# **UNIT 5: Divergent Paths of the American People**

Content Focus: Industrialized North



## **Historical Question:**

What were labor conditions like for workers during the American Industrial Revolution?

Historical Thinking Skill:

How use historical evidence to support a claim



## LESSON PLAN

# **Divergent Paths of the American People** *History Focus: How use historical evidence to support a claim*

## **EXAMINING LABOR CONDITIONS**

Historical Question: What were labor conditions like for workers during the American Industrial Revolution?

## **Big Idea:**

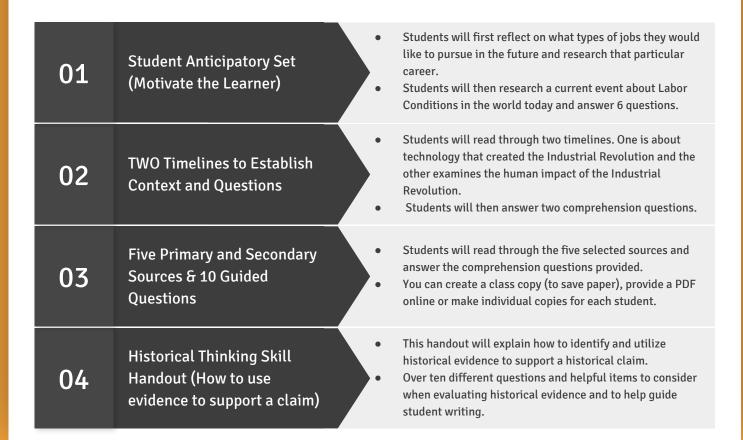
The Industrial Revolution brought great progress and new challenges.

## **Student Objective:**

Students will evaluate primary and secondary sources on labor conditions during the Industrial Revolution and will utilize evidence from the sources to support a historical claim.

## **Historical Skill:**

Students will learn how to identify and utilize appropriate historical evidence to support a claim.





# ANTICIPATORY SET: Divergent Paths of the American People Student Response

## **CURRENT EVENT INVESTIGATION**What are Working Conditions like in the World Today?

## Consider a possible job you would like in the future and answer the following questions:

- What is a job you would like in the future?
- (Research) the following questions about the job that interests you and answer in complete sentences.
  - a. What are the requirements of the job (How much education or training is necessary)?
  - b. What is the average income/ salary people working in that profession make per year?
  - c. What are some benefits of that job? (Are there any good things about working in that profession?)
  - d. What are some risks/ downsides of that job? (Are there any dangers, or difficulties in that profession?)
- Research online for a current event

Research online a Current News Article about <u>working conditions</u> today. Pick an article that is interesting to you. Here are some possible questions to investigate and search terms to use to find an interesting current event.

## **Current Events about Working Conditions Search Questions**

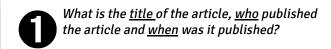
- What are the working conditions like in the United States?
- What are some current challenges facing American workers?
- Have working conditions improved for American workers?
- Which countries have the worst working conditions?
- Does Child Labor still exist and what are the hardships children face in the workplace?
- Do some countries offer special protections or benefits to their workers?
- Have there been recent protests about working conditions?
- What laws have helped improve working conditions in America or another country?
- How has technology helped or hurt working conditions?



## ANTICIPATORY SET: Continued... Current Event Investigation

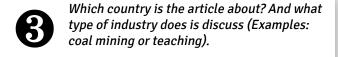
### MODERN WORKING CONDITIONS

After you select a news article answer the following questions below:





Summarize the article in 2-3 sentences (What is the whole article about).





What are the conditions like for the workers? Provide 1 quote from the article.



According to the article are things getting better or worse for those workers? Provide 1 quote from the text.



(Your thoughts) What is your reaction to the news article? In other words, how does this make you feel and why do you feel that way?



## ESTABLISHING CONTEXT

Historical Question: What were labor conditions like for workers during the American Industrial Revolution?

## TIMELINE OF THE TECHNOLOGY THAT SPURRED THE AMERICAN INDUSTRIAL REVOLUTION



## The Industrial Revolution Begins in Great Britain

The first industrial revolution, for the shifting from an agricultural society to a manufacturing economy begins in England and the manufacturing process spreads to the United States. .

## Samuel Slater opens the first industrial mill in America

He is the first person to open a mill that increased the speed with which cotton thread could be spun into yarn.

## Eli Whitney Invents the Cotton Gin

This machine made separating cotton seeds from the cotton fiber easy and faster. This led to an increase of cotton production, Slavery in the south and increase textile production in the North.

## **Lowell Mills of Massachusetts open**

Large network of mills that employed mostly female workers (because they were paid less). These mills manufactured various types of textiles (fabrics).

## **0-1830s** — Transportation improves

The Erie canal was constructed which created a route to the Atlantic Ocean to the Great Lakes, making it easier to ship goods and people, steamboats became very popular, national roads started to be built and railroads and freight trains were used to ship goods long

## Elias Howe creates the sewing machine

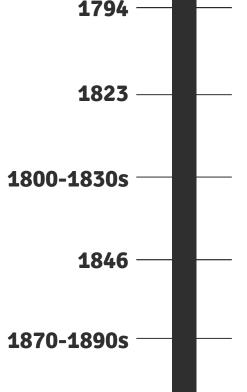
This helped factories manufacture more efficiently and cheaply and also gave housewives the ability to create clothes themselves quickly and relatively cheaply.

