



Inspirational Lessons Through Life Struggles – The Mill Children

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Randolph Middle

This curriculum unit is recommended for:
8th Grade Language Arts

Keywords: Child Labor Movement of 1880-1920, Lewis Hine, Elements of Fiction, *Counting on Grace* by Elizabeth Winthrop, Loray Mill, Ella May Wiggins, Daniel Augustus Tompkins, and Alexander Jeffrey McKelway.

Teaching Standards: See [Appendix A](#) for teaching standards addressed in this unit.

Synopsis: The objective of this unit is to have middle school students analyze the changes and sacrifices that have been made in order for them (adolescents) to work and earn money in a safe and fair environment. This unit will primarily focus around a novel study. The novel that will be used for bringing the child labor experience to life is *Counting on Grace* by Elizabeth Winthrop. This is a historical fiction novel set in Pownal, Vermont around 1910. The main character Grace is 12 years old and works as a “doffer” on her mother’s looms in the mills. One day Lewis Hine shows up with his camera. Grace learns about the Child Labor Board and decides to write them a letter. The novel will have multiple enriching supplementary materials (triangulation). The students will be stepping into the shoes of someone their own age and experiencing life from a different era. The entire novel study should really make the lectures (history) that we started the unit with come alive.

I plan to teach this unit during the coming year to 85 students in Language Arts/Grade 8.

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Introduction

When I read the title of this Charlotte Teachers Institute seminar, “Charlotte as a New South City, Using the Collections of the Levine Museum of the New South,” I could not pass up the opportunity to learn more about the city that I have lived in my entire life. I also found it inspiring to pass this knowledge on to my students. I think that the rich historical content embedded in this unit, mixed with the adolescent age that I teach will make for a very successful, educational, and enriching experience for everyone.

“What makes the South distinctive?” Answering this question drove our first seminar discussion. Being that my colleagues and I grew up all over the United States, everyone had different, interesting points. Our discussion started with the strange dialect that the South embraces, along with the refreshing sweet tea that you can order at any restaurant. We then talked about the Jim Crow Laws and how those impacted the opinions that northern natives have on southerners. Throughout the conversation I found it interesting that most of my colleagues were trying to defend or persuade why their hometown was better than others.

One of the main reasons I narrowed my focus of Charlotte’s history to the era of child labor was the personal connection my students will be able to make. For this unit, the main topic will focus on the Child Labor Movement of 1880-1920. My lessons will take my students on a journey looking at the spread of child labor issues from the eyes of the world (mainly Great Britain) moving closer into the United States, and finally ending right at home in North Carolina. The heart of the unit will be analyzing the life of children who lived in mill villages.

The objective of this unit is to have middle school students analyze the changes and sacrifices that have been made in order for them (adolescents) to work and earn money in a safe and fair environment. This unit will primarily focus around a novel study. I have found in the past that using historical fiction when trying to bring the past to life works the best. The students really become immersed with the fictional characters and like to compare/contrast the plot development and structure with what is fact versus fiction. I intend on teaching this unit during our Elements of Fiction Unit (2nd Quarter). It should span over the course of six to seven weeks.

The novel that will be used for bringing the child labor experience to life is *Counting on Grace* by Elizabeth Winthrop. This is a historical fiction novel set in Pownal, Vermont around 1910. The main character Grace is 12 years old and works as a “doffer” on her

mother's looms in the mills. One day Lewis Hine shows up with his camera. Grace learns about the Child Labor Board and decides to write them a letter. The novel will have multiple enriching supplementary materials (triangulation). The students will be stepping into the shoes of someone their own age and experiencing life from a different era. The entire novel study should really make the lectures (history) that we started the unit with come alive.¹

Our seminar visit to the Loray Mill had a huge impact on me. Being that I am from this area and never even knew the history of it was a shocking realization. The Loray "Million Dollar" Mill was built in the 1900s and was proudly labeled as the largest mill (under one roof) in the South.² The completion and grandeur of the mill symbolized that the South had arrived and planned to make an impact in the textile industry. The owners John Love and George Gray combined their name to create Loray. At our visit we were able to tour the six-story mill and look at the eight-story bell tower. The architecture of the building was breathtaking. As our group walked up to the mill everyone was feverishly snapping pictures. The experience did not end with the tour. We walked around the mill village looking at houses and ended with a debriefing at West Avenue Presbyterian Church.

At the church we had a group discussion that included the knowledge and views of Lucy Penegar (a local preservationist), and Kristina Horton (Ella May Wiggins' great great granddaughter). Kristina shared her family's history with us. She started by letting us know that she empathized with our current struggles as teachers as she was a former Charlotte Mecklenburg Schools teacher herself. She then began to tell us that it was not until she was an adult did she know that her great great grandmother was Ella May Wiggins. Lucy chimed in with how she unveiled the story of Loray. It was at the local library when a college student began to ask her about the 1929 strike. Lucy was baffled. She had known nothing about it. Both Lucy and Kristina began their long road of discovery on the Loray Mill. They are both committed to preserving and sharing the story with the world.

Between 1929 and 1931 a series of textile strikes flared up all around the South. It was due to workers being asked to do more for less (the stretch-out). The most infamous strike of 1929 took place at the Loray Mill and involved the death of Ella May Wiggins. Kristina shared with us that at that time, Ella May, along with other workers, was just trying to survive and support her family. Ella May also was a huge advocate for African American workers which Kristina believes was another large reason she was targeted by the mill owners.³ From this seminar I took away that our ancestors and heritage encompasses who we truly are. As a community it is important to nurture and learn from the mistakes we make so that history does not repeat itself.

