





Part I: Thematic Primary Source Set
Topic/Big Idea: Industrial Revolution – Child Labor Conditions

Grade Level and Subject Area: History, Grade 7

Author: B. Sammler

Date: October 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Breaker boys, Woodward Coal Mines, Kingston, Pa. Reproduction Number: LC-D401-11590 (b&w film copy neg.) LC-DIG-det-4a07285 (digital file from original) Creators: Detroit Publishing Co., copyright claimant, Detroit Publishing Co., publisher Date Created: 1900</p> <p>http://www.loc.gov/item/det1994007312/PP/</p>
	<p>Title: Boys at Lehr glass works. Location: West Virginia. Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created: 1908 October. Reproduction Number: LC-DIG-nclc-01150 (color digital file from b&w original print)</p> <p>http://www.loc.gov/pictures/item/ncl2004000095/PP/</p>
	<p>Title: Noon Hour in a Furniture Factory, Indianapolis, Aug., 1908. Wit., E. N. Clopper. Location: Indianapolis, Indiana. Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created: 1908 August. Reproduction Number: LC-DIG-nclc-01318 (color digital file from b&w original print) LC-USZ62-52641 (b&w film copy negative)</p> <p>http://www.loc.gov/pictures/resource/nclc.01318/?co=nclc</p>
	<p>Title: Tipple & Elevator into shaft. Leads down to mine 200 ft. below. Gary Mine. Do more work by machinery than any mine in the state, yet have boys to trap and drive. They stay underground over 10 hrs. a day. 7 A.M. to 5 P.M. Location: Gary, West Virginia. Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created: 1908 August. Reproduction Number: LC-DIG-nclc-01047 (color digital file from b&w original print)</p> <p>http://www.loc.gov/pictures/collection/nclc/item/ncl2004000094/PP/</p>

Part II: Classroom Activity Plan

Essential/Investigative Question:

What do you think were the effects of the employment of children during the industrial revolution?

Objective(s):

Discuss and better understand the effects of the employment of children during the industrial time period.

Standard(s) Addressed:

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s USII.4 The student will demonstrate knowledge of how life changed after the Civil War by: d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;

Procedure: *Note: Each of the images in the source set will be cut into eight different puzzle pieces. Each should have the source number written on the back (to be used in the next steps of the lesson).*

Do Now: Have students write down 3 “jobs” they have had as a child (this can be things for their parents, neighbors, etc.). Ask them to then describe the working conditions they encountered on each “job.”

Lesson Plan: Each student in the class will be given a different puzzle piece. Each will be asked to examine their puzzle piece carefully. (Small pieces are given so that each can notice small parts of the larger image).

1. Display the following questions on the board/projection screen to guide students’ thoughts about their puzzle piece:
 - What do you notice first?
 - Find something small, but interesting.
 - What can you learn from examining this?
 - Where do you think this came from?
 - What do you wonder and about this photo?
2. Next, have students find other students with the same puzzle number on the back of their piece and all gather around desk. Give students time to put the pieces of their puzzle together to create a whole picture.
3. Display the following questions on the board/projection screen to guide students’ discussions about their completed puzzle:
 - What do you think was happening when this was made?
 - What did you notice that you did not expect? That you can’t explain?



- Why do you think it is important?
 - If someone took a picture of child workers today, what would be different?
4. Ask students to again put their puzzle together, but now under the teacher's document camera so that the whole class can see the entire image. Have students discuss why these images are all in the same source set?
 5. Ask them to now think about the same questions they discussed earlier. Now that they see the entire source set, does it make more sense? Does it raise more questions?
 6. Move on to more specific questions about the industrial revolution:
 - What jobs do you think these children were doing? How old do you think they were?
 - Using your prior knowledge about this period, explain why so many children had to work like adults? Do you think it was fair? Why or why not?
 - If you had instead seen a photo of berry pickers taken on a family farm instead of a larger commercial farm - would that have made the work seem more reasonable for children? Why or why not?
 7. After students have completed the activity above and discussed what they think, using the link below, explain to them who the breaker boys were and what they did.
<https://www.census.gov/schools/index/research/By-Historical-Era/industrialization-of-the-us/photo---breaker-boys--woodward-coal-mines--kingston--pa-.html>
 8. See how well their understanding of the image matches what was actually being depicted. Do the same for each of the photographs, telling the students which industry these children were working in.

Assessment: Have students write down some child labor laws they think are now in affect due in part to the terrible working conditions that were given to the children in the photos they saw today. Also: What part of the industrial revolution was the cause of child labor?

