Includes present-day issues & perspectives

TOOLKIT TEXTS | Short Nonfiction for American History

Industrial Age and Immigration

SELECTED BY

Anne Goudvis and Stephanie Harvey

Heinemann
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Contents

Introduction xv

Professional Articles

"Ten Myths About Immigration" from Teaching Tolerance xxx

"What Will the U.S. Supreme Court's Ruling on DACA Mean for Teachers and Students?" by Robert Kim xxxv

LESSONS FOR HISTORICAL LITERACY

1 **Read and Annotate:**
Stop, think, and react using a variety of strategies to understand L-1

2 **Annotate Images:**
Expand understanding and learning from visuals L-3

3 **Build Background to Understand a Primary Source:**
Read and paraphrase secondary sources to create a context for a topic L-6

4 **Read and Analyze a Primary Source:**
Focus on what you know and ask questions to clarify and explain L-9

5 **Compare Perspectives:**
Explore the different life experiences of historical figures L-12

6 **Read Critically:**
Consider point of view and bias L-15

7 **Organize Historical Thinking:**
Create a question web L-18

8 **Read with a Question in Mind:**
Focus on central ideas L-21

9 **Surface Common Themes:**
Infer the big ideas across several texts L-24

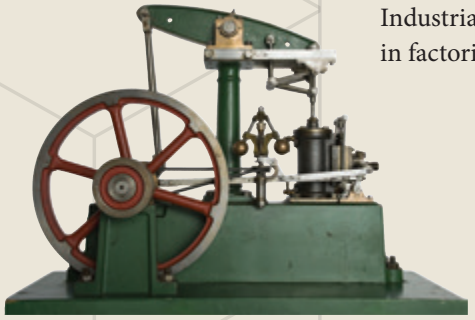
10 **Synthesize Information to Argue a Point:**
Use claim, evidence, and reasoning L-27

11 **Read to Get the Gist:**
Synthesize the most important information L-31

12 **Form an Educated Opinion:**
Distinguish between an opinion and an informed opinion L-34

Telling Our Stories in Words and Pictures L-37

Articles



Chapter 1: Industry, Inventions, and Innovation

The Industrial Revolution: A Time of Change 1
People once lived and worked on farms. But because of the changes brought by the Industrial Revolution, they began leaving their farms and moving to cities to work in factories.

Inventing a Revolution 6
Inventing the Industrial Revolution meant creating new tools and new ways of doing things, including three very important inventions that made it possible to do more work with fewer people.

Hearing Opportunity Knock 9
The end of the Civil War, and new opportunities for investing in railroads, steel, coal, and oil, created new ways for businessmen to accumulate money. It also created a new class of wealthy and powerful industrialists.

Captains of Industry or Robber Barons? 12
Meet some of the most famous industrialists who became wealthy during the Industrial Revolution. Their names may be familiar even today.

Ida Takes Aim 16
Ida Tarbell was a muckraking journalist who investigated the huge Standard Oil Company and unearthed its unfair and dishonest business practices.

Unions in Tough Times 18
Workers in many industries endured long hours in difficult and dangerous conditions. So it was only right that they would make their voices heard and fight for better working lives.

Strikes in the Mills 22
Working in the mills was often difficult, dangerous, and unfair. Striking was one of the few ways that workers' voices could be heard for change.

Model T: A Car for the Masses 24
In 1908, Henry Ford introduced his Model T, the first automobile that was sturdy enough and inexpensive enough for many people to own.

Brilliant Breakthroughs 26
What does it take to invent something? And how do these ways of thinking lead to some of the world's most commonly used inventions, like the zipper or blue jeans?

Awesome Inventions 30
Explore some of the amazing inventions that have become part of our everyday lives and how they moved from one person's idea to everyone's reality.

Inventions That Bring Music to Our Ears: The Personal Music Player 32
People have always looked for ways to hear their favorite music, and even bring it with them wherever they go. From record players to streaming, there are a lot of different ways that inventors bring music to people's ears.

Edison, Tesla, and the Battle of the Currents 34
In the 1880s, gaslights and steam engines were giving way to the age of electricity. But two men, Thomas Edison and Nikola Tesla, had different ideas about how to bring electricity to people.

Inventive Minds: Women Inventors 37
The word *inventor* may conjure images of men like Thomas Edison and Alexander Graham Bell, but the history of women inventors is as long as that of men inventors. These stories illustrate the creativity of women inventors over more than a century.

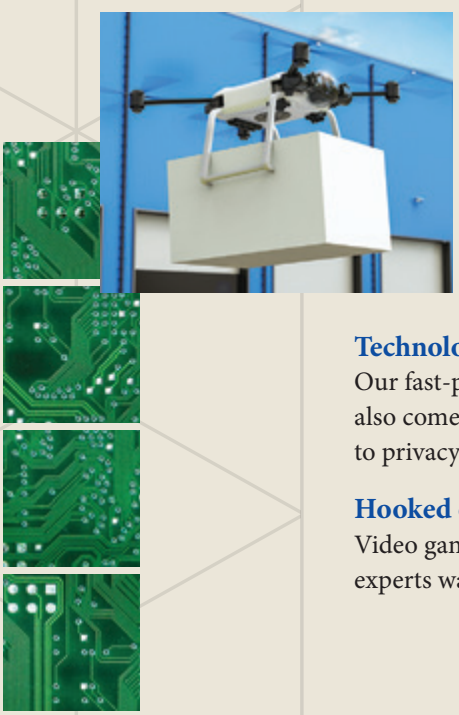
A Woman in a Machine Shop 41
Unlike most girls in the 1880s, Margaret Knight was interested in tools and inventions. She would become an inventor of machines and tools that made factory work faster, easier, and most of all, safer.

Historical Image: Madame C.J. Walker 44
She was born just before the end of the Civil War, a time when it was difficult for Black American women to start a business. Yet Madame C.J. Walker became not only a successful business owner, but also a millionaire and philanthropist.

An American Triumph: The Brooklyn Bridge 45
Often called The Great Bridge, it spans nearly 6,000 feet across the East River from Brooklyn to New York. The Brooklyn Bridge was one of the engineering wonders of the Industrial Revolution.

Primary Source: Building the Brooklyn Bridge, by Frank Harris 50
What was it really like to help build the Brooklyn Bridge? Read a firsthand account of a construction worker who helped on this daring and dangerous project.

Historical Image: The Golden Gate Bridge 52
When California's magnificent Golden Gate Bridge was completed on May 27, 1937, it became the longest suspension bridge in the world.



A New Industrial Revolution 53
The Industrial Revolution isn't over. In fact, it was just the starting point for many new revolutions that are taking place now.

Shattering the Glass Ceiling! 57
Who was missing from the list of captains of industry in the early 20th century? *Women* for one thing! Read about several women CEOs who have shattered the glass ceiling by leading large corporations in the 21st century.

Technology Challenges 59
Our fast-paced, rapidly improving technology brings remarkable benefits, but also comes with new and complicated challenges—from the perils of screen time, to privacy issues, to automation and job loss.

Hooked on Games 61
Video games can be a fun hobby or a challenging educational tool. But health experts warn that video games are taking over our lives.

How the Industrial Revolution Affects You 62
The Industrial Revolution began over one hundred years ago. How is it still affecting your everyday life today?

Roy Allela, Inventor of Sign-IO Gloves 65
Imagine gloves that can bridge the language barrier between those who communicate with sign language and those who don't know how to sign. Roy Allela, a 25-year-old software engineer and inventor from Kenya, is working to make life much better for people who are hearing impaired, deaf, or speech impaired.

Kids Can Invent Solutions 66
Everyone, even kids, can be an inventor. Meet a team of kids who solved a problem in an environmentally friendly way!

School Interrupted 69
The coronavirus transformed education across the country in 2020. Here is what learning looked like for kids and teachers during that school year.

The History of Pandemics 71
This isn't the first time that disease has spread around the globe. How do past pandemics compare with the COVID-19 health crisis?

Primary Source: Quarantine Is Lifted from *Pullman Herald*, November 15, 1918 73
In this 1918 article from the *Pullman Herald* newspaper, a city health official informs the community that the quarantine is over, but everyone needs to remain cautious to keep the virus from spreading.

Born to Invent: Bishop's Great Idea 74
Some kids are born inventors, creating cool things and coming up with interesting ideas. And some kids, like Bishop Curry Jr. from Texas, come up with ideas so great that they save lives.

Chapter 2: Child Labor and Social Reform

Help Wanted Ads and Spotlight on Child Labor 76
Factories and other industries needed people to do the work. And during the Industrial Revolution, there were no laws to keep kids from doing that work, often in dangerous conditions.

Working Days 80
Long days, unsafe conditions, low pay, and no school. These were familiar conditions for working children.

Mill Girls: Harriet Hanson's Story 85
It is 1835, and the textile mills of Lowell, Massachusetts are booming. Harriet Hanson is only 10 years old when she is hired to work there. What was her working life like?

Dear Mama: Letters from a Mill Girl 88
Working in a mill could be a new opportunity for many girls, who left home to earn money and experience the world. Many wrote letters home to tell their families about their new lives.

Triangle Shirtwaist: The Fire Danced on the Machines 93
On March 25, 1911, a fire broke out at the Triangle Shirtwaist Factory. More than a hundred women, many of them teens, would die that day, but their deaths would not be in vain.

A Day in the Coal Mines 96
Children as young as five worked in the coal mines, often for 12 hours a day. Many were hurt or killed by this dangerous work or suffered health problems. And most of them never had a chance to go to school.

Breaker Boys: I Could Not Do That Work and Live 98
Working as a breaker boy was one of the most dangerous jobs in a coal mine. These boys spent every day, from dawn until dusk, sorting coal deep inside the mines.

Champions for Reform 102
Reformers during the Industrial Revolution worked tirelessly for new laws to give workers more rights and safer conditions.

Primary Source:
An Excerpt from the Autobiography of Mother Jones 106
In July 1903, Mary Harris Jones, known as Mother Jones, led a march of mill children to President Roosevelt's summer home to publicize the harsh conditions of child labor. Read an excerpt from her autobiography and a letter to President Roosevelt about her cause.

Lewis Hines: What the Camera Captured 110
Photographer Lewis Hines used the power of his camera to record the conditions of child workers, bringing them to the public's attention and forcing reforms.

Primary Source: Excerpt from Lewis Hines' Report 115
A 4-year-old girl shucked oysters with a sharp knife. Young boys cut fish in an area with slippery floors. These were just some of the realities that Hines witnessed in a canning factory.

Kids Fight Back 117
Children were often the ones working in the worst conditions. But they were also on the front lines for demanding labor changes.

Extra! Extra! Newsboys Strike! 119
In 1899, thousands of New York City newsboys went on strike to protest unfair treatment by newspaper owners.

