Childhood Lost
Child Labor During the Industrial Revolution
This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/~eiutps) as a companion to the EIU TPS website. The booklet features information and images of digitized primary sources from the Library of Congress American Memory Collection that you may wish to use in your classroom. These images were selected for their relevance and as a means to intrigue students and encourage inquiry. American Memory (www.memory.loc.gov/ammem) is a multimedia web site of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings.

To access items in this booklet, visit www.loc.gov and enter the item title in the search box to access a digital file and bibliography page on the Library of Congress website. You may also locate them on the WWW by entering the URL provided in the citation page at the end of the booklet. This will take you to a descriptive page for the item which also identifies the host collection - CHECK OUT THE REST OF THE COLLECTION!! We hope you find this booklet helpful.

Please feel free to print and share with colleagues and contact us with questions, comments or ideas!

For years historians and educators have understood the value of primary sources in K-12 education.

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters furiously debated by participants. Interpretations of the past are furiously debated among historians, policy makers, politicians, and ordinary citizens. Working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. When dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.
Develop critical thinking skills...  
Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

Understand all history is local...  
Local history projects require students to “tell their stories” about familiar people, events, and places. Memories from an adult perspective provide a glimpse of history not available in a textbook. What evolves is the sense that world history is personal family history, which provides a compelling context for student understanding.

Acquire empathy for the human condition...  
Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

Consider different points of view in analysis...  
In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one’s interpretation or understanding of the evidence?

Understand the continuum of history...  
It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leaves behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.


Interest  
What kinds of sources are of particular to interest my students?

Reading Level  
How difficult is the reading level of the primary source compared to my students’ abilities? What might help my students comprehend this material (a glossary of terms, for example)?

Length  
How long is the source? Do I need to excerpt a portion of the source given my students' abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

Points of View  
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

Variety of Sources  
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

Location  
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

Something to Consider:  
Be sure that the use of primary sources makes sense in the overall curriculum plan. Using too many primary sources or in the wrong places could cause them to lose impact.
Primary sources are the raw materials of history—original documents and objects that have survived from the past. They are different from secondary sources, which are accounts of events written sometime after they happened. Examining primary sources gives students a powerful sense of history and the complexity of the past.

Helping students analyze primary sources can guide them toward higher-order thinking, better critical thinking and analysis skills.

**Before you begin:**
- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

**1. Engage students with primary sources.**
- Draw on students’ prior knowledge of the topic.
- Ask students to closely observe each primary source.
- Who created this primary source?
- When was it created?
- Where does your eye go first?
- Help students identify key details.
- What do you see that you didn’t expect?
- What powerful words and ideas are expressed?
- Encourage students to think about their personal response to the source.
- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

**2. Promote student inquiry**
- Encourage students to speculate about each source, its creator, and its context:
- What was happening during this time period?
- What was the creator’s purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source’s audience?
- What biases or stereotypes do you see?
- Ask if this source agrees with other primary sources, or with what the students already know.
- Ask students to test their assumptions about the past.
- Ask students to find other primary or secondary sources that offer support or contradiction.

**3. Assess how students apply critical thinking and analysis skills to primary sources.**
- Have students summarize what they’ve learned.
- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets created by the Library of Congress can provide helpful entry points to many topics.
In the years that followed the Civil War, known as the “Rise of Industrial America, 1876 – 1900” on the American Memory Timeline of the Library of Congress Learning Page, the United States emerged as an industrial giant. When studying history we see that existing industries flourished and new opportunities developed, such as petroleum refining, steel manufacturing, and the widespread use of electrical power. The use of railroads grew exponentially and industry and services once in isolated areas of the country entered into a national market economy.

This era of industrial growth transformed American society creating a new class of wealthy entrepreneurs and a comfortable middle class. The increase in industry resulted in a growth among the blue collar working class. This labor force was made up of millions of newly arrived immigrants and vast numbers of families migrating from rural areas to cities with the hope of job security and prosperity.

With a dream of a better life, rural families relocated to the cities to find work. Sadly, most were disappointed when they arrived and discovered that the truth was not as “rosy” as they had been led to believe. The jobs available required long hours and offered little pay. In most situations, every able family member was needed to work to simply keep the family above the poverty level. Those working included children as young as three.

