Lesson 11.4: Children in the Factories

Name _____

Daily Schedule

Fill in the chart below to show what you do on a typical Monday.

Time	Activity	Time	Activity
4 A.M.		1 P.M.	
5 A.M.		2 P.M.	
6 A.M.		3 P.M.	
7 A.M.		4 P.M.	
8 A.M.		5 P.M.	
9 A.M.		6 P.M.	
10 A.M.		7 P.M.	
11 A.M.		8 P.M.	
Noon		9 P.M.	

Lesson 11.4: Children in the Factories

Name Answer Key: Sample Answers

Daily Schedule

Fill in the chart below to show what you do on a typical Monday.

Time	Activity	Time	Activity
4 A.M.	**Sleep**	1 P.M.	**Science**
5 A.M.	**Sleep**	2 P.M.	**Social Studies**
6 A.M.	**Sleep**	3 P.M.	**Leave school and go home**
7 A.M.	**Wake up and eat breakfast**	4 P.M.	**Do homework**
8 A.M.	**Go to school**	5 P.M.	**Video games or sports**
9 A.M.	**Math**	6 P.M.	**Spend time outside or read**
10 A.M.	**Reading & Writing**	7 P.M.	**Eat dinner**
11 A.M.	**Writing & Art**	8 P.M.	**Watch T.V. and get ready for bed**
Noon	**Lunch and recess**	9 P.M.	**Bedtime**

TIME TABLE

— OF THE —

AMOSKEAG NEW MILLS,

Arranged to make the Working Time throughout the year average

11 HOURS PER DAY.

COMMENCE WORK,	at 6.30 A. M.
LEAVE OFF WORK,	at 6.45 P. M.

Except on Saturday Evenings, at 4 o'clock.

BREAKFAST,	at 6.00 A. M.
DINNER,	at 12.00 M.
COMMENCE WORK, after Dinner,	at 12.45.

BELLS.

Morning Bells.

FIRST BELL,	4.30 A. M.
SECOND,	5.30 A. M.
THIRD,	6.20 A. M.

Dinner Bells.

RING OUT,	12.00 M.
RING IN,	12.35.

Evening Bells.

RING OUT,	6.45 P. M.

Except on Saturday.

Saturday Evening Bell.

RING OUT,	4.00 P. M.

Amoskeag Manufacturing Company Timetable, 1855
Courtesy of the Manchester (NH) Historic Association

QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

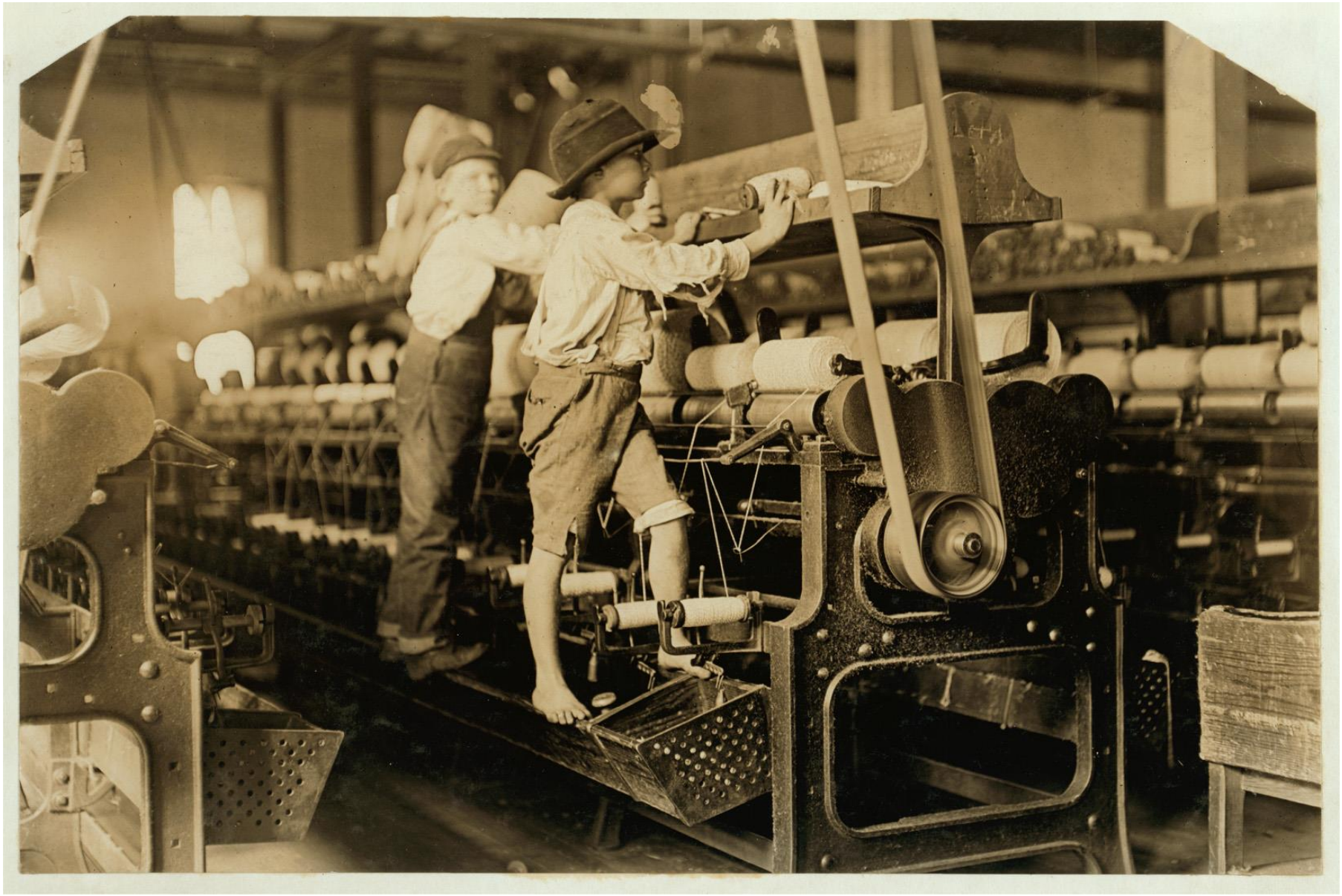
Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.