Child Labor: It's the Law 122
In 1938, after many different legal and legislative attempts to limit child labor, Congress finally passed the Fair Labor Standards Act. It became a law, and children under 14 could no longer work in most jobs.

Primary Source:
Child Labor in Recent Times: *Voices from the Field* 125
Child labor is not a thing of the past. Even today, migrant children sometimes work on farms to help their families.

"Back Where I Started": Vito de la Cruz 127
Read an inspiring story of one young man who witnessed unfair treatment of migrant workers in his community and became an immigration lawyer to make sure that everyone is treated with respect and dignity.

Chocolate from Children 129
Did you know that children in West Africa pick most of the world's cocoa beans that will be sold to large chocolate companies? Still, there is hope as organizations around the world work to eliminate child labor.

Hard at Work: Who's Helping? 131
Many children around the world work full time and can't go to school. But there are individuals and groups who are advocating for children, working to eliminate child labor, and helping to improve the lives of all children.

Chapter 3: Urban Life and Great Migration

The Rise of the Tenement 135
In the late 18th century and early 19th century, many immigrants were settling in New York City, and there weren't enough places for them to live. The tenement building was the answer, fitting as many people into one structure as possible.

Greenhorn No More: Victoria's Story 139
Most immigrants came to America as greenhorns, with no knowledge of the country or how things worked, but they soon learned.

The Promised Land 142
In the Southern United States at the end of the 19th century, Black Americans experienced unemployment and harsh racism. Many headed north to find better lives and better jobs.

Letters Home 146
Moving north was the experience of a lifetime, which many Black Americans shared through letters with family back home.

Jacob Lawrence's The Migration Series 149
Jacob Lawrence, a renowned Black American artist, used his art to tell the stories of Black Americans. His Migration Series of paintings tells the stories of those who left the South for a new life in the North.

Harlem Renaissance 151
During the 1920s, Harlem was a neighborhood in New York City that underwent an exciting social change. New ideas were changing people's attitudes, and Black artists were thinking about how to create literature, art, and music that reflected their community.

Who's Who in the Harlem Renaissance 155
Many famous musicians, writers, actors, artists, and thinkers found their voices during the Harlem Renaissance. They created and preserved a unique culture and paved the way for the Civil Rights movement of the 1960s.

"Dreams" by Langston Hughes 159
Read an insightful poem by Langston Hughes, who was a poet, novelist, and playwright known for his artistic contributions during the Harlem Renaissance.

Migration's Legacy 160
In his writing, author Richard Wright explored how the Great Migration affected the Black American sense of identity.

Primary Source: *We Are Americans*: "Escaping the South in 1924" 163
Read one child's experience as her family moves from South Carolina to New Jersey when she was 10 years old.

Excerpt from *Great Migration*: "Journey to the North" by Eloise Greenfield 164
Poet and writer Eloise Greenfield was a child during the Great Migration. In this poem, she depicts the experiences of families like her own, who found the courage to make new lives for themselves in the North.

Muddy Waters and the Blues 166
Singer and guitarist Muddy Waters is credited with introducing modern electric blues music to Chicago.

Chapter 4: A History of American Immigration

Four Themes of Immigration 169
Many important migration stories suggest a more accurate and inclusive way of thinking about the movements of people, cultures, and events over time in our nation's history. Based on the themes of the "Many Voices, One Nation" exhibit at The National Museum of American History, this article journeys through the many stories and voices of the American people and how they have shaped the country.

Four Themes of Immigration: Suggested Resources 180
This article offers a brief introduction and resources for teaching immigration.

Waves of Immigration 182
Immigration to the United States has always occurred in waves, and each wave often brought different nationalities and groups to America's shores.

Family Reunion: Ellis Island Experience 189
For many immigrants to the United States, the first stop was Ellis Island. And for one young Italian immigrant, it was also the site of a long-awaited family reunion.

From Eastern Europe to America 194
In 1894, an 11-year-old girl named Maryashe Antin left her village in Russia to come to America. She later wrote about her experiences on that journey.

An American Welcome: Mexican Immigration in the 1800s and 1900s 197
While much immigration history is focused on those who came to America through New York or California, there were also many other immigrants coming from Mexico.

The Push and Pull of America: Immigration in the 19th Century 200
Just what brought people to America in the 1800s? There were many reasons why immigrants made the long and difficult journey.

Voyage of Hope, Voyage of Tears 202
By 1880, crossing the Atlantic Ocean on a steamship took from 8 to 14 days. But it wasn't always a safe or comfortable journey.

Primary Source: Ellis Island Interviews
So many people—of every nationality, religion, and ethnic group—passed through Ellis Island. In their own voices, they tell what brought them to the United States.

Marge Glasgow, Scotland 205
Betty Garoff, Russia 207
Lazarus Salamon, Hungary 209

How Curious George Came to America 210
Curious George is a beloved character from a series of children's books. But he also helped his creators escape to the United States during World War II.

Interview with Louise Borden About the Journey That Saved Curious George 213
Meet author Louise Borden, and learn about her travels all over the world to research books about fascinating people and their real-life adventures.

Not Those Huddled Masses 215
The inscription on the Statue of Liberty offers immigrants the new opportunities of life in America. But in real life, not everyone was welcomed.

Historical Image: Statue of Liberty 217
"The Statue of Liberty Enlightening the World" was a gift of friendship from the people of France to the United States and is recognized as a universal symbol of freedom and democracy.

Primary Source: The New Colossus, by Emma Lazarus 218
"The New Colossus" was first published in 1903 in the *New York Times*. It continues to remind us of the plight of immigrants who travel to the United States for new opportunities.

Angel Island Immigration Station 220
Angel Island Immigration Station processed hundreds of thousands of immigrants arriving in San Francisco. The majority of immigrants came from China and Japan, but they also came from India, Russia, and the Pacific Islands.

Louie Share Kim, Paper Son 221
The Chinese Exclusion Act of 1882 stopped most Chinese from entering the United States unless they were related to an American citizen. This created a whole group of paper sons: Chinese children who were related to an American on paper only.

Poetry Carved on the Walls 223
Chinese men who had been detained at Angel Island left behind their own legacy: more than 200 poems carved into the wooden walls of the barracks.

In Search of Peace and Prosperity: Japanese Immigration 226
From Japan to Hawaii to the U.S. mainland, Japanese immigrants traveled more than 6,000 miles across the Pacific Ocean on their journey to America.

Primary Source:
Konoye Hirota's Journey Inspires Generations 230
Konoye Hirota immigrated to the United States from Japan through Angel Island Immigration Station. Her granddaughter shares her remarkable story.

Angel Island: West Coast Stories 233
While most of the immigrants who passed through Angel Island in the early 20th century were Japanese or Chinese, there were some other groups as well.

Chapter 5: Immigration from 1965 to Present Day

Neighbors North and South 235
Mexico and the United States have a complicated history: close in geography, but distant because of big differences in economics and culture.

Celebrating Our Southwest Heritage:
A Talk with Khristaan Villela 239
Meet Khristaan Villela, who is the executive director at the Museum of International Folk Art in Santa Fe, New Mexico. Learn about the unique cultures of the Southwest.

Recent Arrivals from Asian Countries 242
The United States has millions of immigrants from Asia. They have arrived here for many different reasons, from education to work to family ties.

Building a Library of Books: An Interview with Kha Yang Xiong 245
Dr. Kha Yang Xiong immigrated to the United States as a child. She now works as a teacher helping children learn English and as an author on a journey to create books about the Hmong people, culture, and language.

Path to Citizenship 248
Unless you are born in the United States, the path to becoming a United States citizen is not easy, but it is definitely possible. And citizenship brings both rights and responsibilities.

Primary Sources:
Meet Pramila and Juan, teens who have come to America from Bhutan and Colombia and have found new lives here.

From Refugee Camp to New Hampshire 253
100 Percent Colombian 255

The Dreamers: Here to Stay? 258
The Development, Relief, and Education for Alien Minors (DREAM) Act was intended to protect minors who were brought to the United States illegally as young children. But the act and its protections face an uncertain future.

Marissa Molina: First Dreamer to Sit on the Metropolitan State University Board of Trustees 261
Marissa Molina, a Colorado woman who is a "dreamer," never thought she'd get through school, let alone soar to the top of her profession. Now she's making history as the first DACA recipient to serve on a Colorado state board.

For Kids, Crossing the U.S. Border Illegally Involves Fear and Hope 263
Crossing the border between the United States and Mexico is difficult for anyone, but for kids in particular, the experience can be a mixture of fear and hope. Read the story of one child's experiences at the border in May 2019.

Refugees: Who's Helping? 267
Two organizations—the United Nations High Commission on Refugees and the International Rescue Committee—are dedicated to helping refugees whose lives have been upended by war, conflict, and natural disasters.

The Power of Music 271
Refugees need more than shelter, food, and safety. Meet a special group of musicians who improve the quality of life for Syrian refugees through music.

Old Towns, New Life 275
Many small towns and cities in the United States are discovering that refugees from other countries can bring new life to their communities.

Refugees from the Weather 278
Climate change is a reality, and scientists predict that global temperatures will continue to rise and that droughts will increase. These changes are creating a whole new category of refugees.

Young Climate Activists 281
Young people are becoming increasingly visible and recognizable voices for climate change. Meet Greta Thunberg and Xiuhtezcatl Martinez, who are fighting for the futures of all young people.

Bibliography 283

Works Cited 286

The **DIGITAL COMPANION RESOURCE** includes:

- lessons for historical literacy,
- all of the articles in full color,
- primary source documents,
- a full-color bank of more than 60 historical images,
- "Teaching for Historical Literacy," by Anne Goudvis and Stephanie Harvey (*Educational Leadership*, March 2012),
- "Ten Myths About Immigration" from *Teaching Tolerance*, and
- "What Will the U.S. Supreme Court's Ruling on DACA Mean for Teachers and Students?" by Robert Kim.

For instructions on how to access the Digital Companion Resource, turn to page xxix.

Introduction

Reading, writing, viewing, drawing, listening, talking, doing, and investigating are the hallmarks of active literacy. Throughout the school day and across the curriculum, kids are actively inferring, questioning, discussing, debating, inquiring, and generating new ideas. An active literacy classroom fairly bursts with enthusiastic, engaged learning.