Young children working endured some of the harshest conditions. Workdays would often be 10 to 14 hours with minimal breaks during the shift. Factories employing children were often very dangerous places leading to injuries and even deaths. Machinery often ran so quickly that little fingers, arms and legs could easily get caught. Beyond the equipment, the environment was a threat to children as well as factories put out fumes and toxins. When inhaled by children these most certainly could result in illness, chronic conditions or disease.

Children working in rural areas were not faring much better. Harvesting crops in extreme temperatures for long hours was considered normal for these children. Work in agriculture was typically less regulated than factory duties. Farm work was often not considered dangerous or extraneous for children, even though they carried their weight and more in loads of produce and handled dangerous tools.

Beyond the topic of safety, children working lengthy hours had limited access to education. Many families relied on income earned by each family member and did not allow children to attend school at all. Those fortunate enough to be enrolled often attended only portions of a school day or only a few weeks at a time. Reforming child labor laws and creating new laws that would enforce a minimum working age, prohibiting dangerous jobs and conditions and establishing maximum hours children could work was not a popular endeavor. It took several years and many attempts by Congress to pass national laws designed to improve working conditions and regulations relative to children in the workforce.
GRACE ABBOTT
Progressive Era reformer Grace Abbott was born in Grand Island, Nebraska on November 17, 1878. Reared in a family of activists, Abbott grappled early on with political and social issues. Her Quaker mother was connected to the Underground Railroad and the woman suffrage movement; her father was a leader in state politics.

In 1917 Abbott joined the Department of Labor. Assigned to the Children's Bureau, a division charged with investigating and reporting issues pertaining to child welfare. Abbott began implementing the first federal law restricting child labor. In 1918 the U.S. Supreme Court struck down the legislation.

By 1921, Abbott headed the Children's Bureau and led the campaign for a constitutional amendment limiting child labor. Although never ratified, the amendment set a precedent for New Deal legislation regulating the labor of children under the age of sixteen. Library of Congress Today in History Accessed 9.26.08

JANE ADDAMS
As a young woman, Jane Addams did not know what she wanted to do with her life. Born September 6, 1860, in Cedarville, Illinois, Addams grew up in an era when women were expected to marry and raise children. Addams knew she wanted to do something different.

During a tour of Europe, Addams discovered Toynbee Hall in London, the world's first settlement house and the inspiration that would lead her to fight for the rights of children, help the poor, and become the first American woman to receive the Nobel Peace Prize. Addams came back to Chicago and started Hull House. At the center's first Christmas party, Addams was surprised when several little girls refused the candy she offered them. The girls, she discovered, worked long hours in a candy factory. Soon, Addams and others at Hull House worked toward establishing child labor laws. Library of Congress America’s Story accessed 10.17.08

LEWIS HINE
Founded in 1904, the National Child Labor Committee (NCLC) began a mission of "promoting the rights, awareness, dignity, well-being and education of children and youth as they relate to work and working." Starting in 1908 the committee hired Lewis W. Hine, first on a temporary basis and then permanently, to carry out investigative and photographic work for the organization.

A teacher who left his profession to work full-time as an investigator for the committee, Hine prepared a number of the reports and took some of the most powerful images in the history of documentary photography.

The Library of Congress holds the papers of the Committee, including the reports, field notes, correspondence, and over 5,000 of Hine's photographs and negatives.

These papers and extensive captions that describe the photo subjects reflect results of this early documentary effort. They offer a detailed depiction of working and living conditions of many children - as well as adults -- in the United States between 1908 and 1924. Hine later referred to his photographic work for the NCLC as "detective work." You can view digitized versions of Hine’s images at the Library of Congress website by going to the Prints and Photographs Online Catalog. Library of Congress American Treasure of the Library of Congress and Wise Guide Accessed 9.26.08

Something to Consider...
What are the similarities and differences between child labor and slavery?
Why teach with photographs?

Photographs are powerful tools that can activate a student’s background knowledge on a particular person, place or event and spark an interest to learn more. Teachers may effectively use photographs to present historical events, people and places in a personal way that students can connect with. The idea that photographs never lie has a long history, with many debates resting on photographic evidence. Some argue that photographs can indeed lie -- they can be doctored, staged, or faked in many ways.

