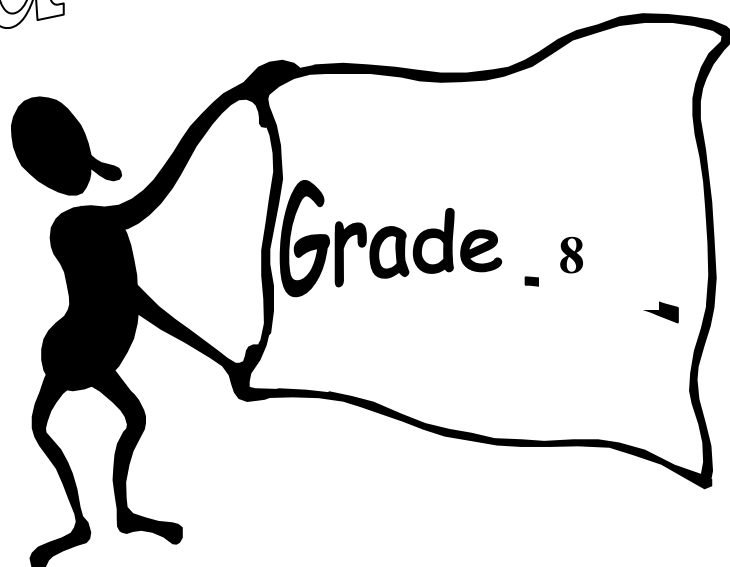


**New York City Department of Education  
Department of Social Studies**

# Field-Test Edition



## **Industrialization in the 19<sup>th</sup> Century**

### **A Sample Unit of Study**

Teachers contributing to this unit are:  
Wycliffe Husbands  
Sonia Persaud  
Gary Katz  
Andrea Shakespeare-Smith

Dear Reader,

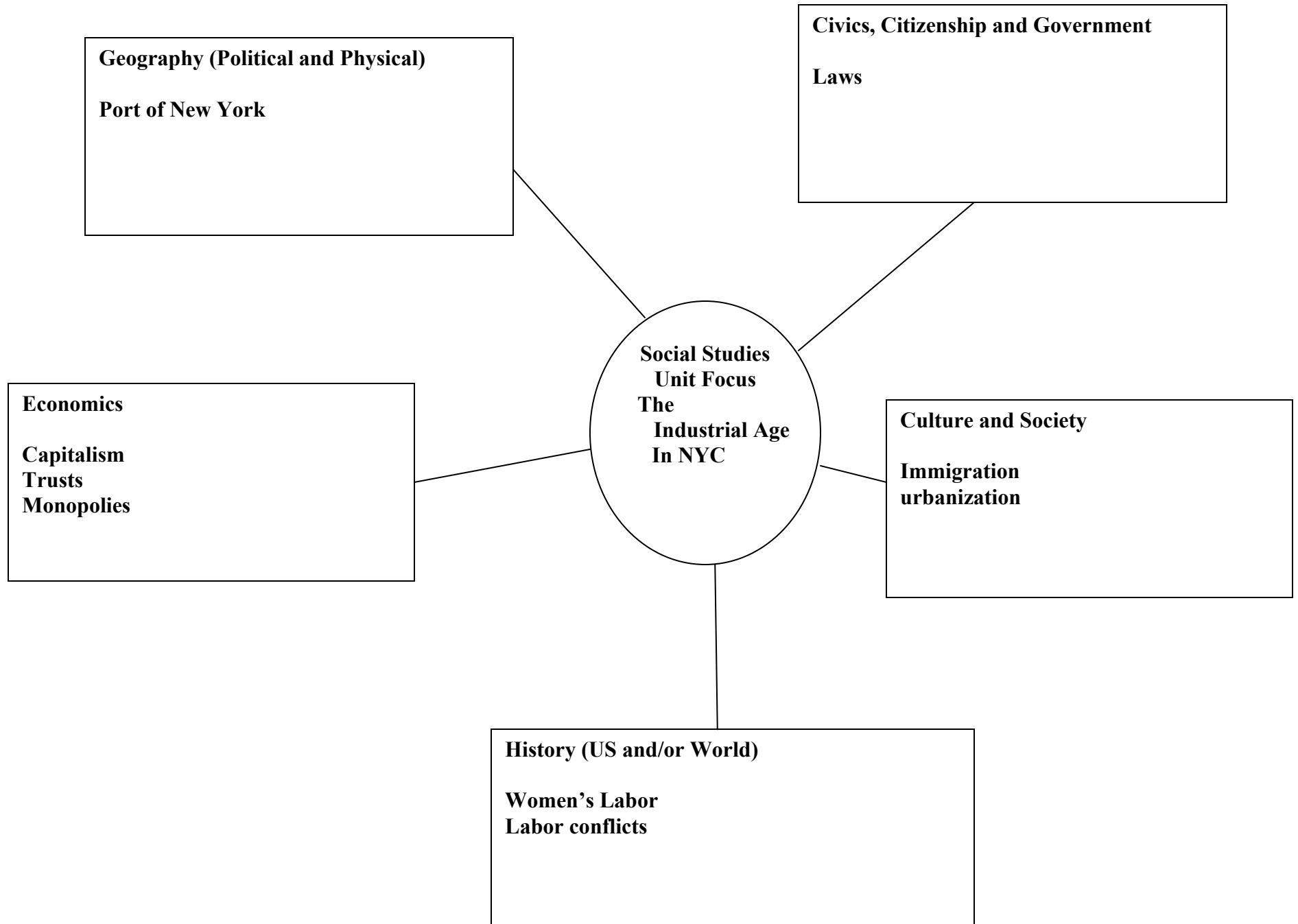
*This unit focuses on New York City industrialization from Reconstruction to New Century (1865 – 1920). The unit builds upon the students’ knowledge of Social Studies and provides them with an opportunity to learn more about the development in New York City as a reflection on the nation. During this unit students will begin to research the social and economic effects of industrialization; the technological changes in factories during the 19<sup>th</sup> century and how it effected the way goods were produced, the effects of the increase in technology on children, and how industrialization led to the economic development in New York. During this unit, students will begin to research the ideas of people working, living, and sharing together. In addition, the students’ understanding of community will be used as a “jumping-off” point to look at first at how communities have changed over time, and later, how other community.*

