Title: Children of Today and Yesteryear

Subject Area/ Grade Level: Social Studies- U.S. History- 5th grade

Investigative Question: How does your life compare to that of a same-aged child around the Industrial Revolution?

PA Academic Standards:

Social Studies- History

8.1.5.C Locate primary and secondary sources for the research topic and summarize in writing the findings.

8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

Reading, Writing, Speaking, and Listening

1.2.5.A Evaluate text organization and content to determine the author’s purpose and effectiveness.

1.2.5.E Read, understand, and respond to essential content of text and documents in all academic areas.

1.4.5.B: Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).

1.5.5.A Write with clear focus, identifying topic, task, and audience.

1.5.5.B Develop content appropriate for the topic.

1.5.5.C Organize writing in a logical order

1.5.5.D Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone.

1.5.5.E Revise writing to improve organization and word choice: check the logic, order of ideas, and precision of vocabulary

1.5.5.F Use grade appropriate conventions of language when writing and editing.
Learning Objectives: Students will be able to compare and contrast their lives to the lives of children around the time of the American Industrial Revolution. Students will also either produce a letter from the viewpoint of a child from that era OR create an interview between themselves and a child laborer. In addition, student will have to then write a reverse interview or a letter from a student of today. They will also research primary source on the Library of Congress website in order to justify details of the letter/interview answers. Students will present letters OR conduct interview in front of the class.

Duration: This lesson will last approximately 45 minutes per day for two days.

Materials and Citation of Resources:

   http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

2. National Child Labor Committee. No. 191. Frank, a Miner Boy, going home. About 14 years old: has worked in the mine helping father pick and load for three years: was in hospital one year, when leg had been crushed by coal car. Photographer-Lewis Wickes Hines, October 1906, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, 14 July 2011.
   http://www.loc.gov/pictures/item/ncl2004000213/PP/

4. Harry McShane - 134 B'way [Le, Broadway] - Cin. O. - 16 yrs. of age on June 29, 1908. Had his left arm pulled off near shoulder, and right leg broken through kneecap, by being caught on belt of a machine in Spring factory in May 1908. Had been working in factory more than 2 yrs. Was on his feet for first time after the accident, the day this photo was taken. No attention was paid by employers to the boy either at hospital or home according to statement of boy's father. No compensation. Location: Cincinnati, Ohio. Photographer- Lewis Wickes Hines, August 1908, Library of Congress Prints and Photographs Division Washington, D.C. 20540, 14 July 2011. http://www.loc.gov/pictures/item/ncl2004000031/PP/

http://www.loc.gov/pictures/item/%20ncl2004001593/PP/
6. Angelo Ross, 142 Panama Street, Hughestown Borough. A youngster who has been working in Breaker #9 Pennsylvania Company for four months, said he was 13 years old, but very doubtful. He has a brother Tony probably under 14, working. Location: Pittston, Pennsylvania. Photographer- Lewis Wickes Hines, June 1911, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, 14 July 2011.

http://www.loc.gov/pictures/item/ncl2004002626/PP/

7. Letter from Mary Paul to her father, Bela, December 21st, 1845. (Vermont Historical Society, MSC-12). 1 per student.
Sara Hega

**Inquiry-Based Instruction:**

- **Ask** - I will ask students how they think their lives compare to the children in the pictures. I will also ask what they suppose the children are thinking/feeling.

- **Investigate** - I will show the students how to use the Library of Congress website to research primary resources.

- **Create** - Students will create either a letter written from the perspective of a child in their photograph or an interview between a child and themselves.

- **Discuss** - I will discuss with the students the details they have provided in their assessment and how they are accurate.

- **Reflect** - Students will reexamine their initial responses to the question of how their lives are similar and different from children growing up during the Industrial Revolution based on their research.
Sara Hega

Description of Procedures:

This lesson will coincide with units focused on the American Industrial Revolution and the effects that it had on society in the following decades. Before I begin this lesson I will review ideas and concepts learned thus far. I will ask probing questions regarding students’ knowledge of the changes that occurred in American society during and after the Industrial Revolution.

Students will work in five groups. Each group will receive a photograph of a child or children from the early 1900s. However, students will not know the title/description that accompanies each picture. Each student will receive a Primary Source Analysis Tool handout.

Once all materials are passed out, I will explain to students how to use the PSAT handout. They will record their observations in the “Observation” column. In the “Reflection” column, students can hypothesize about their observations. Under “Questions”, children can generate questions that they might have about the photograph. “Further Investigation” will allow students to organize their thoughts and ideas that they would like to further explore. They can also include methods of exploration.