Moose on the Loose
Social Studies for Granite State Kids
NEW HAMPSHIRE HISTORICAL SOCIETY



Children Working in a Textile Mill, 1909
Courtesy of the Library of Congress

Children in the Factories Image Set

Girl Working at Amoskeag Manufacturing Company, 1909
Courtesy of the Library of Congress

Children in the Factories Image Set

Boy Sweeper in a Textile Mill, 1908
Courtesy of the Library of Congress

Children in the Factories Image Set

Girls Running Machines in a Textile Mill, 1908
Courtesy of the Library of Congress

Children in the Factories Image Set

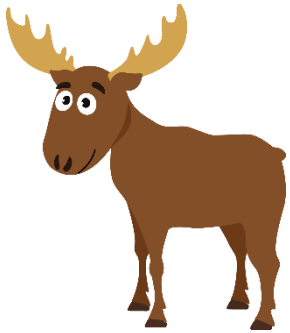
Children in the Factories in the Industrial Revolution

Children's Jobs:

- **Spinners**: Usually girls who walked up and down aisles in between machinery to clear away lint and watch for breaks in the thread. When a thread broke, they reached inside the machine to retie the thread.
- **Doffers**: Usually boys who would remove the bobbins once they were filled with thread and replace them with empty ones
- **Sweepers**: Usually girls who swept up the lint that fell on the floor

Factories liked to employ children because:

- Children were smaller than adults and could climb into machinery hard for adults to reach
- Children could be paid less than adults and so factories were more profitable
- Children were unlikely to organize into unions



Lesson 11.4: Children in the Factories

Name _____

Brave Girl Vocabulary Match

immigrant

tenement house

picket

garment worker

labor union

strike

child labor

1. _____: (verb) To protest or demonstrate outside a location
2. _____: (noun) A person who works making items of clothing
3. _____: (noun) A person who moves from one country to live in another country
4. _____: (noun) When a group of workers organize together and stop working in order to force their employer to agree to their demands, usually about stronger rights or higher pay
5. _____: (noun) An organization that workers belong to protect their rights and interests
6. _____: (noun) Crowded living apartments, usually with poor sanitation and safety
7. _____: (noun) Employing children against the law

Reflection:

From what point of view was the story narrated? How do you know? What would have changed if the point of view changed?

If you were Clara, would you have spoken up and protested like she did? Why or why not?

Lesson 11.4: Children in the Factories

Name Answer Key

Brave Girl Vocabulary Match

immigrant

tenement house

picket

garment worker

labor union

strike

child labor

1. **picket**: (verb) To protest or demonstrate outside a location
2. **garment worker**: (noun) A person who works making items of clothing
3. **immigrant**: (noun) A person who moves from one country to live in another country
4. **strike**: (noun) When a group of workers organize together and stop working in order to force their employer to agree to their demands, usually about stronger rights or higher pay
5. **union**: (noun) An organization that workers belong to protect their rights and interests
6. **tenement house**: (noun) Crowded living apartments, usually with poor sanitation and safety
7. **child labor**: (noun) Employing children against the law

Reflection:

From what point of view was the story narrated? How do you know? What would have changed if the point of view changed?
It's third person, because it uses "she" to describe Clara, not "I." If it was first person, it would have been all from Clara's point of view and we would know what she was thinking all the time.

