C.I.A.
Collect · Interpret · Apply
Unit of Study

5TH GRADE

VOLUME 5.4

Biography
Kids at Work

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with Bethany Robinson

Read
Side by Side

Requests for such permissions should be addressed to:

Table of Contents

Welcome to the C. I. A. Unit of Study for
Kids at Work: Lewis Hine and the Crusade Against Child Labor

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach.* I hope you enjoy guiding your students through the authentic work of expert readers!

Kids at Work is one of many photo essays written by Russell Freedman. This biography tells the inspiring story of Lewis Hine—a teacher who left the classroom to become an investigative photographer for the National Child Labor Committee in 1908. He believed this shift in his career was pivotal to broadening his educational efforts "from the classroom to the world" (Freedman, 1994, p. 19).

Russell Freedman blends the chronological story of Lewis Hine's life with the shocking photographs and stories that Hine gathered during the ten years of his investigation of child labor. You and your students will become emotionally engaged by the text as you learn about the realities of child labor through the testimonies of children and Hine's photographs.

This unit of study connects well to the previous unit, *Chains.* Students will learn that the Industrial Revolution extended slavery in the United States. They will also learn that a new form of slavery—child slavery—was born out of the Industrial Revolution. Students will compare the Declaration of Independence to the Declaration of Dependence, a document written by the National Child Labor Committee. At the conclusion of the unit, students will learn about the continuing horrors of child labor in the United States and will write a letter to a federal representative urging the acceptance of new laws proposed by the Department of Labor in 2011.

Kids at Work is a challenging text for fifth-graders because it demands a great deal of background knowledge about this time in history. The first several lessons in this unit will give students an opportunity to expand their background knowledge on the topic of the Industrial Revolution. To support these lessons, you will need to purchase the PBS Home Video titled *Mill Times* (2001).

In addition, I have included a section at the end of this unit in which I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block while teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding.

Finally, this unit of study is also designed to teach students the features of biography and familiarize them with the text structure of a photo essay. They will learn the importance of recognizing the main character's accomplishments and significance in order to determine the author's message. In addition, students will consider how the message in *Kids at Work* has significance for and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the Industrial Revolution. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in the photographs taken by Lewis Hine. Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Kids at Work,* to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing Vocabulary Handbooks
- Locating multiple copies of the text
- Inputting lessons into your plan book
- Preparing for assessment

Get Ready for Vocabulary Instruction

"Teacher read-aloud is one of the major opportunities for children to learn new word meanings" (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

1. Introduce the word and highlight morphemes.	*Today our target word is…* If applicable: *What is the root? (underline the root)* *What is the prefix? (circle the prefix)* *What does the prefix mean?* *What is the suffix? (box the suffix)* *What does the suffix mean?*
2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.	*Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?*
3. Turn and talk: What does the word _____ mean?	*Based on the clues, what words or phrases describe this word? Turn and talk.*
4. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
5. Brainstorm other contexts for this word.	*In what other contexts might we find this word?* *add accurate examples to the chart
6. Turn and talk: What are opposites of this word?	*What words or phrases describe the opposite of this word? Turn and talk.*
7. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
8. I will remember this word…	*How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.*
9. Link…	*Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.*

Kids at Work Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to human rights, freedom vs. slavery, the value of freedom, the effects of advancement, and the role of government.	The Lexile level for *Kids at Work* is 1140, based on word frequency and sentence length. This is in the middle range of the complexity band for 6th–8th grade according to the Common Core State Standards.
Structure This informational text is told in sequential order, with a detailed focus on a ten-year span of Lewis Hine's life. What makes the structure of this text complex is Freedman's use of quotes from interviews Lewis Hine conducted during his investigation and from Lewis Hine's notes. In addition, the genre biography is a complex genre that requires background knowledge about the time period.	**READER TASK CONSIDERATIONS** These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.
Language Conventionality and Clarity Historical language and dialect add a greater depth to the language of this text. In addition, vocabulary used throughout the text is advanced vocabulary for fifth-grade students.	
Knowledge Demands While reading, students will need to rely on their understanding of the Industrial Revolution in America, slavery, child labor, and human rights.	