One of the driving pieces of this unit is going to be the pictures and social reform of Lewis Hine. Throughout the 1900s, America's army of child labor had been growing

rapidly due to the increase in the nation's economy. "In 1911 more than two million American children under sixteen years of age were a regular part of the work force."⁴ Many Americans were comparing child labor to slavery. They argued that the conditions and long hours were robbing them of their childhood and education.

Lewis Hine was a New York City schoolteacher and photographer. He was an early reformer for the child labor movement. He knew that "a picture could tell a thousand words."⁵ Geared for change, Lewis Hine traveled around the country taking dramatic pictures of children at work. His objective was to show America the reality they had been ignoring. Lewis Hine's visit to Gaston County in 1908 was important in exposing the harmful and lax working conditions. The photographs taken were shown all over the world. By 1913 North Carolina banned child workers under the age of 12 and restricted the working hours of those under 14.⁶ Hine had much bigger ideas of reform but, it was a start.

The theory and writing influence of Daniel Augustus Tompkins will be weaved throughout this unit. Tompkins was born in South Carolina and received his civil engineering schooling in New York. In 1883 Tompkins moved to Charlotte. He found the city to be "extremely dull." By 1889 his company was involved in the construction of mills, and by 1910 he had helped construct over 100 textile mills.⁷ One of Tompkins' biggest contributions to the textile era was his publications. When looking at them you note that they are a key example of Cotton Mill Campaign propaganda. The text would today serve as a "How To" book. He methodically gives the reader charts, photos, and step-by-step information on how to build and run a successful mill. His overall objective was to help better Charlotte and the surrounding area's communities. Tompkins was a very patriotic man. He served as the mid-wife for the mill development in the South.

A great foil to the theory and belief of Daniel Tompkins is Alexander Jeffrey McKelway. McKelway was born in Salisburyville, Pennsylvania. He graduated in 1886 and soon after was ordained by a Presbyterian church in North Carolina. While in Fayetteville, McKelway was first introduced to textile mills and the workers. He instantly became concerned with the working conditions and the life of mill workers. He began writing a series of editorials opposing child labor. He was described as the "friend of education and of temperance and of social purity."⁸ His main concern was for the care of children. Through his fight and campaign, the following laws were finally changed in North Carolina: raised age limit for working in mills, limited the hours of work, and required school attendance as a condition for working. Although this was not all McKelway had planned for the youth, it was a start.⁹

What I find interesting is that both of these powerful writers were either raised or educated in the North and then moved south. With them they brought their ideals and morals. Their ambition for success and change is presented through their writings. For this unit it will be important for my students to be mindful that there are two sides of the

argument. By using the written propaganda of McKelway and Tompkins, my students will be able to identify and analyze both sides of the argument.

Unit Objectives

Charlotte Mecklenburg School Systems are still transitioning to the use of the Common Core State Standards. The basis of this is for all American students to be equally ready for college and ultimately a successful career. This unit contains the following English/Language Arts Common Core Standards:

- **RL 8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

The students will be given a novel packet. This packet will contain before, during, and after reading activities. These activities will push my students to identify and analyze themes, symbols, plot development (conflict and climax), mood/tone, characterization and the jobs of the setting. The “during reading” comprehension portion will aid my students to support their analysis with the text (text based questions).

- **RL 8.6:** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

While completing our novel study the students will be asked to identify the novel’s primary point of view and discuss how that impacts the validity of the story. Students will also be asked to complete the R.A.F.T. (Role, Audience, Format, and Topic) activity which, will tap into their point of view creativity. I will be giving them their role (point of view) and then allow them to create the rest.

- **RI 8.2:** Determine a central idea of a text and analyze its development over the course of the text including its relationships to support ideas; provide an objective summary of the text.

One of the supplementary activities will be a differentiated WebQuest assignment focusing on Lewis Hine and his famous photographs. Lewis Hine is a pivotal character from this movement and also contributes to the climax/resolution of the novel unit.

- **RI 8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

The goal for this supplementary activity will be to have students analyze primary sources. I will have an editorial written by Daniel August Tompkins (the southern textile mill industrialist) and another one by Alexander Jeffery McKelway (a child labor reformer).

- W 8.1: Write arguments to support claims with clear reasons and relevant evidence. Introduce claim, acknowledge alternate or opposing claim (counter argument), and organize the evidence and reasons logically.

The final assessment task will be a 5 paragraph argumentative essay. The essay will be in response to this question: Was child labor justified or not?

- SL 8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly.

Students will participate in a whole class Philosophical Chair activity. After the seminar students will be given the opportunity to reflect on the discussion.

- L 8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Over the course of this unit, students will complete activities focusing on the standards found in the Common Core State Standards. I hope by the conclusion of the unit students will be able to devise answers for the unit questions and outline the impact texts have on their understanding of the Child Labor Movement of 1880-1920.¹⁰

Demographic Background

Present day Randolph is labeled as an Honors School of Excellence meeting all No Child Left Behind goals. As of this year Randolph sits inside of the lines of the Central Zone District with an outstandingly diverse student population of 1,100. Although our mascot is a Raider, I think it should be a Globe. We take pride in having over 32 different nationalities at our school. Randolph is also a Professional Development School which holds a partnership with the University of North Carolina at Charlotte.

We are an International Baccalaureate magnet school and the only Charlotte Mecklenburg Middle School offering the Horizons Program in gifted student studies. As stated on the International Baccalaureate web site, IB is a non-profit educational foundation, motivated by its mission, focused on the student. The programme was founded in 1968, and is currently working with 3,661 schools in 146 countries. It offers

three challenging academic programmes; Primary Years, Middle Years, and the Diploma Programme. Through the programme students are required to complete community and service hours which, allows them to gain a better understanding of how they can impact their community and ultimately the world. Long term this teaches our students to be productive citizens. IB strategies also, allow students to develop global perspectives that will impact individual decisions and actions.

