

Teacher Key

Name: _____

INDUSTRIAL REVOLUTION

IMAGE ANALYSIS CHART

Directions: Complete the following chart based on the images in the activity.

	What type of job does the child appear to have? Explain your reasoning.	What age does the child (or children) appear to be?	What stands out the most or concerns you the most from this image? Explain.
#1	Running a "spinning frame" or unclogging the machine.	6-8	No shoes and needs to stand on the machine.
#2	Canning food.	8-10	Sitting on stacked boxes.
#3	Linking the springs on bed springs.	7-10	No work gloves or eye protection.
#4	Inspecting and sorting berries after harvesting.	2-4	Very young and tedious work.
#5	Operating a "spinning frame" in a factory.	6-8	Loud machines and likely dangerous work.
#6	Collecting and shucking shellfish.	5-7	No shoes, sharp shells.
#7	Coal mining or the sorting of coal.	7-10	Dirty work, black lung.

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INDUSTRIAL REVOLUTION QUESTIONS

Directions: Complete the following questions after viewing the images.

1. Child labor during the Industrial Revolution was a controversial topic and images, such as the ones in this resource, divided people's opinions on the topic.
 - a. How do you think the owner or Manager of the workplaces would respond to seeing these images? Why?

The Factory Owner would likely respond that while it was unfortunate for this to happen, but that it was necessary. He would have also likely mentioned that he helps families by providing them with jobs. He would have said this because he was likely more interested in protecting his business and profits than protecting people.

- b. How do you think an organization that sought to protect children would have responded to these images? Why?

They would have been upset and used these images as an example for why child labor should be stopped. They would have responded this way because they are interested in protecting and helping children and children were being mistreated.

- c. Despite the obvious dangers in the factories, many children still worked in them during the Industrial Revolution. Why do you think this is?

Children likely worked in the factories out of necessity. They did so because their families were poor and needed the income to survive.

2. The images above offer a firsthand account from the time period and shows the sometimes dangerous situations that existed for children. Using online, textbook or library resources research other conditions faced by the children in the workplaces during the Industrial Revolution. Find at least **THREE** more details about the working conditions.

(This can be completed by a quick web search. The following can be used if needed:
http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Long hours of work (12-16 per day), Little or no pay, Beaten and abused by owners, dirty workplaces, etc. Teacher could turn this into a larger project if required.

3. Why do you think factories, mines and other workplaces used children in the workplace? What was the advantage for these workplaces to use children?

Children were useful because they were paid less than adults and had small hands and fingers that could be used to do certain jobs. As well, children more readily followed the rules of the workplaces and listened to managers.

4. Based on the images, what types of jobs did children do during the Industrial Revolution?

Factory work, mining, harvesting, canning, etc.

5. Many of these images taken of child labor during the Industrial Revolution was done by groups of people who sought to bring light to the conditions for children that worked during the time. Which of the 7 images do you think is the most powerful for trying to bring an end to child labor? Explain your reasoning.

*** This is an argumentative response and student responses will vary. Assess based on the ability of the student to defend their choice. This would also make an excellent debate activity. Simply have students stand by the station with the picture they choose and then have students at each station discuss their reasoning. Then have the 7 groups discuss/debate their choices.