Kids at Work Scope and Sequence

NOTE: The lessons for this unit give page references for the Clarion Books paperback edition of *Kids at Work: Lewis Hine and the Crusade Against Child Labor* published in 1994.

Unit of Study: *Kids at Work* **Genre: Biography**

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Outside Text: "The Domestic System vs. the Factory System"	Vocabulary: *monotonous*	Focus on building background knowledge. • Cause and effect T-chart
2	Outside Text: "The Effects of Industrialization in the United States"	Vocabulary: *bondage*	Focus on building background knowledge. • Cause and effect T-chart
3		Cause and Effect Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
4		Vocabulary: *crusade* Use the genre chart to help students understand what to expect from biography.	
5	Chapter 1 pp. 1–5	Mark each quadrant of the text. Vocabulary: *reformers*	Search for key story elements in the blurb. • Complete story elements handout together Make a prediction.
6	Chapter 1 pp. 2–5	Vocabulary: *abolition*	Determine the author's message.
7	Declaration of Dependence p. 91	Vocabulary: *dependent* vs. *independent*	Determine the author's message.
8		Vocabulary: *condemned* Reflection Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
9	Chapter 2 pp. 7–12	Vocabulary: *impoverished*	Keep track of important events. • Timeline
10	Chapter 2 pp. 12–19		Keep track of important events. • Timeline
11		Retell Summary Writing	
12	Chapter 3 pp. 21–23	Vocabulary: *exploitation*	Identify the problem and the solution.
13	Chapter 3 pp. 24–29	Vocabulary: *concealed*	Focus on using clues in the text to infer the main character's traits. • T-chart
14	Chapter 4 pp. 31–38	Vocabulary: *compassion*	Show empathy for a group of people.
15	Chapter 4 pp. 38–45	Vocabulary: *perishable*	Show empathy for a group of people.
16		Vocabulary: *desperately* Brainstorm lines of thinking. • Evidence collection box	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
17	Chapter 5 pp. 47–57	Vocabulary: *testimony*	Collect evidence to support a line of thinking. • Add evidence to the evidence collection box
18	Chapter 6 pp. 54–63	Vocabulary: *unregulated*	Collect evidence to support a line of thinking. • Add evidence to the evidence collection box
19	Chapter 6 pp. 63–69	Vocabulary: *ignorance*	Collect evidence to support a line of thinking. • Add evidence to the evidence collection box
20	Chapter 7 pp. 71–72	Vocabulary: *degradation*	Focus on identifying the turning point. • Add evidence to the evidence collection box
21		Vocabulary: *convincing* Turning Point Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
22		Vocabulary: *monument* Opinion Writing	
23	Read-In: Chapter 7 pp. 74–89 Child Labor Then and Now pp. 93–97		
24	Outside Text: "Employee Rights Under the Fair Labor Standards Act"	Vocabulary: *violation*	Identify important information. • Compare and contrast
25	Current Event Video: *60 Minutes* segment: "Children in the Fields"		Identify important information.
26	Outside Text: "Timeline of an Attempt to Change Agriculture Child-Labor Regulations "		Compare and contrast more than one viewpoint. • T-chart
27–33		Formal Writing: Persuasive Letter	

Kids at Work Stems List

Day 1 – Outside Text
When the article said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 2 – Outside Text
When the article said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 4 – Genre
When the chart said _____, I made a prediction. I think _____. I am also thinking _____ .

Day 5 – Story Elements
When the book said _____, I was thinking _____. This helps me understand_____ .

Day 6 – Author's Message
I think the author believes _____ because _____. I agree/disagree with the author because_____ .

Day 7 – Author's Message
I think the author believes _____ because _____. I agree/disagree with the author because_____ .

Day 9 – Important Events
When the book said _____, I was thinking this was an important event because _____ .
This makes me think _____ .

Day 10 – Important Events
When the book said _____, I was thinking this was an important event because _____ .
This makes me think _____ .

Day 12 – Problem & Solution
When the book said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 13 – Infer Character Traits
When the book said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 14 – Empathy
When the book said _____, I felt empathetic because _____. This helps me understand_____ .