Connecting to our topic of Child Labor, Activists and Reform …

There is much more to a photo than the subject in the center. People, places, things and conditions in a photograph may offer a more complete view than what we see in the expression of the subject.

The Library of Congress holds more than 5000 images taken by Lewis Hines of child labor across the United States. Each image tells a different story or may invoke a different emotion. Using a photo analysis sheet, students can take a closer look at these images and form opinions about the “big picture” of children in the workforce.

Students may discover details that were missed at first glance. Backgrounds, faces of children, environment and more that we see in these pictures help to share a graphic story of child labor.
<table>
<thead>
<tr>
<th><strong>What I See (observe)</strong></th>
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<tr>
<td>Describe exactly what you see in the photo.</td>
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<td>· What people and objects are shown? How are they arranged?</td>
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<td>· What is the physical setting?</td>
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<td>· What other details can you see?</td>
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<tr>
<th><strong>What I Infer (deduction)</strong></th>
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<tr>
<td>Summarize what you already know about the situation and time period shown and the people and objects that appear.</td>
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<th><strong>Interpretation</strong></th>
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<td>Say what you conclude from what you see.</td>
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<td>What is going on in the picture?</td>
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<td>Who are the people and what are they doing?</td>
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<td>What might be the function of the objects? What can we conclude about the time period?</td>
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<tr>
<th><strong>What I Need to Investigate</strong></th>
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<td>What are three questions you have about the photo?</td>
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<td>2.</td>
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<td>3.</td>
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<td>Where can you go to do further research and answer your questions?</td>
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<td>PUT YOURSELF IN THE PICTURE</td>
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Maps

Why Teach with Maps?

Maps serve as representations of geographic, political or cultural features on flat surfaces. Maps are visual records of knowledge valued by people in an area and they point to belief systems as well as boundaries. Teachers may effectively use maps to illustrate concepts that may otherwise be difficult for students to understand, such as settlement patterns, trade routes, economic growth and development.

Maps can be an important source of information for investigation. A map is a visual recollection of where people lived, roads and rivers passed, and natural geographic features once stood. A map represents a place that has been reduced in size, and chosen to focus on a particular theme. The results are then presented with symbols. The map reader, who may live in a different location and time, must decode the symbols and techniques used to understand the map.

To read a map, students should have a foundation of information to place it within the correct geographical, chronological, and cultural contexts.


Connecting to our topic of Child Labor, Activists and Reform …

When we typically think of a map we expect outlines of states, a legend, maybe even battlefields. When we look at maps relative to the issue of child labor, many of the items expected to be found aren’t visible. These maps were created and were displayed in exhibits to inform the public of the dangers and the shocking numbers of children working in the United States. When you use the map analysis sheet, not every question will have an answer. Feel free to revise the form to fit your classroom or lesson.
### Physical Qualities of Map

#### Type of Map
- ○ Raised relief map
- ○ Topographic map
- ○ Natural resource map
- ○ Other
- ○ Political map
- ○ Contour-line map
- ○ Artifact map
- ○ Weather map
- ○ Military map
- ○ Birds-eye view
- ○ Satellite photograph/mosaic
- ○ Pictograph

#### Parts of the Map
- ○ Compass
- ○ Handwritten
- ○ Other
- ○ Date
- ○ Notations
- ○ Legend (key)
- ○ Scale
- ○ Name of mapmaker
- ○ Title

#### Date of the Map

#### Creator of the Map

#### Where was the Map produced?

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### Map Analysis

**What natural landmarks and things do you notice on this map?**

**What man-made landmarks and things do you notice on this map?**

**List three things on this map that you think are important.**

1. 
2. 
3. 

**Why do you think this map was drawn?**

**What evidence in the map suggests why it was drawn?**

**What new information did you learn from this Map?**

**Write a question to the mapmaker that is left unanswered by this map.**
Why Teach with Poetry?

A performance, speech, story or poem is individualized in the mind of each audience member who brings their unique experiences and perspectives.

Poetry may present reactions and experiences of average Americans to significant events or day to day happenings creating an intimate connection with a listener or reader. A personal connection is formed as the recipient forms mental images to go with the words and sounds heard. Poetry may focuses on specific events rather than broad topics which can help us understand the relationship between individuals and major historical events. The personal nature of poems and the acceptance of varying and individual responses often draw listeners in.