This year all three of my 8th Grade Language Arts classes are labeled Honors. However, based on pre-assessments and classroom observations I have a wide range between struggling, moderately struggling, and advanced readers in the same class. Having a classroom composition of such diverse levels makes stations/centers a must. In order to keep student engagement for this unit, the supplementary stations will need to incorporate the three different learning styles (visual, auditory, and kinesthetic).

I always start the 1st week of school with an “All About Me” Unit. The unit encompasses a variety of tasks that pushes my students to share their personal reflections, interests, dreams, goals, and even their coolest outfit. The culminating task of the unit is for each student to complete a “Learning Style” survey. The survey identifies for each student how they learn best which, helps them set new and attainable goals for their 8th grade year.

Content Background

Since the concepts in my classroom revolve around Language Arts I will need to start the unit with a few brief background lessons. For some of the lessons my students will be given guided notes, Cornell style, with a summative summary/reflection. The order of the lessons will be as follows:

- (1760-1776) Moving from farms to factories took place in England.
- (1820s) The transition of industrialization from England to the United States began specifically in the North (New England). (1880s) Industrialization began to move from the North to the South.
- Brief overview of the shift from an agricultural economy to an industrial one. We will focus on the “Rise of Industrial America.”
- The Child Labor Movement (National Child Labor Committee) concentrating on why, who, and how the laws were created in the United States.

The Industrial Revolution was a life changing shift from an agricultural economy to an industrial. It began in Great Britain because it had labor, land, and capital (1760-1840). Pre-Industrial Revolution life was simple and dominated by agriculture. Families would live on small farms and produce enough agriculture for personal needs. Manufacturing was done by windmills and most means of transportation were by foot or horse.

However, all of that dramatically changed with new inventions within agriculture and with faster methods of transportation (railroads). Many things that used to be done by hand were now completed with machines.¹¹

Being a child during the industrial revolution meant long hours, low wages, and unhealthy working conditions. The factory system was reported to have strict discipline and harsh punishments for youths.¹² Why were children so abundantly used for labor? Industrialists were thinking about nothing more than huge amounts of profits. Some say that they were greedy and immoral. Children were seen as cheap, energized, and controllable workers. Textile mills worked like a well oiled machine, each part working with the other fast and efficiently. The faster they worked, the more money industrialists earned. Children at first did not label their lives as immoral. The work was not that much different from the days of agriculture. In fact, it was more thrilling – they were earning real hard cash! Although the wages were low, it was still a paycheck. The life in mill villages was a totally different upbringing than that of the rural farms. The children looked forward to organized activities like dances and sports. The village life allowed everyone to have a sense of community and companionship that was absent on the farm.

For this unit students will be immersed with the culture and background of mill villages. I will have my students analyze and evaluate mill villages and mills that were located in the Carolinas. Alpha Cotton Mill, Highland Park #3 Mill, and the Loray Mill will be the three specific mills presented as supplementary materials for this unit.

Strategies

R.A.F.T.

This writing strategy allows students the opportunity to write through the eyes of a historical character. They will tell the opinions or beliefs from a viewpoint other than their own, to another audience rather than their teacher, and in a unique textual form. Each letter in R.A.F.T.¹³ represents an element of the assignment: R – Role, A – Audience, F – Format, and T – Topic.

Gallery Walk

The purpose of this activity is to emphasize key ideas from the historical content. Students will move between the 4 stations and engage in peer discussion. At each station students will be asked to record thoughts, questions, and feelings. At the end of the activity a guided class discussion will take place and then a final silent gallery walk.¹⁴

Philosophical Chairs

This technique allows students to critically think, to verbally interact with their peers, and to logically record their thinking processes. Students will be presented with a controversial statement relating to the historical content. At that point they will “body vote” or stand on the side of the room that represents their position. Students are encouraged to move or change views once discussion begins. After completing the discussion students will be given the opportunity to write a reflection.¹⁵

Classroom Activities

These activities are created for six to seven weeks in a 90 minute blocked language arts class. Also, the following activities listed below will not be the only activities taking place. Based on the monthly “at-a-glance” common core guide there will be vocabulary, grammar, and other objectives being taught.

Pre-Reading Activities

Week 1: Child Labor Introduction

Days 1-3: The first day will provide an opportunity for students to learn by using their critical thinking skills to resolve conflicts. This activity will take an entire class session. If this is your first time completing philosophical chairs then you will need to go over the expectations, process, and theory the day before. For best practice, the day before you should also complete a mock trial so that you and the students are comfortable with this strategy.

First, give students a copy of the anticipation guide (Appendix B). After individually completing the anticipation guide students will complete the “Philosophical Chair” activity. During these activities try to seize the opportunity to facilitate discussion rather than answer questions. After the philosophical chair activity students will be asked to individually reflect on the discussions/topics that took place. The reflection also allows for students who did not have a chance to speak to record their thoughts and counterarguments.

The second task is for students to meet the author Elizabeth Winthrop. For this lesson, students will need to have access to internet/computer. They will visit elizabethwinthrop.com and uncover her motives for being such a successful writer. It is important that students understand why meeting an author of a text you are reading can aid in a deeper level of learning. I always try to connect an author’s personal life to a pivotal point in the plot development or the characterization of a main character.

Day 4: Identifying and analyzing theme for 8th graders is a tricky task. When I begin a novel unit I like to bring the theme to life. The major theme for this novel is, “to never give up on life.” In order for my students to have empathy for the mill children and grasp the theme, they will need to put themselves in their shoes and work.

This activity is designed to allow students to feel the monotony and difficulty of an assembly line. As the teacher, your role will be the factory manager and to push students to work harder and quicker. Students should understand that your role as a teacher has changed to the factory manager. In order to make the most profit your job will be to push them to their fullest potential.