Day 15 – Empathy
When the book said _____, I felt empathetic because _____. This helps me understand_____ .

Day 17 – Collect Evidence
When the book said _____, I thought this was an important piece of evidence.
This helps me understand_____ .

Day 18 – Collect Evidence

When the book said _____, I thought this was an important piece of evidence.

This helps me understand _____ .

Day 19 – Collect Evidence

When the book said _____, I thought this was an important piece of evidence.

This helps me understand _____ .

Day 20 – Turning Point

When the book said _____, I thought this was an important piece of evidence.

This makes me think _____ .

Day 23 – Read-In

When the book said _____, I was thinking _____ because _____ .

Day 24 – Outside Text

One similarity/difference between the laws for non-farm workers and farm workers is _____ .

I think this is fair/unfair because _____ .

Day 25 – Determine Importance

When the documentary said _____, I was thinking _____ .

Day 26 – Outside Text

When the article said _____, I was thinking this was important because _____ .

This helps me understand _____ .

C. I. A.
Lesson Plans

Kids at Work

NOTE: The lessons for this unit give page references for the Clarion Books paperback edition of *Kids at Work: Lewis Hine and the Crusade Against Child Labor* published in 1994.

C
Collect Critical Information

Identify the main story elements:
- Character
- Setting
- Problem
- Main Events

In this quadrant, readers read slowly and often reread in order to monitor their comprehension.

After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–11, Chapters 1–2

Mini-Lesson

Vocabulary Routine: *monotonous* **(L 4, 5)**
The Greek combining form 'mono' means *alone*. **The base word 'tone' means** *quality*. **The suffix 'ous' makes this word an adjective.**

Instructional Read-Aloud

Topic: "The Domestic System vs. the Factory System," by Sarah Collinge

In this article…the author explains the differences between the domestic system of manufacturing products and the factory system. Readers learn about the assembly line and key inventions made during the time of the Industrial Revolution.

In this lesson…you be modeling how readers focus on recognizing cause and effect. You will also be modeling how readers gather and categorize information using a T-chart.

Prior to teaching this lesson, you will want to photocopy the outside text for all students. You will also want to purchase the PBS DVD titled *Mill Times* (2001).

Learning Targets:

Read closely to monitor comprehension (RI 1)

Explain cause and effect relationships (RI 3)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers identify important information in outside texts and use that information to help them build background knowledge about a topic prior to reading.

We are getting ready to read the book *Kids at Work: Lewis Hine and the Crusade Against Child Labor.* Before we start to read this book, we need to learn about the advancement of industry in the United States that began just after the American Revolution.

Teach:

Today I am going to teach you…

…that good readers recognize the effects of important historical events. We will be learning about a time in American history when new inventions led to a change from producing goods such as clothing in one's home, to producing goods in factories. We will be reading the article "The Domestic System vs. the Factory System."

Watch me as I model how I recognize important information about the time period just after the Revolutionary War.

Notice how I think about the effects of new advancements in industry on the American people.

Today we will be using this stem for turn and talk:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

Please open up your reader's notebooks to a clean page. Make a T-chart and label the left column **Cause** and the right column **Effect**. As we create this chart together on the easel, you will each copy the information onto the chart in your own reader's notebook. We will use this chart to record the cause and effect relationships we recognize as we read the article.

Begin reading "The Domestic System vs. the Factory System."

Model:

Stop after: "The domestic system was no longer able to provide enough goods to meet the demand." (paragraph 3)

When the article said that making fabric in the home required a significant amount of time and skill, **I was thinking this was important because** it tells me why Americans weren't able to produce enough fabric to meet the demands of a growing population. **This helps me understand** how important it was to find a new, easier, and quicker way to spin yarn and weave fabric.

(Model adding this important information to the cause and effect chart.)

Guided Practice:

📖 **Stop after:** "They stayed in tenements or apartments in order to be close to their work." (paragraph 5)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Guided Practice:

📖 **Stop after:** "The invention of the assembly line allowed a large quantity of goods to be made in a short time frame and at a low cost." (paragraph 6)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Stretch It:

The chart titled "Inventions of the Factory System" shows a series of inventions that made the production of goods faster and cheaper. Read the chart with your partners.