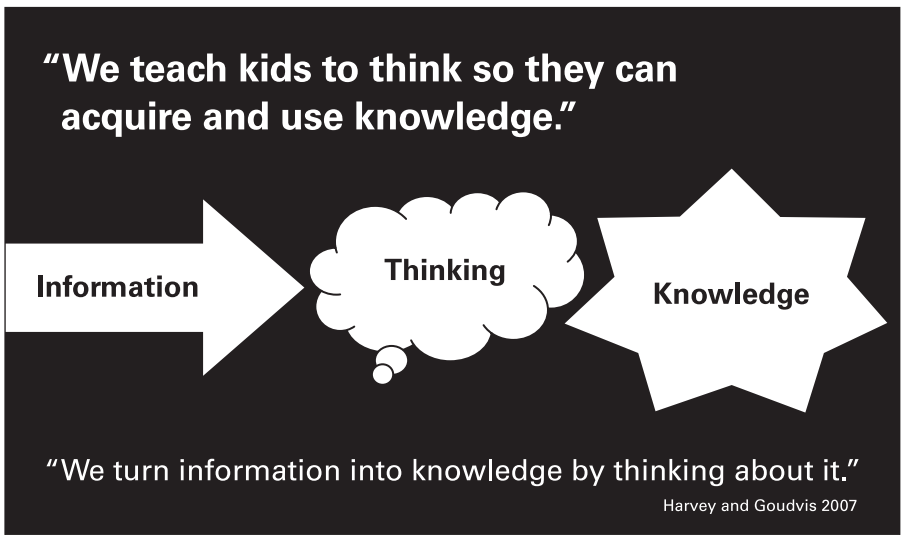
The same goes for our history and social studies classrooms: they, too, must be thinking and learning intensive. To build intrigue, knowledge, and understanding in history, students read and learn about the events, mysteries, questions, controversies, issues, discoveries, and drama that are the real stuff of history.

History is a field that now is striving to reflect the perspectives and voices of many. Yet many history textbooks still do not share the stories of a wide range of diverse populations. Kids need and deserve to see themselves in history texts. In this resource, we highlight those important, lesser known and often under-recognized, perspectives and diverse voices in history and in the current issues and events addressed in this resource.

Content Literacy

When students acquire knowledge in a discipline such as history and think about what they are learning, new insights and understandings emerge and kids generate new knowledge. Fundamental to this understanding is the idea that there's a difference between information and knowledge. Kids have to construct their own knowledge: only they can turn information into knowledge by thinking about it. But we educators must provide the environment, resources, and instruction so kids become curious, active learners.

From Anne Goudvis, Stephanie Harvey, Brad Buhrow, and Anne Upczak-Garcia (2012). *Scaffolding the Comprehension Toolkit for English Language Learners.* Portsmouth, NH: Heinemann.



Too often students experience history as a passive slog through the textbook, with a "coverage" curriculum that's a mile wide and an inch deep. Instead, students should be reading and actively responding to a wide range of historical sources; viewing and analyzing images; reading historical fiction, first-person accounts, letters, and all manner of sources; and engaging in simulations so they can understand and empathize with the experiences of people who lived long ago and far away, as well as those living today and experiencing history as it happens.

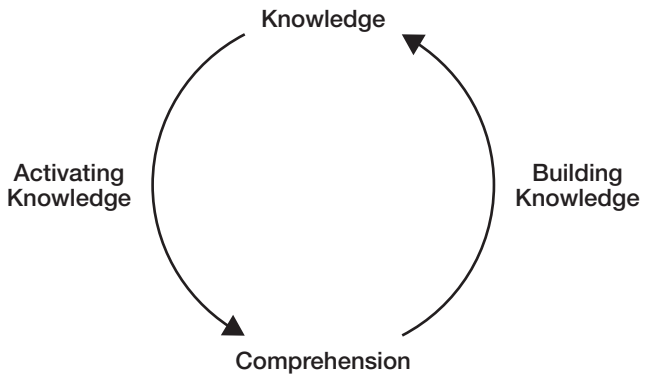
In this approach to content literacy, students use reading and thinking strategies as tools to acquire knowledge in history, science, and other subject areas. P. David Pearson and colleagues (Pearson, Moje, and Greenleaf 2010) suggest that:

> Without systematic attention to reading and writing in subjects like science and history, students will leave schools with an impoverished sense of what it means to use the tools of literacy for learning or even to reason within various disciplines. (460)

Reading and thinking about historical sources and introducing students to ways of thinking in the discipline of history teaches them that there are many ways to understand the people, events, issues, and ideas of the past. But we also want students to understand the power and potential of their own thinking and learning so that they learn to think for themselves and connect history to their own lives.

Content Matters

Cervetti, Jaynes, and Hiebert (2009) suggest that reading for understanding is the foundation for students acquiring and using knowledge. In the figure below, Cervetti, Jaynes, and Hiebert explain the reciprocal relationship between knowledge and comprehension—how background knowledge supports comprehension and in turn, through comprehension/reading for understanding, we "build new knowledge" (83).



Research (Anderson and Pearson 1984) has long supported the strong relationship between background knowledge and school learning: Students' prior knowledge about content supports their new learning. From our perspective, history, more than many subjects, demands that students have a context for their learning, that they understand the essential ideas that emerge within a larger time span, and that they can discern the big picture.

But activating background knowledge is just the beginning. Researchers emphasize the knowledge-building side of this figure, which underscores the idea that when we comprehend, we add to and enhance our store of knowledge. "Knowledge, from this perspective, does not refer to a litany of facts, but rather to the discipline-based conceptual understanding . . . [which] engage students in becoming experts on the world around them" (Cervetti, Jaynes, and Hiebert 2009).

This is a reciprocal process that occurs as students build their knowledge in many content areas and disciplines. In conversations with P. David Pearson, he sums it up well with his quip: "Today's new knowledge is tomorrow's background knowledge." The more students know, the more they will learn, and even more important, the more they will want to learn!

Historical Literacy

Our approach is to embed reading and thinking strategies in our social studies and history instruction, so that comprehension and thinking strategies become tools for learning and understanding content, as well as engaging with it in ways that go beyond merely answering end-of-the-chapter questions. Teaching historical literacy means we merge thoughtful, foundational literacy practices with challenging, engaging resources to immerse kids in historical ways of thinking.

In the first column we summarize foundational comprehension strategies that foster student engagement and understanding as they read, listen, and view. As students build their own repertoire of reading and thinking strategies, these become tools they use 24/7. The second column describes how students use these strategies to acquire knowledge and deepen their understanding of history.

Comprehension strategies for content literacy	Students use these in history when they:
Attend to one's thinking and follow the inner conversation while reading the text. Monitor understanding.	Stop, think, and react during reading. Learn new information and leave tracks of thinking by annotating the text. Respond to and discuss the text by asking questions, connecting to prior knowledge and experiences, drawing inferences, and considering the big ideas.

Comprehension strategies for content literacy	Students use these in history when they:
Activate and build background knowledge.	Connect the new to the known; use background knowledge to inform reading. Recognize misconceptions and are prepared to revise thinking in light of new evidence. Consider text and visual features. Pay attention to text structures and different genres.
Ask and answer questions.	Ask and answer questions to: ▪ Acquire information. ▪ Investigate and do research. ▪ Interpret and analyze information and ideas. Read with a critical eye and a skeptical stance. Explore lingering and essential questions.
Draw inferences and conclusions.	Infer ideas, themes, and issues based on text evidence. Analyze and interpret different perspectives and points of view.
Determine importance.	Sort and sift important information from interesting but less important details. Construct main ideas from supporting details. Evaluate the information and ideas in a text. Distinguish between what the reader thinks versus what the author wants the reader to understand.
Summarize and synthesize.	Analyze, compare, and contrast information across sources to build content knowledge and understanding. Evaluate claims and supporting evidence. Generate new knowledge and insights.

Adapted from Anne Goudvis and Stephanie Harvey (2012). "Teaching for Historical Literacy." *Educational Leadership* March 2012: 52–57.

What might this instruction look like? Students:

- read and reason through many different kinds of sources about the past, connecting to the experiences, dilemmas, discoveries, and reflections of people from other times and places
- ask their own authentic questions, just like historians do
- learn to read critically—to understand different purposes and perspectives, asking, "Who wrote this? Why did they write it? What are the authors' biases, points of view, and purposes?"
- try out ways of thinking about history—inferring, analyzing, and interpreting facts and evidence to surface themes and important ideas.

We believe these practices, above all, promote engagement with the discipline and motivate kids to want to find out more. When kids actively read, think,

debate, discuss, and investigate, they have the best shot at becoming enthusiastic students of history. Not incidentally, zeroing in on content literacy in this way will go a long way in helping students meet district and state standards.

To really engage in and learn from history content, kids need a multisource curriculum. We envision the active literacy classroom awash in engaging historical resources of all kinds: maps, timelines, photographs, artifacts, songs, poems, journals, letters, interviews, feature articles, biographies, and so on. Allington and Johnston (2002) found that students evidenced higher achievement when their classroom focused on a multisource, multigenre, multilevel, multiperspective curriculum rather than a one-size-fits-all coverage approach.

Text Matters

SHORT TEXTS FOR LEARNING ABOUT IMMIGRATION AND THE INDUSTRIAL AGE

Kids need engaging texts and resources they can sink their teeth into. These articles offer rich, engaging content that paints a vivid "big picture" of these events and issues in the past and present. In this resource, we have included families of articles on a common topic, theme, or issue, with the understanding that the more widely kids read on a common topic, the more they learn and understand.

Included here are informational articles in a number of genres: first-person accounts, interviews, poetry, historical fiction, and feature articles. Images, portraits, and paintings, and all kinds of features, such as maps, charts, and timelines, provide visual interest and additional information. Primary sources, including historical letters, images, and documents, can be found for each topic. We have also included a short bibliography of books, magazines, documentaries, and websites for investigation. We encourage you to add as many other texts and images on a topic as you can find, to bring history to life and encourage important research skills and practices.

WHY THESE SELECTIONS?

We considered the following criteria in selecting the articles, primary sources, and images:

Engaging content Kids love to learn about the quirky, the unusual, the unexpected, and the surprises that are essential to the study of history. We chose these articles to capture kids' imaginations as they discover the drama, the controversies, and the mystery of history. We anticipate that these articles will ignite kids' interest as they explore historical ideas and issues, as well as current ones.

Identity All kids need to experience history texts as mirrors of their own lives. Chimamanda Ngozi Adichie explains that we must seek diverse perspectives —and writers must tell the stories that only they can tell because of their own personal experience. Until very recently, many kids did not have access to stories that reflected their lives. In order to engage with history, kids must connect to it.

Accuracy and writing quality When we think back to history class, we remember writing that was dull and voiceless—too often full of the generalizations and information overload common to textbook writing. To get kids excited about history and current events so they are motivated to dig deeper and learn more, we searched for articles that had vibrant language and active voice. Variety makes a difference, so we include a rich assortment of nonfiction texts and visual features. Each article has been carefully vetted for accuracy by content experts.

Visual literacy Images provide another powerful entry point for students to access historical texts. Projecting the color versions of the historical images or articles rich with art for students to view closely is one way to generate a conversation about students' background knowledge. We also use images to introduce a particular theme or concept and model interpretation and analysis. Historical and recent images and photographs are located throughout the book. Additional images can be accessed on the Digital Companion Resource or through further research online.