Give each student a piece of white unlined paper and explain to them that they are no longer a student but expensive creative apparel craftsmen. Give them around 5 minutes to design a t-shirt. Explain that at the end of 5 minutes the class will take a vote on the coolest t-shirt. After the best drawing has been picked arrange the classroom into two single file rows. Divide the class into two groups and have them sit in a row. To make it more like the working conditions of a mill you can limit the lighting and alter the temperature of the classroom.

Once students are seated let them know that they will now take on the role of an assembly line worker. Each student will be responsible for drawing a different part of the t-shirt. Explain that the group that completes the most high-quality t-shirts at the end will be “paid” with bonus points on their novel packet. They will have 30 minutes to work. Be firm in telling the students that during production there will be no talking, laughing, or horseplay. Once production begins around every 5 minutes remove one worker from each line. As you remove them make sure to continue in your role as the factory manager. Let the workers know they need to work harder and faster.

After “paying” the line that worked most efficiently come back together as a class and allow for reflection time. Post the following questions on the board: How did you feel working as a craftsman at the beginning of this activity? How did you feel working on the assembly line? What factors on the assembly line made production difficult or frustrating? How did members of your group cope with the stress or monotony? What made you want to work hard? Would you rather do this everyday rather than attend school? How did you feel about the factory manager? How did your attitude or feelings change as the activity progressed? What motivated you to not give up and keep going?¹⁶

Day 5: Introduction of the Novel

This will be our first historical fiction novel, so I will need to introduce the genre by looking at the definition, pros, and cons. We will have finished our study on realistic and science fiction. As a class we will discuss the similarities and differences of the three types of fiction.

As a class we will read aloud chapter 1. I will review our lesson on the elements of fiction specifically looking at the exposition, characterization and setting development. We will discuss how the mood of despair in the first few pages is created and what

specific textual evidence supports that. I will facilitate discussion and personal connection by asking the following questions: How is Grace's school different and similar to Randolph? How is Miss. Lesley different and similar to your teachers? How would you feel if a manager interrupted our discussion right now and took you to work in a factory? What would you do? How would you react?

Key Facts Outline (Appendix C).

Weeks 2 and 3: Life in a Mill Village

The readings for these weeks will be Chapters 2-14. The supplementary materials and stations for the next two weeks will focus on the life/work in a mill village. Primary sources that dictate North Carolina mill villages from the 1880s to the 1900s will be used. Students will be asked to analyze the way of life in mill villages.

Have the following quote written on the board: "I guess there were two hundred houses on this village, and I knew practically all of them from a kid up. It was kind of a cliché: You grew up here and you knew everybody. It had its bad points; we didn't make too much money, I know my father didn't. But like I said, it was kind of one big family, and we all hung out together and survived. It was a two hundred headed family. Everybody on this hill we looked after one another."¹⁷ Have students answer the following questions: What does a "two hundred headed family" mean? Would you want that many people watching after you? Why or why not? On an index card have students record their responses and then have a class discussion.

Give students a copy of "Life in a Mill Village" background guided notes worksheet (Appendix D). This will paint a clearer picture of what life was like in mill villages. Make sure to emphasize the fact that in North Carolina an average of 6 mills were being built every year between 1880 and 1900. That would make around 120 mills right here in North Carolina. Also, note that first-generation millhands had to adjust from the life on the farm, where they worked primarily for themselves, to the factory, where they worked for someone else's profit.¹⁸

As part of the guided notes handout, students will complete the "Mills in North Carolina" chart by looking at the history of these establishments and then viewing images of the mills. It is important to view the past and present pictures of the mills. This part of the lesson should really begin to spark discussion that focuses on the fact that these villages were right here in our own backyards.

The following mills will be discussed and completed on the chart: Alpha Cotton Mill (<http://www.alpha-mill.com/>), Highland Park #3 Mill – present day NoDa (<http://www.highlandmill.com/>), and Loray Mill (https://www.dropbox.com/sh/af9ix124wyfvwggw/QGwoZTS_2U). I will also use the

following videos from youtube: <http://www.youtube.com/watch?v=sjMoEv2LlhA> and <http://www.youtube.com/watch?v=h3TjG09aUXM>.

At the bottom of the guided notes have students write a summary/reflection of the lesson. Students can use the following questions to guide them: Was industrialization a good or bad thing? How does it feel to know that your neighborhood is near mill villages from the past? What did you find interesting from this lesson? Why?

As a class we will review the difference between primary and secondary sources. My students understand the importance of using these types of sources to enrich the opinions/facts of other texts. They also know how to evaluate the credibility of a text. They do this by using inferences with support from the text/facts and deductive reasoning skills.

As a class we will listen to the interview of Mary Thompson. The interview took place in 1976 when she was 93 years old. She speaks about working at mills in Bynum and Charlotte, North Carolina. The beginning of her interview highlights how the community of mill villages treated one another as family. They would do everything together. Mary was a single parent. She emphasizes the importance of having neighbors and friends act as an extended family. Towards the end of her interview she describes her fear of working on the machines. She goes into detail on how one of her friends was killed from getting caught in the belt.¹⁹

Students will have a printed copy of the interview from the following website: (<http://www.ibiblio.org/sohp/laf/factoryinterviews.html>). After listening to the interview, discuss the following questions as a class: What was Mary's life like? Would you want to switch places with her? Why or why not? Do you think being a single parent affects how hard you work? Explain. Do your parents let you follow your dreams? Why did Mary's parents not let her dance?

Mill Village Carousel – Divide the classroom into 4 stations. Each station will have a piece of large chart paper next to the picture or editorial. Divide the students into 4 groups. Each group will have a different marker color to record their responses onto the chart paper. You will need a large timer so they students can monitor their time (5-8 minutes per station).