*Students will use discovery through field trips, museum visits, photo galleries, photo analysis, journals, patent law research (library and internet, map skills, written and oral responses to literature (primary and secondary sources), persuasive writing, technical writing for patents, artistic layout and design, generating and publishing a timeline. We want our students to be young historians as they gather, compile, and analyze their data in preparation for their final project.*

*Inside this packet you will find an overarching essential question, some focusing questions, a “brainstorm of possibilities,” as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your extended professional development sessions you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons as you help build a culture of professional learning and collegiality in your schools.*

*This unit was developed through participation in the New York City and the Nation’s Gotham Fellows Program. This professional development program provided the basic concepts, content, and chronologies of American history through the lens of New York City, offered new teaching methodologies, and supported us in the development of this unit of study to pilot in the classroom, and disseminate citywide. The program is funded by “American Journey” a citywide Teaching American History grant from the U.S. Department of Education awarded to the New York City Department of Education. This program is a partnership with the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society. The combined expertise of these organizations has brought the essential content of American and local history to us in an accessible framework and has supported us in the development of this unit of study.*

*Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world and why we need to be involved citizens. With your help, this unit of study will help our students become young historians as they gain essential skills and strategies as they immerse themselves in this unit of study. By gaining an understanding of how communities may change over time, students can build upon their growing knowledge about communities, recognizing that they are both alike and different, and that each community has a story that is interesting and unique.*



## Essential Question

*This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.*

### What are the effects of industrialization?

#### Focus Questions

*These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.*

#### Lessons/Activities

*These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. You will be asked to create 3-5 lessons for each Focus Question, for a total of 9-15 lessons.*

**1 What were the technological changes in factories during the 19<sup>th</sup> century, and how did they affect the ways goods were produced?**

- 1a Physical limitations of manufacturing spaces.
- 1b Changes in shipping industry.
- 1c New technologies.
- 1d What happens to the workers?
- 1e Mass production

**2. How did the increase in technology changes during the 19<sup>th</sup> century affect children?**

- 2a Children in the work place.
- Home life in tenements
- 2b Child labor laws.
- 2c A child's day off.
- 2d Mandatory schooling.
- 2e What jobs did technology allow children to hold?

**3. How did industrialization lead to economic development in New York?**

- 3a Immigrant woman workers- where they came from and why
- 3b Wages and Working conditions
- Labor conflicts
- 3c Expansion of Waterfronts in Brooklyn. And Queens.
- 3d Increased productivity

**Culminating Project:**

3 options

## Culminating Project

*This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffold such that students can successfully complete the project.*

Option 1: Choose a technological invention that affected industry and pretend you are the inventor.

Complete a patent.

Invention plan: Outline the affects of the invention.

Why is this needed?

How much will each unit cost?

How will it improve manufacturing in terms of speed?

How will it save money on production?

How will it improve the lives of the workers?

Make an advertisement: (sell the product)/ Create a model of the invention and explain how it works. (option)

Option 2

Create a timeline of the before, during and after effects of a major technological change or labor law. Put yourself into the timeline as a child-worker, social reformer, or industrialist and write a journal entry in-role in response to the changes.

Option 3

Create mini museum based on your research which shows how life for workers was affected by changes in labor laws or technology.

## Lesson # \_1a\_

**Unit's Essential Question: What are the effects of industrialization?**

**Focus Question: What are the technological changes in factories during the 19<sup>th</sup> century, and how did they affect the ways goods were produced.**

**Skills/Strategies**

- To discuss the physical limitations of manufacturing spaces.
- To understand the influence of geography on the development of neighborhoods.
- To analyze primary and secondary source documents

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Materials** (Overheads of the following documents, from the Brooklyn Historical Society's *History Hunters: Seeking the Industrial Age* curriculum kit)

- Document # 2 Higginson Map, 1868 (Map)
- Document # 4 Letterhead and Note 1866 ( Letter)
- Document # 5 The Glass Makers ( Newspaper)
- Document # 6 Excerpts from Factories, Foundries, and Refineries, 1980 (Secondary Source)

**Mini-Lesson** Shared Reading

Where do you usually find large manufacturing plants? (auto, furniture etc.)

Why?

Read from Document # 6

Why do you think glassmaking was able to resist mechanization?

How did Dorflinger save money on labor costs even though machines could not do the work of glass blowers?

