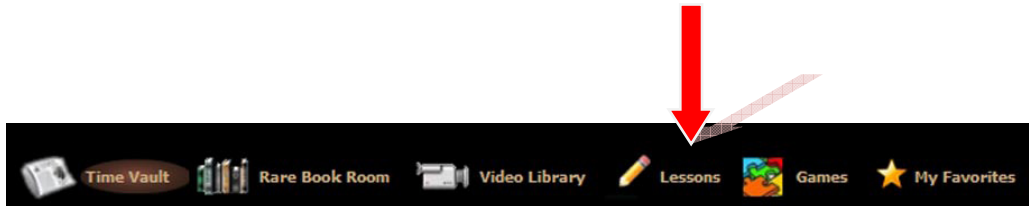


LESSONS OVERVIEW

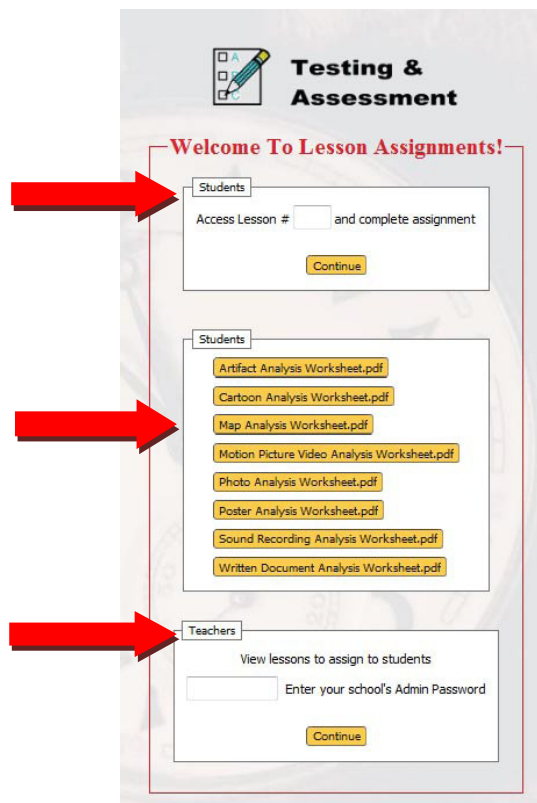
(Teacher & Student)

To select or take a lesson, click the “Lessons” tab:



You have three options:

- Students' Lessons
- Analysis Worksheets
- Teachers' Access



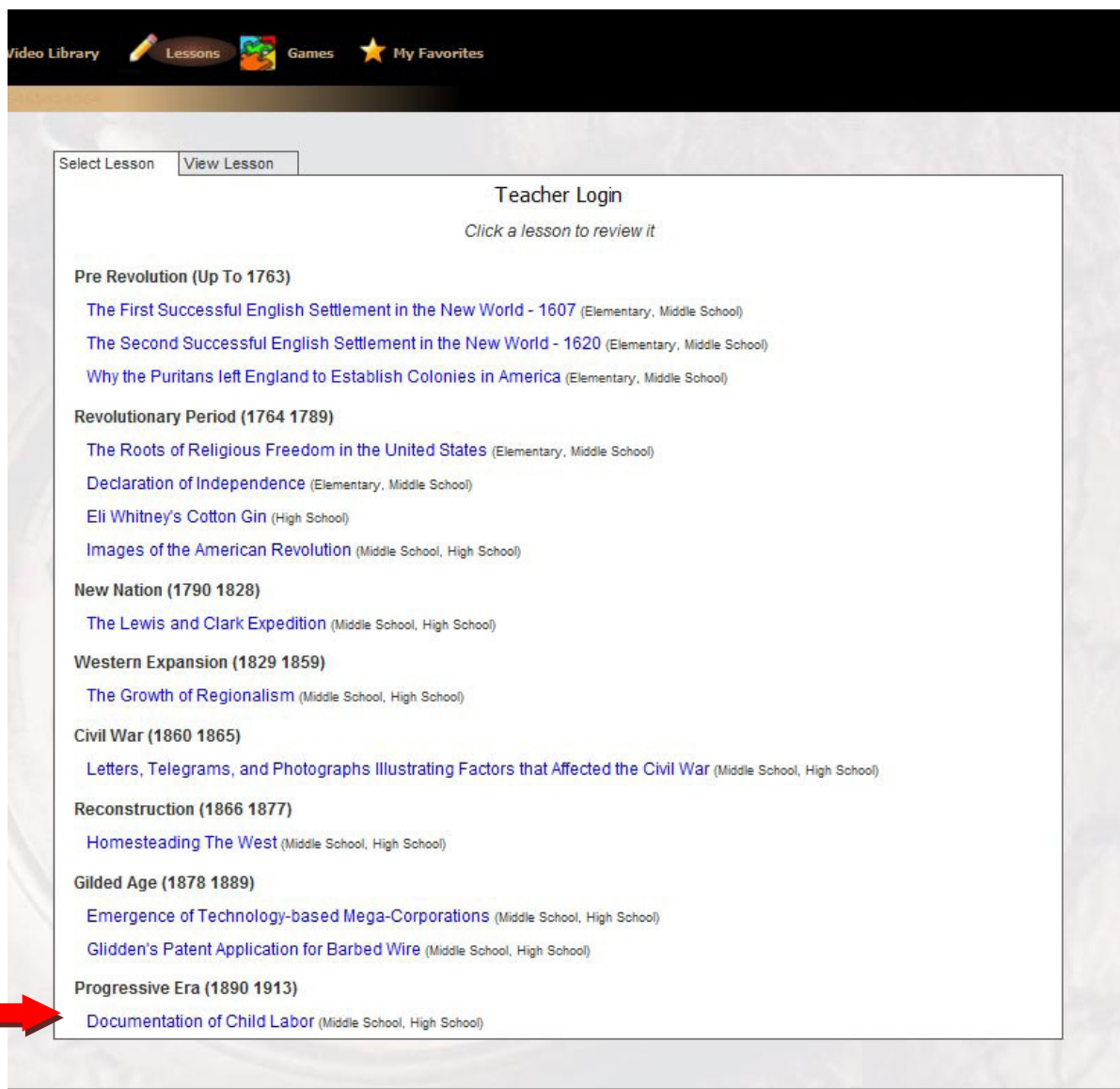
All lessons include a multiple-choice quiz and document-based questions.,