- Station 1 – Daniel Augustus Tompkins²⁰
- Station 2 – Alexander Jeffrey McKelway²¹
- Station 3 – Mill Village Individual House Picture²²
- Station 4 – Mill Village Community Picture²³

After each group of students has the opportunity to complete the 4 stations come back together as a class. Hold a class discussion reflecting on the content and discoveries of

the stations. After the discussion hold a 1-2 minute silent gallery walk. This allows students to read what all of the other groups wrote. Give each student an index card and have them reflect on the activity, this will serve as their ticket out of class. Post the following questions on the board: What comment did you find most important? Why? What comment did you least agree with? Why?

Weeks 4 and 5: The Arrival of Lewis Hine "A Crusader with a Camera"

The readings for these weeks will be Chapters 15-26. Students will read and complete the packet comprehension questions as homework. I will continue to collect the answers to these comprehension questions each class. Remind students that they should be working on the character chart, and key facts outline.

The supplementary materials for the next two weeks will revolve around the photographs by the social reformer Lewis Hine. At this point in the novel, Lewis Hine comes to Powell and begins to lug all of his heavy equipment around the mill. Chapter 17's title is "Flash" and this is where the children really share their views of meeting and greeting him. Grace along with the other children, are shocked to meet an adult that actually shows interests in them. The chapter reveals how he interviewed and staged the photographs.

The picture on the cover of the novel was taken by Lewis Hine of a child named Addie. Elizabeth Winthrop decided to base the plot of the novel around her life. She used some of her discoveries plus her imagination to create Grace. All of these pivotal points will assist my students with the Lewis Hine WebQuest assignment.

Before we begin analyzing and evaluating photographs we will read a short biography on Lewis Hine. The biography is located on page 218 of the novel. It will contain information pertaining to the Lewis Hine Project that Elizabeth Winthrop started. As a class we will watch the CBS Evening News and listen to public radio broadcast clips that discuss the goals of the project (http://www.cbsnews.com/8301-18563_162-57519853/mass-man-searches-for-stories-behind-century-old-child-labor-photos/?tag=cbsnewsSectionContent.0 and <http://hereandnow.wbur.org/2011/05/04/child-labor-england>).²⁴

Have students read "Searching for Addie" located in the back of the novel. Then have them study the picture on the front cover of the novel. As a class complete the "Photo Analysis Worksheet" (Appendix E). Remind students that the picture is an example of a primary source. Make copies of at least 8 different Lewis Hine pictures.²⁵ Have all of them displayed on the board. Allow students to choose one of the pictures to analyze using the "Photo Analysis Worksheet."

For the next activities you will need to have access to a computer lab. Students will need computer and internet access to complete the Lewis Hine WebQuest (<http://home.comcast.net/~linkrocks/splash.htm>). Divide students into pairs. You can either group heterogeneously or homogeneously based on their 7th grade Reading End of Grade score. Then allow students to logon to the web page and begin their adventure. Students will be given the opportunity to pick between 5 different tasks. Each task is heavily influenced by a specific type of content; Art, Social Studies, English, Science, or Math. The process for each of the 5 tasks focuses on the work and effects of Lewis Hine's photographs. After completing the process students will be evaluated using a rubric that is provided on the WebQuest. Students will then complete the "Real World Action" tasks individually. This connects the child labor movement from the 1900s to present day companies (Wal-Mart, McDonalds, Nike, and Disney).²⁶

Have the wages chart from the following website posted on the board (<http://www.ibiblio.org/sohp/laf/factory.html#experiences>). Ask the groups of students to figure out how much their monthly salary would be if they worked the following occupations: Doffer, Head Doffer, Spinner, Overseer of Spinners, Boss Carder, and Sweeper. Which occupation makes the most and least amount of money? What is the monetary difference between the occupations that makes the most with the least? Do you think that is fair? Why or why not?

Weeks 6 and 7: Change through Inspiration

The readings for these weeks will be Chapters 27-33. I will continue to collect the answers to these comprehension questions each class. Make sure students are working on the character chart and key facts outline. On the board write the following Lewis Hine quote: "If I could tell the story in words, I wouldn't need to lug around a camera."²⁷ For 5 minutes have students write about the meaning of this quote as it connects to the text and any other activities that have been completed.

You will need internet access and speakers for the following activity. Open the class discussion by asking students what type of music they listen to when they are upset or happy? Gear the conversation to the genre of folk music. Explain that it is categorized as music sung by the working/lower class and often times was related to culture. Emphasize the point that folk music typically does not have a specific author or copyright. It is an example of the art of oral language.²⁸

The first song that we will listen to and analyze will be "The Mill Mother's Lament" by Ella May Wiggins.²⁹ Give students a copy of the lyrics and the "Song Analysis" worksheet (Appendix F). You can also view lyric and hear the song on the following YouTube page (<http://www.youtube.com/watch?v=Q69onG2nXtg>). After listening to the song guide a group discussion using the following questions: What did you like about the song? What did you not like? How is it different from present day music? After the

discussion model how to complete the analysis worksheet. For some of the analysis sections you can add details about Grace's life.

The classroom will need to be set up with 4 stations. The stations will need to have computer/internet access and speakers. On the board post the following 5 songs: "Babies in the Mill," "Money in the Pocket," "Weave Room Blues," "The Weaver's Song," and "We Will Sing One Song." Have students pick one song and go to that station. Once at that station they will work as a group. At each station have the song available to hear (<http://www.folkarchive.de/mills.html>) and lyrics to read. As groups have students complete the analysis worksheet. After each group is done come back together as a class. Allow one member from each group to share.