When glassmaking did become mechanized in the twentieth century, what was the effect on Brooklyn?

Why was the Greenpoint Glass Works' waterfront important for business?

Why did glassmaking decline in Brooklyn?

**Independent Work Time** Independent work

Based on the overhead projections and on the reading, write a diary entry about the day in the life of someone who worked at Greenpoint Glass Works and lived in the area.

**Share/Assessment** Individual Share

Students will share their diary entry with the rest of the class on a voluntary basis.

**Connection to Culminating Project** (mini museum)

Due to the limited space in Manhattan manufacturing districts flourished in Brooklyn. Greenpoint, Brooklyn held an abundance of cheap land, large factories were built there. As factories began to get more mechanized there was a need for larger space, because many of the workers in the factories lived in the neighborhood there really wasn't much room to expand. Many factories had to move out of state.

## Lesson # \_1b\_

**Unit's Essential Question: What are the effects of industrialization?**

**Focus Question: What are the technological changes in factories during the 19<sup>th</sup> century, and how did they affect the ways goods were produced.**

### Skills/Strategies

- To explain how technology led to changes in the shipping industry.
- To analyze primary and secondary source documents

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Materials (From *History Hunters*)

- Overhead of document # 1 Perris and Higginson May, 1855 (map)
- Overhead of document # 2 View of Brooklyn, L.I., 1847 (print)
- Overhead of document # 6 Scenes in the Brooklyn Navy Yard, 1861 (print)
- Overhead of document # 9 The Continental Iron Works, New York, 1898 (print)
- Overhead of document # 11 The Launch of the Monitor (painting)

**Mini-Lesson** Comparison of present day ship building to ships built during the 1800s.

Discuss ships of today (what they look like, how are they built) versus ships during the 1800s (what they looked like, how were they built).

Where were they built? How were they built? What types of materials were used why?

Who worked at the shipyards? How much do you think they were paid?

How do you think the introduction of machines in the shipyards affected the workers?

Show overhead projection of each document.

**Independent Work Time** small group work, distribute copies of documents to each group

Students will work in small groups of (4-6) to analyze document.

Group # 1

Document # 1

Find Washington Street.

How many shipyards are off of Washington Street?

What does the number of shipyards indicate about NYC?

What other industries might support shipbuilding and shipping?

What are the advantages of having a shipbuilding industry on the waterfront?

Group #2

Document # 2

What do you notice about life of the East River at this time?

Describe the ships that you see in this image. How many different types of ships do you see?

What purpose does each type serve?

Think about how the East River looks today? How is it different? How is it the same?

Group #3

Document # 6

From observing this image, how is a ship made?

How many different ship-related jobs can you see in this image? What are they? What else do you notice?

What questions do you have about this image?

Group # 4.

Document # 9

What do you notice about the size of the Continental Iron Works?

What is being built? What are some materials that you see?

What work is going on inside the building?

What other activities are happening here?

Group # 5

Document # 11

Where is the Monitor in this picture?

How can you tell that the launching a ship was an important event?

How is the Monitor different from other ships built during that time period?

Why might it be a good design for a warship?

**Share/Assessment** group share

Each group will present their finding to the rest of the class.

How did technology change the shipbuilding industry?

**Connection to Culminating Project** (mini museum)

Where were the shipyards? Why?

How did the face of shipbuilding change?

Who worked in the shipyards?

How did new technology affect them?

**Connection to National History**

Greenpoint's geography made it an excellent place for shipbuilding.

Deep water and fine sandy beaches for launching ships.

Shipbuilding materials (lumber) could easily reach the shipyards.

## Lesson # \_1c\_ [lesson in progress]

**Unit's Essential Question: What are the effects of industrialization?**

**Focus Question: What are the technological changes in factories during the 19<sup>th</sup> century, and how did they affect the ways goods were produced.**

### **Skills/Strategies**

- To explain what happens to the workers as a result of technological advances.
- 

### **Materials (From History Hunters)**

- Overhead of document # 1 Perris and Higginson May, 1855 (map)
- Overhead of document # 2 View of Brooklyn, L.I., 1847 (print)
- Overhead of document # 6 Scenes in the Brooklyn Navy Yard, 1861 (print)
- Overhead of document # 9 The Continental Iron Works, New York, 1898 (print)
- Overhead of document # 11 The Launch of the Monitor (painting)

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

## Lesson # 1d

**Unit's Essential Question:** What are the effects of industrialization?

**Focus Question:** What were the technological changes during the Industrial Revolution?

**Standards:** SS 1- History of the United States and New York.  
SS 4- Economics

**Specific Objectives: Students will be able to:**

- identify the inventions created during the Industrial Revolution and their inventors
- categorize these inventions as improvements in industry, transportation or communication
- explain what a patent is and complete one
- describe how the inventions during the Industrial Revolution lead to an improvement in American social, economic and political life.

**Skills/Strategies**

- Students will read Timeline and identify inventions created during the Industrial Revolution.
- Students will put these invention in categories based on the area of American life that they improved.
- Students will complete an application for a patent and a drawing of an invention created during the Industrial Revolution.