Connecting to our topic of Child Labor, Activists and Reform …

Poetry has been used throughout time to tell stories, inspire feelings and reveal emotion. It has also been a tool used in protest. The poet can help us understand their perspective or sometimes lead us to change our own. By placing a reader in a desired time and place, the poet causes the reader to think and possibly expose them to a different opinion than they originally held. When images accompany words it can often take a reader down a specific path and make the message stronger. A poem can help us mentally create an image of the emotion the poet is trying to share.
Looking at the Poem

Look at the physical format and graphical elements, What do you see?

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Date Created</td>
</tr>
<tr>
<td>Does the look of the poem mean anything?</td>
</tr>
</tbody>
</table>

First Reading

Circle words that you don’t know.

Highlight words or phrases that you think are expressive. What about the language appeals to you?

Write any important words that are used more than three times below.

Responding to the Poem

What are your personal reactions to the poem?

Underline your favorite line. Why did it capture your attention?

Why is this a poem?

Thinking about History

For what audience was this poem written?

Why do you think the poet wrote this poem? What clues do you find that support this?

What does this poem tell you about life during this period in history?

Is the poem effective in communicating its message? How?

Write a question to the creator that is left unanswered by the poem.

What more do you want to know and how can you find out?
Why Teach with Posters or Broadsides?

Propaganda is a tool used as a weapon freely during war. Famous images and slogans that originated on posters of past wars are still recognized today. Some of the same techniques that were used to invoke emotion are used today in advertisements, something students will be able to understand. Posters attract our attention and often immediately appeal to some type of emotional reaction.

When we look at posters as historical documents, we must consider what the poster implies. In less than a single sentence, and on occasion with no words at all, posters are highly selective in the way that they depict the world. The way that a group, race, class or gender is portrayed in a poster can be very biased or skewed to fit the needs of the creator or to raise the desired reaction from viewers.

Connecting to our topic of Child Labor, Activists and Reform …

As with maps, these posters were used as exhibits to educate the public about the occurrence of child labor. When you initially view a poster, your eyes typically go to the image. Do these images accurately convey the intended message of the poster? Text offers details to support the cause of the creator of the poster. Some posters have few words while others provide detailed statistics or explanations. In the posters for child labor the images are vivid to attract and engage readers to investigate and learn more about the fight of child advocates.
## First Glance

Looking at the poster, identify

<table>
<thead>
<tr>
<th>Title</th>
<th>What emotions did you feel when you first saw the poster?</th>
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</table>

## Symbolism

### People

<table>
<thead>
<tr>
<th>Person or character used</th>
<th>What they symbolize</th>
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</thead>
</table>

### Objects

<table>
<thead>
<tr>
<th>Items used</th>
<th>What they symbolize</th>
</tr>
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</table>

### Colors

<table>
<thead>
<tr>
<th>Colors Used</th>
<th>What they symbolize</th>
</tr>
</thead>
</table>

## The Message

Are the messages in the poster primarily visual, verbal or both? How?

Who do you think is the intended audience for the poster?

What does the creator of the poster hope that people that see the poster will do?

## After Viewing

The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

List three things that you infer from this poster.

1.
2.
3.
Why Teach with Cartoons?

Editorial cartoons divulge opinions on issues, events and people in the public eye. They are present in major, local and regional papers and appeal to most readers. The people who create editorial cartoons possess an awareness of society and cultural events as well as art skills such as the use of symbolism, satire, and the use of caricatures.

Editorial cartoons can be used to teach students to identify current issues or themes, analyze symbols, identify stereotypes and caricatures, think critically, recognize the use of irony and humor and understand the need for a broad knowledge base. Cartoons are terrific tools for developing higher-level thinking skills. Students can discuss, analyze and create original works that reflect their perceptions of current events and issues.

Editorial cartoons used to be utilized in language arts and social studies, but today, teachers of all subject areas can use cartoons with a wide range of topics.

Connecting to our topic of Child Labor, Activists and Reform …

Cartoons were created to disseminate information and expose the public to child labor issues. Child labor abuse was present in both rural and metropolitan areas, however these audiences were perceived as very different. The ability to publish a cartoon in a poster or newspaper allowed the same message to be shared in a variety of geographic areas.