Reading level/complexity Differentiation is key. Included in the collection are articles at a variety of reading levels to provide options for student practice. For example, there are shorter, more accessible articles and longer, more in-depth ones on the same or similar topics. All articles have carefully chosen images designed to enhance the content. This allows for differentiation according to students' reading proficiency levels and background knowledge, as well as their interest.

We have also carefully selected primary source documents that will give students an authentic view of and unique insights into the topics in this resource, both past and present. Arcane or unusual vocabulary and unfamiliar sentence structures can present significant reading challenges. We recommend building background knowledge and historical context (see Lesson 3) before digging into these authentic documents with your students. We offer strategies for approaching the close reading of primary source documents with your students in Lesson 4.

Assigning a grade level to a particular text is arbitrary, especially with content-rich selections, particularly in nonfiction with all of its supportive features. Some of these articles may be challenging for fifth or sixth grade readers, and you might try reading them together in an interactive read-aloud or during small-group work.

We suggest you look carefully at all the articles and choose from them based on your kids' interests and tastes as well as their reading levels.

SOCIAL STUDIES STRANDS

This resource provides a range of reading in the different social studies strands: history, culture, economics, government, and geography. A chart correlating the articles to the social studies strands appears on pages xxii–xxiv.

History Learning about history helps students understand how people and societies behave. It also allows students to make connections between themselves and others who lived long ago. In addition, history helps students to understand the process of change and better prepare themselves for changes they will encounter in their lives.

Culture Learning about culture helps students to better understand and relate to others. By examining their own cultural traditions, students can understand the values of their society. By examining the cultural institutions of other groups, students can gain an appreciation of people who live differently from themselves and also see similarities they might not have otherwise realized.

Economics When students learn about economics, they learn how individuals, groups, and governments all make choices to satisfy their needs and wants. Understanding economics helps students to make better financial decisions in their own lives and also helps them to make sense of the economic world we live in.

Government By learning about government, students are preparing themselves to be good citizens and take part in their political system. Not only does understanding government help students understand the modern-day world and its events, it also gives them the power to change that world through public actions.

Geography Understanding geography helps students understand the physical world in which they live. It helps them see how different parts of their environment are connected and how all of those parts impact their lives and the lives of others.

CORRELATION CHART TO SOCIAL STUDIES STRANDS

Read across the chart to determine which social studies strands are covered in each article.

Toolkit Texts: Short Nonfiction for American History, Industrial Age and Immigration

Article	History	Culture	Economics	Geography	Government
Chapter 1: Industry, Inventions, and Innovation					
The Industrial Revolution: A Time of Change	Yes	Yes	Yes	Yes	Yes
Inventing a Revolution		Yes	Yes	Yes	Yes
Hearing Opportunity Knock	Yes		Yes	Yes	Yes
Captains of Industry or Robber Barons?	Yes		Yes		Yes
Ida Takes Aim	Yes	Yes	Yes		Yes
Unions in Tough Times	Yes		Yes		Yes
Strikes in the Mills	Yes		Yes		Yes
Model T: A Car for the Masses	Yes	Yes	Yes	Yes	
Brilliant Breakthroughs	Yes	Yes	Yes		
Awesome Inventions		Yes	Yes	Yes	Yes
Inventions That Bring Music to Our Ears: The Personal Music Player	Yes	Yes			
Edison, Telsa, and the Battle of the Currents	Yes	Yes	Yes		
Inventive Minds: Women Inventors	Yes	Yes	Yes	Yes	
A Woman in the Machine Shop	Yes				
An American Triumph	Yes			Yes	Yes
A New Industrial Revolution		Yes	Yes	Yes	Yes
Shattering the Glass Ceiling		Yes	Yes		
Technology Challenges		Yes	Yes	Yes	
Hooked on Games		Yes			
How the Industrial Revolution Affects You	Yes	Yes	Yes	Yes	Yes
Roy Allela, Inventor of Sign-IO Gloves		Yes			
Kids Can Invent Solutions				Yes	
School Interrupted		Yes			Yes
The History of Pandemics	Yes	Yes		Yes	Yes
Born to Invent: Bishop's Great Idea		Yes	Yes		

Article	History	Culture	Economics	Geography	Government
Chapter 2: Child Labor and Social Reform					
Help Wanted Ads and Spotlight on Child Labor	Yes	Yes	Yes	Yes	Yes
Working Days: Child Labor in American History	Yes	Yes	Yes	Yes	Yes
Mill Girls: Harriet Hanson's Story	Yes	Yes	Yes		
Dear Mama: Letters from a Mill Girl		Yes	Yes		Yes
Triangle Shirtwaist: The Fire Danced on the Machines	Yes		Yes	Yes	
A Day in the Coal Mines	Yes		Yes		
Breaker Boys: "I Could Not Do That Work and Live"	Yes		Yes		Yes
Champions for Reform	Yes	Yes	Yes	Yes	
Lewis Hines: What the Camera Captured	Yes	Yes		Yes	
Kids Fight Back!	Yes		Yes	Yes	
Extra! Extra! Newsboys Strike!	Yes	Yes	Yes	Yes	
Child Labor: It's the Law	Yes		Yes	Yes	
Back Where I Started: Vito de la Cruz		Yes	Yes		Yes
Chocolate from Children			Yes	Yes	Yes
Hard at Work: Who's Helping?		Yes	Yes	Yes	Yes
Chapter 3: Urban Life and Great Migration					
Rise of the Tenement	Yes	Yes	Yes	Yes	Yes
Greenhorn No More: Victoria's Story		Yes	Yes	Yes	
The Promised Land	Yes	Yes	Yes	Yes	Yes
Letters Home	Yes	Yes	Yes		Yes
Jacob Lawrence's The Migration Series	Yes	Yes			
Harlem Renaissance	Yes	Yes	Yes		Yes
Who's Who in the Harlem Renaissance	Yes	Yes			
Migration's Legacy	Yes	Yes	Yes	Yes	Yes
Muddy Waters and the Blues	Yes	Yes	Yes		Yes

Article	History	Culture	Economics	Geography	Government
Chapter 4: A History of American Immigration					
Four Themes of Immigration	Yes	Yes	Yes	Yes	Yes
Waves of Immigration	Yes	Yes	Yes	Yes	Yes
Family Reunion: Ellis Island Experience	Yes	Yes	Yes	Yes	Yes
From Eastern Europe to America	Yes	Yes	Yes	Yes	Yes
An American Welcome: Mexican Immigration in the 1800s and 1900s	Yes	Yes	Yes	Yes	Yes
The Push and Pull of America: Immigration in the 19th Century	Yes	Yes	Yes	Yes	Yes
Voyage of Hope, Voyage of Tears	Yes	Yes	Yes	Yes	Yes
How Curious George Came to America	Yes			Yes	Yes
Interview with Louise Borden		Yes			
Not Those Huddled Masses	Yes	Yes	Yes	Yes	Yes
Louie Share Kim, Paper Son	Yes	Yes	Yes	Yes	Yes
Poetry Carved on the Walls	Yes	Yes			
In Search of Peace and Prosperity: Japanese Immigration	Yes		Yes	Yes	Yes
Angel Island West Coast Stories	Yes		Yes	Yes	Yes
Chapter 5: Immigration from 1965 to Present Day					
Neighbors North and South	Yes	Yes	Yes	Yes	Yes
Celebrating Our Southwest Heritage: A Talk with Khristaan Villela	Yes	Yes			Yes
Recent Arrivals from Asian Countries	Yes	Yes	Yes	Yes	Yes
Building a Library of Books: An Interview with Kha Yang Xiong		Yes		Yes	
Path to Citizenship				Yes	
The Dreamers: Here to Stay?		Yes		Yes	
Marissa Molina: First Dreamer to Sit on the Metropolitan State University Board of Trustees		Yes		Yes	
For Kids, Crossing the U.S. Border Illegally Involves Fear and Hope			Yes	Yes	
Refugees: Who Is Helping?			Yes	Yes	Yes
The Power of Music		Yes		Yes	
Old Towns, New Life		Yes	Yes	Yes	Yes
Fleeing from the Weather			Yes	Yes	Yes
Young Climate Activists				Yes	Yes

TWELVE LESSONS FOR HISTORICAL LITERACY

In this resource, we have designed twelve lessons that merge effective, foundational content-literacy practices with thoughtful approaches to reading historical articles, viewing images, and reasoning through documents. These lessons encourage thoughtful reading and discussion that go far beyond answering the questions at the end of the chapter. By teaching these twelve lessons, teachers will guide students to use reading and thinking strategies as tools to acquire and actively use knowledge in history.

Lesson	Title	Page
1	Read and Annotate: Stop, think, and react using a variety of strategies to understand	L-1
2	Annotate Images: Expand understanding and learning from visuals	L-3
3	Build Background to Understand a Primary Source: Read and paraphrase secondary sources to create a context for a topic	L-6
4	Read and Analyze a Primary Source: Focus on what you know and ask questions to clarify and explain	L-9
5	Compare Perspectives: Explore the different life experiences of historical figures	L-12
6	Read Critically: Consider point of view and bias	L-15
7	Organize Historical Thinking: Create a question web	L-18
8	Read with a Question in Mind: Focus on central ideas	L-21
9	Surface Common Themes: Infer the big ideas across several texts	L-24
10	Synthesize Information to Argue a Point: Use claim, evidence, and reasoning	L-27
11	Read to Get the Gist: Synthesize the most important information	L-31
12	Form an Educated Opinion Distinguish between an opinion and an informed opinion	L-34

TEACHING WITH THIS RESOURCE

We trust that teachers will know their students and how to find the articles that are most appropriate for them. Both the levels and text complexity of these articles are highly variable. Some of these articles may be too difficult for fifth and sixth graders to read on their own. Others may have a more accessible reading level but contain complex and sometimes intense information and issues. For middle and high school readers, many of these articles can be read independently but merit discussion led by the teacher. For younger children, teachers need keep a watchful eye. In fact, all the selections in this resource are best read with some level of discussion. The rich, textured, often sensitive nature of the articles calls for readers to talk about their thinking and reading. So rather than simply handing out articles for students to read on their own, here we share several ways to more effectively teach with this resource.

Interactive Read-Aloud

In an interactive read-aloud, the teacher and students co-construct meaning as the teacher reads and thinks aloud about a piece of text. The teacher models her own questions, connections, thoughts, and reactions initially. Kids turn, talk, and jot about their thinking. The teacher guides kids as they continue to read and think about the article together. Then, kids finish the article independently or in pairs. During interactive read-aloud, all kids can access the ideas and issues that arise, regardless of their reading levels. As kids process the information throughout the instruction, the teacher can support the conversation and guide the discussion toward the big ideas. Interactive read-aloud is a particularly useful instructional technique for this resource, since many of the articles call for deep, extensive discussions to better distill the underlying issues and ideas. Interactive read-aloud also allows for teachers to share some important information that may be out of reach for striving readers. Lastly, some of the issues explored in these selections are delicate, and discussing them with a teacher's guidance will likely help kids wade through some difficult issues.