All lessons are categorized by grade level.

Teachers begin by entering their Admin Password and clicking “Continue”

For example, select a lesson from the Progressive Era:

Documentation of Child Labor (Middle School High School) →



The screenshot shows a website interface with a navigation bar at the top containing 'Video Library', 'Lessons', 'Games', and 'My Favorites'. Below the navigation bar, there are two tabs: 'Select Lesson' and 'View Lesson'. The main content area is titled 'Teacher Login' and includes the instruction 'Click a lesson to review it'. The lessons are organized into several historical periods:

- Pre Revolution (Up To 1763)**
 - [The First Successful English Settlement in the New World - 1607](#) (Elementary, Middle School)
 - [The Second Successful English Settlement in the New World - 1620](#) (Elementary, Middle School)
 - [Why the Puritans left England to Establish Colonies in America](#) (Elementary, Middle School)
- Revolutionary Period (1764 1789)**
 - [The Roots of Religious Freedom in the United States](#) (Elementary, Middle School)
 - [Declaration of Independence](#) (Elementary, Middle School)
 - [Eli Whitney's Cotton Gin](#) (High School)
 - [Images of the American Revolution](#) (Middle School, High School)
- New Nation (1790 1828)**
 - [The Lewis and Clark Expedition](#) (Middle School, High School)
- Western Expansion (1829 1859)**
 - [The Growth of Regionalism](#) (Middle School, High School)
- Civil War (1860 1865)**
 - [Letters, Telegrams, and Photographs Illustrating Factors that Affected the Civil War](#) (Middle School, High School)
- Reconstruction (1866 1877)**
 - [Homesteading The West](#) (Middle School, High School)
- Gilded Age (1878 1889)**
 - [Emergence of Technology-based Mega-Corporations](#) (Middle School, High School)
 - [Glidden's Patent Application for Barbed Wire](#) (Middle School, High School)
- Progressive Era (1890 1913)**
 - [Documentation of Child Labor](#) (Middle School, High School)

A red arrow points to the 'Documentation of Child Labor' lesson link.

Click the title, and the lesson will appear. Preview the lesson, noting that correct multiple choice answers are **Bolded**. If you approve the lesson, assign it to your students using the number provided. Include an email address to which you want their graded lesson sent.

Video Library Lessons Games My Favorites

Select Lesson View Lesson

Documentation of Child Labor

Teacher Note:

To assign this lesson, give students lesson number **139** to use on previous page

Students will also need your email address so they can send you their completed quiz.