<table>
<thead>
<tr>
<th>First glance…</th>
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<tbody>
<tr>
<td>Look at the cartoon you were given or selected and list any of the following you see:</td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Objects/People</strong></td>
</tr>
<tr>
<td><strong>Words/Phrases</strong></td>
</tr>
<tr>
<td><strong>Dates/Numbers</strong></td>
</tr>
<tr>
<td><strong>Sensory Qualities</strong></td>
</tr>
<tr>
<td>Are lines bold, fussy, light, hard or soft?</td>
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<table>
<thead>
<tr>
<th>Taking a closer look…</th>
</tr>
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<tbody>
<tr>
<td><strong>Images</strong></td>
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<tr>
<td>Which objects are used as symbols?</td>
</tr>
<tr>
<td>Why were the symbols used and what do they represent?</td>
</tr>
<tr>
<td>Is anything exaggerated? How?</td>
</tr>
<tr>
<td>Is the cartoon realistic or abstract?</td>
</tr>
<tr>
<td>List adjectives that describe emotions visible in the cartoon.</td>
</tr>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Which words or phrases appear to be important? Why?</td>
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<tr>
<th>Cartoon Purpose</th>
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<tr>
<td>Describe action taking place in the cartoon.</td>
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<tr>
<td>Explain how words in the cartoon explain the symbols.</td>
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<td>What is the message of the cartoon?</td>
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<td>Who are the types of people who might agree with the cartoon? What might be the public’s reaction to this song?</td>
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Childhood then and Now.

Compare and contrast how life as a child was different during the Industrial Revolution versus how childhood for most children is today.
"The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 130 million items on approximately 530 miles of bookshelves. The collections include: books and other printed materials, sound and motion picture recordings, photographs, maps, and manuscripts."


As large and diverse as the Library's collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government.

Things to Remember When Using the Library of Congress Website

- The Library of Congress' Collections are not encyclopedic.
- The Library of Congress is the world's largest library. The primary function is to serve congress and the American people.
- There are many different places on the Library of Congress website to locate primary source items and information.

Different Library of Congress search boxes will locate different types of resources.
America's Treasures highlights the National Child Labor Committee campaign for tougher state and federal laws against the abuses of industrial child labor. Lewis Hine was its greatest publicist. A teacher who left his profession to work full-time as investigator for the committee, Hine prepared a number of the Committee’s reports and took some of the most powerful images in the history of documentary photography. The Library holds the papers of the Committee, including the reports, field notes, correspondence, and over 5,000 of Hine’s photographs and negatives. Accessed September 30, 2008 http://www.loc.gov/exhibits/treasures/trm032.html

When They Were Young
These pictures, selected from among thousands of images in the Prints and Photographs Collections of the Library of Congress, capture the experience of childhood as it is connected across time, different cultures, and diverse socioeconomic backgrounds. Whether encumbered by poverty or born into privilege, boys and girls look unflinchingly at the lens and toward the future. Their honest gazes reveal who these children are and how they view themselves and their world—with implications of the vast roads that lie ahead. Accessed September 30, 2008 http://www.loc.gov/exhibits/young/young-home.html

Tending the Commons: Folklife and Landscape in Southern West Virginia
Tending the Commons: Folklife and Landscape in Southern West Virginia incorporates 718 excerpts from original sound recordings, 1,256 photographs, and 10 manuscripts from the American Folklife Center's Coal River Folklife Project (1992-99) documenting traditional uses of the mountains in Southern West Virginia's Big Coal River Valley. Functioning as a de facto commons, the mountains have supported a way of life that for many generations has entailed hunting, gathering, and subsistence gardening, as well as coal mining and timbering. Accessed September 30, 2008 http://memory.loc.gov/ammem/collections/tending/index.html

Chicago Daily News
This collection comprises over 55,000 images of urban life captured on glass plate negatives between 1902 and 1933 by photographers employed by the Chicago Daily News, then one of Chicago's leading newspapers. The photographs illustrate the enormous variety of topics and events covered in the newspaper, although only about twenty percent of the images in the collection were published in the newspaper. Accessed September 30, 2008 http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html
Touring Turn of the Century America
This collection of photographs from the Detroit Publishing Company Collection includes more than 25,000 glass negatives and transparencies as well as about 300 color photolithograph prints, mostly of the eastern United States. The collection includes the work of a number of photographers, one of whom was the well known photographer William Henry Jackson. This collection contains photographs of boys who worked in the coal mines of Pennsylvania. Accessed September 30, 2008
http://memory.loc.gov/ammem/collections/touring/index.html