If you were Clara, would you have spoken up and protested like she did? Why or why not?
I'm not sure. I think I would have spoken up at the union hall because people really needed someone to get them organized. But I'm not sure I would have been brave enough to get hurt and jailed from picketing. It would have been hard, too, to hide it from my family.

Factory Strike Simulation Directions

1. Assign roles of factory workers or factory bosses; there should be twice as many workers as bosses. Make groups of six, where there are four workers and two bosses. The teacher will act as the mediator.

2. Tell students that their group is working in a factory together during the Industrial Revolution. Now that they are familiar with factory working conditions, they will understand that the workers are prepared to strike for better conditions. Their job is to negotiate together so that the strike doesn't happen, which would likely cause the factory to close and everyone to lose their jobs.

3. Give factory workers "Negotiation Tips for Factory Workers" with the "Factory Workers Demands" worksheet on the back. Each group of four factory workers also needs a poster board with markers. Give factory bosses "Negotiation Tips for Factory Bosses" with the "Factory Bosses Demands" worksheet on the back. Each group of two factory bosses also needs a poster board with markers.

4. Students should get in their subgroups of four workers or two bosses and read the negotiation tips for their subgroup. They should then read the list of the current working conditions and discuss and record their demands for future working conditions. Each subgroup can also make a simple poster with a list of their demands or drawings representing their demands. They should include in their poster what they consider to be their most powerful argument for change.

5. Check in with subgroups, then have students take their places in their groups of six to conduct the simulation for 15 minutes. The groups should not spend more than a couple of minutes on each issue. If a group is having trouble reaching an agreement on an issue, they should move on to another issue and return to that one later if there is time. When the students reach agreement on various issues, each side should write down on their papers what was agreed upon. As students work, circulate among the groups and help if the groups reach a stalemate.

6. After 15 minutes, decide if you will end the simulation or continue for another 10-15 minutes. When your class has finished, gather as a class to discuss the simulation.

Negotiation Tips for Factory Workers

If you are a factory worker during the Industrial Revolution, you are most likely working in difficult and dangerous conditions for long hours with few breaks and for very little pay. You are doing the best you can for yourself and your family, and there are a lot of conditions that you would like improved!

How will you negotiate to get as much for yourself and the other workers? Do you think that you will be given all that you ask for?

Think about a negotiation you have had with an adult. Perhaps you wanted to watch your favorite show on tv, but the adult wanted you to read instead. Maybe you offered to watch your show for an hour and then you would read one chapter in your book. The adult might have agreed to compromise, but wanted you to read two chapters first in order to earn a half hour of tv time. Would you consider that a good deal? In a negotiation, usually both sides have to give in a little to get some of what you want.

So how do you negotiate to get what you want?

Some things to consider:

- Your entire factory worker group has to agree on what you are asking for. You are negotiating as a group and need to be united!
- You should be prepared to explain to the bosses why the workers deserve each request. If you are asking for shorter work days, your argument may be that you will work harder each day if you are not as tired from the day before. The bosses will like it if you are more productive!
- Decide in advance what improvements are most important to your group; you will not get everything you ask for. Perhaps you will be willing to continue working 14-hour days if you are earning more money each day.
- Decide how best to organize your group. Will everyone be talking as they see fit or will you divide up the issues so only one person talks at a time?

Tips:

- Begin your negotiation higher or lower than what you really want. If you think men should earn $2.00 per day, but the factory bosses want to keep them at $1.50 per day, you might only end up with $1.75 per day after negotiating. Consider asking for $2.50 per day so that you have room to negotiate and still get what you want. But be careful—if your demand is too extreme, the bosses may not be willing to negotiate at all!
- Remain calm and respectful. Be willing to listen to the factory bosses—they have goals too and care about the factory. Try your best to come to an agreement that works for everyone.

Lesson 11.4: Children in the Factories

Name _____

Factory Worker Demands

Issue	Current	Desired	Reasoning	Importance Level	Agreed Upon
Pay: Men	$1.50 per day				
Pay: Women	$1.25 per day				
Pay: Children	$1.00 per day				
Age to Begin Work	6 years old				
Days Worked	6 per week				
Working Hours	5:00 A.M. until 7:00 P.M.				
Meal Breaks	30 minutes				
School Hours per Day	None				

Lesson 11.4: Children in the Factories

Name Answer Key: Sample Answers

Factory Worker Demands

Issue	Current	Desired	Reasoning	Importance Level	Agreed Upon
Pay: Men	$1.50 per day	**$2.00 per day**	**$1.50 per day is not enough to buy food**	**High**	
Pay: Women	$1.25 per day	**$2.00 per day**	**Women are worth the same as men**	**High**	
Pay: Children	$1.00 per day	**$2.00 per day**	**Children are doing dangerous work**	**High**	
Age to Begin Work	6 years old	**14 years old**	**14-year-olds are better and safer workers and children should be in school**	**Medium**	
Days Worked	6 per week	**5 per week**	**Workers need time to rest their bodies and be with their families**	**Medium**	
Working Hours	5:00 A.M. until 7:00 P.M.	**8AM to 5PM**	**Workers will work harder if they are not as tired**	**High**	
Meal Breaks	30 minutes	**1 hour**	**More time is needed so to rest and so workers don't make mistakes**	**Low**	
School Hours per Day	None	**5 hours**	**Educated workers are better workers**	**Medium**	