"There is work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work."— Lewis Hine, 1908

After the Civil War, the availability of natural resources, new inventions, and a receptive market combined to fuel an industrial boom. The demand for labor grew, and in the late 19th and early 20th centuries many children were drawn into the labor force. Factory wages were so low that children often had to work to help support their families. The number of children under the age of 15 who worked in industrial jobs for wages climbed from 1.5 million in 1890 to 2 million in 1910. Businesses liked to hire children because they worked in unskilled jobs for lower wages than adults, and their small hands made them more adept at handling small parts and tools. Children were seen as part of the family economy. Immigrants and rural migrants often sent their children to work, or worked alongside them. However, child laborers barely experienced their youth. Going to school to prepare for a better future was an opportunity these underage workers rarely enjoyed. As children worked in industrial settings, they began to develop serious health problems. Many child laborers were underweight. Some suffered from stunted growth and curvature of the spine. They developed diseases related to their work environment, such as tuberculosis and bronchitis for [those who worked in coal mines](#) or cotton mills. They faced high accident rates due to physical and mental fatigue caused by hard work and long hours.

By the early 1900s many Americans were calling child labor "child slavery" and were demanding an end to it. They argued that long hours of work deprived children of the opportunity of an education to prepare themselves for a better future. Instead, child labor condemned them to a future of illiteracy, poverty, and continued misery. In 1904 a group of progressive reformers founded the National Child Labor Committee, an organization whose goal was the abolition of child labor. The organization received a charter from Congress in 1907. It hired teams of investigators to gather evidence of children working in harsh conditions and then organized exhibitions with photographs and statistics to dramatize the plight of these children. These efforts resulted in the establishment in 1912 of the Children's Bureau as a federal information clearinghouse. In 1913 the Children's Bureau was transferred to the Department of Labor.

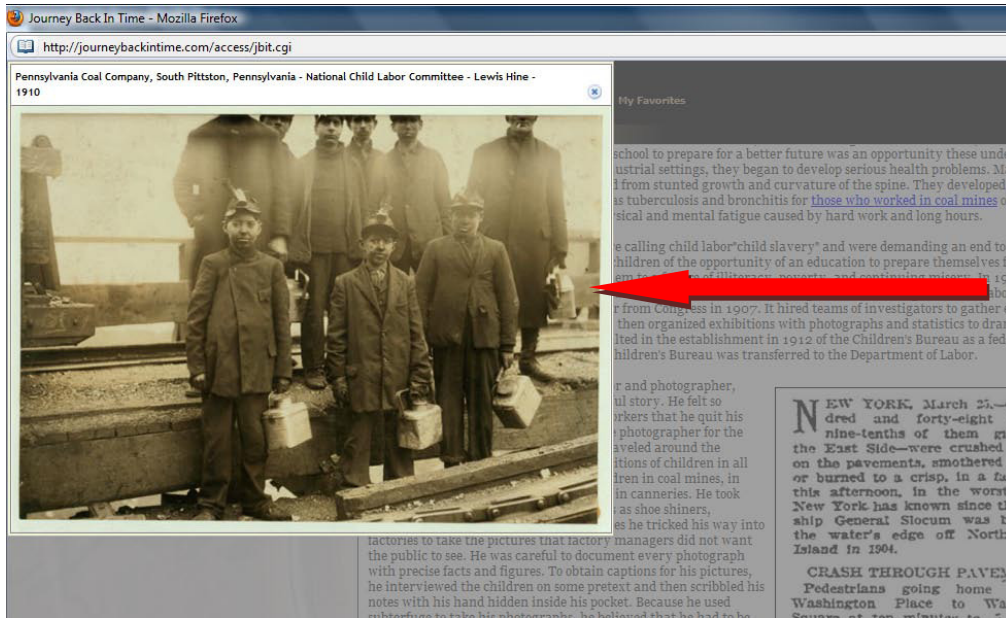
Lewis Hine, a New York City schoolteacher and photographer, believed that a picture could tell a powerful story. He felt so strongly about the abuse of children as workers that he quit his teaching job and became an investigative photographer for the National Child Labor Committee. Hine traveled around the country photographing the working conditions of children in all

NEW YORK, March 25.—One hundred and forty-eight persons—nine-tenths of them girls from the East Side—were crushed to death on the pavement, smothered in smoke

Clicking on a highlighted phrase will open a document, image or video available in this lesson.

(Text versions of items are found in the Time Vault.)

To close the item, click the x in a circle: 



Pennsylvania Coal Company, South Pittston, Pennsylvania - National Child Labor Committee - Lewis Hine - 1910