Partner Reading

There are different forms of partner reading with different purposes. Sometimes kids choose to read in partnerships so they can share their thinking with a friend. Sometimes teachers choose to assign partnerships so a striving reader can get the information when they are not able to read the text on their own. No matter the purpose, our primary goal for reading partnerships is to foster purposeful conversation about the issues and ideas in the text.

Often when kids are partner reading, they take turns reading paragraphs. Sometimes, the student reading is focused on the text while the partner stares off into space; when the reader taps the classmate on the shoulder to say "your turn!" the partner is startled and unprepared. To avoid this kind of behavior, we

launch partnerships by modeling and explaining that the listener always has the biggest job. We share what active listening is and give the listener a pad of sticky notes to jot down their thinking as the partner reads. We encourage the listener to jot or draw anything he or she

- wonders
- learns
- is surprised by or
- is confused by.

Then when the reader is done with the section, the listener leads the discussion based on the notes taken during the reading. Active listening keeps the listener participating and engaged. The partners switch roles once they finish discussing that section. Striving readers who can't read the text assume the role of active listener throughout the piece. However, pairing them with more proficient readers frequently cuts into the amount of time they spend reading and they need voluminous reading to grow as readers. So be judicious about this and make sure strivers have text they can read most of the time.

Read, Write, and Talk

Read, Write, and Talk (RWT) is a practice that gives readers an opportunity to read, think, record their thoughts, and then talk about what they have read. RWT encourages kids to merge their thinking with the information and share it with others to better learn, understand, and remember the information. We model the practice by reading, sharing our own thinking, and annotating our thoughts in the margin or on sticky notes. As we read aloud, kids jot their thinking, turn and talk with a partner, and then several share out what they discussed. After modeling this practice, we give kids a chance to try it on their own. They choose among three articles on the topic at hand, such as "immigration today," and read and jot their thinking. When they finish reading, they find a classmate in the room who read the same text and discuss it, using their annotations to fuel the discussion. Teachers move around the room and confer with these small groups. When kids notice and annotate their thinking while they read and engage in purposeful talk after reading, they comprehend more completely and think beyond the text. The articles in this resource are organized by topic, and lend themselves well to the RWT practice. Lesson 1 Read and Annotate is a useful one to model before introducing RWT.

Independent Reading

For kids who can and want to read these articles independently, let them have at it! But be sure to offer them a choice. Choice matters, particularly if our goal is engaged reading. When reading independently, kids can choose virtually anything under the sun that they can and want to read. In this resource, the

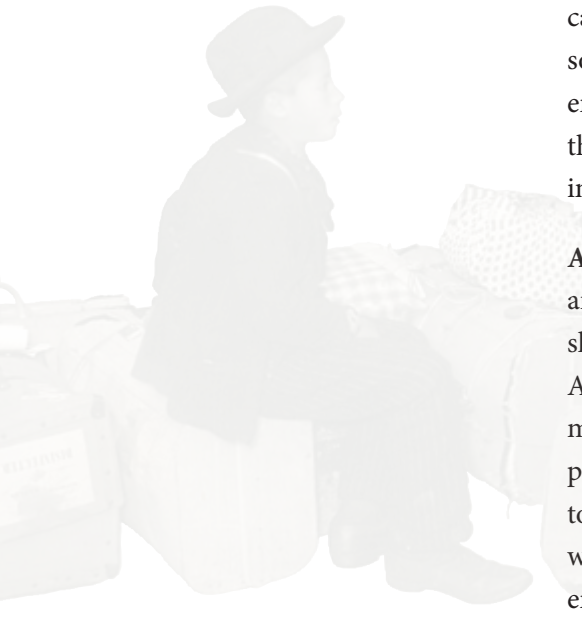
reading material relates to immigration, industrialization, and innovation. So, we subscribe to Dick Allington's notion of "managed choice", which might look like offering four or five articles on innovation that include similar themes from which kids might choose. We also know that it is essential for readers to have enough background information to comprehend the article they have chosen. So, reading these in the context of a unit of study will give them a leg up.

You might do an interactive read aloud with the introductory overview pages to build enough background for kids who can and want to read other subsequent articles independently. In reviews of the research, Cervetti and colleagues (Cervetti and Hiebert 2009) argue that "knowledge building is the next frontier in reading education" because "evidence is beginning to demonstrate that reading instruction is more potent when it builds and then capitalizes upon the development of content knowledge." As students build their knowledge of the big ideas in this resource, they create a foundation that promotes ongoing learning and understanding.

Collaborative Reading in Small Groups

This version of independent reading convenes small groups where kids read largely independently, but then come together to discuss the information and ideas in a small group. There are several ways this might work:

Small-Group Jigsaw Four kids form a group, with each student getting a different article on a common topic. Kids read and annotate their articles on their own, ferreting out the most important information, summarizing important ideas, asking questions that come up. Then each student contributes to the collaborative conversation. Sometimes kids are asked to respond to questions about the bigger ideas and issues suggested by the topic. This process can work well with articles that illustrate different perspectives, such as primary sources about a variety of immigrant experiences. This kind of group work ensures that each student assumes responsibility for doing lots of reading and thinking and also participates in a conversation to get every student's take on important ideas and issues.



Article Clubs Like book clubs, a small group of students reads a common article and comes together to discuss and respond to it. The goal is to eventually share out their learning and ideas with the whole class in a whole-group jigsaw. After reading, kids create a response of some kind—a small poster, mind map, chart, illustration, or infographic. Responses depend on the goals for the process—but oftentimes, kids surface bigger issues or come up with answers to essential or guiding questions. And groups have been known to get creative with their responses. Drama and artistic creations keep kids engaged and enthusiastic about sharing their ideas with others.

Guided Reading in History Small groups of kids who read at the same reading level choose an engaging text that they will read together with a teacher's guidance. It is an opportunity to address skills development in content literacy and, specifically, historical literacy.

A caveat: please keep in mind that some of the issues in the upcoming selections are sensitive and could be triggers for previous traumatic experience. So, it is important that we know our kids well and that we know the articles, particularly if kids choose them for independent reading. We want to be close by to support kids as they dip into some of these more emotional issues.

HOW TO ACCESS THE DIGITAL COMPANION RESOURCE

The Digital Companion Resource provides all of the reproducible texts, plus primary source documents, and a bank of more than 60 additional historical images in a full-color digital format that is ideal for projecting and group analysis. We've also included the professional journal article, "Teaching for Historical Literacy" (Goudvis and Harvey 2012).

To access the Digital Companion Resource:

1. Go to www.heinemann.com.
2. Click on "login" to open or create your account. Enter your email address and password or click "register" to set up an account.
3. Enter keycode TTSNFII and click register.
4. You will receive a link to download Immigration and Industrial Age Digital Companion.

You can print and project articles and images from the Digital Companion. Please note, however, that they are for personal and classroom use only, and by downloading, you are agreeing not to share the content.

These buttons are available at the top of each article for your convenience:

 will print the current article.

 will jump to the next article.

 will jump to the image bank when there are correlating images.

For best results, use Adobe Reader for Windows PC or Mac. Adobe Reader is also available as an app for iPad and Android tablets. However, the Print function will not work on tablets.

LESSON 4

Read and Analyze a Primary Source

Focus on what you know and ask questions to clarify and explain

Text Matters

Any of the primary source articles or images work well with the thinking routines and strategies in this lesson. Strategies like asking questions and drawing inferences guide discussion as kids reason through these sources.

PRIMARY SOURCE DOCUMENTS can offer unique insights into the time period students are studying, but they often present significant reading challenges. Created in different time periods and for a variety of purposes, these documents are often characterized by unfamiliar formats, arcane language—both archaic or unusual vocabulary and unfamiliar or difficult sentence structures—and content beyond the experience of today's reader. This lesson offers a strategy for approaching the reading of primary source documents. It is important to do Lesson 3 to build a historical context before we ask kids to analyze a primary source, because students need a great deal of background knowledge about the topic at hand. We would not consider having them read a primary source cold without any knowledge of the historical context.

Resources & Materials

- a primary source document, enough copies for every student
- Anchor Chart: Reading Primary Source Documents

Connect & Engage

Review the definition of primary source.

For a while we've been studying about [time period], right? So we already know a bit about it. One way to understand even more about that time is to read *primary source documents*. Who can remind us what a primary source is? Turn and talk about that for a moment. *[We let students share their background knowledge and define primary source as "information—an original document or artifact—created at a specific point in history." They should know this from the previous lesson.]*

It's important to have a good deal of background knowledge about the people and events of the time period before tackling a complex primary source because these documents often have words and expressions that we don't use today. We call this arcane language. It's common for readers to come to an unfamiliar word or an idea and get stuck. Even if we read on to clarify understanding, reading on in a primary source sometimes leads to even more confusion because there are so many unfamiliar words and concepts.

Model

- **Explain a strategy for reading a primary source containing arcane language.**

Let's take a look at this example of a primary source document. I'll read aloud the first couple of sentences. *[We read aloud enough to give kids a taste of the language.]* Wow. Pretty hard to understand, isn't it? That's why when we read primary sources we usually need to read it several times to make sense of it and get the right idea. However, just reading it over and over doesn't help. We need to read it closely and use strategies to understand what we don't know. We particularly need to think about any background knowledge we already have.

Have you ever come to a word or an idea you didn't understand when you were reading? Turn and talk about a time you remember that happening and what you did to understand what you were reading. *[Kids turn and talk and share out a few examples of ways they figured out difficult words and language.]*

One of the best ways to understand a primary source with a lot of unfamiliar words and ideas is to focus on what we do understand the first time we read it, and perhaps think about what we have already learned about the content. Too often we get stuck on an unfamiliar word and that's it. So we focus on what we do understand the first time we read it and get a general idea of what the source is mostly about. Then when we reread it, we think about our questions and address those.

- **Model how to write notes on what you know and questions you wonder about.**

OK, so let's try it. *[We read a paragraph of the document.]* As I read this part of the document the first time, I don't have a clue what this word means, so I am not going to try to read it over and over. But I do understand this one, because I have some background knowledge about it. I can tell that the writer must have meant . . . when writing this. Thinking about what I know helps me get through this difficult text. So although there are quite a few words here that I do not understand, I can at least begin to get an idea of what this is mainly about by focusing on what I know. I'll also jot down any questions I have. We will get more information when we read this again.

