

# Lesson Plan

*Copper Country ISD Workshop June 19-21, 2012*

## **Title- Urban Growth and Child Labor**

### **Lesson Overview:**

America experienced an industrial boom after the Civil War. There was a great demand for labor which led to an increase in immigration as well as migration from rural areas to the cities. American cities grew rapidly and expanded upward rather than outward. The factory workers were paid poorly. Children entered the labor force to help support their families. In 1900, 18 percent of children were employed. Some industries prefer to hire children because they were able to pay them less than adults. Children who worked were denied an education and childhood. Child laborers worked long hours and often developed health problems related to their working conditions. Some of the problems included; stunted growth, being underweight, curvature of the spine, fatigue, injuries, and sometimes death. Other suffered from diseases such as tuberculosis and bronchitis which developed as a result of unhealthy work environments.

The campaign against child labor was a very emotional progressive issue. Children had always worked on family farms but mines and factories contained very unhealthy and dangerous conditions. Child labor was referred to as "child slavery" by many Americans at the turn of the century who wanted to put an end to. The National Child Labor Committee was organized in 1904 by a group of progressive reformers. The goal of the organization was to abolish child labor. They argued that long hours of work deprived children the opportunity of an education to prepare themselves for a better future. Instead, child labor condemned them to a future of illiteracy, poverty, and continuing misery. Congress granted them a charter in 1907. The National Child Labor Committee hired teams of investigators gather evidence of the harsh child labor conditions. They created exhibitions containing photographs, statistics, and case studies to dramatize the plight of these children.

Lewis Hine left teaching to work as an investigative photographer for the National Child Labor Committee. He traveled around the United States photographing and documenting the stories of child laborers in many lines of work. He photographed children in coal mines, meatpacking houses, textile mills and canneries. He took pictures of children working in the streets as shoe shiners, newsboys, and hawkers.

In many instances he tricked his way into factories to take the pictures that factory managers did not want the public to see. He was careful to document every photograph with precise facts and figures. Lewis Hine was not alone. There were other photographers and journalists who also wanted to highlight the need for change in American cities.

Jacob Riis rose to fame for his photographs and reports about life in the poor sections of New York City in the *Gilded Age*. He was an immigrant from Denmark who worked his way from poverty to a career as a newspaper reporter in New York City. Riis was determined to show conditions at the bottom of American society. He met children in poor tenement neighborhoods who performed a variety of jobs. Some of the children worked in factories and sweatshops while others shined shoes or sold newspapers. He discovered that young children also worked at home sewing or caring for other children so that their mothers could work. Riis was not just concerned that the children were working, he was most concerned that the child laborers were denied an education. Social reformers Lewis Hine and Jacob Riis used the medium of photography to bring evidence of their claims to the viewers. The photographs allowed Americans to form their own opinions about the societal issues and eventually social change occurred with the passing of child labor laws.

By 1916, Congress passed the Keating-Owens Act that established the following child labor standards: a minimum age of 14 for workers in manufacturing and 16 for workers in mining; a maximum workday of 8 hours; prohibition of night work for workers under age 16; and a documentary proof of age. Unfortunately, this law was later ruled unconstitutional on the ground that congressional power to regulate interstate commerce did not extend to the conditions of labor. Effective action against child labor had to await the New Deal. Reformers, however, did succeed 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.

According to recent global estimates by the International Labor Office, the number of working children aged 5 to 14 in developing countries is in the order of 250 million, of whom some 120 million work full time in various jobs often under hazardous conditions amid crude living conditions. A surplus of unskilled workers and low wages have combined to create conditions for children similar to the worst features of factories, mines and mills from the 1800s with minimal chances for education and future happiness.