For the next task I will review the different types of point of view. I will also review the differences, pros, and cons between an objective and subjective narrator. Next I will go over the "R.A.F.T Activity." This is an individual writing assignment. Students will be given a role and asked to write from that perspective. They can use any information that they have learned from this unit. Although they will essentially be creating a piece of fiction it is important to remind them that history must be present. You can post the different roles and topics on the board and let them pick. Or you can cut them apart and let them pick from a hat at random. They will have free choice at the format and audience of their writing. Since we just finished our folk music lesson remind students that a song does count as a format.

Here is a list of roles and topics: Role: Mill Owner, Topic: Need assistance in opening a mill (Daniel Tompkins), Role: Mill Owner, Topic: How do I make more money (Stretch-Out)? Role: Lewis Hine, Topic: Put an end to child labor, Role: Grace, Topic: Working in the mill Role: Arthur, Topic: Running away from the mill.

For the summative project students will write a 5 paragraph argumentative essay. They will need to pick a side of the movement and support that side with logical evidence. The final activity will be an approved field trip to the Levine Museum of the New South. The students will take a guided tour through the exhibits. While taking the tour students will have the opportunity to truly bring history to life.

Appendix A: Implementing Common Core Standards

- **RL 8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

The students will be given a novel packet. This packet will contain before, during, and after reading activities. These activities will push my students to identify and analyze themes, symbols, plot development (conflict and climax), mood/tone, characterization and the jobs of the setting. The “during reading” comprehension portion will aid my students to support their analysis with the text (text based questions).

- **RL 8.6:** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

While completing our novel study the students will be asked to identify the novel’s primary point of view and discuss how that impacts the validity of the story. Students will also be asked to complete the R.A.F.T. (Role, Audience, Format, and Topic) activity which, will tap into their point of view creativity. I will be giving them their role (point of view) and then allow them to create the rest.

- **RI 8.2:** Determine a central idea of a text and analyze its development over the course of the text including its relationships to support ideas; provide an objective summary of the text.

One of the supplementary activities will be a differentiated WebQuest assignment focusing on Lewis Hine and his famous photographs. Lewis Hine is a pivotal character from this movement and also contributes to the climax/resolution of the novel unit.

- **RI 8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

The goal for this supplementary activity will be to have students analyze primary sources. I will have an editorial written by Daniel August Tompkins (the southern textile mill industrialist) and another one by Alexander Jeffery McKelway (a child labor reformer).

- **W 8.1:** Write arguments to support claims with clear reasons and relevant evidence. Introduce claim, acknowledge alternate or opposing claim (counter argument), and organize the evidence and reasons logically.

The final assessment task will be a 5 paragraph argumentative essay. The essay will be in response to this question: Was child labor justified or not?

- SL 8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly.

Students will participate in a whole class Philosophical Chair activity. After the seminar students will be given the opportunity to reflect on the discussion.

- L 8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Appendix B: “Counting on Grace” Anticipation Guide/Philosophical Chairs

Before you begin the novel read the statements below. *Using a pencil* decide if you agree, disagree or are in the middle. We will then complete a philosophical chair activity. After you have finished the novel return to your answers and see if your views, thoughts, or opinions have changed.

STATEMENTS	BEFORE			AFTER		
	A	M	D	A	M	D
1. Children should go to school.						
2. If families need children to work then they should.						
3. Laws against children not working until a certain age are good.						
4. You should always do what you are told.						

Appendix C: Key Facts Outline

Full Title:	
Author:	
Genre:	
Date of 1 st Publication:	
Narrator:	
Point of View:	
Tone: Why?	
Mood: Why?	
Setting:	
Protagonist:	
Antagonist:	
<u>Internal</u> Conflict:	
<u>External</u> Conflict:	
Rising Action:	1. 2. 3.
Climax:	
Falling Action:	1. 2. 3.
Theme + Explanation:	
Symbol + Explanation:	

Appendix D: Life in a Mill Village – Background Guided Notes

Mill Villages

Cotton mills were the most popular textile mills in the South. By 1900 more than 92% of textile workers lived in mill villages. Mill owners built houses that workers could rent. Daniel Augustus Tompkins from Edgefield, SC created the plans for the mill houses. People who worked at mills lived in mill villages. Some mills instigated a rule that said that each family had to have one person that worked in the mill for every room in their house that they used. The houses had no sewage system. The families had to get water from common wells around the village. Mill villages were like little cities set up around the mills where they worked. The villages contained churches, stores, barber shops, and schools. The owners would often pay the preachers that worked at the churches in the village. Therefore, a lot of the preachers would preach what the company wanted their employees to believe and how they wanted them to behave.

Pay/Wages

Mill workers worked long hours for little pay. Some workers were paid less than three dollars a week. Employees worked ten to twelve hours a day six days a week having only Sunday off. Many workers were faced with health hazards such as getting fingers or limbs stuck in the machinery and having lung diseases. If a person were to get sick or injured they would receive no pay. This caused a lot of families to have to send young children to work in the mills. When a person began working at the mill they had a six week learning period and received no pay.

Some mills paid their workers in cash and some paid their workers with tokens. Tokens were known as “looneys.” Tokens could be used at the local mill stores to buy goods. Mill owners like to pay their workers in tokens so that they had to be used within the mill village.

Children in Mill Villages

Mill villages also had schools. In the mid 1910s children under the age of twelve had to go to school. Because mills could earn more money with the children working most mills would not let students continue going to school past twelve years old. If a family wanted their child to stay in school after seven they often had to pay more money to keep them there. Most families did not have enough money to continue their child's education. Mills knew that if children stayed in school and continued their education they probably would move somewhere else and not stay working at the mill. The mill owners wanted to make sure they kept workers.