**Materials**

- Internet
- Interactive timeline of inventions  
[www.pbs.org/wgbh/amex/telephone/timeline/f\\_timeline.html](http://www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html)
- Handouts on inventions and their effect on American life
- Patent application
- 

**Independent Work Time:** Students will complete this activity in groups.

Each group will be assigned one of the categories on the board and be asked to describe the ways in which their inventions improved life for individual Americans in their homes and production in factories. Students will fill in their responses in the following table:

Inventions	Improvement (home)	Improvement (Factories)

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**Share/Assessment:**

## Lesson # 1E [Lesson in progress]

**Unit's Essential Question: What are the effects of industrialization?**

**Focus Question: What are the technological changes in factories during the 19<sup>th</sup> century, and how did they affect the ways goods were produced.**

### **Skills/Strategies**

- To discuss the effects of mass production on society.
- To analyze primary and secondary source documents.

### **Materials (History Hunters)**

- Overhead of document # 1 Bromley Map, 1880 (map)
- Overhead of document # 5 Eberhard Gaber Pencil Industry, 1920 (photograph)
- Overhead of document # 6 Scenes in the Brooklyn Navy Yard, 1861 (print)
- Overhead of document # 7 The Continental Iron Works, New York, 1898 (print)
- Overhead of document # 11 The Launch of the Monitor (painting)

### **Mini-Lesson Web**

What is mass-Production?

What do you see when you envision mass-production?

What are some industries in which mass-production is utilized?

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

## Lesson # 2A

### Unit's Essential Question: What were the effects of Industrialization?

**Skills/Strategies** *Make sure to include skills and strategies from the 8<sup>th</sup> grade exam.*

- Making connections among historical events
- Mapping
- Making Comparisons

### Materials

- Chart paper /Selected maps
- Selected pictures/Photographs
- Document "Working Her Fingers To The Bone, "Agnes Nestor's Story"  
<http://historymatters.gmu.edu/d/5728>
- Document: "Sweatshop Girl" NYS/NYC State History/Vol.2 p77

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Teacher outlines lesson objective – examine the role of young women in industrial settings.

Teacher provides historical contexts from which people generally were forced to flee Eastern Europe.

Students are shown maps as points of references.

Teacher shows charts of young women working in various jobs.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Students first examine pictures of newly arrived young female immigrants. They record their observations. They then brainstorm the expectations of these young people on arriving in NYC.

They are given reading selections and asked to identify specific realities faced by these people in the workforce.

Students draw up a COMPARISON CHART showing the differences between expectations and realities.

They will brainstorm reasons why young immigrant females were selected for these jobs.

Students will design SEMANTIC MAP showing CONNECTIONS of young laborers to the industrial setting.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Show and explain charts.

Compare and contrast status of young immigrant women today to the turn of the century.

Draw parallels between the past and the present. Make judgment on the nature of the industrial society.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

**Students will arrive at an understanding of how people in given situations can easily be exploited.**

**That the profit motive was the primary concern of the industrial society.**

## Lesson #2B

### Unit's Essential Question:

What are the effects of industrialization?

Focus Question: How did technology changes affect children?

What does "Quality of Life" mean?

**Skills/Strategies** *Make sure to include skills and strategies from the 8<sup>th</sup> grade exam.*

- Discovery through a tour of the Tenement Museum
- Compare/Contrast: What is your job at home? What is your job at school? When is your job done?
- Scavenger hunt: finding artifacts
- Analyzing and interpreting primary and secondary source documents

### Materials

- Graphic Organizer: T Chart/ Venn Diagram/ Spider Chart
- Scavenger Hunt Worksheet (in collaboration with the Henry Street Settlement)
- Journal Entry: What have I learned today?
- Internet: Henry Street Settlement Virtual Tour

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Mini-Lesson: Field Trip Preparation

Do now: Journal Entry

What is your job/s at home, at school?

When is your job done?

Brain storm, in preparation for the field trip, the idea that we all have jobs to do (responsibilities)

Pose the question: How do you think your "job" might have been different 100 years ago? Chart the responses

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Guided Tour of the Henry Street Settlement

Scavenger Hunt of artifacts, primary and secondary source documents (individual and group); each group will have a particular focus area to concentrate on (household products, role of the woman, role of the man, role of the child, quality of life)

Do you see children at work?

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Completed journal entry (4 pt. rubric)

Completed artifact sheet (10 pts. Of interest)

Extra Credit: share-out participation (1 point\_

Share-Out: Classroom discussion of discoveries/findings

Chart Responses on Graphic Organizers

Publish Graphic Organizers as class documents around the classroom

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This will give the students the understanding that children of the 19<sup>th</sup> and early 20<sup>th</sup> century shared many experiences of the students of the 21<sup>st</sup> century. This investigation will lay the groundwork for the “children’s experience”. Their frame of reference will be established. They will have visual memories of their learning. They will have aural memories of their learning. Questions will be asked and answered leading to 100% understanding of the unit and the subjects that they will be studying.

## Lesson #2C

### Unit's Essential Question:

What are the effects of industrialization?

Focus Question: How did technology changes affect children?  
What laws were passed that protected children?

Students will learn of and record the child labor laws of the 19<sup>th</sup> and 20<sup>th</sup> century in the United States

Students will record what they see in photos

Students will create a fictional biography from the pictures analyzed

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

"There is work that profits children, and there is work that brings profit only to employers." Lewis Hine, 1908

Where did children work?

Factories, farms, mines, tenement sweat shops, wealthy homes, newspapers, push carts, etc.

