CHILD LABOR IN THE INDUSTRIAL REVOLUTION

PHOTO ANALYSIS, QUESTIONS, CREATIVE STORY WRITING, KEY

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CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#2
CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#3
CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#4
CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#6

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CHILD LABOR IN THE
INDUSTRIAL REVOLUTION

#7

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Industrial Revolution  
Name: _________________________

INDUSTRIAL REVOLUTION IMAGE ANALYSIS CHART

Directions: Complete the following chart based on the images in the activity.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of job does the child appear to have? Explain your reasoning.</td>
<td>What age does the child (or children) appear to be?</td>
<td>What stands out the most or concerns you the most from this image? Explain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Industrial Revolution

Name: _________________________

INDUSTRIAL REVOLUTION QUESTIONS

Directions: Complete the following questions after viewing the images.

1. Child labor during the Industrial Revolution was a controversial topic and images, such as the ones in this resource, divided people’s opinions on the topic.
   a. How do you think the owner or Manager of the workplaces would respond to seeing these images? Why?

   b. How do you think an organization that sought to protect children would have responded to these images? Why?

   c. Despite the obvious dangers in the factories, many children still worked in them during the Industrial Revolution. Why do you think this is?

2. The images above offer a firsthand account from the time period and shows the sometimes dangerous situations that existed for children. Using online, textbook or library resources research other conditions faced by the children in the workplaces during the Industrial Revolution. Find at least THREE more details about the working conditions.
3. Why do you think factories, mines and other workplaces used children in the workplace? What was the advantage for these workplaces to use children?

4. Based on the images, what types of jobs did children do during the Industrial Revolution?

5. Many of these images taken of child labor during the Industrial Revolution was done by groups of people who sought to bring light to the conditions for children that worked during the time. Which of the 7 images do you think is the most powerful for trying to bring an end to child labor? Explain your reasoning.
Industrial Revolution

Name: _________________________

INDUSTRIAL REVOLUTION

CREATIVE STORY

Directions: Complete the following story activity after viewing the child labor images.

For this activity, students will write a short creative story about the life and working conditions of a child during the Industrial Revolution. Students will use one of the seven included images as a “starting point” and write a short story about the type of life and work that the child in the image likely lived. Examine one of the images and imagine what kind of conditions the child likely worked under and how their life was.

Your story needs to contain:

- Details about how the child’s life would have been lived and what they likely experienced at home, work and in their daily life
- What kind of injuries or dangers they would have faced
- How they would have felt about their work and their workplace managers
- You may want to consider how the child might be seriously injured or die in your story.
- A short narrative with different characters and interactions (Be Creative!)
**Social Studies**

**Written Response Evaluation**

<table>
<thead>
<tr>
<th>EXPLANATIONS AND SUPPORT (8 marks)</th>
<th>COMMUNICATION (2 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent E 8</td>
<td>2</td>
</tr>
<tr>
<td>Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.</td>
<td>The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.</td>
</tr>
<tr>
<td>Proficient Pf 6.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.</td>
<td>The writing is straightforward and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.</td>
</tr>
<tr>
<td>Satisfactory S 4.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.</td>
<td>The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</td>
</tr>
<tr>
<td>Limited L 3.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.</td>
<td>The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.</td>
</tr>
<tr>
<td>Poor P 1.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.</td>
<td>The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.</td>
</tr>
<tr>
<td>Insufficient INS</td>
<td></td>
</tr>
</tbody>
</table>

**Mark: _____ /10**

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INDUSTRIAL REVOLUTION
IMAGE ANALYSIS CHART

Directions: Complete the following chart based on the images in the activity.