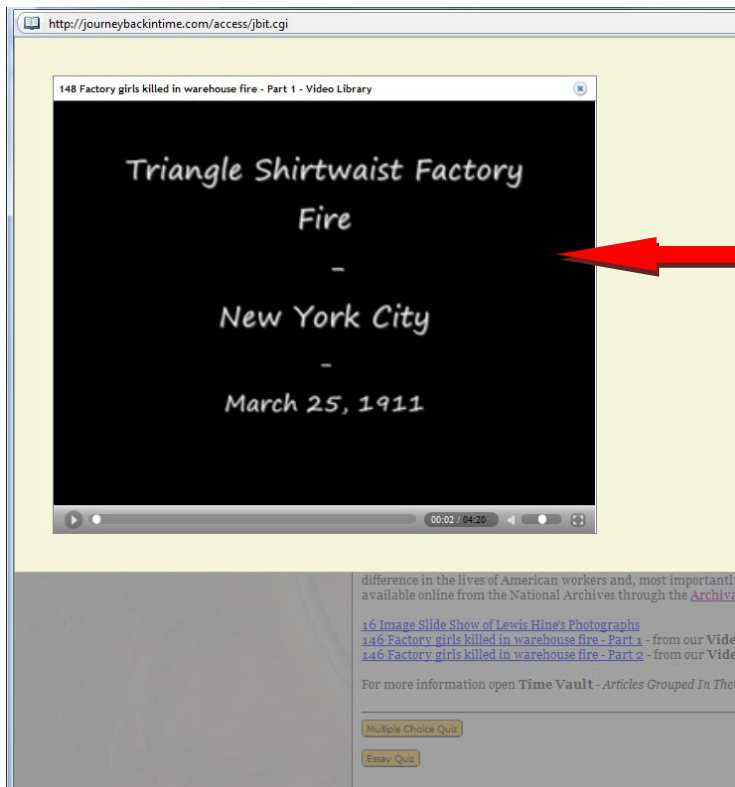
school to prepare for a better future was an opportunity these under industrial settings, they began to develop serious health problems. Many from stunted growth and curvature of the spine. They developed diseases tuberculosis and bronchitis for those who worked in coal mines or physical and mental fatigue caused by hard work and long hours.

calling child labor "child slavery" and were demanding an end to it. Children of the opportunity of an education to prepare themselves for a better future. In 1906, the National Child Labor Committee was established. In 1907, the Children's Bureau was established. In 1912, the Children's Bureau was transferred to the Department of Labor.

and photographer, Lewis Hine, was a social reformer. He felt so strongly about the conditions of children in all forms of child labor, in coal mines, in factories, in canneries. He took pictures of shoe shiners, and he tricked his way into factories to take the pictures that factory managers did not want the public to see. He was careful to document every photograph with precise facts and figures. To obtain captions for his pictures, he interviewed the children on some pretext and then scribbled his notes with his hand hidden inside his pocket. Because he used subterfuge to take his photographs, he believed that he had to be

NEW YORK, March 25.—One hundred and forty-eight pedestrians going home from work on Washington Place to Washington Place at ten minutes to five on the East Side—were crushed and killed on the pavements, smothered or burned to a crisp, in a fire this afternoon, in the worst New York has known since the ship General Slocum was burned at the water's edge off North Island in 1904.

CRASH THROUGH PAVEMENT
Pedestrians going home from work on Washington Place to Washington Place at ten minutes to five



148 Factory girls killed in warehouse fire - Part 1 - Video Library

Triangle Shirtwaist Factory
Fire
-
New York City
-
March 25, 1911

00:02 / 04:20

difference in the lives of American workers and, most importantly, available online from the National Archives through the [Archival](#)

[16 Image Slide Show of Lewis Hine's Photographs](#)
[146 Factory girls killed in warehouse fire - Part 1](#) - from our Video
[146 Factory girls killed in warehouse fire - Part 2](#) - from our Video

For more information open [Time Vault - Articles Grouped In Themes](#)

[Multiple Choice Quiz](#)
[Essay Quiz](#)

← Note the options for viewing videos and Slide shows

To preview a multiple choice or essay quiz, click its tab→

notes with his hand hidden inside his pocket. Because he used subterfuge to take his photographs, he believed that he had to be "double-sure that my photo data was 100% pure--no retouching or fakery of any kind." Hine defined a good photograph as "a reproduction of impressions made upon the photographer which he desires to repeat to others." Because he realized his photographs were subjective, he described his work as "photo-interpretation."

Hine believed that if people could see for themselves the abuses and injustice of child labor, they would demand laws to end those evils. By 1916, Congress passed the Keating-Owens Act that established the following child labor standards: a minimum age of 14 for workers in manufacturing and 16 for workers in mining; a maximum workday of 8 hours; prohibition of night work for workers under age 16; and a documentary proof of age. Unfortunately, this law was later [ruled unconstitutional](#) on the ground that congressional power to regulate interstate commerce did not extend to the conditions of labor. Effective action against child labor had to await the New Deal. Reformers, however, did succeed in forcing legislation at the state level banning child labor and setting maximum hours. By 1910, child laborers was cut to nearly half of what it had been in 1910.

