

BUILDING BLOCK INQUIRY C3 TEACHERS

What did child labor cost the US?

C3 Framework Standard	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
C3 Teachers Topic, Concept & Skill	★ Era 5: Development ★ Civic Engagement ★ Argument

The impact of rapid industrialization in the early 20th century was felt by many groups, including children. While children had been engaged in agricultural work since the country's founding, with industrialization, children increasingly worked in factories. Changes to the nature of work, the number of children working, and images of child laborers led to calls for reform in the early 1900s.

Featured Sources

Source Set: Photographs of Children During the Gilded Age

Formative Performance Tasks

COLLABORATE	Sort the photographs of children into two student-labeled groups, giving each group a title.
DELIBERATE	Predict the short-term and long-term consequences of industrialization on children, using evidentiary details from the photographs.
PRODUCE	Create a flyer calling for a specific reform to lessen the predicted impacts of industrialization on children.

Teacher Guidance

Class begins with the teacher dividing students into small groups and distributing a copy of the photographs in the [Source Set](#) to each group. Working together, students divide the photographs into two groups, labeling each group on their [graphic organizer](#).

Students then answer the compelling question—*What did child labor cost US?*—by predicting the short-term and long-term consequences of child labor on children, using evidentiary details from the photographs to support their predictions.

Students then design a flyer calling for a specific reform that could lessen the predicted costs of industrialization on children that students identified in the previous step.

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Featured Source

Source A: Detroit Publishing Co., "Girls' playground, Harriet Island, St. Paul, Minn.", 1905, *Library of Congress*



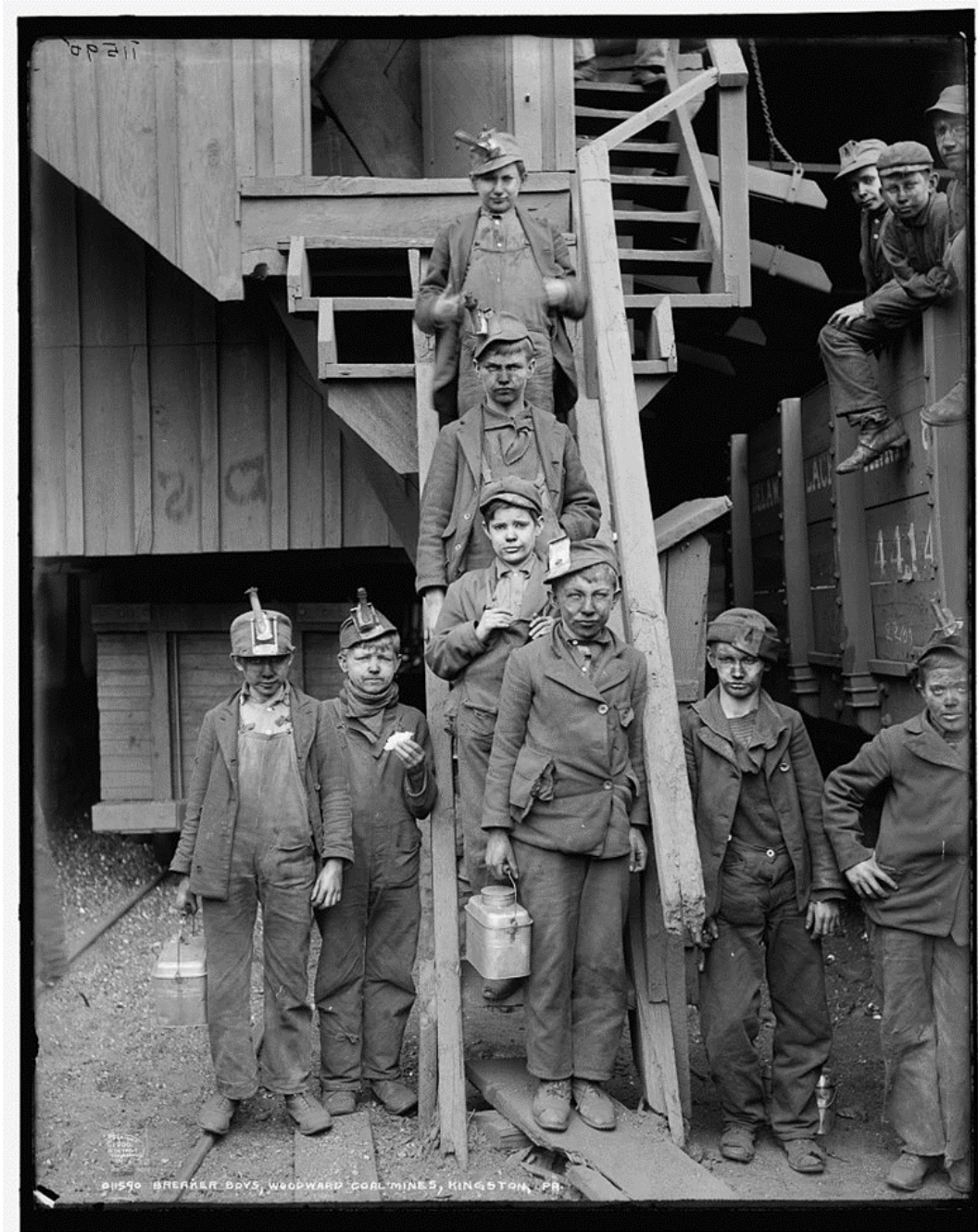
Public domain. Available at the Library of Congress: <https://www.loc.gov/item/2016804598/>