<table>
<thead>
<tr>
<th></th>
<th>What type of job does the child appear to have? Explain your reasoning.</th>
<th>What age does the child (or children) appear to be?</th>
<th>What stands out the most or concerns you the most from this image? Explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Running a “spinning frame” or unclogging the machine.</td>
<td>6-8</td>
<td>No shoes and needs to stand on the machine.</td>
</tr>
<tr>
<td>#2</td>
<td>Canning food.</td>
<td>8-10</td>
<td>Sitting on stacked boxes.</td>
</tr>
<tr>
<td>#3</td>
<td>Linking the springs on bed springs.</td>
<td>7-10</td>
<td>No work gloves or eye protection.</td>
</tr>
<tr>
<td>#4</td>
<td>Inspecting and sorting berries after harvesting.</td>
<td>2-4</td>
<td>Very young and tedious work.</td>
</tr>
<tr>
<td>#5</td>
<td>Operating a “spinning frame” in a factory.</td>
<td>6-8</td>
<td>Loud machines and likely dangerous work.</td>
</tr>
<tr>
<td>#6</td>
<td>Collecting and shucking shellfish.</td>
<td>5-7</td>
<td>No shoes, sharp shells.</td>
</tr>
<tr>
<td>#7</td>
<td>Coal mining or the sorting of coal.</td>
<td>7-10</td>
<td>Dirty work, black lung.</td>
</tr>
</tbody>
</table>

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Teacher Key

Name: _________________________

INDUSTRIAL REVOLUTION QUESTIONS

Directions: Complete the following questions after viewing the images.

1. Child labor during the Industrial Revolution was a controversial topic and images, such as the ones in this resource, divided people’s opinions on the topic.
   a. How do you think the owner or Manager of the workplaces would respond to seeing these images? Why?

   The Factory Owner would likely respond that while it was unfortunate for this to happen, but that it was necessary. He would have also likely mentioned that he helps families by providing them with jobs. He would have said this because he was likely more interested in protecting his business and profits than protecting people.

   b. How do you think an organization that sought to protect children would have responded to these images? Why?

   They would have been upset and used these images as an example for why child labor should be stopped. They would have responded this way because they are interested in protecting and helping children and children were being mistreated.

   c. Despite the obvious dangers in the factories, many children still worked in them during the Industrial Revolution. Why do you think this is?

   Children likely worked in the factories out of necessity. They did so because their families were poor and needed the income to survive.

2. The images above offer a firsthand account from the time period and shows the sometimes dangerous situations that existed for children. Using online, textbook or library resources research other conditions faced by the children in the workplaces during the Industrial Revolution. Find at least THREE more details about the working conditions.
   (This can be completed by a quick web search. The following can be used if needed: http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/gk_p7/childlabor.html)

   Long hours of work (12-16 per day), Little or no pay, Beaten and abused by owners, dirty workplaces, etc. Teacher could turn this into a larger project if required.

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3. Why do you think factories, mines and other workplaces used children in the workplace? What was the advantage for these workplaces to use children?

Children were useful because they were paid less than adults and had small hands and fingers that could be used to do certain jobs. As well, children more readily followed the rules of the workplaces and listened to managers.

4. Based on the images, what types of jobs did children do during the Industrial Revolution?

Factory work, mining, harvesting, canning, etc.

5. Many of these images taken of child labor during the Industrial Revolution was done by groups of people who sought to bring light to the conditions for children that worked during the time. Which of the 7 images do you think is the most powerful for trying to bring an end to child labor? Explain your reasoning.

*** This is an argumentative response and student responses will vary. Assess based on the ability of the student to defend their choice. This would also make an excellent debate activity. Simply have students stand by the station with the picture they choose and then have students at each station discuss their reasoning. Then have the 7 groups discuss/debate their choices.
HOW TO USE THIS RESOURCE

The intention of this resource is to allow students to learn about child labor during the Industrial Revolution using images that detail the conditions and experiences for children.

The teacher should begin the activity by placing the 7 different images at 7 different locations in the room and group students such that they can rotate around the room to see all 7 images. The students should be provided with a copy of the chart and be allowed the rotate around to all 7 images in order to record their ideas for the images. This is an excellent activity for having students consider the conditions that children faced during the Industrial Revolution.

Once students have had a chance to consider all 7 images, have them complete the set of questions. Students may require access to a computer and the internet for this activity. The last question requires students to choose one as the most significant. Using the teacher key, the teacher could facilitate a debate activity at this time.

To conclude, the teacher could have students complete the creative writing assignment. This is an excellent activity for a humanities classroom, but is also excellent in a social studies classroom for having students show their understanding of the life and experiences of children during the Industrial Revolution. The amount of writing needed for this assignment could depend on the needs of the teacher. Essentially, students are required to show the life of children by writing a short creative story by using one of the photos as a starting point. A rubric has been provided for ease of assessment.