## **Objectives:**

Students will be able to:

- Select and evaluate major public and social issues emerging from the changes in industrial, urban and global America during 1895 and 1930.
- Interpret visual primary sources (photographs) to describe the living and working conditions of children during the Progressive Era.
- Imagine what living and working conditions were like for children during the Progressive Era.
- Compare the lives of American children to the lives of children back then.
- Analyze political cartoons and written documents from the time period pertaining to the problems of child labor and a lack of education.
- Evaluate the solutions or resolutions developed by Americans to address the problems of child labor and their consequences whether positive or negative.
- Research the problem of child labor in the modern world and compare child labor today to child labor back in the day.
- List the consequences of child labor today and develop a plan of action to address the problem.

## **Standards:**

### **6.1 Growth of an Industrial and Urban America**

**Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.**

**6.1.3 Urbanization** – Analyze the changing urban and rural landscape by examining:

- the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
- the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
- the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
- resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
- different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)

**6.1.4 Population Changes** - Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (*National Geography Standard 12, p. 208*)

### **6.3 Progressivism and Reform**

**Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative - anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, Women's Suffrage.**

**6.3.1 Social Issues** - Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

**6.3.2 Causes and Consequences of Progressive Reform** - Analyze the causes, consequences, and limitations of Progressive reform in the following areas:

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court's role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (*National Geography Standards 9 and 10; pp. 201 and 203*)

**Time Required:** 7 Class Periods

**Recommended Grade Level(s):** 9-10 US History and Geography

**Topic(s):** Industrial Revolution/Urban Growth/Child Labor/Progressivism in America

**Era:** Growth of an Industrial and Urban America/Progressivism and Reform

### **Preparation:**

#### **Materials:**

**National Archives Resources**

Photo Analysis Worksheet

[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Written Document Analysis Worksheet

[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

Cartoon Analysis Worksheet

[http://www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)

Motion Picture Analysis Worksheet

[http://www.archives.gov/education/lessons/worksheets/motion\\_picture\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf)

U.S. History Textbook - The American Vision Modern Times

America the Story of US- Cities Segment

"Jacob Riis." 2012. *The History Channel website*. Jun 26 2012, 12:45

<http://www.history.com/videos/jacob-riis>.

Child Labor Materials (Modern Day) slides

[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/materials/documents/CLPEPtradeoverheads.pdf](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPtradeoverheads.pdf)

Child Labor Powerpoint

[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/materials/documents/CLPEPintradeoverheads.pdf](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPintradeoverheads.pdf)

Worksheet #1 Child Labor Today

Worksheet #2 Working Conditions

Worksheet #3 Spectrum of Acceptability

### **Resources:**

Listed at the end of lesson plan

### **Procedure:**

**Activity One: Introduce Urban Growth and Progressivism** (1-2 class periods)

Review Urban Growth Ch. 5 & 6 The American Vision Modern Times

Write journal entries on the topic of consequences of urban growth in America at the turn of the century.

Discuss the reasons why America grew so rapidly and explain the impact of the shift from an agrarian to an industrial nation.

Create a graphic organizer titled "The Impact of Urbanization"

Describe the major problems or issues created by America's industrial and urban transformation between 1895 and 1930. Examples- urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies.

Introduce the topic of progressivism as explained in The American Vision Modern Times Ch. 8-1 - The Roots of Progressivism.

## **Activity Two: Child Labor through Photographs (2 class periods)**

Discuss the issue of child labor and the progressive photojournalists who brought it into the public light.

Background Information- Progressivism (The American Vision Modern Times Ch. 8)

Share bios of Jacob Riis and Lewis Hine two progressive era photojournalists.

Documenting the "*Other Half*" the social reform photography of Jacob Riis and Lewis Hine

<http://xroads.virginia.edu/~ma01/Davis/photography/hine/socialphotographer.html>

View a clip from America the Story of Us- Cities concerning photojournalist Jacob Riis and his work in New York City.

"Jacob Riis." 2012. *The History Channel website*. Jun 26 2012, 12:45

<http://www.history.com/videos/jacob-riis>.