Discuss: How do you think these inventions impacted the lives of the American people?

Stretch It (Optional):

(You will need 15 minutes for this part of the lesson. Watching either or both of the video segments listed below will help students visualize the time period and cause and effect relationships.)

View the beginning of the PBS movie *Mill Times* (0:00–8:47).
(This segment of the DVD shows how textiles were made using the domestic system and describes how new inventions led to the factory system.)

Also view a later portion of *Mill Times* (16:58–20:35).
(This segment of the DVD demonstrates how a water wheel was used to power a loom.)

Link:

Today and every day when you read…
…I want you to recognize the effects of important historical events and use outside sources to increase your understanding of a time period.

The following chart is an example of what your co-created chart *might* look like:

Cause	Effect
The domestic system required time and skill.	Americans couldn't produce enough goods to meet the demand.
In the 1700s machines were invented.	Products could be made faster and in larger quantities.
Large factories were built along rivers.	People had to travel to work or stay in tenements.
Assembly lines were used.	Workers no longer had to be skilled. Lots of goods could be made quickly for less money.
Samuel Slater built the first American textile mill. (1789)	Cities grew. The U.S. became a more urban society.

The Domestic System vs. the Factory System

By Sarah Collinge

The Domestic System

Before the 1700s, people manufactured products in their own homes. These people were considered artisans. They made products by hand, often taking a long time to make each object. While this work was slow, the finished products were of high quality.

During the time of the domestic system, it took a great deal of time to produce fabric that could be made into clothing. First, wool was sheared from the sheep and cleaned. It was then spun by spinners and made into yarn. Finally, a skilled weaver wove the yarn using a handloom. It took a significant amount of time and skill to make a single piece of fabric.

With the population growing, the need for a large production of goods, especially textiles, was needed. The domestic system was no longer able to provide enough goods to meet the demand.

The Factory System

In the late 1700s, machines were invented that allowed textiles to be made faster and in larger quantities. These new machines replaced hand weavers. The new machines were too large to be housed in one's home. They also required a power source to make them run.

Factories, or mills, were built along rivers, which supplied power. Workers now had to leave their homes each day and travel to a factory to work. Some workers lived too far away from a factory to travel back and forth each day. They stayed in tenements or apartments in order to be close to their work.

Workers no longer had to be skilled artisans. Instead, each worker was used to form part of an assembly line. An assembly line is an arrangement of workers and machines that each perform a single operation. As the product is passed down the assembly line, each worker or machine completes a single step in the production process. Working in an assembly line is a monotonous task. The invention of the assembly line allowed a large quantity of goods to be made in a short time frame and at a low cost.

Inventions of the Factory System:

1733	Flying Shuttle	John Kay improved the handloom with a shuttle that could be thrown by a lever, removing the need for more than one person to operate a loom.
1764	Spinning Jenny	James Hargreaves invented this device, which allowed a person to spin many threads at once.
1764	Water Frame	Richard Arkwright used the power of a water wheel to run a machine that produced yarn faster than other production methods. This machine became known as the water frame and could produce a thread much stronger than any other machine of its time.
1769	Steam Engine	James Watt invented an efficient, reliable version of the steam engine that became a revolutionary source of power for factories.

| 1793 | Cotton Gin | Eli Whitney saw how hard it was to clean raw cotton by hand. He invented a machine that could clean cotton ten times faster. |
| 1798 | Interchangeable Parts | Eli Whitney popularized the idea of interchangeable parts. This meant that one single part could be manufactured in large quantities to be used in a variety of tools or machines. |

References:

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Trueman, C. (2012). The domestic system. *History Learning Site.* Retrieved April 17, 2012, from http://www.historylearningsite.co.uk/domestic_system.htm.

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Mini-Lesson

Vocabulary Routine: *bondage* **(L 4, 5)**
The base word 'bond' means *to bind or fasten.* **The suffix 'age' makes this word a noun.**

Instructional Read-Aloud

Topic: "The Effects of Industrialization in the United States," by Sarah Collinge

In this article…the author explains the positive and negative effects of industrialism. Readers learn about Samuel Slater and the factory system. They read about how Francis Cabot Lowell hired young women to work for lower wages than he paid men. They also learn about the rise of child labor in the late 1700s. The author explains how the invention of the cotton gin led to the expansion of slavery in the United States.