#### **Vocabulary:**

Reformer

Progressive

Protest

Welfare

National Child Labor Committee

Jane Addams

Lewis Hine

Keating-Owen Act

Hammer v. Dagenhart 247 US 251

Gibbons v. Ogden

Commerce Clause

Lackawanna & Western R.R. Co. v. Yurkonis (coal mining)

Kidd v. Pearson (

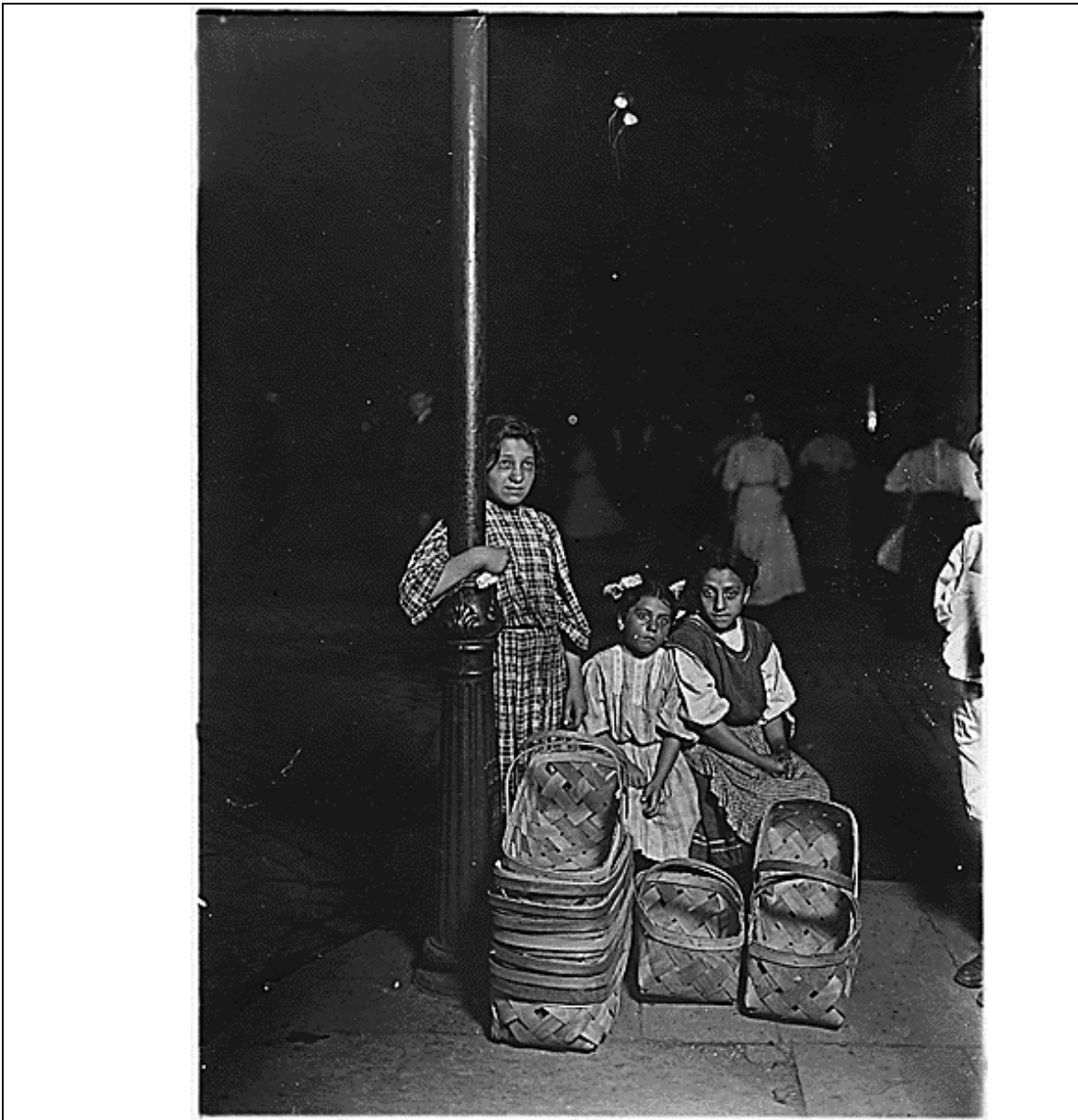
New York v. Miln

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 1920 the number of child laborers was cut to nearly half of what it had been in 1910.( <http://www.kentlaw.edu/ilhs/hine.htm>)