Lewis Hine died in poverty, neglected by all but a few. His reputation continued to grow, however, and recognized as a master American photographer. His photographs remind us what it was like to be a child an adult at a time when labor was harsher than it is now. Hine's images of working children stirred Americans and helped change the nation's labor laws. Through his exercise of free speech and freedom of the press made a difference in the lives of American workers and, most importantly, American children. Hundreds of his photographs are available online from the National Archives through the [Archival Research Catalog \(ARC\)](#).

[16 Image Slide Show of Lewis Hine's Photographs](#)

[146 Factory girls killed in warehouse fire - Part 1](#) - from our [Video Library](#)

[146 Factory girls killed in warehouse fire - Part 2](#) - from our [Video Library](#)

For more information open [Time Vault - Articles Grouped In Themes - Progressive Era - Factory Girls](#)

Multiple Choice Quiz

Essay Quiz

Washington Place to
Square at ten minutes to
were scattered by the w
thing rushing through th
them; there was a horr
the pavement and a body
the flagstones. Wayfarer
posite side of the street
eyes against the setting
the windows of the three
of the building black with
ing to the sills.

"Don't jump?" yelled th
the girls had no altern
pressure of the maddened
hind them and the urging
fears were too strong.
to fall to the sidewalk.

Los Angeles Times 1911





Multiple Choice Quiz

Teacher Login Note: Correct answers are bolded

1. In 1890 how many children under the age of 15 worked in industrial jobs for wages?
 - 2 million
 - 3 million
 - 1.5 million**
 - 2.5 million
2. The Keating-Owens Act of 1916 contained the following child labor standard?
 - Overtime for night work
 - A one hour lunch period after 4 hours work
 - Break periods every 2 hours
 - A maximum workday of 8 hours**
3. The Keating-Owens Act of 1916 was not enforced because?
 - The businesses ignored it
 - Congress provided no enforcement agency
 - The Supreme Court ruled that children had no rights under the Constitution
 - The Supreme Court ruled that Congress could not legislate labor standards**
4. By 1920 the number of child laborers was cut to nearly half of what it had been in 1910 because?
 - Parents were sending their kids to school instead
 - Businesses were shipping jobs overseas to cheaper labor
 - State legislatures enacted legislation banning child labor**
 - Modern factories required an educated workforce

← Note the **Bolded** answers

eo Library Lessons Games My Favorites

did not extend to the conditions of labor. Effective action against child labor had to await the New Deal. Reformers, however, did succeed in forcing legislation at the state level banning child labor and setting maximum hours. By 1920 the number of child laborers was cut to nearly half of what it had been in 1910.

Lewis Hine died in poverty, neglected by all but a few. His reputation continued to grow, however, and now he is recognized as a master American photographer. His photographs remind us what it was like to be a child and to labor like an adult at a time when labor was harsher than it is now. Hine's images of working children stirred America's conscience and helped change the nation's labor laws. Through his exercise of free speech and freedom of the press, Lewis Hine made a difference in the lives of American workers and, most importantly, American children. Hundreds of his photographs are available online from the National Archives through the [Archival Research Catalog \(ARC\)](#).

[16 Image Slide Show of Lewis Hine's Photographs](#)
[146 Factory girls killed in warehouse fire - Part 1](#) - from our [Video Library](#)
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For more information open [Time Vault - Articles Grouped In Themes - Progressive Era - Factory Girls](#)

[Multiple Choice Quiz](#)

[Essay Quiz](#)

