

Lesson Plan: *The Industrial Revolution for Kids*

Central Historical Question: How “revolutionary” was the industrial revolution for kids?

Lesson Overview:

- This lesson is designed to be taught in conjunction with a unit on the Industrial Revolution. It specifically focuses on the role of children during the Industrial Revolution. These children were asked to do much more than what is expected of children today. We will learn about how they were put to work, how dangerous it could be, and the effects it had on their education. We will also meet Lucy Larcom, and discover what she was doing as a child.

Standards:

- Common Core ELA Literacy Standard in History/Social Studies
 - RH. 11-12.2- 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.
- United States History Content Standard (National Center for History in the Schools)
 - Era 6: Standard 1A- The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

Materials:

- Book: *The Industrial Revolution for Kids – The People and Technology That Changed the World*
 - Cheryl Mullenbach
- Document ‘A’: Lucy Larcom photograph

Procedure:

- Begin class by showing the photograph (Document ‘A’)
 - Ask students to try to answer the questions on the activity, and lead the discussion.
 - Reveal the correct answers at the end.
- A Time of Sweeping Change - Graphic Organizer – Main Idea 4-Square
 - Read pages 1 – 15
 - As the students read, ask them to determine the main idea of each section and write it in the corresponding box on the graphic organizer.
- New Ways of Working - Foldable Activity – Four-Panel Layered Book
 - Read pages 17 – 31
 - Have students make a four-panel layered book per the instructions on the handout below.
- New Ways of Living - Foldable Activity – Three Tab Book
 - Read pages 33 – 49
 - Have students make a three tab book per the instructions on the handout below.
- Kids at Work - Directed Reading
 - Read pages 51- 65
 - Have students answer the questions on the directed reading as they read
- Catastrophes, Unions, and Strikes – Graphic Organizer – Guided Reading and Summarizing
 - Read pages 67 - 83
 - As student read, have them fill out the graphic organizer following the instructions on the handout below.
- Help and Hope for Better Lives – Directed Reading
 - Read pages 85 - 99
 - Have students answer the questions on the directed reading as they read
- A New Culture Emerges – Foldable Activity – Three-Quarter Book
 - Read pages 101 - 116
 - Have students make a three-quarter book per the instructions on the handout below.

Bibliography:

- Mullenbach, Cheryl. *The Industrial Revolution for Kids: The People and Technology That Changed the World*. Chicago: Chicago Review Press, 2014. Print.
- “I thought it would be a pleasure to feel”: Larcom, *A New England Girlhood Outlined from Memory*, www.gutenberg.org/files/2293/2293-h/2293-h.htm

Document 'A'

Source: "I thought it would be a pleasure to feel": Larcom, *A New England Girlhood Outlined from Memory*, www.gutenberg.org/files/2293/2293-h/2293-h.htm



Answer the following questions with your best educated guess.

1. In what decade was this photograph taken?
2. Was this taken east or west of the Mississippi River?
3. How old is the person in the photograph?
4. What building is this person in?
5. What is she doing there?

Reading Comprehension – Main Idea 4-Square – A Time of Sweeping Change

Read pages 1 – 15 and write down the main idea of each section in the space provided

Changes in the way products were made

Changes in Transportation

A Time of
Sweeping
Change

Changes in the way people communicated

Two Stages of Change

Foldable: 4-Panel Layered Book – New Ways of Working

Read pages 17 – 31. Then, create a 4-panel layered book following the directions below.

1. Stack two sheets of paper so that the bottom sheet is one inch higher than the top sheet.
2. Fold up the bottom edges of the paper to form four tabs and align the edges so that are all the same distance apart.
3. When all the tabs are the same size, crease the paper and hold the tabs in place and staple the sheets together along the top of the book.
4. Write “New Ways of working” on the cover page, and on each tab, write:
 - *Sweatshops*
 - *Meatpacking*
 - *A Dark and Dangerous World*
5. As you read the sections listed above, summarize the main idea of each section and write that under the corresponding flap by lifting the previous pages up. Explain what it must have been like to work in these conditions.
6. Finally, draw a picture to represent the working conditions of each of these jobs.

New Ways of Working

Sweatshops

Meatpacking

A Dark and Dangerous World

Foldable: 3 Tab Book – New Ways of Living

Read pages 33 – 49. Then, create a 3-tab book following the directions below.