Photo Analysis- Interpret visual primary sources (photographs) as a class to describe the living and working conditions of children during the Progressive Era. We will analyze the first photograph as a class following the steps on the worksheet so that each student understands the expectation. The class will then be divided into groups to further analyze at least 4 photographs of children at work and outside of work based upon the following steps:

Each group will designate a recorder to fill in the information on the sheet, an organizer to keep track of the primary sources and a speaker to present their findings in Step 4.

Step 1- Observation- 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.

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

### Step 2 -Inference

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

### Step 3- Questions

What questions does this photograph raise in your mind?

Where could you find answers to them?

Step 4- Each group will share their findings with the class under the facilitation of the teacher.

### **Class Discussion Questions**

What types of jobs did children have at the turn of the century?

Why did they work at those jobs?

How do you think children's roles within the family structure may have been influenced by the jobs that they performed?

Describe the working conditions of child laborers.

What were the living conditions like for the working class?

### **Related Activity**

Write a letter from the perspective of a working child. Imagine yourself writing to a friend. Describe a typical day working at a mill, factory, cannery, a mine or a farm.

### **Activity 3- Child Labor through Other Primary Sources (2 class periods)**

**Cartoon Analysis Worksheet** - Each group will designate a reader to share the written information with the group, a recorder to fill in the information on the cartoon analysis worksheet, an organizer to keep track of the primary sources and a speaker to present their findings in Step 6.

Step 1- Observe the cartoon for a few minutes. List the objects or people you see in the political cartoon.

Step 2- Identify the cartoon caption and/or title.

Step 3- Locate any words or phrases (if present) used by the cartoonist to identify objects or people within the cartoon. Which words or phrases are the most significant? Why do you think so?

Step 4- Record any important dates, numbers or symbols that appear in the cartoon. What do you think each symbol means?

Step 5- What is the message of the cartoon? What special interest groups would agree/disagree with the cartoon's message? Why? List adjectives that describe emotions portrayed.

Step 6- Each group will share their findings with the class under the facilitation of the teacher.

**Written Document Analysis Worksheet** - Each group will designate a reader to share the written information with the group, a recorder to fill in the information on the document analysis worksheet, an organizer to keep track of the primary sources and a speaker to present their findings in Step 7.

Step 1- Observe the document for a few minutes. Identify the type of document

Step 2- Unique physical characteristics of the document

Step 3- Date (s) of document

Step 4- Author (or creator) of the document

Step 5- For what Audience was the document written?

Step 6- Summarize Document Information

- A. List three things the author said that you think are important:
- B. Why do you think this document was written?
- C. What evidence in the document helps you know why it was written? Quote from the document.
- D. List two things the document tells you about life in the United States at the time it was written.
- E. Write a question to the author that is left unanswered by the document

Step 7- Each group will share their findings with the class under the facilitation of the teacher.

### **Extra Activity- Town Meeting Simulation**

Create a town meeting simulation in which the issue of child labor is brought to the floor. Participants may play the roles of parents, employers, children, social reformers, journalists, city council members.

### **Extension Activities**

#### **Activity 5- Child Labor in the United States (2 class periods)**

Objectives- Students will:

- Research the issue of child labor in the United States today.
- Discuss the types of jobs that children have and determine if they are being exploited in any ways.
- Analyze state and federal laws concerning child labor in the United States.
- Hold a class discussion or debate related to the issue of what is acceptable or unacceptable in terms of child labor using related worksheets.
- Respond to the following questions for class discussion or debate:
  - Should there be rules regarding work interfering with school work?
  - Who should be responsible for monitoring children's work?
  - How many hours should children be allowed to work?



What types of responsibilities are acceptable?

### **Related Activities- "Child Work" vs. "Child Labor"**

**Objectives-** Students will be able to:

- Formulate a working definition of "child labor" from their perspectives
- Introduce distinctions between "child work" and "child labor"

### **Materials Needed:**

- Worksheet # 1: Working Conditions
- Worksheet # 2: Spectrum of acceptability
- Flip-chart or chalk board

### **Instructions**

Step 1- Participants each receive a copy of worksheet listing 15 child labor scenarios and are split into groups of 5 people. Each group receives a copy of worksheet with spectrum spanning from "completely unacceptable" to "completely acceptable."