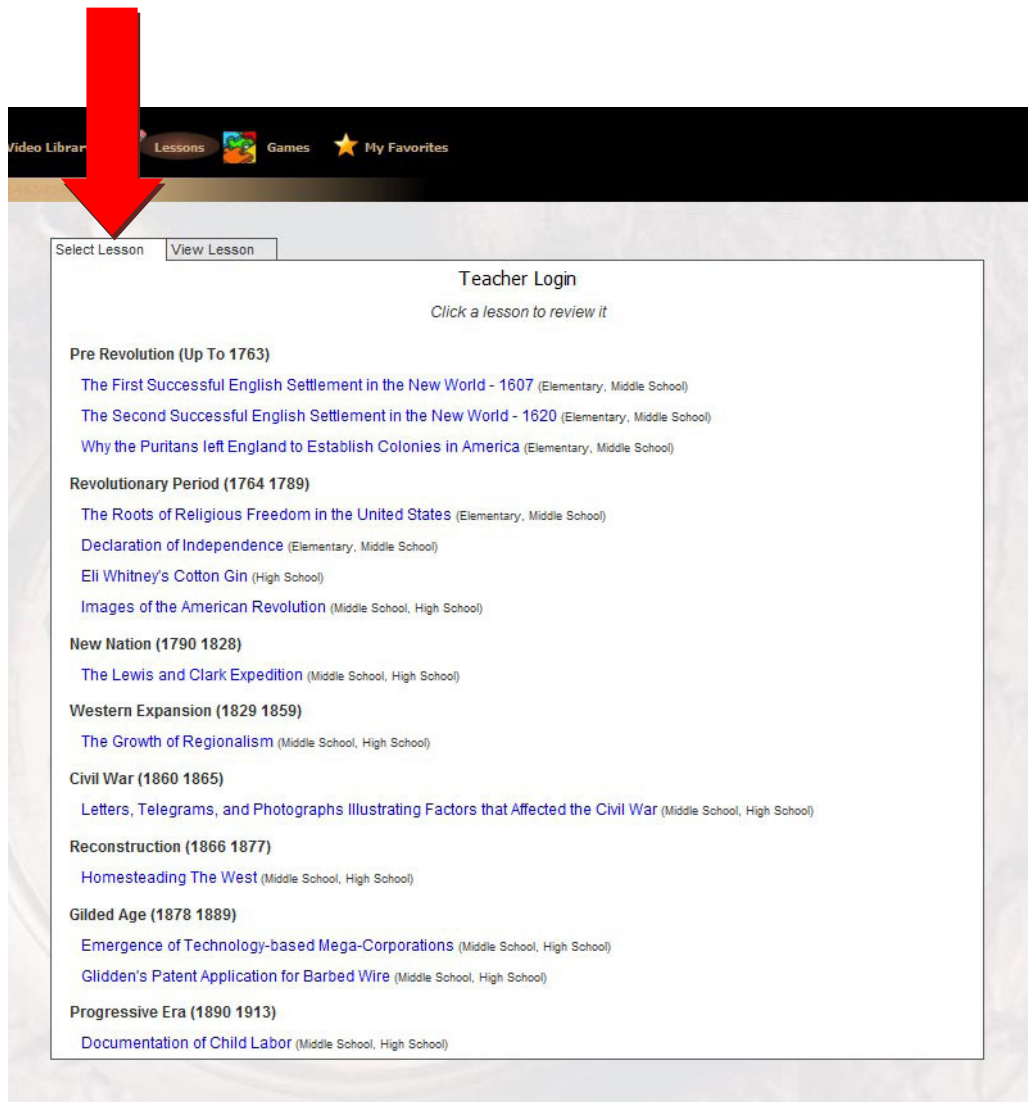
Essay Choice Quiz
Answer each question with less than 4 sentences.

1. Why did parents allow their children to work at industrial jobs?
2. How did Lewis Hine influence the movement to abolish child labor?
3. What was the motivation of business owners who employed children?



←Note the document-based essay quiz and the text boxes for students to enter their answers.

To view other lessons, simply click the “Select Lesson” tab. The catalog of lessons will appear, allowing you to select another lesson.



The screenshot shows a website interface with a black navigation bar at the top containing 'Video Library', 'Lessons', 'Games', and 'My Favorites'. Below the navigation bar, there are two tabs: 'Select Lesson' and 'View Lesson'. A large red arrow points to the 'Select Lesson' tab. The main content area is titled 'Teacher Login' and includes the instruction 'Click a lesson to review it'. The content is organized into several historical periods, each with a list of lesson titles and their corresponding grade levels in parentheses.

Teacher Login
Click a lesson to review it

Pre Revolution (Up To 1763)

- [The First Successful English Settlement in the New World - 1607](#) (Elementary, Middle School)
- [The Second Successful English Settlement in the New World - 1620](#) (Elementary, Middle School)
- [Why the Puritans left England to Establish Colonies in America](#) (Elementary, Middle School)

Revolutionary Period (1764 1789)

- [The Roots of Religious Freedom in the United States](#) (Elementary, Middle School)
- [Declaration of Independence](#) (Elementary, Middle School)
- [Eli Whitney's Cotton Gin](#) (High School)
- [Images of the American Revolution](#) (Middle School, High School)

New Nation (1790 1828)

- [The Lewis and Clark Expedition](#) (Middle School, High School)

Western Expansion (1829 1859)

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- [Emergence of Technology-based Mega-Corporations](#) (Middle School, High School)
- [Glidden's Patent Application for Barbed Wire](#) (Middle School, High School)

Progressive Era (1890 1913)

- [Documentation of Child Labor](#) (Middle School, High School)

We recommend that teachers create a special email account to receive students' graded lessons.

Below is what a student would see after completing a lesson. They enter *their* information and *your* email address.