America from the Great Depression to World War II Black and White Photographs from the FSA-OWI 1935-1945
The photographs of the Farm Security Administration-Office of War Information Collection are a landmark in the history of documentary photography. The images show Americans at home, work and play, with an emphasis on rural and small-town life and adverse effects of the Great Depression, the Dust Bowl, and increasing farm mechanization. Photos of children working in onion fields and cranberry bogs are available in this collection. Accessed September 30, 2008
http://memory.loc.gov/ammem/fsahtml/fahome.html

Working in Patterson: Occupational Heritage in an Urban Setting
The collection presents interview excerpts and photographs from the four-month study of occupational culture in Paterson, New Jersey conducted in 1994. Paterson is considered the cradle of the Industrial Revolution in America, founded in 1791 by the Society for Establishing Useful Manufactures, a group that had Secretary of the Treasury Alexander Hamilton as an advocate. Paterson went on to become the largest silk manufacturing center in the nation as well as a leader in the manufacture of many other products, from railroad locomotives to firearms. Accessed September 30, 2008
http://memory.loc.gov/ammem/wiphtml/pthome.html

WEBCAST
Justice not Pity
Julia Lathrop was an American social worker at the turn of the 20th century, a pioneer in the field of child welfare who investigated child labor, studied infant mortality and pushed for separate courts for juveniles. Lathrop faced many challenges when she assumed the helm of the Children's Bureau. Tichi said, "Congress was wary and watchful for missteps, and opponents of the new bureau were already massing, furious at governmental meddling in family life. Lathrop's credentials were no guarantee of success, and the first year's bureau budget was tiny. If she failed, her name would be synonymous with governmental waste and female incompetence. Worse, the children of the United States, the very future of the country, would needlessly suffer and die.” Accessed September 30, 2008 at http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4108.
Skilled craftsmen weren’t the only ones laboring behind machines. Children tended them as well, especially in the textile industry. In 1870, the first census reporting child laborers indicated 750,000 workers age 15 or under not including family farms or businesses. Organizations worked to eliminate child labor, including the National Child Labor Committee. Not until 1938, with the Fair Labor Standards Act, did any attempt at child labor legislation succeed. This act requires employers to pay child laborers minimum wage and sets the minimum age at 16, or 18 if the occupation is hazardous. Accessed September 30, 2008 
http://www.loc.gov/wiseguide/sept07/labor.html

Founded in 1904, the National Child Labor Committee (NCLC) began a mission of “promoting the rights, awareness, dignity, well-being and education of children and youth as they relate to work and working.” Starting in 1908, the committee hired Lewis W. Hine to carry out investigative and photographic work for the organization. Accessed September 30, 2008 http://www.loc.gov/wiseguide/mar05/work.html

Working as an investigative photographer for the National Child Labor Committee (NCLC), Lewis Hine (1874-1940) documented working and living conditions of children in the United States between 1908 and 1924. The NCLC photos are useful for the study of labor, reform movements, children, working class families, education, public health, urban and rural housing conditions, industrial and agricultural sites, and other aspects of urban and rural life in America in the early twentieth century. Accessed September 30, 2008 http://www.loc.gov/rr/print/coll/207_hine.html

Today in History is designed to help educators use American Memory Collections to teach history and culture. 

Grace Abbott is Born: November 17
Assigned to the Children’s Bureau, Abbott began implementing the first federal law restricting child labor. Abbott used her influence to ensure wartime contractors did not rely on child labor. Accessed September 30, 2008

First American Cotton Mill: December 20
Textile worker Fannie Miles remembers her transition from farm to factory at the age of nine: “I was just nine years old when we moved to a cotton mill in Darlington, South Carolina, and I started to work in the mill. I was in a world of strangers. I didn't know a soul. The first morning I was to start work, I remember coming downstairs feelin' strange and lonesome-like. My grandfather, who had a long, white beard, grabbed me in his arms and put two one-dollar bills in my hand. He said, "Take these to your mother and tell her to buy you some pretty dresses and make 'em nice for you to wear in this mill." I was mighty proud of that. Accessed September 30, 2008
Lesson Plans The Learning Page lesson plans below give a grade level for each lesson but with a little modification almost any lesson can be altered to any grade level.