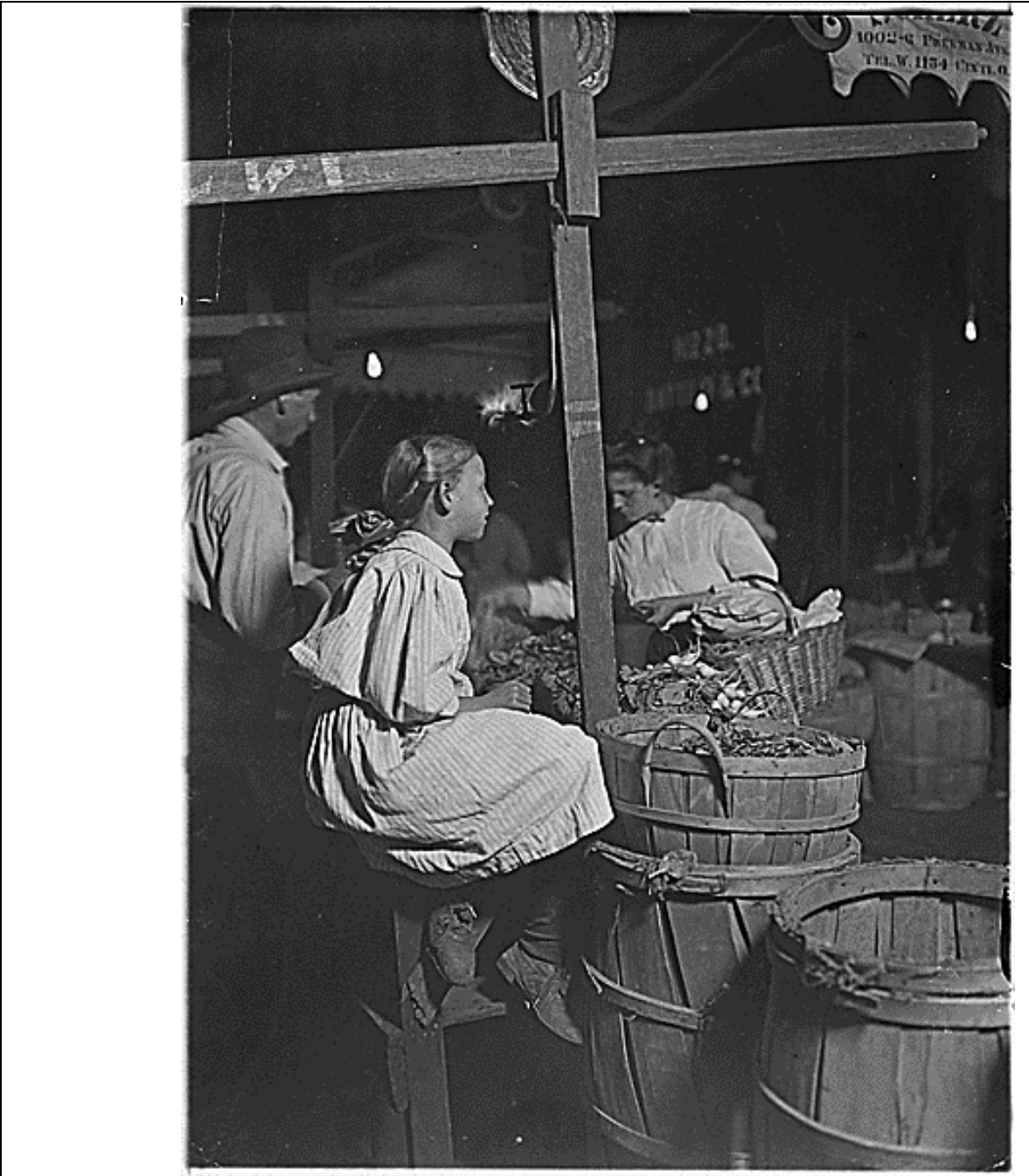
All are photographs from the Lewis Hine collection.

1. [Photograph of garment workers, New York, NY, January 25, 1908](#) .
2. [Photograph of a basket seller in a Cincinnati, OH, market, August 22, 1908](#) .
3. [Photograph of boys and girls selling radishes, August 22, 1908](#) .
4. [Photograph of a boy working in a shoe-shining parlor, Indianapolis, IN, August 1908](#) .
5. [Photograph of boys in a cigar factory, Indianapolis, IN, August 1908](#) .
6. [Photograph of a boy running "trip rope" in a mine, Welch, WV, September 1908](#) .
7. [Photograph of children working in a bottle factory, Indianapolis, IN, August 1908](#) .
8. [Photograph of the noon hour at an Indianapolis cannery, Indianapolis IN, August 1908](#) .
9. [Photograph of a glass blower and mold boy, Grafton, WV, October 1908](#) .
10. [Photograph of girls at weaving machines, Evansville, IN, October 1908](#) .
11. [Photograph of young boys schucking oysters, Apalachicola, FL, January 25, 1909](#) .
12. [Photograph of a girl working in box factory, Tampa, FL, January 28, 1909](#) .
13. [Photograph of a nine-year old newsgirl, Hartford, CT, March 6, 1909](#) .
14. [Photograph of a boy picking berries near Baltimore, MD, June 8, 1909](#) .
15. [Photograph of workers stringing beans, Baltimore, MD, June 7, 1909](#) .
16. [Photograph of boys working in an arcade bowling alley, Trenton, NJ, December 20, 1909](#) .