In this lesson…you be modeling how readers focus on recognizing cause and effect. You will also be modeling how readers gather and categorize information using a T-chart.

Prior to teaching this lesson, you will want to photocopy the outside text for all students.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Explain cause and effect relationships (RI 3)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers identify important information in outside texts and use that information to help them build background knowledge about a topic prior to reading.

We are getting ready to read the book *Kids at Work: Lewis Hine and the Crusade Against Child Labor.* Before we start to read this book, we need to continue to learn about the advancement of industry in the United States that began just after the American Revolution.

Teach:

Today I am going to teach you…
…that good readers continue to recognize the effects of important historical events. Today we will be reading the article "The Effects of Industrialization in the United States."

Watch me as I model how I recognize important information about the time period just after the Revolutionary War.

Notice how I think about the effects of new advancements in industry on the American people.

Today we will be using this stem for turn and talk:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

Please open up your reader's notebooks to the copies of the cause and effect T-chart you made yesterday. We will continue to use this chart to record the cause and effect relationships we recognize as we read the article.

Begin reading "The Effects of Industrialization in the United States."

Model:

Stop after: "Cities grew and the United States became a more urban society." (paragraph 4)

When the article said that Samuel Slater built the first American textile mill, **I was thinking this was important because** families moved into the cities to work. **This helps me understand** how much American cities grew during this time period and how the lives of the people changed as they moved from farms to the city.

(Model adding this important information to the cause and effect chart.)

Guided Practice:

Stop after: "Instead of going to school and getting an education, children were working in factories, mills, and mines." (paragraph 6)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Guided Practice:

📖 **Stop after:** "By 1810, there were 1.2 million slaves in the United States." (paragraph 8)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Guided Practice:

📖 **Stop after:** "This allowed any white person to claim a black person was a fugitive and send them back into a life of bondage." (paragraph 10)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Stretch It:

📖 **Stop after:** "At the same time, unfair wages, hazardous working conditions, and the exploitation of minorities and children caused poverty, illiteracy, and conflict." (paragraph 11)

Discuss: Do you think the industrialization of America had a more positive or negative impact on the people and the economy?

Stretch It (Optional):

(You will need 15 minutes for this part of the lesson. Watching the video segments listed below will help students visualize the time period and cause and effect relationships.)

View a segment of the PBS movie *Mill Times* (28:42–33:48).
(This segment explains the use of women to run the mills and looks at Francis Cabot Lowell's model.)

Also view a later portion of *Mill Times* (43:55–45:10).
(This portion of the DVD discusses the effects of mills on slavery and working conditions in the United States.)

Finally, view the conclusion of *Mill Times* (51:48–55:08).
(This portion of the DVD discusses the use of the steam engine to power mills and shows the positive and negative impact of this technology on our present-day world.)

Link:

Today and every day when you read…
…I want you to recognize the effects of important historical events and use outside sources to increase your understanding of a time period.

The following chart is an example of what your co-created chart *might* look like:

Cause	Effect
The domestic system required time and skill.	Americans couldn't produce enough goods to meet the demand.
In the 1700s machines were invented.	Products could be made faster and in larger quantities.
Large factories were built along rivers.	People had to travel to work or stay in tenements.
Assembly lines were used.	Workers no longer had to be skilled. Lots of goods could be made quickly for less money.
Samuel Slater built the first American textile mill. (1789)	Cities grew. The U.S. became a more urban society.

Cause	Effect
Children became workers.	Children did not get an education.
The cotton gin was invented by Eli Whitney (1793)	Slavery increased in the U.S.
The Fugitive Slave Act was passed (1793)	Many black Americans who were free were sent back into slavery.
Industrial Revolution	More immigrants came to the U.S.
	New inventions advanced transportation and technology.
	Poverty
	Illiteracy
	Conflict

The Effects of Industrialization in the United States

By Sarah Collinge

The Factory System

The Industrial Revolution was a time when new inventions led to the growth of industry in both Great Britain and the United States. These new inventions allowed products to be made more quickly and in larger quantities for less money.