Mill Village – Social Life

Mills operated company stores and often sponsored a variety of other small businesses such as barber shops and pool halls. Those establishments were a convenience to workers, but they could also serve to keep millhands in debt to their employers. Mills also provided social workers, recreational activities, clubs, and educational opportunities, in part to provide better living conditions to their employees, but also to make sure that, in a time of labor shortage, millhands were satisfied enough that they would not seek employment elsewhere. Mill owners also hoped that the benefits they supplied to employees would silence critics from outside the mills who worried about poor working and living conditions, child labor, and mill village poverty.

Mills in North Carolina Chart – Background Guided Notes

Mill:	Notes:
1. Alpha Cotton Mill	
2. Highland Park #3 Mill	
3. Loray Mill	

Appendix E: Photo Analysis Worksheet

Step 1: Observation

A.	Study the photograph for 2-3 minutes. What is your overall impression of the photograph?									
B.	Divide the photo into quadrants and study each section to see what new details become visible. Use the chart below to list your discoveries.									
	<table border="1"><thead><tr><th>People</th><th>Objects</th><th>Activities</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	People	Objects	Activities						
	People	Objects	Activities							

Step 2: Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3: Questions

A.	What questions does this photograph raise in your mind?
B.	Where could you find answers to them?
C.	Write a question to the photographer that is left unanswered by this photo.

Appendix F: Song Analysis Worksheet

Title of Song:

Artist:

Speaker: From whose point of view is the song being sung?

Setting: Where does the song take place? When (time era)?

Subject/Topic: What is the song mainly about?

Mood: What is the mood of the song? How does it make you feel? Does it change?

Conflict: What's the problem in your song? Can you relate to the problem in your song?

Similes/Metaphors: Highlight all the metaphors and similes. Explain what two items are being compared.

Symbol: Identify and explain one symbol. Remember symbols stand for something more than the literal meaning.

Theme: What do you think this song is saying about life? Identify and explain the theme. Highlight words/phrases that support the theme.

Materials for Classroom use:

Classroom set of *Counting on Grace*
Computers/Printers
Internet access for teacher and students
LCD Projector and Screen

Reading List for Students:

Counting on Grace by Elizabeth Winthrop

Annotated Bibliography

A. J. McKelway (Alexander Jeffrey), 1866-1918. Child Labor in the Carolinas: [A]ccount of Investigations Made in the Cotton Mills of North and South Carolina, by Rev. A. E. Seddon, A. H. Ulm and Lewis W. Hine, under the Direction of the Southern Office of. <http://docsouth.unc.edu/nc/childlabor/childlabor.html> (accessed November 21, 2013).

This website was used to research Alexander Jeffrey McKelway. It also provides other links to his editorial which were used for the mill village carousel.

PBS. "American Roots Music." PBS.
http://www.pbs.org/americanrootsmusic/pbs_arm_itc_historical_background.html
(accessed November 4, 2013).

This website was used to research the American roots of folk music. It provided the who, what, where, when, why, and how of folk music.

"Common Core State Standards Initiative | English Language Arts Standards | Home | English Language Arts Standards." Common Core State Standards Initiative | Home.
<http://www.corestandards.org/ELA-Literacy> (accessed September 23, 2013).

This website provides the English Language Arts 8th grade Common Core State Standards.

"Cotton Fields to Skyscrapers" permanent exhibit. Levine Museum of the New South, Charlotte, NC.

This exhibit was the primary drive of this unit. It is full of history and showcases the rise of Charlotte as a powerful city. I used pictures, quotes, and influential figures from the exhibit. My students will also take a field trip to the museum at the end of the unit.

"Daniel Augustus Tompkins, 1851-1914." Daniel Augustus Tompkins, 1851-1914.
<http://docsouth.unc.edu/nc/tompkins/bio.html> (accessed November 21, 2013).

This website was used to research Daniel Tompkins. It also provides other links to his editorial which were used for the mill village carousel.

Freedman, Russell, and Lewis Wickes Hine. *Kids at work: Lewis Hine and the crusade against child labor*. New York: Clarion Books, 1994.

This book provided background information on Lewis Hine's life. It also showcases his photographs.

"History Alive! Experiencing the Assembly Line." History Alive! Experiencing the Assembly Line. http://info.teachci.com/forum/EE_1step.aspx (accessed November 1, 2013).

This activity aligns with our 8th grade social studies text book. The website provides the instructions and objectives for the assembly line activity.

"LEWIS HINE PROJECT." LEWIS HINE PROJECT.
<http://www.morningsonmaplestreet.com/aboutlewishine.html> (accessed October 31, 2013).

This website provides a plethora of information about the Lewis Hine Project created by Elizabeth Winthrop and Joe Manning. It provides the rationale, articles, stories, poems, and pictures.

"Lewis Wickes Hine WebQuest." Lewis Wickes Hine WebQuest.
<http://home.comcast.net/~linkrocks/splash.htm> (accessed November 1, 2013).

This website is the homepage for the group WebQuest. It contains 5 differentiated tasks and a conclusion/reflection.

"Loray Mills, Gastonia, NC." Loray Mills, Gastonia, NC.
<http://www.textilehistory.org/LorayMills.html> (accessed November 21, 2013).

This website was used to research the history of the Loray Mill. It also provides old post cards showing the evolution of the mill.

"Old Hat Records - Research." Old Hat Records - Research.
<http://www.oldhatrecords.com/ResearchGGEMWiggins.html> (accessed November 22, 2013).

This website was used to research the life of Ella May Wiggins. It was also used for the folk music activity. The website contains the lyrics to her song (The Mill Mother's Lament).

"Overview." Like a Family. <http://www.ibiblio.org/sohp/laf/overview.html> (accessed October 30, 2013).

This website has lots of information and primary sources relating to the life in mill villages. Mary Thompson and many other child labor workers share their stories through interviews. The website also has charts, graphs, and pictures.