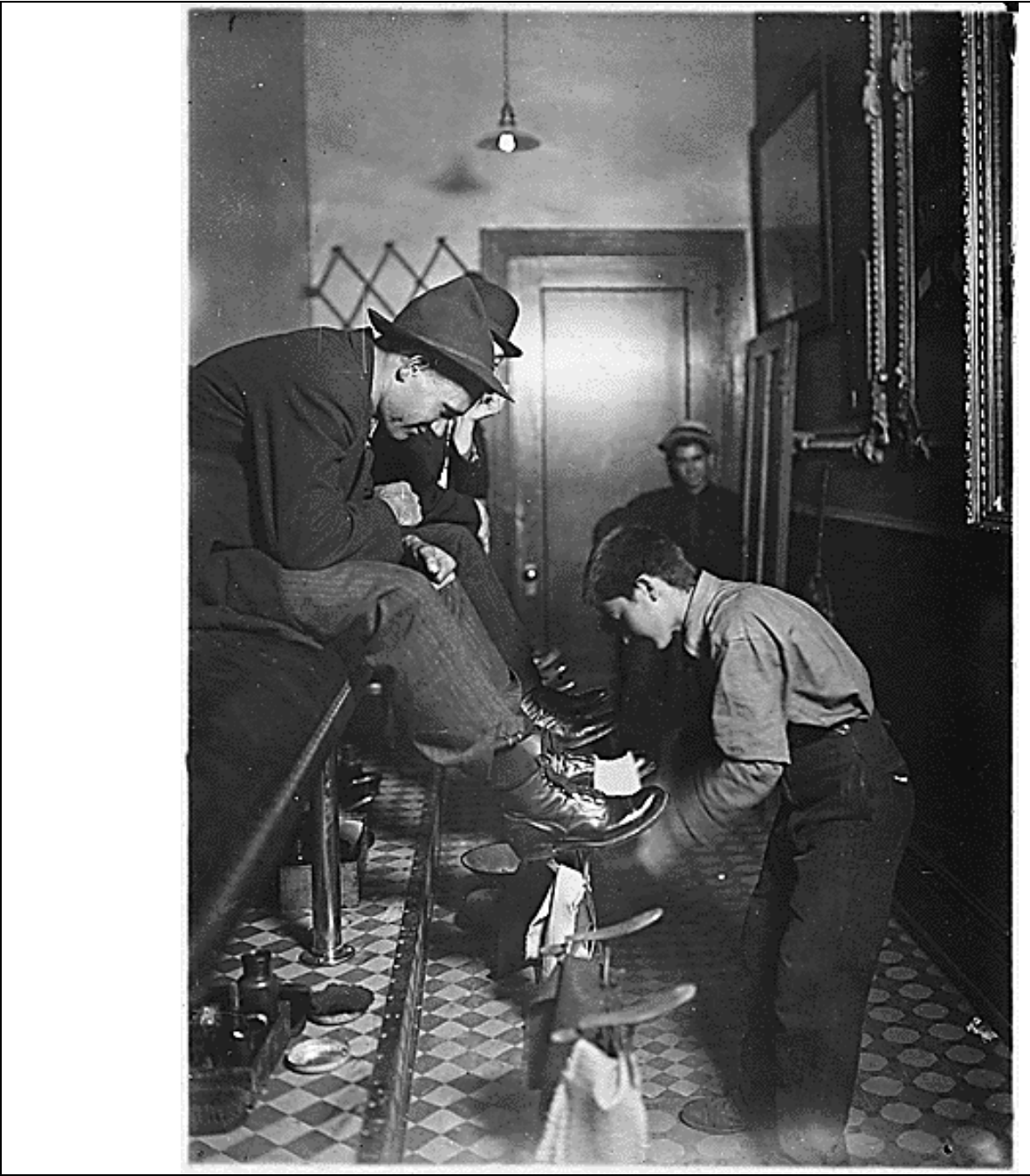
<http://media.nara.gov/media/images/3/3/03-0234a.gif>



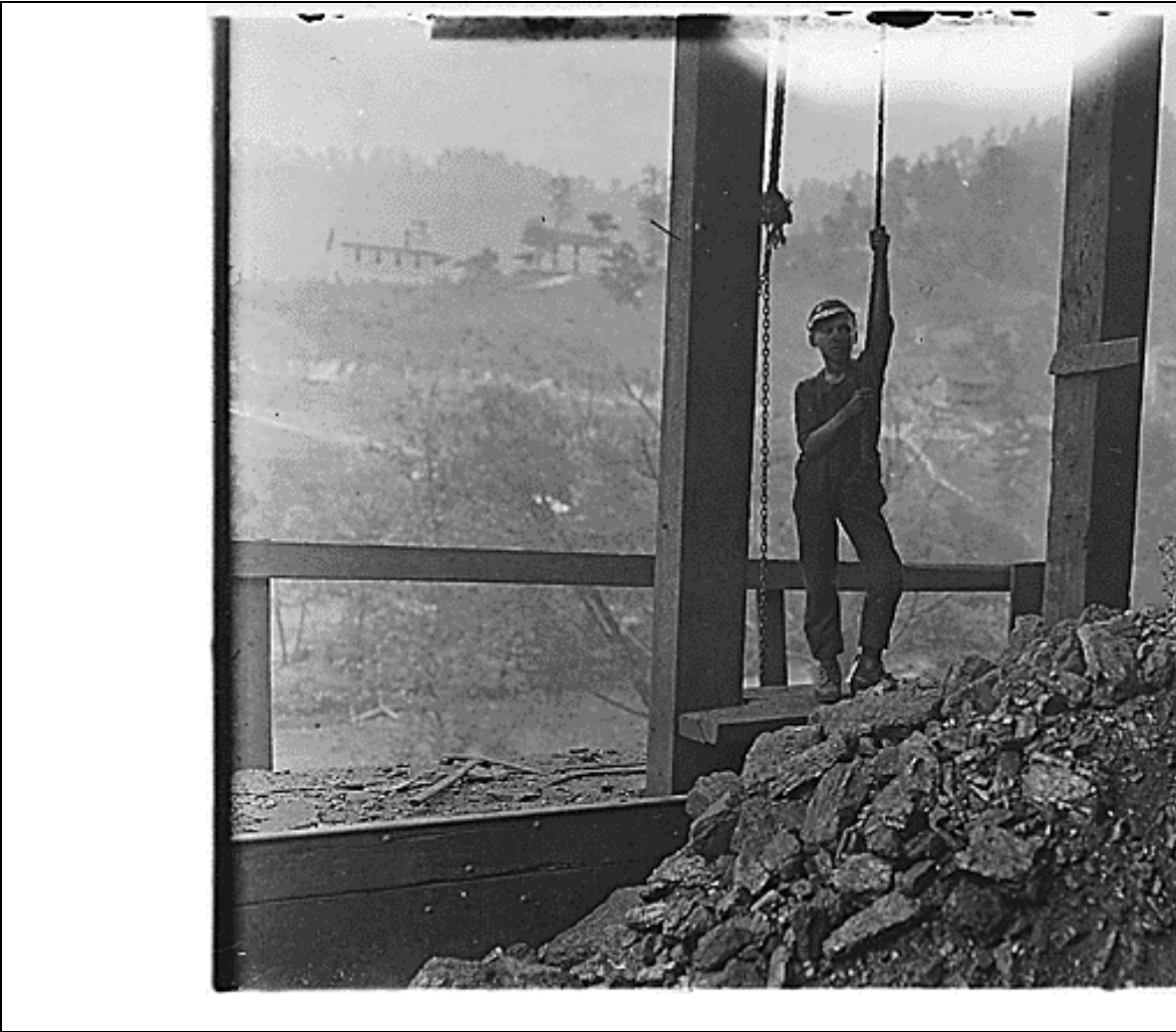
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**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Students will identify and label each picture. Each picture will be properly identified with the appropriate caption. Each picture will be analyzed with descriptives.