So here is an Anchor Chart with some guidelines to help as we read primary sources. *[We review the process for each of the readings outlined on the Anchor Chart and then use the beginning of our document to model the first step. As we model, we make clear that any annotations focus on what we understand and on questioning difficult parts.]*

Reading Primary Source Documents

Reading #1: Focus on what you know. Annotate the text with what you do understand and ask questions about what you don't.

Reading #2: Use what you have come to understand to figure out the answers to your questions and infer the meaning of puzzling parts.

Successive Readings: Fill in the gaps by noting previous annotations, asking and answering questions, and making inferences for a more robust understanding.

Guide/Practice Independently

- **Monitor kids' primary source strategy use as they continue on their own.**

Now work in pairs to think through this primary source document. Continue reading it with a partner, thinking about what you already know to understand new information. Annotate any important ideas you understand and write questions about the parts you need to come back to figure out. *[We circulate to make sure students can actually annotate and make progress with the text, pulling them back together to tackle it as a group if not.]*

Share the Learning

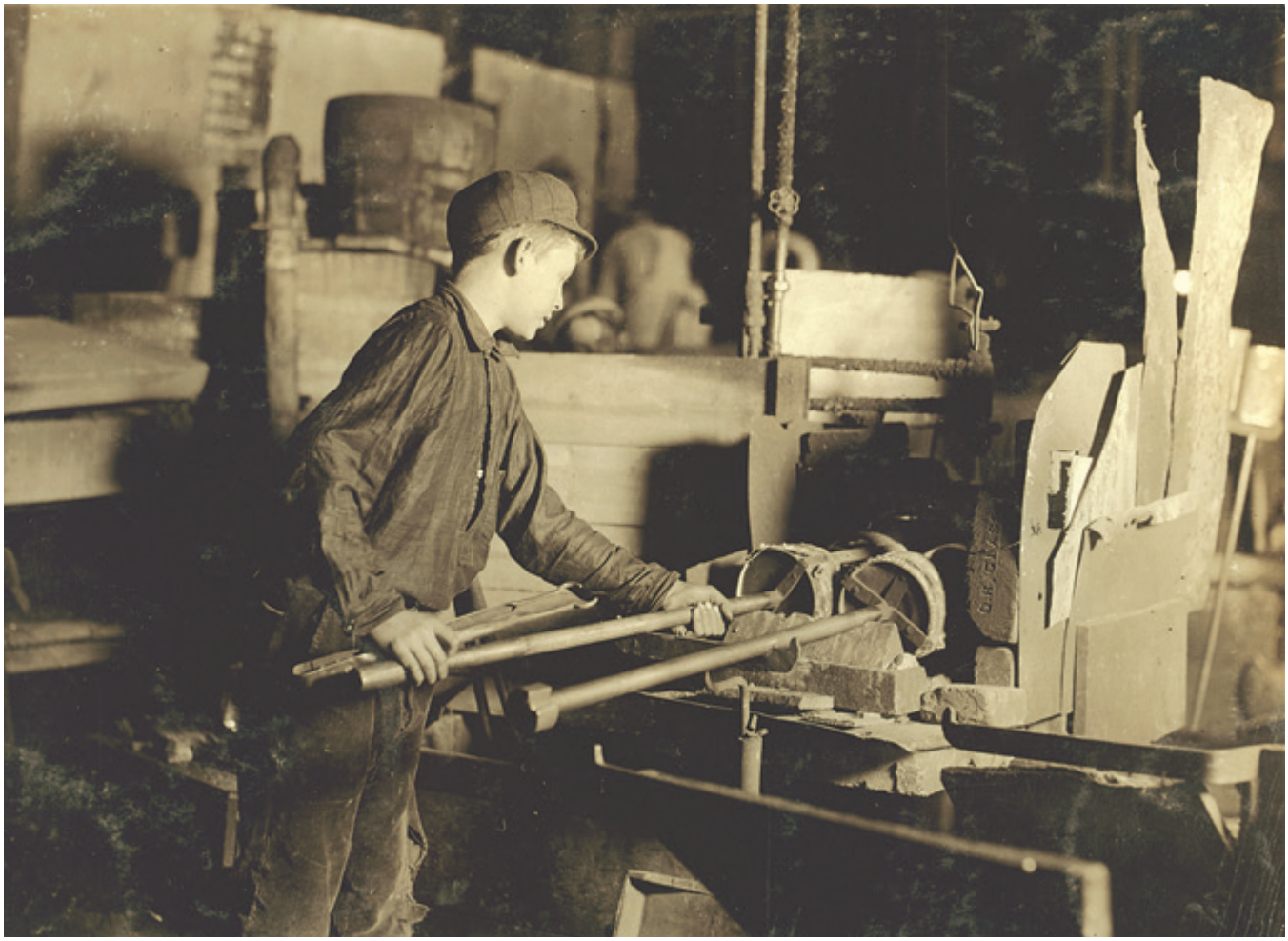
- **Call kids together to pool their knowledge and questions.**

Let's get together and share our learning and our questions. *[We go back through as much of the document as students have read, noting our understandings, answering each other's questions, and making a chart of the questions we want to figure out in the next reading.]*

Follow Up

- The first reading of primary sources that contain particularly arcane language might take more than one session to finish. Give kids plenty of time to discuss things they understand. On subsequent readings, go back and model the process of reading for answers to questions and using known information to make inferences about the time period and the document's meaning.
- Involve kids in a reenactment—either dramatizing or creating a tableau—of the creation of the primary source.

Lewis Hine:
What the Camera Captured



All images: National Child Labor Committee collection, Library of Congress, Prints and Photographs Division. Right: 01220.

In glass factories, "carrying-in" boys carried molten glass from the furnace to the bottle makers, then back to the furnace again. The floor was spattered with broken glass, making cuts common. Many boys suffered from heat exhaustion.

Lewis Wickes Hine knew that a picture could tell a powerful story. He also had great compassion for families living in poverty and working to build a better future. Hine's earliest photos were of families at the Ellis Island immigration station from 1904 to 1909. Hine admired them for trying to make their dreams come true. In his photographs, Hine recorded the hope and fear he saw expressed by many immigrants.

He cared especially about the children. Hine published some of his photographs. About that time, an organization called the National Child Labor Committee (NCLC) was investigating child labor conditions. In workplaces that were hazardous and unhealthy, children worked long hours at exhausting jobs and were paid almost nothing. The committee believed that if the public could see children doing adult work in horrid conditions, surely it would take notice. In 1908, the NCLC hired Hine to photograph children at work. Over the years, Hine took thousands of photographs for the NCLC, which distributed Hine's photographs in pamphlets, magazines, and newspapers. Hine dedicated his art to helping America's children—to telling their stories and freeing them from abusive labor conditions.

Pin boys worked in bowling alleys all night, setting the bowling pins.

Library of Congress, 04636

Hine's work got the public's attention. His revealing photographs played a major role in child labor reform, since for many people, seeing was believing. In 1938, the Fair Labor Standards Act banned oppressive child labor, set a minimum hourly wage (24 cents), and established a maximum workweek (44 hours).

While he probably is most famous for his photographs of children at work, Hine also took photographs of the American Red Cross's relief efforts during World War I and the building of the Empire State Building. He also worked for the Works Progress Administration to document industry and employment during the Great Depression.

These photographs are part of the collection of the NCLC and are attributed to Lewis W. Hine. From 1908 to 1924, Hine worked for the NCLC, traveling throughout the country. He photographed children working at a variety of jobs from fields to factories and sweatshops. He hoped that when his photographs were shared with a wide audience, more Americans would demand social reform.

Hine often noted names, ages, addresses, tasks, hours, and wages of the individuals he photographed. The captions are based on the information collected by Hine when he visited the workplace.

Library of Congress, 04050

This 11-year-old newsboy sold newspapers all day on the streets of Newark, New Jersey. Some of the newsboys had been selling newspapers on street corners since they were six or seven years old.

Library of Congress, 03197

This young girl sold baskets in the city, waiting for customers until dark. She had been on the corner since the early morning with her sister and friend who helped her.

Library of Congress, 03565

This 12-year-old boy worked as a bootblack, shining shoes with his homemade shoeshine kit for hours every day.

These girls picked berries for hours every day. Then berry carriers, like these girls, hauled 60 pounds of berries from the fields to the sheds.

