

Name: Aileen Level

Title: Labor and Living Conditions in Industrial Cities – mid-1800s to early 1900s

Subject: Modern World History

State: California

Description of the Teaching Plan:

Students will build on their understanding of the Industrial Revolution to conduct research about the impacts of industrialization on the lives of individuals in the United States. They will examine living conditions at extremes of society as well as researching working conditions for laborers, focusing primarily on the experience in cities. The students will analyze point of view and will explain how factors such as age, race, immigration status, and gender impacted the lives of workers.

1. Introduction, overview, and unit rationale: Industrialization radically transformed life around the globe. Students will build on prior knowledge of the development of industrialized society and increasing urbanization and global migration. By focusing on specific factories, industries, and events, they will put a human face on these events and develop a deeper understanding of how individuals were impacted by these seismic societal changes.
2. Unit goals: Within this unit, students will build on prior knowledge of industrialization, urbanization, immigration, and migration to understand the impact of these processes and major societal changes on the lives of individuals. They will continue to learn how to effectively select and evaluate both academic sources and primary source material.
3. Connections to state standards:
 - California State Standards:
 - Grades Nine through Twelve: various, including:
 - Historical Research, Evidence, and Point of View:
 - 2. Students identify bias and prejudice in historical interpretations.
 - Historical Interpretation:
 - 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
 - 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 - Students interpret past events and issues with the context in which an event unfolded rather than solely in terms of present-day norms and values.
 - 10.3: Students analyze the effects of the Industrial Revolution in ... the United States.

- 10.3.2: Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change.
 - 10.3.3: Describe... rural to urban migration, and growth of cities associated with the Industrial Revolution
 - 10.3.4: Trace the evolution of work and labor, including... the effects of immigration, mining and manufacturing, division of labor, and the union movement.
 - 10.3.5: Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
 - 10.3.6: Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including... Social Democracy, Socialism, and Communism.
 - 10.3.7: Describe the emergence of ... social criticism (e.g. the novels of Charles Dickens)...
 - California History Social Science Framework - chapter 15:
 - What were the results of the industrial revolutions?
 - How did industrialization affect ordinary people, families, and work?
4. Detailed description of what will happen each day:
- **Day 1: Living Conditions:** Students will individually explore images from photographer Jacob Riis' *How the Other Half Lives*. As they examine the photos, they will identify questions that they have as well as what stands out to them from the images. The whole class will discuss these ideas while also reading aloud and discussing passages from the text. They will then look at the interactive tour of Henry Clay Frick's New York City mansion (now the Frick Collection) and study images of his Pittsburgh mansion (Clayton). What contrasts do they see between these two aspects of society? What connections can they make? How do these sources reflect different aspects of the consequences of industrialization, urbanization, migration, and immigration?
 - **Days 2-4 (or fewer, depending on available time): Labor Conditions:** The class will then split into groups to conduct research into different aspects of life in industrialized America. The five topics are: Lowell (MA) and the "mill girls," child labor in the coal industry, the Homestead lockout/strike, the Triangle Shirtwaist fire, and Ford and the assembly line. Each team will start with a suggested list of academic sources and then will conduct additional research using JSTOR or other approved sites. The groups will each create a Slide presentation to share their findings. They will then give an oral presentation of their work. As they progress, there will be regular check-ins, and students will share small portions of their findings for exit tickets, etc.
5. Formal and informal assessment:
- There will be informal assessment of group work throughout the project. Each day of research, there will be periodic brief check-ins during which each group has to share key facts they have learned so far.

- The formal assessment will have two portions: the Slides and the oral presentation. Each student will be graded individually on the portions they completed – revision history will be checked to be sure each student completed a fair portion.
6. Technological needs:
- Students will use individual devices to conduct their research and create Slides presentations.
7. Materials needed to complete the unit:
- Attached documents: list of suggested websites for class discussion and research:
 - **Living conditions in turn-of-the-century New York City**
 - **Labor conditions in the mid-late 1800s and early 1900s in the US: mini research project**
 - Students will use individual devices to conduct their research and create Slides presentations.
8. Other sources to consider:
- Students can use books from the classroom library or school library if possible. Passages from Upton Sinclair's *The Jungle*, works by Charles Dickens, and articles by or about Ida Tarbell and Mother Jones are helpful to incorporate. They should also search for resources from JSTOR or other online databases and academic sources if they have access.