## New Technological Advancements: Electricity, Steel, Telephones

All of these inventions led to larger cities. Many people moved from rural or agricultural places to cities for more economic opportunities. Steel was developed and was used to build large skyscrapers. The Telephone helped transform the way we communicate. All of these technological advancement leads to more jobs and millions of people immigrate to the United States.

## The Assembly line and Mass Transit

Henry Ford developed the "assembly line" and the first car was invented in 1885 by Karl Benz. Electric Streetcars became popular in many major cities.



1890-1900s



## **ESTABLISHING CONTEXT**

Historical Question: What were labor conditions like for workers during the American Industrial Revolution?

#### **TIMELINE OF WORKING CONDITIONS IN AMERICA**





## **TIMELINE QUESTIONS**

## Compare the two timelines and answer the questions below

## Examine the Timeline on Technology that spurred the American Industrial Revolution:

Summarize in five well written sentences how life improved for Americans during the 1800's-1900's. Provide specific details from the timeline. How do you think these technologies improved life?
Examine the timeline on working conditions during the American Industrial Revolution:
2. Summarize in five well written sentences what were conditions like for American Workers during the .800's-1900's? Provide specific details from the timeline. What were the various challenges workers faced?



## PRIMARY & SECONDARY SOURCE ANALYSIS

Investigate: What were labor conditions like for workers during the American Industrial Revolution?

### Source 1: Child Labor in the Cotton Mills (Primary Source)

Background: This was written in a autobiography of Harriet Robinson, reflecting back when she was a Mill worker (she started working in the Mills when she was ten years old).

"At the time the Lowell cotton mills were started the caste of the factory girl was the lowest among the employments of women....The early mill-girls were of different ages. Some were not over ten years old; a few were in middle life, but the majority were between the ages of sixteen and twenty-five. The very young girls were called "doffers." They "doffed," or took off, the full bobbins from the spinning-frames, and replaced them with empty ones. These mites worked about fifteen minutes every hour and the rest of the time was their own. When the overseer was kind they were allowed to read, knit, or go outside the mill-yard to play. They were paid two dollars a week. The working hours of all the girls extended from five o'clock in the morning until seven in the evening, with one half-hour each, for breakfast and dinner. Even the doffers were forced to be on duty nearly fourteen hours a day. This was the greatest hardship in the lives of these children.

Source: Robinson, Harriet. "Early Factory Labor in New England," in Massachusetts Bureau of Statistics of Labor, Fourteenth Annual Report. Wright & Potter, 1883.

## **Source 1 Question:**

. Copy down <u>two</u> Quotes/ sentences that explains a hardship a child had to endure (Note: Select the two great ardships/ challenges that young girls had to endure):						

Investigate: What were labor conditions like for workers during the American Industrial Revolution?

#### Source 2: Child Labor in the Canning Industry of Maryland (Primary Source)

"In the canneries of Baltimore, as is the case in similar establishments elsewhere, children are permitted to work for long hours, even though they may be very young. Incredibly small are the fingers that work along with those of the rest of the family, and if the child is too small to sit up, it is held on the lap of the worker or stowed away in boxes near hand....

There are several dangers connected with this work when children do it. On every hand, one can see little tots toting boxes or pans full of beans, berries or tomatoes, and it is evident that the work is too hard. Then there are machines no young persons should be working around. Unquarded belts, wheels, cogs and the like are a menace to careless children."

Source, Hine, Lewis. "Child Labor in the Canning Industry of Maryland." Published July, 1909. Retrieved from the Library of Congress, 2019.

## Source 2 Question:

<ol><li>The observer does not say how old the children are, but based on what he states, what ages do you think some children were in these factories, and explain why you think that particular age:</li></ol>						

#### Source 3: Accidents in Factories were very common (Secondary Source)

"While workers injured on the job or their heirs might sue employers for damages, winning proved difficult. Where employers could show that the worker had assumed the risk, or had been injured by the actions of a fellow employee, or had himself been partly at fault, courts would usually deny liability. A number or surveys taken about 1900 showed that only about half of all workers fatally injured recovered anything and their average compensation only amounted to about half a year's pay. Because accidents were so cheap, American industrial methods developed with little reference to their safety."

Source: Fishback, Price and Shawn Kantor. *A Prelude to the Welfare State: The Origins of Workers' Compensation*. University of Chicago Press, 2000.

Investigate: What were labor conditions like for workers during the American Industrial Revolution?