Paired activity:

Each pair (or three-some) is to choose one photograph and create a brief biography of one of the children in the photo. Each biography will address one question of: who, what, when, where, why, how.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Each group will present their photo and biography.

Each photo will be posted around the classroom with the edited biography.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

**Students will have “tasted” a part of the life and struggles of the children at the turn of the 20<sup>th</sup> century.**

## Lesson #2D

### Unit's Essential Question:

What are the effects of industrialization?

Focus Question: How did technology changes affect children?

What laws were passed that protected children?

What laws were passed that protected children?

Students will reinforce their learning by playing a game of Bingo adapted from the facts and dates learned in the classroom

[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/about/us\\_history.html](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html)

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Either using classroom computer, laptop, lab time or computer projector screen, class, or students will visit the web site:

[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/about/us\\_history.html](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html)

Teacher will tour class through the web page.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Assignment:

Students will be assigned to groups

Each group will be given index cards with dates printed on them.

Each group is tasked to find the appropriate child labor reform, labor movement, bill, or law associated with each date.

Each group, with the help of dictionary, thesaurus and discussion are to agree on “child speak” terms that appropriately interpret that year’s impact on Child Labor Reform.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Each group will present their index card collection.

After presentation, each group will post their cards on a class-wide timeline placed around the room.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will have game card place-mats styled after the game Bingo.

Teacher will either call out the year, or the event. The students are required to identify the year with the event correctly from their notes.

The first student to complete “Bingo” wins.

The winner can then lead the class in the next round of “Bingo”

Adaptation:

Each group will create a “Bingo” game complete with rules to follow.

They then must “teach” the class the rules and lead the game.

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction , songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites &amp; Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p style="text-align: center;"><b>Yale-New Haven Teachers Institute</b></p>	<p style="text-align: center;"><b>Rebels in the Shadows, Robert T. Reilly (life in the coal mines- 1900’s “Moon” by Chaim Potok.</b></p>		<p><a href="http://www.yale.edu/ynhti/curriculum/units/2004/1/04.01.08.x.html">www.yale.edu/ynhti/curriculum/units/2004/1/04.01.08.x.html</a></p> <p><a href="http://www.tourolaw.edu/patch/Gibbons">www.tourolaw.edu/patch/Gibbons</a></p> <p><a href="http://www.historyplace.com/unitedstates/childlabor/index.html">www.historyplace.com/unitedstates/childlabor/index.html</a></p> <p><a href="http://www.archives.gov/digitalclassroom/lessons/hinephotographs/hinephotographs.html">www.archives.gov/digitalclassroom/lessons/hinephotographs/hinephotographs.html</a></p> <p><a href="http://www.kentlaw.edu/ilhs/hine.htm">www.kentlaw.edu/ilhs/hine.htm</a></p> <p><a href="http://www.continuetolearn.uiowa.edu/laborctr/childlabor/about/us_history.html">http://www.continuetolearn.uiowa.edu/laborctr/childlabor/about/us_history.html</a></p>	<ul style="list-style-type: none"> <li>• Brooklyn Historical Society “Brooklyn Works”</li> <li>• Ellis Island “Immigrant Workers”</li> <li>• Lower East Side Tenement Museum</li> <li>• Brooklyn Historical Society Greenpoint Guide Walk</li> <li>• Visit to a factory (Pfizer)</li> </ul>