1. Fold a sheet of paper in half the long way – *hot dog fold*.
2. With the paper horizontal, and the fold of the *hot dog* up, fold the right side toward the center, trying to cover one-third of the paper
 - a. Note: *if you fold the right edge over first, the final foldable will open and close like a book.*
3. Fold the left side over the right side to make a book with three folds.
4. Open the folded book. Place your hands between the two thicknesses of paper and cut up the two *valleys* on the top layer only along both folds. This will make three tabs.
5. Use this book for writing information about three headings from the chapter entitled: New Ways of Living.
 - a. Choose three sections from the chapter and write the headings on the front cover or flap
 - i. Examples: Slimy Green Liquid Invades City, The Growth of Cities, etc.
 - ii. Lift up each flap and draw a picture that represents the reading on the underside of the flap, the top.
 - iii. Then, write important information, or the main idea, directly under each flap.

| | | |
|---------------------------------------|-------------------------|----------------------|
| Slimy Green Liquid Invades City | The Growth of Cities | A Nation of Steel |
|---------------------------------------|-------------------------|----------------------|

Directed Reading – Kids at Work

Read pages 51 – 65 and answer the following questions

A Different Kind of Childhood

1. Explain why children were desired in factories.
2. What were some common products or goods that children in factories produced?
3. What are the different tasks children performed while working in factories?
4. How much money did a girl who worked 60 hours at a dry goods store per week bring home for her family?
5. Explain how Gladys Vanderbilt's childhood was different from a child's life today.

Danger in the Workplace

6. What happened to twelve-year-old Charles Neudinger?
7. What happened to Julia Begley?

Tow Boys

8. Describe the job of a tow boy.
9. How much money did a tow make each day?

Breakers, Nippers, and Crackers

10. What brave act did Barney Dougherty and Robert McFadden do?
11. Describe the job of a *breaker*. What were the dangers associated with this type of work?
12. Describe the job of a *nipper*.

Newsies Spread the News

13. What was the job of a *newsie* and how much money could they expect to make?
14. Describe the daily life of a *newsie*.

Life on the Farm

15. What are some examples of work that needed to be done on the farm?
16. What are some jobs children were “hired out” by neighbors to do?

Orphans at Work

17. What was the deal a glass factory made to arrange for orphan boys to work ten hour days for them?
18. Describe how city orphans found themselves on farms in the Midwest.

Little Time for School

19. For some kids, going to school was a _____.
20. How long were children required to attend school in Massachusetts?
21. What did the 1894 New York law require of children?
22. What were the fines on parents for children not attending school?
23. Why did some businesses and parents not want mandatory attendance for school?
24. What did the Hearn family, owners of a department store, do with one of their upper floors at the store?

Giving Kids a Break

25. As the years went on, how did adults’ attitudes and opinions change about kids and working?

Reading Comprehension – Guided Reading and Summarizing – Catastrophes, Unions and Strikes

Read pages 67 – 83 and write down what you remember in the top left section. Then reread the text and write down any additional information in the top right section. Finally, evaluate the list and identify the main ideas and details to create an effective summary in the bottom section.

| Details Remembered from Reading | Additions/Corrections |
|--|------------------------------|
| | |
| Main Ideas in Reading | |
| | |

Directed Reading – Help and Hope for Better Lives

Read pages 85 – 99 and answer the following questions

Urchins and Orphans

1. About how many orphans were living in orphanages in New York City in 1895?
2. Who were street urchins?
3. Describe what life was like for kids living in an orphanage.
4. What vocational training did boys and girls often get, and why did they get it?
5. What were some reasons for how kids ended up in an orphanage?
6. What did it mean to be *indentured*?
7. What were *almshouses* and why were they unsafe for kids?

Care for Troublemakers

8. What was a house of refuge, and how did a kid end up living in one?
9. What was the goal of reform schools?
10. What was not used in *corrective discipline*?

Improving the Lives of Orphans and Juveniles

11. What did Amos Warner believe about orphanages, and what did he propose as an alternative?

12. What organization did Henry Bergh form in 1866, and why did he form it?

13. How did Henry Bergh help Mary Ellen?

14. What organization did Henry Bergh form in 1874, and why did he form it?

15. Describe who the *child savers* were and what they did to help kids.

Improving the Lives of Working Kids

16. Who was Lewis Hine, and what did he do to help bring about laws against child labor?

17. What did Florence Kelley do to help bring about laws against child labor?

Those with Little Hope

18. Who lived in the *Home for the Friendless*?

19. What did the New York City government do in 1894?

20. Why was this a particularly tough time for immigrants?

21. What were *settlement houses*?

Making Conditions Better

22. What were some examples of how the Industrial Revolution brought hardships to many people?

23. What was a Progressive, and what were their goals?

Foldable: Three-Quarter Book – A New Culture Emerges

Read pages 101 – 116. Then, create a three-quarter book following the directions below.

1. Make a two-tab book by folding the paper in half the wide way (hamburger fold).
2. Cut up the middle of only one fold so you have two tabs that can be lifted up.
3. Then, cut the left tab off at the fold at the top fold line.
4. This will give you a flap on the right, with no flap on the left.
5. Now, pick one section from the chapter “A New Culture Emerges,” and write it on the left and draw a picture to represent that new form a culture that had emerged.
 - Watching and Playing Sports
 - Reading Leads to Adventure
 - Fairs Showcase the World
 - Entertainment for the Whole Family
6. Re-read the section you selected.
 - On the right, on top of the flap, write down three questions about the section.
 - Lift up the flap and write the answers to all three questions under the flap using the top and bottom sections.