Child Labor in America (Grades 6-12)

Who Really Built America (Grades 6-12)
Students examine child labor in America from 1880-1920 to gain a personal perspective of how work affected the American child within a rapidly growing industrial society. http://memory.loc.gov/ammem/ndlpedu/lessons/98/built/index.html

Turn of the Century Child (Grades 6-8)
Students develop a richly realized "persona" from the same geographic region and ethnic background as a child photographed at the turn of the century. Students identify, place, and interpret these images as part of their scrapbooks of an imagined child born in 1900. http://www.Noodle tools.com/debbie/projects/20c/turn.html

Features and Activities
American Memory Timeline
Rise of Industrial America, 1786-1900
This resource was developed to help teachers and students use the vast online collections of the Library of Congress. In the Rise of Industrial America there are subtopics on City Life, Rural Life and Work. http://memory.loc.gov/learn/features/timeline/riseind/riseof.html

Community Center
Labor in America
This section of the Learning Page will give you other areas on the Library of Congress website to explore. Because the topic is Labor in America, child labor has only a small part. You will find collections in American Memory, search terms and you can even read the transcripts from the live chat session. http://memory.loc.gov/learn/community/cc_labor.php

Collection Connection
The African-American Experience in Ohio: Labor Movements
Although for African-American children slavery ended with the Emancipation Proclamation there were still those who remained in servitude against their will. An article from the February 6, 1904 Cleveland Gazette describes six children who were enslaved for six years after their father was killed. Editorials that are critical of other forms of child labor appear in a 1905 Cleveland Journal piece and an essay in the January 1913 edition of the African Methodist Episcopal Church Review, which notes, "This agitation on behalf of the mill and factory children (all white) is bound to react in favor of the black children of the South."

http://memory.loc.gov/learn/collections/aaohio/file.html
Childhood Lost

Breaker boys, Woodward Coal Mines, Kingston, PA.
Library of Congress. Prints and Photographs

Millie, Four year old cotton picker on farm near Houston. Picks about wight (i.e.) pounds a day, regulary. See #3598. Location: Houseton (vicinity), Texas
Library of Congress. Prints and Photographs

Mart Payne, 5 years old, picks from 10 to 20 pounds a day. Mother said: "Mart, he haint old nuff to go to school much, but he kin pick his 20 pounds a day. Mostly 10 or 15 pounds." See 4560. Lewis W. Hines, photo, Location: Comanche County Oklahoma.
Library of Congress. Prints and Photographs

Hard work and dangerous for such a young boy. James O'Dell, a greaser and coupler on the tipple of the Cross Mountain Mine, Knoxville Iron Co., in the vicinity of Coal Creek, Tenn. James has been there four months. Helps push these heavily loaded cars. Appears to be about 12 or 13 years old. Location: Coal Creek, Tennessee.
Library of Congress. Prints and Photographs

A little spinner in the Mollahan Mills, Newberry, S.C. She was tending her "sides" like a veteran, but after I took the photo, the overseer came up and said in an apologetic tone that was pathetic, "She just happened in." Then a moment later he repeated the information. The mills appear to be full of youngsters that "just happened in," or " are helping sister." Dec. 3, 08. Witness Sara R. Hine. Location: Newberry, South Carolina. Photo by Lewis W. Hine.
Library of Congress. Prints and Photographs

488 Macon, Ga. Lewis W. Hine 1-19-1909. Bibb Mill No. 1 Many youngsters here. Some boys were so small they had to climb up on the spinning frame to mend the broken threads and put back the empty bobbins. Location: Macon, Georgia.
Library of Congress. Prints and Photographs

3 year old girl and 2 boys hulling berries at Johnson's Canning Camp, Seaford, Del. Location: Seaford, Delaware.
Library of Congress. Prints and Photographs

Library of Congress Prints and Photographs

National Child Labor Committee. No. 191. Frank, a Miner Boy, going home. About 14 years old: has worked in the mine helping father pick and load for three years: was in hospital one year, when leg had been crushed by coal car.
Library of Congress Prints and Photographs
Four-year-old Mary, who shucks two pots of oysters a day at Dunbar. Tends the baby when not working. (See photo 2062). The boss said that next year Mary will work steady as the rest of them. The mother is the fastest shucker in the place. Earns $1.50 a day. Works part of the time with her sick baby in her arms. Father works on the dock. Location: Dunbar, Louisiana.