3. Wh	Source 3 Question: 3. What does the author mean, "Because accidents were so cheap, American industrial methods developed with little reference to their safety." Provide evidence from the text.				
	Source 4: The Immigrant Experience during the American Industrial Revolution (Secondary source)				
	Background: Nearly 12 million people immigrated to the United States between 1870-1900. The major immigrant groups that the time were from Germany, Ireland and England.				
	"Once settled, immigrants looked for work. There were never enough jobs, and employers often				
	took advantage of the immigrants. Men were generally paid less than other workers, and women				
	less than men. Social tensions were also part of the immigrant experience. Often stereotyped and				
	discriminated against, many immigrants suffered verbal and physical abuse because they were				
	"different." While large-scale immigration created many social tensions, it also produced a new				
	vitality in the cities and states in which the immigrants settled. The newcomers helped transform				
	American society and culture, demonstrating that diversity, as well as unity, is a source of				
	national strength."				
	Source: "Immigration To The United States- American Memory Timeline- Classroom Presentation Library Of Congress." Loc.gov. 2019.				
. Acc	ce 4 Question: cording to the source, what were some challenges that immigrants had to face during the American crial Revolution?				

Investigate: What were labor conditions like for workers during the American Industrial Revolution?

#### Source 5: Risks involved in the factories (Primary Source)

Background: A report on the conditions of the "Labouring Population" in 1842.

"The accidents which occur to the manufacturing population of Birmingham are very severe and numerous, as shown by the registers of the General Hospital. [These sometimes fatal accidents were] caused by loose portions of the dress [textile] being caught by the machinery, so as to drag the unfortunate sufferers under its power. The shawls of the females, or their long hair, and the aprons and loose sleeves of the boys and men, are in this way frequent causes of dreadful mutilation."

Source: Royston, Pike. Hard Times: *Human Documents of the Industrial Revolution*. Praeger Publishing, 1966.

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5. According to this source, describe in your own words how people were injured or killed in the factory in Birmingham.	

### **Consider all Five Sources:**

6. Write down a list of FIVE adjectivities (describing words) of what conditions were like for workers in the

Adjective	What Source would agree?
1 →	1.
2 →	2.
3 →	3.
4 →	4.
5 <del></del>	5.

Investigate: What were labor conditions like for workers during the American Industrial Revolution?

## Complete the Claim/Thesis

7. Complete this sentence frame with TWO of the adjectives you think would be best to describe what labor conditions were like for workers during the American Industrial Revolution.

Labor Condit			rican Industrial Revolutio	on were
	First Adjective	and	Second Adjective	
·			of the historical sources. Make	sure the quote
Labor Conditions f	or workers during t	he American	Industrial Revolution we	re
			The Source's First and Last Name	
				"
	This quote should provide suppor	t or evidence to justify	your adjective	·
9. Complete this senter supports/ matches the	adjective.	quote from one	of the historical sources. Make Industrial Revolution we	
	For example,	According to	The Source's First and Last Name	agrees,
				"
	This quote should provide suppor	t or evidence to justify	your adjective	·
,			king conditions? In other words	why do you think



## HISTORICAL THINKING SKILL

## How use historical evidence to support a claim

## What is a Claim and what is Historical Evidence?

Historians investigate historical questions and based on what they find will develop a thesis, also known a claim. A claim is a statement that can be either true or false. For example, The Roman Empire ended because it was attacked by foreign invaders. Historians would conduct research using Primary and Secondary sources to investigate whether that statement is true or false. If historians find that a claim or thesis is true or accurate they would support that claim with evidence- or facts that would "prove" it was accurate and not just made up. Evidence can be primary or secondary sources that would illuminate the truth. Not all claims can be "proved" sometimes historians don't have all the information, but they try to find as much corroborating (matching) evidence as possible. And, sometimes claims can be disproven over time if new information becomes available.

## Questions to Consider when you use Evidence to Support a Claim in your historical writing

Claim in your historical writing					
01	Could the claim be true or false?	Not all claims will be "true." It is your job to find appropriate evidence to investigate the claim.  Some Historical questions cannot be answered because some information is lacking- its okay to acknowledge this in your historical writing.			
02	Is the evidence from a credible/ reliable source?	Is the primary source trustworthy? Do they have a motive to lie or exaggerate?  Does the secondary source that appropriate credentials? Are they a famous historian or an expert on the topic?			
03	Does your evidence support the claim/ thesis?	Consider your claim carefully. Does the quote that you use confirm or support the claim? Is that quote relevant? Is the quote necessary in order to "prove" your claim is accurate?			
04	Are there multiple pieces of evidence that can be used to support the claim?	Is there another source that would also corroborate or confirm that the claim is accurate? Is there a source that contradicts another source? (You should mention this, if there is)			
05	Did you attribute who wrote the source?	Did you write the first and last name of the source (for your evidence)? Did you write who that person is and why that evidence is trustworthy? Did you write the name of the book or article they wrote?			



## Thank you

## **My Mission**

I believe that students need to learn how to think critically in order be successful in the 21st Century Workplace. By implementing Historical Thinking Curriculum you are giving your students the opportunity to acquire new strategies that will help them be critical consumers of information.

## The Curriculum

The Curriculum was designed for middle-high school students of all abilities. The lessons are rigorous and challenging but provide many opportunities for student differentiation and support. Each lesson was designed to be aesthetically age appropriate with minimal distractions. The goal of each lesson to to build a repertoire of new critical thinking skills that will serve our students for a lifetime.

Follow my blog for more resources for your classroom:

www.TeachHistoricalThinking.com