Step 2- In groups, participants are given 10 minutes to discuss where on the spectrum each scenario falls, and to mark where each scenario falls if their group reaches consensus.

Step 3- At the end of 10 minutes, groups take turns reporting on two or three scenarios. Each group is asked: Why did your group choose where to place the scenario on the spectrum? What criteria made a given example more acceptable or less acceptable?

Step 4- While groups answer, document answers on a flip chart by listing, in two columns:

- 1) Why some conditions are acceptable;
- 2) Why some conditions are unacceptable.

Why acceptable    Why unacceptable

Step 5- Introduce the concept of "child work": forms of work children do that are not only legitimate, but can be beneficial for learning and development. Then, based on the answers in the "Why unacceptable" column, ask participants to consider how they would define child labor: What are the key factors that make some forms of work unacceptable, qualifying them as "child labor"?

### **Activity 6- Child Labor Today (1 class period)**

Journal- Child Labor Across the Globe

Children continue to work in our own country and around the world and modern-day social reformers are still concerned.

Research and respond to the current issue of child labor.

On a map of the world, label areas where children are working and describe the working conditions.

Write a letter to a policy maker or editor expressing your opinions, based on your research.

Compare photographs of children working from the early 20<sup>th</sup> century with photographs of children working today.

Share a related powerpoint comparing child labor today to child labor in the 20<sup>th</sup> century.  
[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/materials/documents/CLPEPin trooverheads.pdf](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/documents/CLPEPin trooverheads.pdf)

Worksheet #3 Child Labor Today- Groups will wrap up the lesson through the completion of the Child Labor Today worksheet.

### **Evaluation:**

Participation in discussion and completion of projects according to criteria specified by the teacher or generated in conjunction with the class.

### **Sources:**

Appleby, Joyce., Brinkley Alan., Broussard, Albert., Mc Pherson, James., Ritchie, Donald., *The American Vision Modern Times*. New York, New York: Glencoe/McGraw Hill 2010.







Cities. The History Channel website. 2012. Available at:  
<http://www.history.com/shows/america-the-story-of-us/episodes/episode-guide>.  
Accessed Jun 22, 2012.







"Jacob Riis." 2012. *The History Channel website*. Jun 26 2012, 12:45  
<http://www.history.com/videos/jacob-riis>.




Documenting the " Other Half" the social reform photography of Jacob Riis and Lewis Hine  
<http://xroads.virginia.edu/~ma01/Davis/photography/hine/socialphotographer.html>






## Resource Table




Image	Description	Citation	Permanent URL
	<p><b>Title:</b> 488 Macon, Ga. Lewis W. Hine 1-19-1909. Bibb Mill No. 1 Many youngsters here. Some boys were so small they had to climb up on the spinning frame to mend the broken threads and put back the empty bobbins. Location: Macon, Georgia.  <b>DateCreated/Published</b> : 1909 January 19.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004001388/PP/">http://www.loc.gov/pictures/item/ncl2004001388/PP/</a></p>
	<p><b>Title:</b> Five cents a spot - unauthorized immigration lodgings in a Bayard Street tenement [New York]  <b>Date Created/Published:</b> [ca. 1890]</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710259/">http://www.loc.gov/pictures/item/2002710259/</a></p>
	<p><b>Title:</b> Public school room interior with students - East side, New York</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710257/">http://www.loc.gov/pictures/item/2002710257/</a></p>
	<p><b>Title:</b> Shooting craps in the hall of the Newsboys' Lodging House</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710260/">http://www.loc.gov/pictures/item/2002710260/</a></p>
	<p><b>Title:</b> Saluting the flag in the Mott Street Industrial School, N.Y.C.  <b>Date Created/Published:</b> [ca. 1892]</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710256/">http://www.loc.gov/pictures/item/2002710256/</a></p>
	<p><b>Title:</b> Children's Aid Society</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710265/">http://www.loc.gov/pictures/item/2002710265/</a></p>