Labor conditions in the mid-late 1800s and early 1900s in the US: mini research project

Teams will each be assigned one of the following topics. Use the suggested websites as well as additional resources on [JSTOR](#) to research the subject. Take note of whose perspectives are included and whose stories are told; be aware of who created each source and how that can impact how the information is presented.

Each group will create a Slides presentation to share their findings. Be sure to incorporate clearly-visible images as well as primary source quotations. Include your sources at the end of the presentation.

Labor:

Lowell, Massachusetts:

- Lowell National Historic Park: “The Mill Girls of Lowell”
<https://www.nps.gov/lowe/learn/historyculture/the-mill-girls-of-lowell.htm>
- “Lowell Mill Girls and the Factory System, 1840”
<https://www.gilderlehrman.org/history-resources/spotlight-primary-source/lowell-mill-girls-and-factory-system-1840>
- Lowell Mill Girls
<https://www.youtube.com/watch?v=pkJwOYagvUI>
- The Massachusetts Mill Workers, Lowell National Historical Park
<https://www.youtube.com/watch?v=zSVk6axNHkQ>

Child labor in the coal industry:

- Yale University: Energy History:
“Child Labor, Pennsylvania Coal Mines (gallery)”
Images of “breaker boys,” who separated out impurities from coal before it could be sold. The photos include famous images by photographer Lewis Hine.
<https://energyhistory.yale.edu/library-item/child-labor-pennsylvania-coal-mines-gallery>
“Coal Mining and Labor Conflict” -- click “Library Items” tab
<https://energyhistory.yale.edu/module/coal-mining-and-labor-conflict>
- *The Boys in the Breakers* from *Anthracite Coal Communities*, by Peter Roberts, 1904, pp.174-181
<https://ehistory.osu.edu/exhibitions/gildedage/content/breakerboys>
- “Child Labor in the Coal Mines” (article from 1906)
<https://www.jstor.org/stable/pdf/1010788.pdf>

Homestead Strike: (1892)

- Homestead Strike (1892): History Channel article
<https://www.history.com/topics/industrial-revolution/homestead-strike>
- “Andrew Carnegie: The Richest Man in the World: The Strike at Homestead Mill”

<https://www.pbs.org/wgbh/americanexperience/features/carnegie-strike-homestead-mill/>
Documentary main page: <https://www.pbs.org/wgbh/americanexperience/films/carnegie/>

- Library of Congress: “Homestead Strike: Topics in Chronicling America”
(primary source news articles -- zoom in on the pictures to read the text.)
<https://guides.loc.gov/chronicling-america-homestead-strike>
<https://guides.loc.gov/chronicling-america-homestead-strike/selected-articles>
- AFL-CIO: “1892 Homestead Strike”
<https://aflcio.org/about/history/labor-history-events/1892-homestead-strike>

Triangle Shirtwaist Fire: (1911)

- “How the Horrific Tragedy of the Triangle Shirtwaist Fire Led to Workplace Safety Laws: The 1911 factory blaze shocked the nation and spurred new regulations to protect factory workers.”
<https://www.history.com/news/triangle-shirtwaist-factory-fire-labor-safety-laws>
- “Remembering the 1911 Triangle Factory Fire”
(click through the various links to testimonials including recordings of oral history & brief biographies of the victims)
<http://trianglefire.ilr.cornell.edu/>
- “Uncovering the History of the Triangle Shirtwaist Fire: The author behind the authoritative retelling of the 1911 fire describes how he researched the tragedy that killed 146 people”
<https://www.smithsonianmag.com/history/uncovering-the-history-of-the-triangle-shirtwaist-fire-124701842/>
- OSHA: “The Triangle Shirtwaist Factory Fire”
<https://www.osha.gov/aboutosha/40-years/trianglefactoryfire>
- NYTimes: “100 Years Later, the Roll of the Dead in a Factory Fire Is Complete”
(Final victims identified in 2011.)
<https://www.nytimes.com/2011/02/21/nyregion/21triangle.html>
- Remember the Triangle Fire Coalition:
“The Names Map”
Information about the victims, including an interactive map showing where each lived. Scroll down for a list of names and ages.
<https://rememberthetrianglefire.org/learn/names/>
- Triangle Fire: “What is a Shirtwaist?”
<https://www.pbs.org/wgbh/americanexperience/features/triangle-fire-what-shirtwaist/>
Documentary main page: <https://www.pbs.org/wgbh/americanexperience/films/triangle/>

