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The Consequences of Industrialization: Child Labor and Urban Poverty

**Approximate Duration of Lesson:** 1 ninety-minute class period (Block schedule format) or 2 fifty-minute class periods (Traditional schedule format).

**Overview of Lesson:** Through this lesson, students will examine how the industrialization of America in the 19<sup>th</sup> Century created conditions that led to the exploitation of children in the workplace and high levels of urban poverty. Students will review a combination of secondary sources and primary sources (in the form of photographs and prints) to help understand the conditions in the cities and for child laborers.

**Lesson Objectives:** At the completion of this lesson students will be able to:

1. Describe the conditions in which people living in poverty in the cities faced.
2. Explain how industrialization created a demand for child labor and created conditions leading to high levels of urban poverty.
3. Explain the relationship between industrialization and the high levels of child crime in the cities.

**Learning Standards:**

*Illinois State Standards:*

16.A.4a: Analyze and report historical events to determine cause-and-effect relationships.

16.D.4b (U.S.) Describe the unintended social consequences of political events in United States history.

*Common Core State Standards:*

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Academic Vocabulary and Glossary Terms:**

Jacob Riis

Industrialization

Tenement Houses

Sweatshops

**Planning and Preparation:**

Students will prepare for this lesson by reading Timothy Gilfoyle's article "Street-Rats and Gutter-Snipes: Child Pickpockets and Street Culture in New York

City, 1850-1900” as homework prior to the class. This lesson will be part of a larger unit on Industrialization and Urbanization in the 19<sup>th</sup> Century. Earlier lessons in this unit will introduce students to industrialization in America, and they will also have read the relevant section(s) in their textbook. At the beginning of this lesson students will be divided into five teams (size will be dependent upon number of students in class). The room will be arranged into stations, with one primary source set up at each station.

**Resources:**

- Textbooks
- Gilfoyle article copy (see complete citation in list below)
- Pens/pencils
- PowerPoint presentation with electronic images of primary sources at stations
- APPARTS worksheets (sample at end of lesson plan)
- Copies of primary sources for work stations:

De Thulstrup, T. “Homes of the Poor” in *Harper’s Weekly*. Print: wood engraving. July 28, 1883. From Library of Congress, *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/resource/cph.3b22432/> (July 30, 2014).

Gilfoyle, Timothy J. “Street-rats and Gutter-Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900.” *Journal of Social History*, Summer 2004.

Penfield, Edward. *Harper’s [for] November*. Print (poster). New York: Harper & Brothers, 1893. From Library of Congress Prints and Photographs Division, *Posters: Artist Posters*. <http://www.loc.gov/pictures/resource/cph.3b48361/> (July 30, 2014).

Riis, Jacob A. *How the Other Half Lives: Studies among the Tenements of New York*. New York: C. Scribner’s sons, 1901. (Although published in 1901, the photographs were mainly from the 1880s).

Sperry, R.T. *A Tenement-House Alley Gang: Candidates for Crime*. Print. Hartford, Connecticut: A. D. Worthington & Co., publishers, 1891. From Library of Congress Prints and Photographs Division, *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/resource/ds.01303/> (July 30, 2014).

*[Street Types of New York City: Newsboys]*. Photographic Print. From Library of Congress Prints and Photographs Division, *Miscellaneous Items in High Demand*. <http://www.loc.gov/pictures/resource/cph.3b24120/> (July 30, 2014).

**Procedure:**

Essential Aim/Question: Were child labor and increased poverty necessary results of industrialization and urbanization? Why or why not?

Introductory Activity: Students will take a short quiz (approximately 5 objective questions) based on the Gilfoyle article they read following the previous class period. They will be permitted to use their reading notes on this quiz. I will walk around the class to make sure that only notes are being used and not the article. The quiz will be collected and graded.

Independent Practice: Students will be divided into five teams (number of students per team may vary based on class size). The classroom will be arranged into five workstations, with each station having one of the above-mentioned primary sources. Teams will work together to complete an APPARTS worksheet for the primary source. After about 10 minutes, teams will rotate to the next station and repeat the same procedure until they have visited all of the stations. I will circulate throughout the classroom during the activity; assisting groups if needed and making sure students stay on task.

Guided Practice: Once teams have had the opportunity to visit all of the stations and complete the worksheet for each source, the class will regroup and I will lead a class discussion about the sources they analyzed. Additionally, we will discuss how these sources connect to the material they have read about in the Gilfoyle article. The class discussion will conclude by examining the essential question: Were child labor and increased poverty necessary results of industrialization and urbanization? Why or why not? Students will be expected to use information from the primary sources, the Gilfoyle article and their textbooks to defend their arguments.

Closure: At the conclusion of this lesson students will complete an exit card by answering the question "If you were a member of New York City government, what measures would you have adopted to try and combat the high levels of child crime in the city? Why do you feel this would be an effective strategy?" Responses will be collected and given a completion grade.

**Assessments:**

*Formative Assessments:* Students will turn in their APPARTS worksheet packet and the exit card completed at the end of the lesson. These will be given a completion grade. They will be returned to the students once graded so that they may use them to help study for the unit exam. As the students are progressing through the stations, I will be circulating through the class to help the groups if needed. By observing the groups, I will be able to get an idea of how well they are understanding the material which will help me tailor the following class discussion in order to meet the needs of the students.

*Summative Assessments:* The reading quiz at the beginning of the class will be collected and graded. Material from this lesson will be included on the unit exam as well as on the midterm and final exams during the semester.

**Sample APPARTS worksheet:**

	Define Term	Relation to Source
<b>Author</b>		
<b>Place and Time</b>		
<b>Prior Knowledge</b>		
<b>Audience</b>		
<b>Reason</b>		
<b>The Main Idea</b>		
<b>Significance</b>		

\*Note: Not all categories may be applicable to every source being discussed. Fill in as completely as possible.