With these new inventions came the need for large mills where people and machines could work together on assembly lines to produce large amounts of goods. An English factory worker named Samuel Slater became very interested in this factory system. He dreamed of making his fortune by bringing this factory system to the United States. He used his time working in the British textile industry to memorize the details of the factory's machines.

In 1789, Slater immigrated to the newly independent United States. Slater built the first American textile mill in 1791 and became known as the "father of the American factory system."

As a result of the new factory system, families moved from their rural farms into the cities to work. They lived in tenement housing. Cities grew, and the United States became a more urban society.

Cheap Labor

As America's economy boomed, the need for cheap labor to run the mines, factories, and mills increased. An industrialist named Francis Cabot Lowell found a solution. Lowell hired young women to work in his mill. He paid them $2.00 per week, which was less than he paid men. The young women lived in cramped boardinghouses and worked twelve- to fourteen-hour days.

At the same time, more than two million children were also being used as cheap labor. The use of machinery in factories created the need for unskilled workers. Industrialists could use children for unskilled jobs and pay them less than an adult wage. As a result, many adults could not find work because children took jobs. Instead of going to school and getting an education, children were working in factories, mills, and mines.

The Cotton Industry and Slavery

In 1793, a man named Eli Whitney invented a machine that would quickly clean raw cotton. This invention became known as the cotton gin ('gin' is short for engine). With the cotton gin, two people could clean what it once took one hundred people to clean.

Some people believe Whitney had hoped the invention of the cotton gin would reduce the need for slaves on plantations. In fact, slavery increased as a result of his invention. Cotton became a more profitable crop, and plantation owners expanded their production of cotton. This increased the need for slaves to be used as planters and harvesters of the crop. By 1810, there were 1.2 million slaves in the United States.

Slavery spread to the new western territories where new cotton fields were being planted. From 1790 to 1810, nearly 100,000 slaves were forced westward. Slaves continued to be threatened by separation from loved ones.

The success of cotton made it difficult for slaves to purchase their freedom like Venture Smith had done in 1765. During this time, few slave owners gifted slaves their freedom. Those who had escaped slavery were now in danger of being kidnapped or sold back into slavery. In 1793, the Fugitive Slave Act was passed. This allowed any white person to claim a black person was a fugitive and send them back into a life of bondage.

Industrialization

The industrialization of America had both positive and negative effects on society. The Industrial Revolution brought a flood of immigrants to the United States, contributing to the cultural diversity of our country. Early inventions of the Industrial Revolution led to advances in transportation and technology. At the same time, unfair wages, hazardous working conditions, and the exploitation of minorities and children caused poverty, illiteracy, and conflict.

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Mini-Lesson

In this lesson…students will be synthesizing the effects of the Industrial Revolution in writing.

Learning Targets:

Write an informational/explanatory piece (W 2)
- Cause and effect

Write clearly and coherently according to task (W 4)

Recall and gather evidence from the text (W 8, 9)

Write within a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers gather important information from outside texts. We have also been learning that good readers think about the effects of an event on people and society.

Teach:

Today I am going to teach you…
…that good readers stop to synthesize their thinking in writing.

Today you will each be writing a short piece that describes the causes and effects of the Industrial Revolution in the United States.

Please open up your reader's notebooks to your copies of our cause and effect chart. You will be using a cause and effect frame to help you organize information from this chart into well-structured paragraphs. Remember, you will want to put the information in your own words, adding some details about each item.

Open up your reader's notebooks and title a clean page **Cause and Effect Writing**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

Introduce the Cause and Effect Frame.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :
- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:
I agree with you because _____, OR
I disagree with you because _____.)

Cause and Effect Frame

Introduction Sentence	_____ *caused* _____ _____. (This sentence should tell the major event and also broadly tell the effect of this event.)
Body	Describe several results of the one major event. Include **some** detail. Use transition words such as: *First, next, then, finally,* *First, next, after that, in the end,* *In the beginning, then, after that, finally,*
Conclusion	Describe your thinking about the causes and effects of the major event. Use concluding words such as: *In conclusion,* *All in all,* *As you can see,* *It is true,* *I am thinking,* *I predict,*

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Cause and Effect Writing (Student Sample):

The Industrial Revolution in the United States led to new inventions and growing cities. However, the Industrial Revolution also increased child labor and slavery in the United States.