8. The 146 girls who died in the Triangle Shirtwaist Factory fire died because?

- the stairways were blocked
- there was no outside fire escape
- the doors were locked
- the elevators quit working

9. The year before the Triangle Shirtwaist Factory fire _____.

- the steamship General Slocum had burned to the water's edge off Brother Island
- the building had been converted into a factory from a warehouse
- the 700 employees had went on strike to protest working conditions
- the factory had passed New York City safety inspections

10. Lewis Hine described his work as

- investigative journalism
- photo journalism
- muckraking
- photo-interpretation


Teacher Email Address

Subject/Class/Period

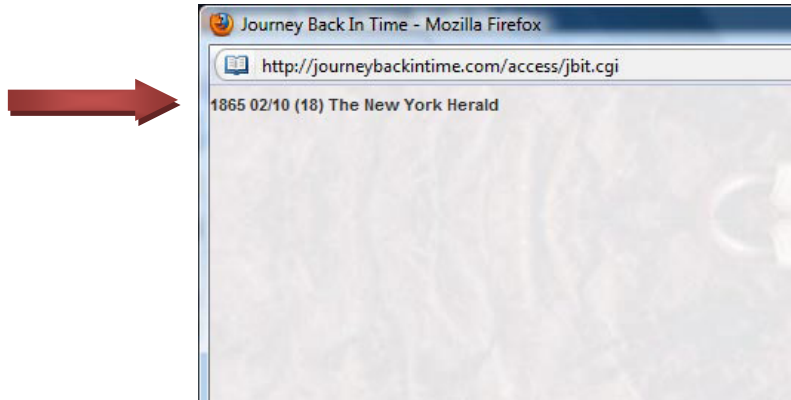
Your Name

Your Student ID

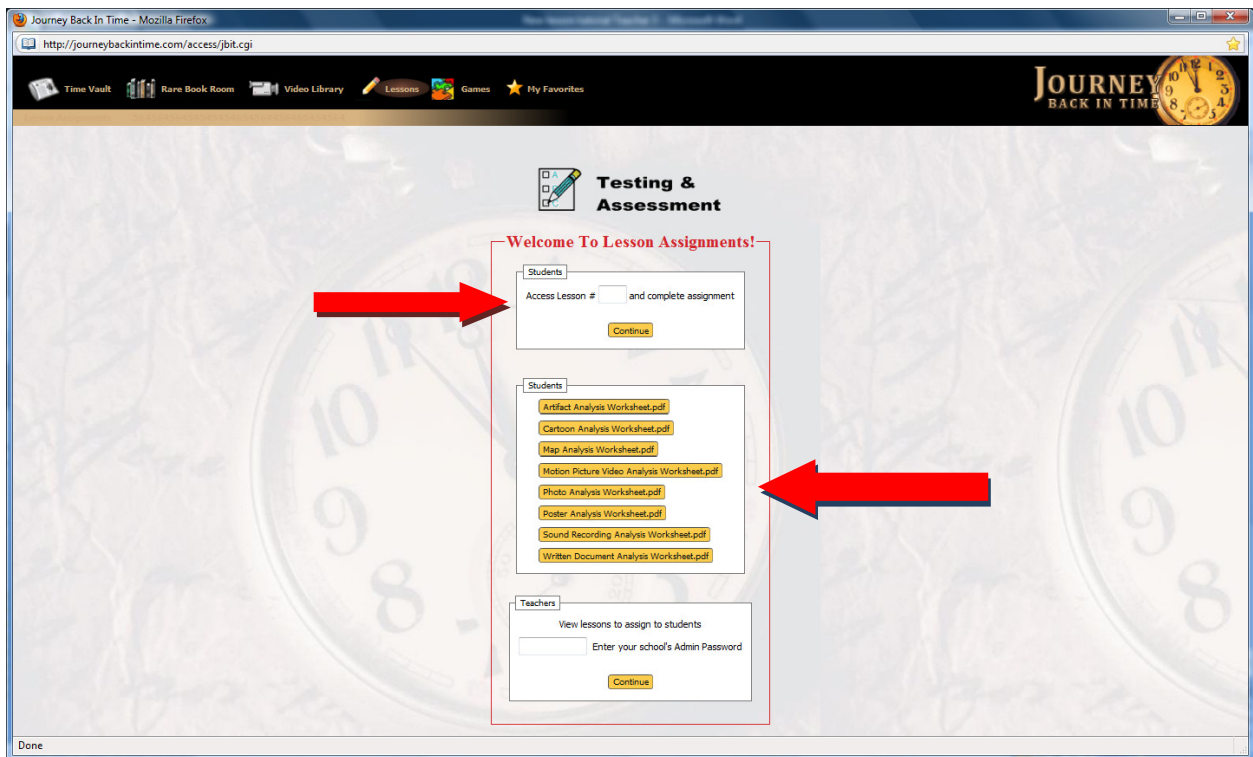
Your Email Address



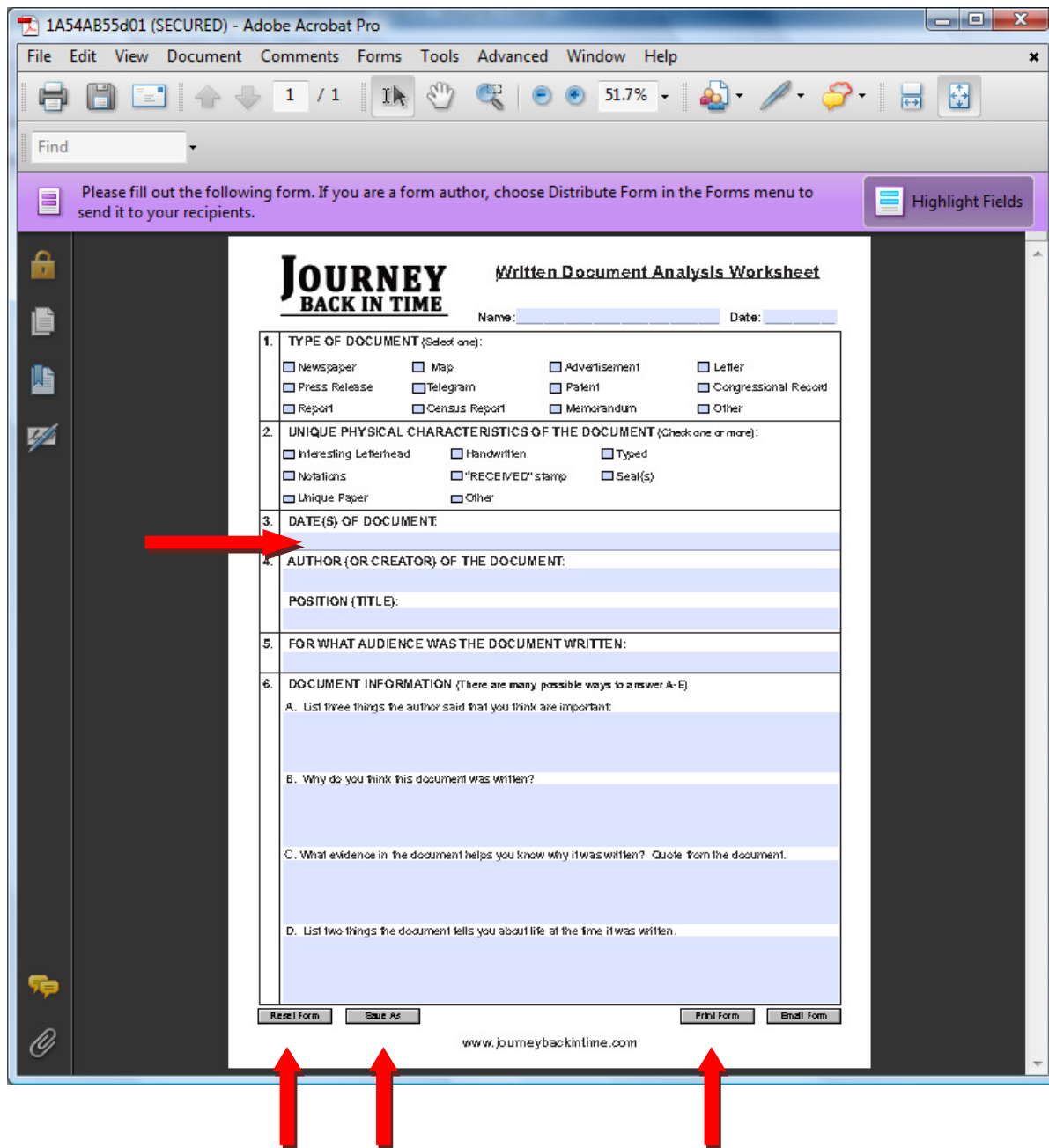
Note that bibliographical information is in the top left corner of an opened item.



Students only need to enter the lesson number (assigned by the teacher) and click "Continue" →



← To complete an analysis worksheet, click on its name from the list.



←Note that you are able to email, print or save your worksheet.

If you would like to have your own lessons available on this site, please submit them to mike@journeybackintime.com

Your lessons will require an essay for the subject along with any associated items, whether they be written documents, illustrations, or videos. Also required are multiple choice questions and answers (with three incorrect answers for each question), and your document-based questions (and associated documents). Your lessons will be placed on the site with your name and school as creator.

Thank you for viewing this Lessons tutorial!