	<p><b>Title:</b> Jacob Riis Calls House of Refuge Hotbed of Vice</p>	<p>The St. Louis Republic. (St. Louis, Mo.) 1888-1919, November 22, 1903, PART II, Image 19</p>	<p><a href="http://chroniclingamerica.loc.gov/lccn/sn84020274/1903-11-22/ed-1/seq-19">http://chroniclingamerica.loc.gov/lccn/sn84020274/1903-11-22/ed-1/seq-19</a></p>
	<p><b>Title:</b> Children's playground, Poverty Gap</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August)</a>, 1849-1914, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710264/">http://www.loc.gov/pictures/item/2002710264/</a></p>
	<p><b>Title:</b> Twelve year old boy "pulling threads" in a "sweatshop"</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August)</a>, 1849-1914, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710250/">http://www.loc.gov/pictures/item/2002710250/</a></p>
	<p><b>Title:</b> A vegetable stand in the Mulberry St. bend</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August)</a>, 1849-1914, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710252/">http://www.loc.gov/pictures/item/2002710252/</a></p>
	<p><b>Title:</b> Cartoon</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes</a>, 1874-1940, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004002790/PP/">http://www.loc.gov/pictures/item/ncl2004002790/PP/</a></p>
	<p><b>Title:</b> Cartoon. <b>Date Created/Published:</b> [ca. 1912?]</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes</a>, 1874-1940, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004001574/PP/">http://www.loc.gov/pictures/item/ncl2004001574/PP/</a></p>

	<p><b>Title:</b> "Mr. President, we don't want anything. We just want to grow up"  <b>Date Created/Published:</b> 1913 June 19.</p>	<p>Illus. in: Life Magazine, 1913 June 19.</p>	<p><a href="http://www.loc.gov/pictures/item/2002715399/">http://www.loc.gov/pictures/item/2002715399/</a></p>
	<p>Photograph shows half-length portrait of two girls wearing banners with slogan "ABOLISH CH[ILD] SLAVERY!!" in English and Yiddish, one carrying American flag; spectators stand nearby. Probably taken during May 1, 1909 labor parade in New York City.</p>	<p>Bain News Service Photograph</p>	<p><a href="http://www.loc.gov/pictures/item/97519062/">http://www.loc.gov/pictures/item/97519062/</a></p>
	<p><b>Title:</b> Newspaper comments on new child labor law in Penn. Location: Pennsylvania.  <b>Date Created/Published:</b> 1910 January.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004000558/PP/">http://www.loc.gov/pictures/item/ncl2004000558/PP/</a></p>
	<p><b>Title:</b> The problem-child  <b>Date Created/Published:</b> [1937 June] c1937.</p>	<p><b>Creator(s):</b> <a href="#">Block, Herbert, 1909-2001</a>, artist</p>	<p><a href="http://www.loc.gov/pictures/item/2010635610/">http://www.loc.gov/pictures/item/2010635610/</a></p>
	<p><b>Title:</b> Exhibit panel  <b>Date Created/Published:</b> [1913 or 1914?]</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004002772/PP/">http://www.loc.gov/pictures/item/ncl2004002772/PP/</a></p>
	<p><b>Title:</b> [Repr. of cartoon drawing on cover of The Labor Herald, 1922-23: Supreme Court justice as vulture watching emaciated children go to work - July 1922]  <b>Date Created/Published:</b> 1922.</p>	<p>The Labor Herald July 1922</p>	<p><a href="http://www.loc.gov/pictures/item/2006686765/">http://www.loc.gov/pictures/item/2006686765/</a></p>