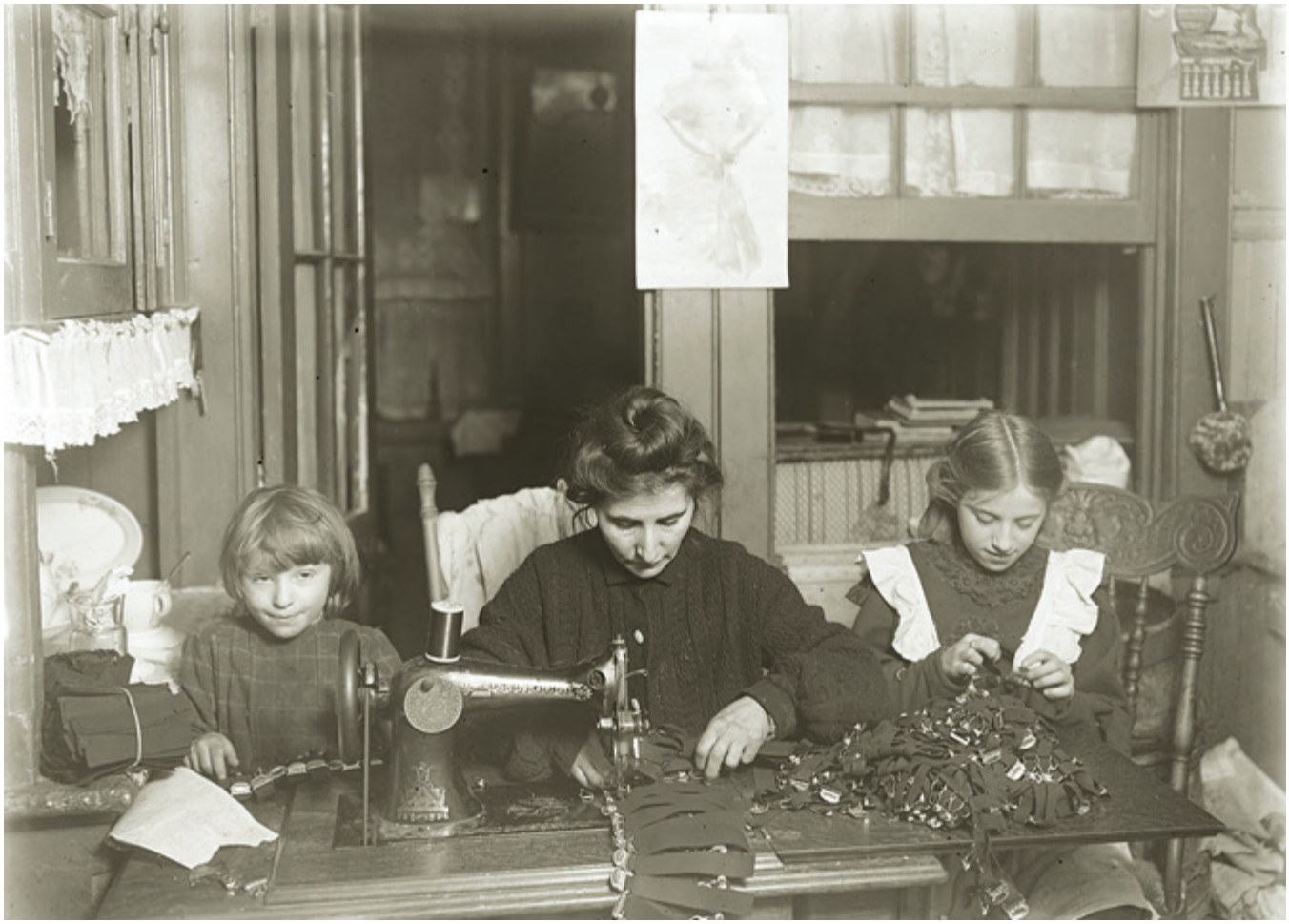
Library of Congress, 00103

Library of Congress, 00599

This family rented 20 acres of a cotton farm in Oklahoma. The children aged 5 and 6 years old picked 20 to 25 pounds of cotton a day with their parents. The 3-year-old child was also learning to pick cotton. The family members were sharecroppers who had to give ¼ of the cotton and ⅓ of the corn that they grew to the landowner to rent the land.

Library of Congress, 02119

The hot air in textile mills and factories was full of lint, and the whirring machines were deafening. Children often worked barefoot to make it easier to climb onto the huge machines to change spools or bobbins. Forced to work quickly, children often caught their fingers in the machinery.



Library of Congress, 05348

Whole families toiled in crowded tenements in temperatures that were stifling in the summer and bitter cold in the winter. This mother and her 2 young daughters, age 13 and 7, were paid pennies to sew women's clothes.

Library of Congress, 01018

At canneries along the seacoast, children as young as 3 years old stood all day in sheds shucking oysters or peeling shrimp. During canning season, families worked from 3:00 or 4:00 a.m. until late afternoon. Children constantly cut their hands on the sharp knives used to crack oyster shells.

Excerpt from Lewis Hines' Report

Child Labor in the Canning Industry of Maryland. July 1909.

Millions of American children worked in agriculture and industry in the early 20th century. In 1904, progressive reformers founded the National Child Labor Committee (NCLC). The NCLC hired Lewis Hine to photograph children working in fields, factories, mines, and city streets to raise awareness of the abuses of child labor. His photos and reports, produced between 1908 and 1924, fueled public opinion and inspired Congress to enact national child labor legislation. Below is an excerpt from his 1909 report on children working in the canning industry.

In the canning industries 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 in the lap of the worker or stowed away in boxes near at hand. . . .

There are several dangers connected with this work [in the fruit and vegetable canning factories] 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 self-evident that the work is too hard. There are machines which no young person should be working around. Unguarded belts, wheels, cogs and the like are a menace to careless children.

In the fields convenient to Baltimore [Maryland] . . . , children are employed as a matter of course. The living conditions in the shacks they occupy are not only harmful in physical ways, but the total lack of privacy where several families live in one room is extremely bad. There is little rest for the children in these crowded shacks.

[He then tells the story of one family. . . .]

John Meishell . . . went to work with his wife and five children at oyster shucking (for Peerless Oyster Co.) at Bay St. Louis,

Mississippi during the winter of 1907–08. The children were then 1, 3, 6, 8 and 9 years of age. The baby had to be cared for in the shed where they worked because the company permitted no one to stay at home to care for it. The three year old helped some. The rest worked regularly. They were routed out of bed by their boss at 3 a.m. and worked until about 4 p.m. They say that the children had to work in order to give the family a living wage. . . . the most the father made was $6.00 a week. Their transportation [was] paid and they had free rent (in shacks where they were huddled like sheep). They bought supplies and food of the Company Store where exorbitant prices were charged for poor food. . . . they were cheated in the weighing and measuring of oysters [that they shucked] and fired on various pretexts [the company made up excuses to fire them].

[In the spring], they returned to Baltimore with no money ahead. The children had absolutely no schooling. One of them said she was kept back two grades and is now in the 4th grade although [she is] eleven years old.

Respectfully submitted,
Lewis Hine
July 10, 1909

National Child Labor Committee collection, Library of Congress, Prints and Photographs Division, 01016

Hines visited seafood canneries in many states. Many canneries employed entire families like this one who shucked, packed, and steamed oysters. To his horror, he found that kids who worked in canning sheds were even younger than those in cotton mills.

Excerpted from: *Child Labor in the Canning Industry of Maryland* by Lewis W. Hine. Personal Letter written July, 1909.

BREAKER BOYS

"I Could Not Do That Work and Live"

National Child Labor Committee collection, Library of Congress, Prints and Photographs Division, 01137

Photographer Lewis Hine took some of his most haunting photos in the dark tunnels and dirty breaker rooms in the nation's coal mines. The faces of the boys, some as young as eight years old, were often black with soot.

The coal mine's whistle blew as the "breaker boys," most of them between the ages of eight and twelve (but some as young as five or six) went to work, scrambling in just as the sun began to rise. They climbed onto wooden boards perched over the conveyor belts and chutes that carried the coal, and settled in for a ten-hour work day. As soon as the coal began moving into the room, it raised clouds of black coal dust, which immediately covered the boys. The air was black with swirling coal dust, so thick that it was difficult to see, and some boys wore headlamps. Long iron chutes clanked and clattered as they delivered raw coal onto the breaker floors, and the machinery made a deafening grinding noise. It was too noisy to talk, and hard to breathe.

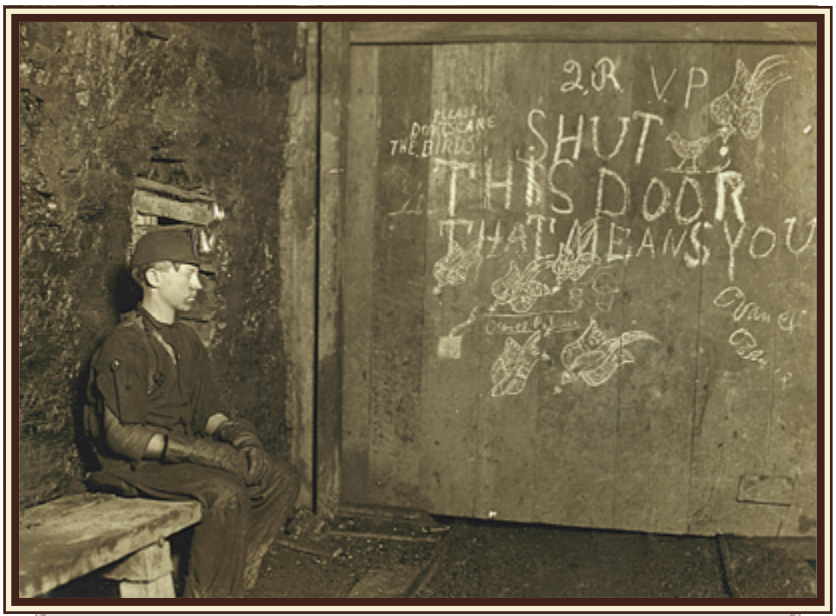
This was a common scene in the coal mines during the early part of the twentieth century. After raw coal was mined from beneath the surface, it had to be broken into smaller pieces and sorted into uniform sizes. It also had to be cleaned of impurities like slate, rocks, soil, clay, and other debris. Some boys broke the large chunks of coal, and others sorted and cleaned it. These

Library of Congress, NCLC collection, 01133

Breaker boys worked in a room that was extremely hot in the summer and bitterly cold in the winter. The air was hazy with coal dust. A breaker boy's hands became cracked and sore from sorting the coal, which was as sharp as broken glass.

boys sat on their wooden boards arranged in rows, and as the coal moved past them, they bent over and picked out as much unwanted material as they could. Once the coal had moved past all the breaker boys, it was funneled into clean coal bins.

Young boys were hired because they would work for as little as 40 or 50 cents a day, much less than adults. Many of them came from immigrant families who desperately needed the extra income, so these boys worked six days a week. Few ever attended school, and most never learned to read or write.



Library of Congress, NCLC collection, 01076

Trapper boys sat on a bench in front of a heavy wooden door, opening it when the coal car came through, and then closing it quickly to keep air from blowing through the mine and lowering the temperature. It was a lonely job, and trapper boys sat in total darkness for nine or ten hours a day.

Joseph Miliauskas, whose family had emigrated to the Pennsylvania coal mines from Lithuania in 1900, worked as a breaker boy:

> *"The boss was behind us with a broom, and if he caught you slipping up and letting some slate come down, boy, you'd get it in the back with a broom. . . . [My] second day [on the job] my fingers were all cut up and bleeding. I asked the boss if I could go home and he hit me with the broom and said, "Stay there." Twelve o'clock came and the whistle blew. I took my dinner pail out*

and went home . . . and said to my mother, "Mom, I'm not going back to work anymore. My fingers are all bloody." "Oh, yes you are," she said. So I stayed home that afternoon and then went back. [After] you're there two or three weeks, your fingers get hardened up. No more blood. You get used to it."

Hazardous Work

Breaker boys were not allowed to wear gloves so that they could better pick up pieces of material. Bloody fingers from sharp pieces of slate were only one hazard. Scraping their fingertips over the top of the coal and rock also made them bloody. This condition, called blood fingertips, lasted until their fingers toughened up, and the breaker boys learned that urinating on their fingers would make them toughen faster. Because the coal was washed to help remove the impurities, the interaction of the coal and the water created sulfuric acid that burned fingers and hands. Other hazards included getting feet, arms, hands, and legs caught in the gears of machinery and amputated. Some boys were even crushed in the machinery, but their bodies wouldn't be retrieved until the end of the day when the work stopped. Boys could also be crushed or smothered by loads of coal rushing down the chutes. Breathing coal dust all day caused conditions like asthma and black lung disease, which made the lungs turn black from coal particles and caused chronic bronchitis. These conditions often lasted for their entire lifetimes. Long hours spent bent over the coal chutes led to permanently curved spines, and the loud noise of machinery could result in hearing loss.

Library of Congress, NCLC collection, 01086

As they moved among the machinery, some boys lost their feet, hands, arms, or legs if they became caught under conveyor belts or in gears. This boy's legs were cut off by a motor car in a coal mine in West Virginia when he was 14 years old.