Powell, William Stevens. *North Carolina in the American Experience*. Evanston, Ill.: McDougal Littell, 2008. 382-416.

This is the 8th grade social studies text book used at our school. It provided information on the Industrial Revolution and the Child Labor Movement.

Rutherford, Paula. *Why didn't I learn this in college?: teaching & learning in the 21st century*. 2nd ed. Alexandria, Va.: Just ASK Publications & Professional Development, 2009.

This is a great resource that every teacher should have on their book shelf. It is filled with engaging classroom activities, review games and ways to create a positive learning environment.

"Standing on a Box: Lewis Hine's National Child Labor Committee Photography, Gaston County, 1908." Gaston County Museum.
<http://www.gastoncountymuseum.org/PDF/standing.pdf> (accessed November 19, 2013).

This website provided assistance with researching Lewis Hine. It also provided pictures and interviews from the Gaston County archive.

"Teacher Instructions. Philosophical Chairs."
http://www.lretprod.com/sciencepartnership/resources/teach_philo_chair.pdf
(accessed November 21, 2013).

This website provides detailed instructions on how to facilitate the Philosophical Chairs activity. It also provides the rationale and objectives.

Winthrop, Elizabeth. *Counting on Grace*. New York: Wendy Lamb Books, 2006.

This novel is central to this unit. It is a piece of historical fiction. I really enjoyed the plot development and it paired perfectly with the historical content of the Levine Museum.

Wood, Karen D., and D. Bruce Taylor. *Literacy strategies across the subject areas: process-oriented blackline masters for the K-12 classroom*. 2nd ed. Boston, Mass.: Pearson, 2006.

This is another resource that all teachers should have on their book shelf. I refer to this book all the time for new ideas to use in the classroom.

Chicago formatting by BibMe.org.

Notes

¹ Winthrop, Elizabeth. *Counting on Grace*. New York: Wendy Lamb Books, 2006.

² "Loray Mills, Gastonia, NC." Loray Mills, Gastonia, NC. <http://www.textilehistory.org/LorayMills.html> (accessed November 21, 2013).

³ Ibid.

⁴ Freedman, Russell, and Lewis Wickes Hine. *Kids at work: Lewis Hine and the crusade against child labor*. New York: Clarion Books, 1994.

⁵ Ibid.

⁶ "Standing on a Box: Lewis Hine's National Child Labor Committee Photography, Gaston County, 1908." Gaston County Museum. <http://www.gastoncountymuseum.org/PDF/standing.pdf> (accessed November 19, 2013).

⁷ "Daniel Augustus Tompkins, 1851-1914." Daniel Augustus Tompkins, 1851-1914. <http://docsouth.unc.edu/nc/tompkins/bio.html> (accessed November 21, 2013).

⁸ "A. J. McKelway (Alexander Jeffrey), 1866-1918. Child Labor in the Carolinas: [A]ccount of Investigations Made in the Cotton Mills of North and South Carolina, by Rev. A. E. Seddon, A. H. Ulm and Lewis W. Hine, under the Direction of the Southern Office of." A. J. McKelway (Alexander Jeffrey), 1866-1918. Child Labor in the Carolinas: [A]ccount of Investigations Made in the Cotton Mills of North and South Carolina, by Rev. A. E. Seddon, A. H. Ulm and Lewis W. Hine, under the Direction of the Southern Office of. <http://docsouth.unc.edu/nc/childlabor/childlabor.html> (accessed November 21, 2013).

⁹ Ibid.

¹⁰ "Common Core State Standards Initiative | English Language Arts Standards | Home | English Language Arts Standards." Common Core State Standards Initiative | Home. <http://www.corestandards.org/ELA-Literacy> (accessed September 23, 2013).

¹¹ Powell, William Stevens. *North Carolina in the American Experience*. Evanston, Ill.: McDougal Littell, 2008. 382-416.

¹² Ibid.

¹³ Wood, Karen D., and D. Bruce Taylor. *Literacy strategies across the subject areas: process-oriented blackline masters for the K-12 classroom*. 2nd ed. Boston, Mass.: Pearson, 2006. Print. 105-108.

¹⁴ Rutherford, Paula. *Why didn't I learn this in college?: teaching & learning in the 21st century*. 2nd ed. Alexandria, Va.: Just ASK Publications & Professional Development, 2009. Print. 105.

¹⁵ "Teacher Instructions." *Philisophical Chairs*. N.p., n.d. Web. 21 Nov. 2013. <http://www.lretprod.com/sciencepartnership/resources/teach_philo_chair.pdf>.

¹⁶ "History Alive! Experiencing the Assembly Line." History Alive! Experiencing the Assembly Line. http://info.teachtc.com/forum/EE_1step.aspx (accessed November 1, 2013).

¹⁷ "Overview." Like a Family. <http://www.ibiblio.org/sohp/laf/overview.html> (accessed October 30, 2013).

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ "Cotton Fields to Skyscrapers" permanent exhibit, Levine Museum of the New South, Charlotte, NC.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ "LEWIS HINE PROJECT." LEWIS HINE PROJECT.

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²⁵ Freedman, Russell, and Lewis Wickes Hine. *Kids at work: Lewis Hine and the crusade against child labor*. New York: Clarion Books, 1994.

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<http://home.comcast.net/~linkrocks/splash.htm> (accessed November 1, 2013).

²⁷ Winthrop, Elizabeth. *Counting on Grace*. New York: Wendy Lamb Books, 2006.

²⁸ PBS. "American Roots Music." PBS.

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²⁹ "Old Hat Records - Research." Old Hat Records - Research.

<http://www.oldhatrecords.com/ResearchGGEMWiggins.html> (accessed November 22, 2013).