 <p>A Great Wrong! Our National Disgrace</p>	<p><b>Title:</b> A great wrong! See how one year of factory life ages little girls. Our national disgrace</p> <p><b>Date Created/Published:</b> [published 1959]</p> <p><b>Summary:</b> Reproduction of 1906 ad sponsored by National Child Labor Committee depicting little Ola before and after work in a cotton mill, giving child labor statistics, and asking for NCLC membership.</p>	<p><b>Creator(s):</b> <a href="#">National Child Labor Committee (U.S.)</a>, funder/sponsor</p>	<p><a href="http://www.loc.gov/pictures/item/90713954/">http://www.loc.gov/pictures/item/90713954/</a></p>
	<p><b>Title:</b> At the close of the day. Just up from the shaft. All work below ground in a Pennsylvania Coal Mine. Smallest boy, next to right hand end is a nipper. On his right is Arthur, a driver, Jo on Arthur's right is a nipper. Frank, boy on left end of photo, is a nipper, works a mile underground from the shaft, which is 5000 Ft. down. Location: [South Pittston?], Pennsylvania.</p> <p><b>Date Created/Published:</b> [1910 December or 1911January]</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004002589/PP/">http://www.loc.gov/pictures/item/ncl2004002589/PP/</a></p>
	<p><b>Title:</b> "Washing up" in the newsboys' lodging house</p> <p><b>Date Created/Published:</b> [ca. 1890]</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710258/">http://www.loc.gov/pictures/item/2002710258/</a></p>
	<p><b>Title:</b> Street Arabs in "sleeping quarters"</p> <p><b>Date Created/Published:</b> [ca. 1888, printed later]</p> <p><b>Medium:</b> 1 photographic print.</p> <p><b>Summary:</b> Photograph shows three boys sleeping on doorstep, New York City.</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710294/">http://www.loc.gov/pictures/item/2002710294/</a></p>

	<p><b>Title:</b> New York Foundling Asylum - Sister Irene and her flock  <b>Date Created/Published:</b> 1888.</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710269/">http://www.loc.gov/pictures/item/2002710269/</a></p>
	<p><b>Title:</b> Organized Charity - a little girl minding a baby  <b>Date Created/Published:</b> [ca. 1900]</p>	<p><b>Creator(s):</b> <a href="#">Riis, Jacob A. (Jacob August), 1849-1914</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/2002710270/">http://www.loc.gov/pictures/item/2002710270/</a></p>
	<p><b>Title:</b> Mart Payne, 5 years old, picks from 10 to 20 pounds a day. Mother said: "Mart, he haint old nuff to go to school much, but he kin pick his 20 pounds a day. Mostly 10 or 15 pounds." See 4560. Lewis W. Hine, photo. Location: Comanche County, Oklahoma.  <b>Date Created/Published:</b> 1916 October 10.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004004845/PP/">http://www.loc.gov/pictures/item/ncl2004004845/PP/</a></p>
	<p><b>Title:</b> [Acme School #24 (4 miles northwest of Shawnee): Miss Lois Millard, Principal. (P.O. Dale, Okla., Route 1). 26 present, 40 expected after all families return from southern part of the state where they have been picking cotton. Lewis W. Hine. See W. H. Swift Report.] Location: [Potawotamie County, Oklahoma]  <b>Date Created/Published:</b> [1916 October 16]</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004004565/PP/">http://www.loc.gov/pictures/item/ncl2004004565/PP/</a></p>
	<p><b>Title:</b> Bad housing and congestion. the kitchen and living-room of Steven Mikula, 93 N. Front St. Steven is at the table. He has worked four months in Nonquitt Mill, in spinning room #2. Said he was 15 years old. Gets \$5 a week. Mother takes care of these babies belonging to a neighbor while their mother works in the mill.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004003342/PP/">http://www.loc.gov/pictures/item/ncl2004003342/PP/</a></p>