The work was difficult and tedious, and many grown men could not have done it. In 1905, a journalist named John Spargo tried to do a day's work as a breaker boy in a Pennsylvania mine. He only managed to last a half hour, writing, "I tried to pick out the pieces of slate from the hurrying stream of coal, often missing them; my hands were bruised and cut in a few minutes; I was covered from head to foot with coal dust and for many hours afterwards I was spitting out some of the small particles of [coal] I had swallowed. I could not do that work and live."

Breaker boys worked long hours, sunrise to sunset, in terrible conditions, and yet they still found time for fun. Joseph Miliauskas remembered eating lunch as quickly as possible:

"We ate our sandwiches in no time, then started playing tag. We knew every hole in that breaker, and we'd hide and go through

These mine workers in Pennsylvania hauled heavy carts full of coal to the shaft of the mine.

in complete darkness. We'd go over the machinery and around it. You get to know it because everything stops during lunch hour. We got to know it like a bunch of rats."

Breaker Boy Activism

Breaker boys were also known for their activism. They often protested their working conditions by going on strike or joining labor unions. These strikes shut down the entire mine and the boys would be beaten by their supervisors until they returned to work. Sometimes their own fathers, desperate not to lose wages during a strike, would help the bosses beat these boys.

Improvements in mining technology, such as using machines and water to remove impurities, gradually eliminated the need for breaker boys by 1920. But in addition to technology, it was a growing public awareness of child labor that helped get young boys out of these hazardous jobs. When photographer Lewis Hine photographed breaker boys at work, his powerful images brought public attention to their working conditions and forced new child labor laws. But it wasn't until 1938 that the Fair Labor Statistics Act was passed, prohibiting children younger than 14 from working at all, and prohibiting anyone under the age of 18 from working in a hazardous area.

Breaker boys helped bring about these changes, but until laws were passed and enforced, tens of thousands of boys were working in mines every year. When they outgrew their breaker jobs, many moved into other jobs there, working there for the rest of their lives in the dark and dust of the coal mines.

Library of Congress, 04305

When the three eldest Cottone children—Joseph, 14 years old; Rosie, 7 years old; and Andrew, 10 years old—all helped their mother finish garments, the family made about $2 a week—if there was plenty of work. The two babies were not expected to help.

National Child Labor Committee collection, Library of Congress, Prints and Photographs Division, 01133

Breaker boys worked in a room that was extremely hot in the summer and bitterly cold in the winter. The air was hazy with coal dust. A breaker boy's hands became cracked and sore from sorting the coal, which was as sharp as broken glass.

National Child Labor Committee collection, Library of Congress, Prints and Photographs Division, 00103

These girls picked berries for hours every day. Then berry carriers, like these girls, hauled 60 pounds of berries from the fields to the sheds.

National Child Labor Committee collection, Library of Congress, Prints and Photographs Division, 01018

At canneries along the seacoast, children as young as 3 years old stood all day in sheds shucking oysters or peeling shrimp. During canning season, families worked from 3:00 or 4:00 a.m. until late afternoon. Children constantly cut their hands on the sharp knives used to crack oyster shells.

Library of Congress, George Grantham Bain Collection, 06591

Two girls wearing banners with the slogan "Abolish child slavery!" in English and Yiddish participate in a labor parade in New York City in 1909.

A CHILD LABOR REVOLUTION

NEWSPAPERS IN THE MINING REGION TELL OF THE NEW LAW'S RESULTS

(For further information address Pennsylvania Child Labor Association, 1338 Real Estate Trust Building, Philadelphia)

Scranton Republican Jan 5 1910

Dunmore School Board Forced to Act by Increased Attendance Made by Working Out of New Labor Law

With all members present the Dunmore school board met last evening and a real lively session.

Balloting for a teacher necessitated by the opening of an additional room, took up the greater part of the meeting.

Superintendent Hoban reported the schools overcrowded with 2,782 pupils enrolled and many more expected as a result of the new employment law. In some instances there are seventy-five pupils in primary rooms and in some third grade rooms sixty-five pupils.

To relieve the crowded conditions temporarily a room is to be opened on the third floor of No. 4 school building.

who did not possess a certificate.

Scranton Times Jan 5 1910

CHILD LABOR LAW SHUTS DOWN MINE

The new child labor law, which became effective Monday, is handicapping industry somewhat. There were so many of the slate-pickers at the White Oak colliery in Archbald who were unable to secure certificates, that the colliery was unable to work Monday, and to enable it to work yesterday, it was necessary to place the older employes at slate-picking. This will, no doubt, cause an advance in wages.

Previous to the new law going into effect, there were about forty breaker boys at White Oak, while Monday there were but eight.

The Raymond colliery, Riverside colliery, Klotz silk mill and the weaving mill in Archbald also suffered as a result of the new law.

THE SCRANTON REPUBLICAN, TUESDA

New Child Labor Law Sends Many Youths Back to School

Jan 4, 1910

PROF. GEORGE HOWELL

Who Issues the Certificates That Mean Much to Young Wage Earners.

Many Breakers Were Working Short-handed Yesterday Because Applicants for Certificates Could Not Pass Necessary Qualifications—Busy Day for Prof. Howell

At the different breakers of this city and valley yesterday many breaker boys were refused employment, owing to not having necessary certificates regarding their age and educational qualifications necessary under the child labor law which went into effect Saturday. The companies were forced to exercise a strict watch so as to prevent those not qualified from working, thus avoiding prosecutions for violation of the new act.

As a result many breakers are short of boys and the output is restricted.

"Our deputies are holding strictly to the records. There is no evasion of the law. When a man makes an affidavit a certificate is issued to the boy. We then take that affidavit and investigate it fully. If what the man has declared is true, well and good. If not, then the matter is turned over to the Child Labor league attorneys. Mr. Fred Hall, of Philadelphia, one of the agents of the Child Labor league, was in the office this morning to inspect our records.

"He informed me that next week a tabulated record of the costs of verifying the ages of children in different foreign countries would be sent here. This will greatly facilitate the work. For instance, a man comes to this office and makes affidavit that his son was born in one of the cities or towns of Denmark. All European countries have complete birth records. There is a small charge, varying from five to

CHILD LABOR LAW CROWDING SOME SCHOOL HOUSES

Superintendent of Schools George Howell yesterday morning paid a visit, among other schools, to Nos. 23, 24 and 49, where he found, he said today, that the rooms were in a very crowded condition, something that had never before been known in these buildings.

Asked what the cause of it was, he answered it was unquestionably the new child labor law, "for we find," said he, "that many of the boys and girls are going back to school voluntarily, and are not taking the examination at all."

Mr. Howell also said he would be just as willing to believe that this new law had helped to crowd county schools, as County Superintendent J. C. Taylor indicates in his report, as anything else, for he asserted it was working wonders in all quarters.

"We haven't any figures in at all," said Mr. Howell, "but it is safe to say that the result of the campaign is going to be good. We have had very little occasion to turn anybody down. Many have put up a plea of poverty, but in only three instances that I recall did we find that they were actually wanting. We have taken care of all of these people so far, and when the first enrollment comes in, you will likely be surprised at the figures showing the number of boys in attendance."

South Scranton

Jan 6, 1910

Scranton Tribune

Mine Accidents

CAFFREY TERRIBLY MANGLED BY CAR IN THE MINE

Struck by a car while at work in the No. 7 colliery of the L. & W.-B. Coal Co. at Sugar Notch at noon yesterday,

From Pittston

good fellow" Matt. smile.

FEW MINORS ASK FOR CERTIFICATES

With Many Children Employed in the City, Only 22 Certificates Have Been Issued.

Although there are a large number of children employed in this section, whose years demand that they secure certificates in compliance with the recent child labor law, only 22 certificates have been issued by Professor Judge, supervising principal of the city schools, to applicants appearing before him. The new act today became a law and its rigid enforcement may result in the dismissal from employment of many children and the possible prosecution of employers.

Since Monday last, Professor Chas. A. Judge has been at the Y. M. C. A. daily, prepared to examine applicants and issue certificates. He finds the greater cause for surprise in the lessness of the children to secure certificates. Under the provisions of the new act, it is necessary for children between the ages of 14 and 16 years to secure certificates permitting their employment. To secure these it is necessary to undergo an examination in common English and to prove the age of the applicant.

Speaking of the applicants, Professor Judge said that he had discovered a surprising condition existing, as only one out of every ten could pass the mere test required. The law sets forth that the applicant must be able to read and write the English language and the test required of those applying to the city superintendent was that of reading extracts from the third reader in use in the city schools and writing extracts from it. Many of the children could neither read nor write at all, while a number showed that they had only the slightest knowledge of both and found the greatest difficulty in making out the words and writing them.

Scranton Tribune Jan 6, 1910

NEW CHILD LABOR LAW CAUSES A BIG INCREASE IN SCHOOL ATTENDANCE

Additional Room Will Be Necessary at Several Buildings

Children Between Fourteen and Sixteen Are Flocking to School.

Such Cit pai in Wi Pol ASSE T Follo min

Kids need engaging texts and resources they can sink their teeth into, and they need and deserve to hear their stories told in history texts. *Industrial Age and Immigration* (1880–1940) highlights multiple perspectives and diverse voices of this historical time period. The last section, from the 1960s on, includes articles illustrating present-day perspectives, events, and issues surrounding immigration and innovation.

"When kids actively read, think, debate, discuss, and investigate, they have the best shot at becoming enthusiastic students of history."

— **Anne Goudvis** and **Steph Harvey**

Anne Goudvis and Steph Harvey include 12 lessons for historical literacy that merge effective, foundational literacy practices with approaches to reading historical articles and primary sources. This volume includes:

- over 75 nonfiction articles across a range of reading levels
- a collection of rich historical images and primary sources that provide an authentic view of and unique insights into each topic
- a full-color Digital Companion Resource that includes all of the reproducible texts, primary source documents, and historical images—available online for projecting, group analysis, or to use with remote learning.

In order to engage with history, kids must connect to and see themselves in it. Help students to understand the power and potential of their own thinking and learning so that they can read critically, connect history to their own lives, and better understand the world.






Anne Goudvis is co-author of numerous books for teachers, including the Comprehension Toolkit series. She has taught students in grades K–6 over the years, teaching in urban schools in Chicago and working as a staff developer in culturally and linguistically diverse schools in the Denver area. Currently, Anne works with schools and districts around the country to implement progressive literacy practices and comprehension across the curriculum.

Stephanie Harvey is co-author of numerous books for teachers, including the Comprehension Toolkit series. An elementary and special education teacher for 18 years, Steph currently serves as a literacy consultant to schools and districts. She specializes in comprehension, content literacy, inquiry, collaboration, striving learners, and the role of passion and wonder in teaching and learning. A teacher first and foremost, Steph savors her time spent in classrooms working with kids.

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