    First, the Industrial Revolution was a time when machines were invented that would make products more quickly and for less money. Large factories were built where people and machines worked together to make products. People moved to cities to work, and cities grew. People came from all over the world to work in American factories.

    Second, the Industrial Revolution also caused child labor to increase in the United States. Factories did not need skilled workers to run the machines. Instead, they used young children because they could pay them less. Children went to work instead of school.

    Last, slavery increased in the United States as a result of the invention of the cotton gin. The cotton gin helped clean cotton quickly. Plantation owners decided to plant more cotton. They needed slaves to plant and harvest the cotton. By 1810 there were 1.2 million slaves in the United States.

    As you can see, the Industrial Revolution was both positive and negative. While the Industrial Revolution created new inventions, it also led to child labor and slavery.

Mini-Lesson

Vocabulary Routine: *crusade* **(L 4, 5)**
The root word 'crus' means *cross.* **The suffix 'ade' makes this word a noun.**

Mini-Lesson

In this lesson…you will be activating students' background knowledge about the genre biography. For this lesson, I suggest transferring the sample genre chart for biography onto chart paper and posting this in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

Learning Targets:

Show understanding of story elements (RI 3)
- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RI 5)
- Biography

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers build their background knowledge about a topic before reading.

Teach:

Today I am going to teach you…

…that good readers use what they know about the genre to think about character, setting, and plot before reading. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to review the genre biography, which is the genre of *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Kids at Work.*

Today we will be using this stem for turn and talk:
When the chart said _____, I made a prediction. I think _____. I am also thinking _____.

Model:

When reading biography, you can expect the setting to be a real place that exists or existed in the past. The story typically begins in the past and is told chronologically.

When the chart said that a biography typically begins in the past, **I made a prediction. I think** this book takes place in the past because of the black and white photos and the way the kids on the cover are dressed. **I am also thinking** it probably takes place during the Industrial Revolution, because the cover shows kids working in factories.

Guided Practice:

When reading biography, you can expect the book to tell the life of a person the author believes to be important. The people are real and may include family members, people of influence, and groups of people.

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____. I am also thinking _____.

Guided Practice:

When reading biography, you can expect the plot of the story to be centered on one person's life and his or her accomplishments.

What can you predict about the plot?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____. I am also thinking _____.

Guided Practice:

When reading a biography, the most important elements to focus on are the main character and the setting. You can expect to think about the significance of this person's life, and how the person has overcome challenges.

What can you predict you will think about in the story?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____. I am also thinking _____.

Link:

Today and every day when you read…
…I want you to think about the genre of the book and use what you know about the genre to make predictions.

Genre Chart: Narrative Nonfiction: Biography/Autobiography

	Narrative Nonfiction: Biography/Autobiography
Setting	A real place that exists or existed in the past. The story typically begins in the past and is told chronologically.
Characters	A biography tells about the life of a person the author believes to be important. An autobiography tells the story of the author's life. The people are real and may include family members, people of influence, and groups of people.
Plot	The story tells the person's life accomplishments. The story is told chronologically, typically from birth to present or death.
Most important story elements	Character Setting
What readers will think about	What is the significance of this person's life? How has this person overcome challenges? How have circumstances shaped this person's life?

                                      Kids at Work Unit of Study

Mini-Lesson

In this lesson…you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

Learning Target:

Analyze the structure of texts (RI 5)
  • How larger portions of the text relate to each other and the whole

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Connect:

We have been learning…
…that good readers get ready to read by gathering information about the topic and genre.

Teach:

Today I am going to teach you…
…that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

Model:

First, open up your book to the last page of the text. There are 89 pages in our text, *Kids at Work*. If we take that number and divide it by 4, we get 22. We are going to divide our book into four quadrants that are each roughly 22 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 19, at the end of chapter 2. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 45. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 72. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read…
…I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.