	<p>Veronica (Steven's sister) helps take care of babies when not at school. She said, 12 years old. Compare her with Steven. Location: New Bedford, Massachusetts.</p> <p><b>Date Created/Published:</b> 1912 January.</p>		
	<p><b>Title:</b> Exhibit Panel. <b>Date Created/Published:</b> [1914]</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004000339/PP/">http://www.loc.gov/pictures/item/ncl2004000339/PP/</a></p>
	<p><b>Title:</b> The Shop, Seneca Street Vocational School. Location: Buffalo, New York (State) <b>Date Created/Published:</b> 1910 February.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004000390/PP/">http://www.loc.gov/pictures/item/ncl2004000390/PP/</a></p>
	<p><b>Title:</b> Immigrant Children Learning to Play on the Roof Garden of the Washington School. Boston 1915 Exhibit. Location: Boston, Massachusetts. <b>Date Created/Published:</b> 1909 October.</p>	<p><b>Creator(s):</b> <a href="#">Hine, Lewis Wickes, 1874-1940</a>, photographer</p>	<p><a href="http://www.loc.gov/pictures/item/ncl2004000679/PP/">http://www.loc.gov/pictures/item/ncl2004000679/PP/</a></p>



## Worksheet # 1 - Working Conditions

### What kinds of work and working conditions are acceptable?

- A)** A 13-year-old girl takes out the trash, washes dishes each night, and mows the lawn once a week in the summer. She receives a \$10/week allowance if all chores are completed.
- B)** A 12-year-old boy picks oranges for eight hours a day, six days a week throughout the winter/spring harvest period, and is paid a piece rate which on average adds up to \$20-\$30 per day (the equivalent of about \$3-\$4 per hour).
- C)** A 6-year-old boy hand ties knots for carpets at a loom for 10-12 hours each day, year round. He sleeps at night on the floor in the workshop and is fed two small meals a day, but is not paid because he is a bonded laborer working to pay off debts his family cannot afford to repay.
- D)** A 13-year-old girl shucks corn for 8-9 hours a day, six days a week during July and is paid \$5.75 per hour (with no overtime pay).
- E)** A 16-year-old boy works at a fast food restaurant after school for 5-6 hours a night, four days a week and is paid minimum wage. Usually he gets off work at 10, but sometimes works until midnight and then closes out the cash register and cleans the front of the restaurant for an additional hour.
- F)** A 9-year-old girl from a poor family in the countryside is sent to live with an unfamiliar family about 50 miles from her home, where she is responsible each day for cooking three meals, cleaning floors, carrying water, washing dishes, and washing clothes, and sometimes watching the family's 2-year-old son in the evenings. She is provided room and board, but no additional pay.
- G)** A 14-year-old girl helps serve customers and make sandwiches at her family's restaurant after school and on weekends for no pay.
- H)** A 15-year-old girl who hopes to be a doctor in the future volunteers to work full-time at a hospital over the summer, for no pay.
- I)** A 12-year-old boy agrees to leave his home to live and work on a cocoa plantation after a trader promises him a bicycle and \$150 a year to help support his family. Once he arrives, he works with no pay and is beaten if he does not continue to work.
- J)** A 13-year-old boy is hired to drive a tractor up and down dirt roads alongside fields on a large commercial vegetable farm to wet the dirt and keep dust from flying into farmworkers' faces. He is not on the official payroll, but gets \$100 cash each week for about forty hours of driving.

## Worksheet #2 Spectrum of Acceptability

Completely  
Unacceptable

Completely  
Acceptable



## Worksheet #3 Child Labor Today

### WHAT'S THE PROBLEM?

Name \_\_\_\_\_

Select the information you think is most important for people to know about the problem of child labor today.

Which three facts are most likely to interest and mobilize people to take action?

1.

2.

3.

### WHY SHOULD WE CARE?

Think of three reasons this problem is relevant to U.S. workers and citizens: Why should people take action?

1.

2.

3.

### WHAT CAN WE DO?

Brainstorm actions that people in the U.S. can take to address this problem. Which two actions can people take that would be most effective?

1.

2.