Students will be given 5-10 minutes to analyze their photo. Initially, I will tell students not to discuss their observations with their group. Instead, they will start to complete the chart on their own. However, approximately halfway through the process, I will have students share their findings with their group. Students may add additional information to their PSAT based on their discussion with their group.
Sara Hega

Once the time is up, I will direct the students’ attention to the front of the room where I will have a Venn diagram set up. Based on their observations of the pictures, students will volunteer what they noticed about the children. As a class we will decide if the observations show similarities or differences from children today. The Venn diagram will stay up for the duration of the lesson.

Next, I will tell the students about Mary Paul, a 15 year old girl who left her family to work in a textile mill in Massachusetts. I will share a letter she wrote to her father in December of 1845. Each student will receive a copy and will be asked to read over the letter silently. Once everyone has finished, I will ask for a volunteer to read the letter aloud. In the letter, Mary shares with her father the accidents and deaths of her co-workers. She also tells her father about her wages, room and board, and purchases made. I will ask the students to discuss what they think about the conditions of the factory as well as the wages/cost of items versus today’s wages/costs. We will add additional information to the Venn diagram if necessary. I will also expect students to notice the grammar and sentence structure. I will ask students to draw conclusions as to what the poor nature may mean about Mary Paul’s education.

I will now direct students to their investigative task. They will search the Library of Congress with the search “National Child Labor Committee Collection”. They will search for the picture their group received as to find the caption that accompanies the photograph. The photos were selected because of the information provided by their captions. Students will reference their PSAT during their investigation. They will also search for any other sources that can enlighten them to the lives of children in this era.
Students will be able to find newspaper articles, letters, and additional pictures. If time allows, students will be able to do internet searches to find additional information. It will be the groups’ responsibility to determine the validity of the information found outside LOC. At this point, the first day of the lesson should conclude. Materials and information gathered will be placed in a group folder and kept in the classroom for the following day.

On the second day, students will again sit with their groups. At this point, I will explain to the students that they will now use their information to do one of two things. The first option is to write two letters. One letter must be written from the perspective of the person (or one of the persons) in the group’s picture. Students must use their research to accurately depict a day in the life of the person. The second letter must be written from the perspective of a child from today. Students may use a fictional child or a student in the group may write it as themselves. Both letters must be written to a family member.

The second option is to write questions and answers for two interviews. The first interview would be a student, fictional or from the group, interviewing a person from the photograph. Students will be required to include accurate details in the answers. The second interview will be the person from the photograph interviewing a student about their life. In this interview, a student’s answer to the interviewer’s questions should also include explanations. For example, if a student replies “I play Xbox after school.” The student must also explain any and all technology of which the interviewer would not be familiar.
Regardless of the task chosen, students will be required to present in front of the class. Letters will be read by two students from the group. If the group decides to create interviews, students will be required to act out the interviews. The group may select 2-4 students to take part in the presentation of the interviews. While students are working to complete their assessments they may use computers to conduct additional research.

Once students are finished with their assessments, they will have to present their work to the class. When the presentation is complete, students will then answer questions from their peers and me. My questions will be based on the details provided and will be gauged based on my understanding of their validity.

When all of the presentations are complete, we will conclude the lesson with a whole group discussion. We will revisit the Venn diagram created after examination of the photographs. Students may add or eliminate information based on the details gathered during their research. I will ask students to come up with a statement that best describes their life versus that of a child around the time of the Industrial Revolution.
Sara Hega

Assessment Rubric:

5

- Both letters are well written and reflect the language of the times.
- Both letters are at least 3 paragraphs in length.
- Both letters describe at least 3 accurate details of a day in the life of the person depicted.
- Both letters contain a date, a greeting, and a closing.

4

- Both letters are well written but contain 1 or 2 errors total.
- Only one letter is at least 3 paragraphs in length.
- Only one letter describes at least 3 details of the day.
- One letter is missing EITHER a date, a greeting, OR a closing.

3

- Both letters contain 1-2 errors each.
- Both letters are only 2 paragraphs in length.
- Both letters only describe 2 details of the day.
- Both letters are missing EITHER a date, a greeting, OR a closing.

2

- There are a total of 5 errors in the letters.
- One letter is a single paragraph, the other is 2 paragraphs.
- One letter contains 1 detail, the other has 2 details.
- One or more letter is missing 2 of: date, greeting, closing.

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- Letters are poorly written and are held to comprehend.
- Each letter is a single paragraph.
- Each letter contains 1 detail OR the details are inaccurate for the era.
- Both letters are missing the date, greeting, AND closing.
Sara Hega