Ford and the Assembly Line: (1914)

- Henry Ford: Assembly Line (collection of archival photos & documents from the early days of the assembly line)
<https://www.thehenryford.org/collections-and-research/digital-collections/expert-sets/7139/>
- Crowd of Applicants outside Highland Park Plant after Five Dollar Day Announcement, January 1914 (archival photo and explanation -- needed to raise wages because people hated working on the assembly line)
<https://www.thehenryford.org/collections-and-research/digital-collections/artifact/35765/>
- Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914 (archival photo of letter and explanation -- asking him to investigate conditions working on the assembly line -- especially lack of bathroom access) (hard to read old-fashioned cursive)
<https://www.thehenryford.org/collections-and-research/digital-collections/artifact/75234/#slide=gs-189056>
- “This Day in History: December 01, 1913: Ford’s Assembly Line Starts Rolling”
<https://www.history.com/this-day-in-history/fords-assembly-line-starts-rolling>
- “The Moving Assembly Line and the Five-Dollar Workday: The Moving Assembly Line Changed the Way Automobiles are Made. The \$5 Day Brought Workers to this New Method of Building Cars.”
<https://corporate.ford.com/articles/history/moving-assembly-line.html>
- “Ford Installs First Moving Assembly Line: 1913”
<https://www.pbs.org/wgbh/aso/databank/entries/dt13as.html>

Explore the following sites to see what life was like at extreme ends of society in the late 1800s and early 1900s. What stands out to you in each source? What questions do you have? We will pause between sections to discuss what you see.

Living conditions in turn-of-the-century New York City:

Jacob Riis: *How the Other Half Lives*

Note that people in the photos aren't dead -- they're sleeping. Remember that some of the language that was used at the time to describe groups of people is not polite to use today.

“Jacob Riis: The Photographer Who Showed “How the Other Half Lives” in 1890s NYC” -- article and images

<https://mymodernmet.com/jacob-riis-how-the-other-half-lives/>

Jacob Riis biography (scroll down for photos)

<https://www.icp.org/browse/archive/constituents/jacob-riis?all/all/all/all/2>

Book text & images at Project Gutenberg (a bit clunky to navigate)

<https://www.gutenberg.org/files/45502/45502-h/45502-h.htm>

Contrast with:

Henry Clay Frick mansion - New York City:

The Frick Collection:

Official virtual tour of the museum: click anywhere to start, then can navigate from room to room

https://www.frick.org/visit/virtual_tour

“Rarely Seen Photographs Reveal the Gilded Age Glory of the Frick When It Was a Private Home: See how Henry Clay Frick lived a century ago.”

Town & Country: Gallery of old black & white photos

<https://www.townandcountrymag.com/leisure/arts-and-culture/g15949178/frick-collections-historical-photos/>

“The Controversial Origins of New York City's Frick Collection”

Curbed NY: History of the building of the house:

<https://ny.curbed.com/2014/7/29/10068128/the-controversial-origins-of-new-york-citys-frick-collection>

Note that the Frick family had multiple homes. You can also explore Clayton, their Pittsburgh home, using this video tour or by clicking through the images on the official museum site.

The Frick Pittsburgh:

“Tour Clayton, the Gilded Age home of the Henry Clay Frick family”

Tour of the main house. Video gives a brief overview of the Homestead lockout/strike and the assassination attempt against Henry Clay Frick.

<https://www.youtube.com/watch?v=i7m3VsneBpU>

“Clayton”

Scroll down to the images. Then use the Right and Left arrows on the images to scroll through the photos.

<https://www.thefrickpittsburgh.org/Clayton>