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Source B: Detroit Publishing Co., "Breaker boys, Woodward Coal Mines, Kingston, Pa.", *Library of Congress*



Public domain. Available at the Library of Congress: <https://www.loc.gov/item/2016801353/>

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Source C: Image from a Thomas A. Edison, Inc. film, "Annual baby parade, 1904, Asbury Park, N.J.", 1904, *Library of Congress*



Public domain. Available at the Library of Congress: <https://www.loc.gov/item/mp73003100/>

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Source D: Lewis Wickes Hine, "Norma Lawrence is 10 years old and picks from 100 to 150 pounds of cotton a day. Drags the sack which often hold 50 pounds or more before emptied. Lewis W. Hine. See 4569. Location: Comanche County, Oklahoma", October 10, 1916, *Library of Congress*



Public domain. Available at the Library of Congress: <https://www.loc.gov/item/2018675247/>

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Featured Source

Source E: Detroit Publishing Co., “[Children posed with bicycle and tricycles]”, between 1910 and 1920, *Library of Congress*

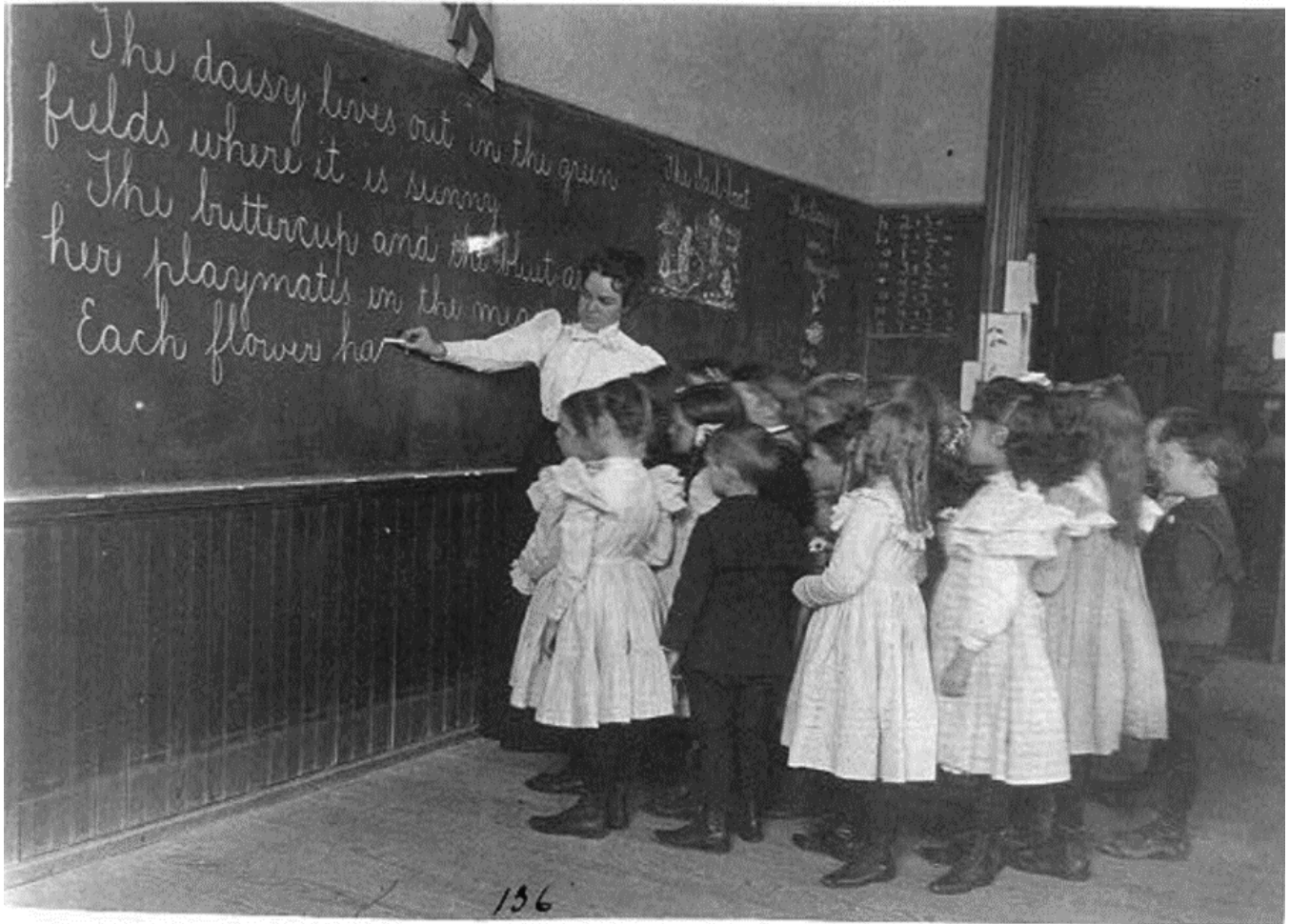


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Featured Source

Source F: Frances Benjamin Johnston, "[Elementary school children standing and watching teacher write at blackboard, Washington, D.C.]", 1899?, *Library of Congress*



Public domain. Available at the Library of Congress: <https://www.loc.gov/item/96516051/>

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Source G: Lewis Hines Wicks, "In the group are: 2 four year old boys, 1 five year old boy, 1 six year old boy, 1 ten year old boy, 1 eleven year old boy, 1 twelve year old boy, 2 five year old girls, 1 six year old girl, 2 nine year old girls, 1 ten year old girl, 1 twelve year old girl. In front of shacks at noon, Florence colony [?], Whites Bog, Browns Mills, N.J. This is the fourth week of school and the people expect to remain two weeks more. E.F. Brown [Witness]. Location: Browns Mills, New Jersey.", September, 1910, *Library of Congress*



Public domain. Available at the Library of Congress: <https://www.loc.gov/item/2018673882/>

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Source H: Lewis Wickes Hine, “‘Carrying-in’ boy in Alexandria Glass Factory, Alexandria, Va. Works on day shift one week and night shift next week. See photo 2261. Location: Alexandria, Virginia”, 1911, *Library of Congress*

Note: *Carrying-in boys* were young children who worked in factories that made glass. These children ran extremely fast carrying hot, freshly made glass from the cooling oven.



Public domain. Available at the Library of Congress: <https://hdl.loc.gov/loc.pnp/nclc.01293>

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Source I: Lewis Wickes Hine, "Newsgirls waiting for papers. Largest girl, Alice Goldman has been selling for 4 years. Newsdealer says she uses viler language than the newsboys do. Besie Goldman and Bessie Brownstein are 9 years old and have been selling about one year. All sell until 7:00 or 7:30 P.M. daily. Location: Hartford, Connecticut", March 1909, *Library of Congress*



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Source J: Lewis Wickes Hine, "Doffers in Cherryville Mfg. Co., N.C. Plenty of others. Location: Cherryville, North Carolina", 1908, *Library of Congress*

Note: *Doffers* worked in textile mills that made fabrics. Their job was to remove the full spools of spun thread (called "doffs") from the spinning machines and replace them with empty ones - while the machines kept running. The dangerous job required quick, small hands.



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Graphic Organizer: What did child labor cost US?

Part 1: Sort the images into two groups. Give each group a title.

Group 1	Group 2
Title: _____	Title: _____
<i>Record the letters of the sources you put in Group 1:</i>	<i>Record the letters of the sources you put in Group 2:</i>

Part 2: *What did child labor cost US?* Predict the short-term and long-term impact of industrialization on children. Support your predictions with evidence from the photographs.

Short-Term Impact	Prediction #1:	Source _____ supports this prediction because:
	Prediction #2:	Source _____ supports this prediction because:
Long-Term Impact	Prediction #3:	Source _____ supports this prediction because:
	Prediction #4:	Source _____ supports this prediction because:

Part 3: Flip your paper over, or use a blank piece of paper, and design a flyer calling for a specific reform that could lessen one or more of the costs of industrialization on children you predicted in Part 2.