewis Hine passage courtesy of http://www.archives.gov/education/lessons/hine-photos/

Photo Analysis Worksheet courtesy of the National Archives and Records Administration, Washington, DC 20408
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf