

## 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.

01

Student Anticipatory Set  
(Motivate the Learner)

- Students will first reflect on what types of jobs they would like to pursue in the future and research that particular career.
- Students will then research a current event about Labor Conditions in the world today and answer 6 questions.

02

TWO Timelines to Establish  
Context and Questions

- Students will read through two timelines. One is about technology that created the Industrial Revolution and the other examines the human impact of the Industrial Revolution.
- Students will then answer two comprehension questions.

03

Five Primary and Secondary  
Sources & 10 Guided  
Questions

- Students will read through the five selected sources and answer the comprehension questions provided.
- You can create a class copy (to save paper), provide a PDF online or make individual copies for each student.

04

Historical Thinking Skill  
Handout (How to use  
evidence to support a claim)

- This handout will explain how to identify and utilize historical evidence to support a historical claim.
- Over ten different questions and helpful items to consider when evaluating historical evidence and to help guide student writing.



## 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:

- 1 What is a job you would like in the future?
- 2 (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?)
- 3 **Research online for a current event**  
Research online a Current News Article about working conditions 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:

**1** What is the title of the article, who published the article and when was it published?

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

**3** Which country is the article about? And what type of industry does it discuss (Examples: coal mining or teaching).

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

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

**6** (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

**1700-1800s**

#### 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. .*

**1790**

#### 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.*

**1794**

#### 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.*

**1823**

#### 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).*

**1800-1830s**

#### 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 distances.*

**1846**

#### 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.*

**1870-1890s**

#### 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.*

**1890-1900s**

#### 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.*



## ESTABLISHING CONTEXT

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

### TIMELINE OF WORKING CONDITIONS IN AMERICA

**Early 1800s**

#### **There are little to no protections for American Workers**

*There are little protections for workers. There were no “weekends” or minimum working hours. It was common for people to work upwards of 13 hours or more a day. There were no age requirements for work, which means children went to work instead of school.*

**1840**

#### **After many protests the 10 hour workday was signed into Law**

*President Martin Van Buren signed an Executive Order that made a 10 hour work day for Federal employees, this was not in effect for industries outside of the Federal Government.*

**1847**

#### **New Hampshire was the first State to implement the 10 hour Workday**

*Other states slowly started implementing this work arrangement.*

**1848**

#### **Pennsylvania creates a child labor law that sets a minimum requirement of 12 years old**

*Only applied to commercial occupations, children under 12 could still work in small scale enterprises.*

**1860**

#### **Pemberton Mill Collapse without warning killing 145**

*A large factory in Massachusetts collapses and injures an additional 166 workers.*

**1907**

#### **Monongah Mining Disaster kills 362 workers**

*An explosion led to the worst mining disaster in American History.*

**1911**

#### **Triangle Shirtwaist Factory Tragedy in New York City**

*One of the deadliest factory disasters in America which led to 146 people dying. 123 women were killed and 23 men. Many of the victims were children. The building accidentally caught fire and the fire escapes were locked (to prevent theft) and workers could not flee the building. This led to legislation to help working conditions.*

**1938**

#### **The Forty Hour Work Week and Weekends are established**

*The Fair Labor Standards Act was adopted nationwide and is still in effect today. This also created the two day “Weekend.” This act also ended child labor, a child under 16 years of work cannot legally work and must go to school.*





## 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:

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

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## PRIMARY AND SECONDARY SOURCES Continued...

*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. Unguarded 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:

2. 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:

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### 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 of 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.

## PRIMARY AND SECONDARY SOURCES Continued...

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

### 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.

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### 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.

### Source 4 Question:

4. According to the source, what were some challenges that immigrants had to face during the American Industrial Revolution?

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## PRIMARY AND SECONDARY SOURCES Continued...

*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.

### Source 5 Questions:

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

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### Consider all Five Sources:

6. Write down a list of FIVE adjectivities (describing words) of what conditions were like for workers in the American Industrial Revolution and write which source number would confirm that adjective.

| Adjective |         | What Source would agree? |       |
|-----------|---------|--------------------------|-------|
| 1.        | _____ → | 1.                       | _____ |
| 2.        | _____ → | 2.                       | _____ |
| 3.        | _____ → | 3.                       | _____ |
| 4.        | _____ → | 4.                       | _____ |
| 5.        | _____ → | 5.                       | _____ |





## 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 as 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

|    |  |   |
|----|--|---|
| 01 | Could the claim be true or false?  | <ul style="list-style-type: none"><li>Not all claims will be “true.” It is your job to find appropriate evidence to investigate the claim.</li><li>Some Historical questions cannot be answered because some information is lacking- its okay to acknowledge this in your historical writing.</li></ul> |
| 02 | Is the evidence from a credible/ reliable source?                            | <ul style="list-style-type: none"><li>Is the primary source trustworthy? Do they have a motive to lie or exaggerate?</li><li>Does the secondary source that appropriate credentials? Are they a famous historian or an expert on the topic?</li></ul>   |
| 03 | Does your evidence support the claim/ thesis?                                | <ul style="list-style-type: none"><li>Consider your claim carefully. Does the quote that you use confirm or support the claim?</li><li>Is that quote relevant? Is the quote necessary in order to “prove “ your claim is accurate?</li></ul>  |
| 04 | Are there multiple pieces of evidence that can be used to support the claim? | <ul style="list-style-type: none"><li>Is there another source that would also corroborate or confirm that the claim is accurate?</li><li>Is there a source that contradicts another source? (You should mention this, if there is)</li></ul>  |
| 05 | Did you attribute who wrote the source?                                      | <ul style="list-style-type: none"><li>Did you write the first and last name of the source (for your evidence)?</li><li>Did you write who that person is and why that evidence is trustworthy?</li><li>Did you write the name of the book or article they wrote?</li></ul>                               |



# Thank you

## My Mission

I believe that students need to learn how to think critically in order to 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 is 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](http://www.TeachHistoricalThinking.com)