Negotiation Tips for Factory Bosses

If you are a factory boss during the Industrial Revolution, you are most likely under a lot of pressure to produce goods as quickly and as cheaply as possible. Your workers may not be well-educated or highly skilled so you may think that you do not have to pay them much. Even though your workers have a lot of demands for improvements, remember, your job is to keep the factory going and cut costs!

How will you negotiate to get as much for yourself and the factory as you can? Do you think that you will be given all that you ask for?

Think about a negotiation you have had with an adult. Perhaps you wanted to watch your favorite show on tv, but the adult wanted you to read instead. Maybe you offered to watch your show for an hour and then you would read one chapter in your book. The adult might have agreed to compromise, but wanted you to read two chapters first in order to earn a half hour of tv time. Would you consider that a good deal? In a negotiation, usually both sides have to give in a little to get some of what you want.

So how do you negotiate to get what you want?

Some things to consider:

- Both bosses will have to agree on what you are willing to negotiate. You are negotiating as a group and need to be united!
- You should be prepared to explain to the workers why you cannot meet their demands or why you do not think they have earned what they are requesting. If you are asking. If you are asking for longer work days, your argument may be that you would consider having them work six days a week instead of seven so that you don't have to open the factory on the seventh day but you don't lose the work hours.
- Communicate to the workers that you are trying to make the factory as profitable as possible so they have jobs and the factory owners are happy.
- Decide in advance what improvements are most important to your group; you will not get everything you ask for. Perhaps you will be willing to pay the workers more per day if they agree to work longer hours or take shorter breakfast and dinner breaks.
- Decide how best to organize your group. Will everyone be talking as they see fit or will you divide up the issues so only one person talks at a time?

Tips:

- Begin your negotiation higher or lower than what you really want. If you think men should earn $1.25 per day, but the factory workers are asking for $2.00 per day, you might be able to get away with only paying them $1.75 per day after negotiating. Consider offering for $1.00 per day instead so that you have room to negotiate and still get what you want. But be careful, if your demand is too extreme, the workers may not be willing to negotiate at all!
- Remain calm and respectful. Be willing to listen to the factory workers—they are trying to improve their lives and they care about the factory too. Try your best to come to an agreement that works for everyone.

Lesson 11.4: Children in the Factories

Name _____

Factory Boss Demands

Issue	Current	Desired	Reasoning	Importance Level	Agreed Upon
Pay: Men	$1.50 per day				
Pay: Women	$1.25 per day				
Pay: Children	$1.00 per day				
Age to Begin Work	6 years old				
Days Worked	6 per week				
Working Hours	5:00 A.M. until 7:00 P.M.				
Meal Breaks	30 minutes				
School Hours per Day	None				

Lesson 11.4: Children in the Factories

Name Answer Key: Sample Answers

Factory Boss Demands

Issue	Current	Desired	Reasoning	Importance Level	Agreed Upon
Pay: Men	$1.50 per day	**$1.25 per day**	**The factory cannot afford to pay much and stay in business**	**High**	
Pay: Women	$1.25 per day	**$1.00 per day**	**The factory cannot afford to pay women as much as men and they are not the head of the household**	**High**	
Pay: Children	$1.00 per day	**$0.75 per day**	**Children do not work as hard as adults and are not skilled**	**High**	
Age to Begin Work	6 years old	**5 years old**	**Young children can do simple jobs like sweeping and free up adults for other jobs**	**Medium**	
Days Worked	6 per week	**6 per week**	**The factory needs to be running a lot to make money and pay workers**	**Medium**	
Working Hours	5:00 A.M. until 7:00 P.M.	**4AM to 8PM**	**Workers only need 6 hours of sleep per night**	**High**	
Meal Breaks	30 minutes	**15 minutes**	**It doesn't take very long to eat meals**	**Low**	
School Hours per Day	None	**1 hour**	**Children should get a little education to be better workers one day**	**Low**	

Lesson 11.4: Children in the Factories

Name _____

Problem-Solving Comic Strip

Think about a time you or a group of your friends had to solve a difficult problem together. Create a comic strip in the six boxes to show what problem you faced and your solution. How did you solve it? Did you negotiate or try different solutions? What steps did you take to solve the problem?

1

2

3

4

5

6

Young Workers at Amoskeag Manufacturing Company, 1909
Courtesy of the Library of Congress