Library of Congress. Prints and Photographs


Library of Congress. Prints and Photographs

All these are workers in the Cherokee Hosiery Mill, Rome, Ga. Noon, April 10, 1913. The youngest are turners and loopers. Other Hosiery Mills around here employ children of 8 and 9 years. Some of these appear to be as young. Location: Rome, Georgia.

Library of Congress. Prints and Photographs


Library of Congress. Prints and Photographs

Name: At the "Glory Hole." A midnight scene in a N.J. Glass Works. Cumberland Glass Works, Bridgeton, N.J. His name in Edwin Cope, 18, Mt. Vernon. His mother read me the date of his birth from the family record—Mar. 26, 1909 [i.e., 1896]. This proves him to be 13 years old. Nov. 1, 1909. Location: Bridgeton, New Jersey.

Library of Congress. Prints and Photographs

Charlie, ten year old shiner, Newark, N.J. August 1, 1924. Location: Newark, New Jersey.

Library of Congress. Prints and Photographs

Doffer in Mellville Mfg. Co., Cherryville, N.C. Said he had been working for two years. Many of them below age. Location: Cherryville, North Carolina.

Library of Congress. Prints and Photographs

All these children five years, six years, seven years, nine years and two a little older, were picking cotton on H.M. Lane’s farm Bells, Tex. Only one adult, an aunt was picking. Father was plowing. Edith, five years, (see preceding photo) picks all day. "Hughie" six years old, girl, picks all day. Alton, seven years old, boy, picks fifty pounds a day. Ruth, nine years old, picks seventy-five pounds a day. Rob and Lee are about ten or eleven years old. The very young children like to pick, but before long they detest it. Sun is hot, hours long, bags heavy. Location: Bells, Texas.

Library of Congress. Prints and Photographs


Library of Congress. Prints and Photographs
7-year old Rosie. Regular oyster shucker. Her second year at it. Illiterate. Works all day. Shucks only a few pots a day. (Showing process) Varn & Platt Canning Co. Location: Bluffton, South Carolina.

The tread mill
Library of Congress
Prints and Photo

Poem
Library of Congress
Prints and Photographs

Child labor in the onion field, Delta County, Colorado
Library of Congress
Prints and Photographs

[Breaker boys, Woodward coal breakers, Kingston, Pa.]
Library of Congress
Prints and Photographs

[Breaker boys in Kohinor mine, Shenandoah City, Pa.]
Library of Congress
Prints and Photographs

Newsboy, 1917
Library of Congress
Prints and Photographs

The sausage department, Armour's great packing house, Chicago, U.S.A.
Library of Congress
Prints and Photographs

Manuel, the young shrimp-picker, five years old, and a mountain of child-labor oyster shells behind him. He worked last year. Understands not a word of English. Dunbar, Lopez, Dukate Company. Location: Biloxi, Mississippi.

Young boy working for Hickok Lumber Co., Burlington, Vt. Location: Burlington, Vermont.

Edward McGurin, 14 years old. Wringing curtains at Boutwell, Fairclough & Gold, 274 Summer Street Extension. Mr. Fitzgerald, Manager. Location: Boston, Massachusetts / Lewis W. Hine.
Accident cases at Union Hospital - Oscar Matoon - 14 years - 72 Oman St. Hand caught in twister.
John Healy - 14 years - 967 Middle St., cut finger. Location: Fall River, Massachusetts / Lewis W. Hine.
Library of Congress. Prints and Photographs

Exhibit panel
Library of Congress
Prints and Photographs

[Exhibit panel]. Location: [New York, New York (State)].
Library of Congress
Prints and Photographs

Exhibit screen
Library of Congress
Prints and Photographs

Exhibit Panel
Library of Congress
Prints and Photographs

Exhibit Panel
Library of Congress
Prints and Photographs

Exhibit panel
Library of Congress
Prints and Photographs

Newspaper comments on new child labor law in Penn. Location: Pennsylvania
Library of Congress.
Prints and Photographs