Section 1
Step-by-Step Instruction

Review and Preview

The early 1800s saw the new nation growing larger and developing a sense of pride. Students will now focus on the impact of the new technology of the Industrial Revolution.

Section Focus Question

How did the new technology of the Industrial Revolution change the way Americans lived?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Many people went from working on farms to working in factories in the North, while industrial needs and new inventions encouraged planters to raise more cotton in the South, increasing the need for slaves.*)

Prepare to Read

Build Background Knowledge L2

In this section students will read about the Industrial Revolution and how it affected life in the United States. Ask students to think about how life would be without machines. Use the Idea Wave strategy (TE, p. T24) to encourage responses. Then discuss how technology can change the way people live.

Set a Purpose L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

  All in One **Teaching Resources, Unit 4,** Reading Readiness Guide, p. 16

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.

▲ New England mill town, early 1800s

You Will Be Astounded

"There are more than 5,000 females employed in Lowell; and when you come to see the amount of labor performed by them, in superintending the different machinery, you will be astonished. . . . Everything moves on like clockwork. . . ."

—Congressman Davy Crockett of Tennessee, after visiting mills in Lowell, Massachusetts, 1834

The Industrial Revolution

Objectives

- Explain the changes that the Industrial Revolution brought to American life.
- Discuss the importance of Samuel Slater's cotton mill.
- Describe the growth of industry in the United States after 1812.
- Identify important developments in factories and the problems that factory life produced.

Reading Skill

Identify Central Issues From the Past

To effectively study history, you can identify important—or central—issues and then seek to make generalizations from them. To make a generalization, identify main points or ideas in a text. Then, devise a general principle or broad statement that applies to all of them and to other situations.

Key Terms and People

Industrial Revolution
factory system
capitalist
Francis Cabot Lowell
mass production
interchangeable parts

Why It Matters In early America, most people worked as farmers. Men worked in the fields to produce food for their families. Women helped in the fields and made simple goods, like candles and soap, at home. The Industrial Revolution changed all this.

Section Focus Question: How did the new technology of the Industrial Revolution change the way Americans lived?

A Revolution in Technology

In the 1700s, a great change began that we now call the **Industrial Revolution.** Gradually, machines took the place of many hand tools. Much of the power once provided by people and horses began to be replaced, first by flowing water and then by steam engines.

The Industrial Revolution began in Britain, in the textile, or cloth-making, industry. For centuries, workers had spun thread in their homes on spinning wheels. The thread was then woven into cloth on hand looms. Making thread was time-consuming. It took one person, spinning one strand at a time, almost two weeks to produce a pound of cotton thread.

Machines and Factories In the 1760s, the spinning jenny speeded up the thread-making process. The jenny allowed a person to spin many strands at once. However, thread still had to be made by hand.

Then, in 1764, Richard Arkwright invented the water frame, a spinning machine powered by running water rather than human energy. Other inventions speeded up the weaving process. To house the large machines, manufacturers built textile mills on the banks of rivers.

Differentiated Instruction

L3 **Gifted and Talented**

Spinning Mill Ask students to suppose that they work in a spinning mill, such as the one shown in the transparency Spinning Mill (see p. 383). Have students write several diary entries describing the mill, the machines in it, and their particular job. Encourage students to include details and references to the positive and negative aspects of work in a mill. Ask students to share highlights of their diary entries with the class.

The new mills created a new way of working, known as the factory system. The **factory system** brings workers and machinery together in one place. Instead of spinning at home, textile workers had to go to the factories and begin and end work at specific hours. Workers now had to keep up with the machines instead of working at their own pace.

British mill owners soon recognized the potential of the new water frames and the factory system. However, the system required huge amounts of money to be invested in buildings and machines. Thus, the mill owners turned to **capitalists,** people who invest capital, or money, in a business to earn a profit. Factories proved to be a good investment for the capitalists and mill owners. By 1784, British workers were producing 24 times as much thread as they had in 1765.

Vocabulary Builder
invest (ihn VEHST) ***v.*** to supply money for a project in order to make a profit

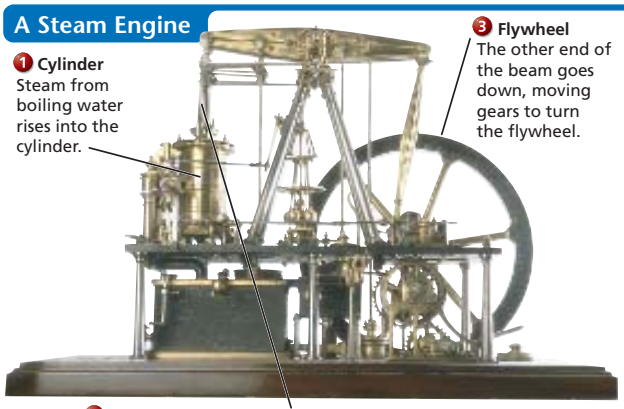
Steam Power Building factories on riverbanks had some disadvantages. In a dry season, the machines had no power. Also, most factories were far from cities, and labor was hard to find in rural areas.

In 1790, Arkwright built the first steam-powered textile plant. The steam engine was a reliable source of power. Factories no longer had to be built on riverbanks. They could be built in cities, where young women and children provided cheap labor.

Britain tried to guard the secrets of its industrial success. It forbade anyone to take information about textile machinery out of Britain. Skilled workers were forbidden to leave the country.

Checkpoint **How did the Industrial Revolution change the way work was performed?**

A Steam Engine



History Interactive
Steam Engine in Action
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Web Code: myp-4071

Steam Engine
Steam engines use the energy created by boiling water to push rods and wheels. **Critical Thinking: *Identify Economic Benefits*** *What advantage would the steam engine have given to a manufacturer over competitors who depended on water power to operate their machinery?*

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word	Definition and Sample Sentence
invest, p. 383	*v.* to supply money for a project in order to make a profit Shipowners **invested** in voyages to distant lands.
efficient, p. 386	*adj.* acting effectively, without wasted cost or effort New inventions often led to more **efficient** ways of doing business.

Teach

A Revolution in Technology

The American Industrial Revolution

pp. 382–384

Instruction

L2

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **invest** and **efficient**, using the strategy on TE p. T21.

  Key Terms Following the instructions on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.
- Read A Revolution in Technology and The American Industrial Revolution with students, using the Oral Cloze strategy (TE, p. T22).
- Ask: **How did the factory system work?** (*It brought together workers and machinery in one place.*)
- To help students understand early factories, show the transparency Spinning Mill and discuss the questions.
- Show the History Interactive transparency James Watt's Steam Engine. Have students discuss the questions.

Color Transparencies, Spinning Mill; James Watt's Steam Engine

Independent Practice

Have students begin filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate to make sure they understand the importance of the Industrial Revolution.

Answers

Checkpoint Possible answer: Machines took the place of hand tools.

Identify Economic Benefits A manufacturer who used a steam engine would not be limited to building a factory on a riverbank, but could choose a location closer to cheap labor.

American Industry Grows

p. 384

Instruction

L2

- Have students read American Industry Grows. Remind students to look for cause and effect.
- Ask: **What sparked the growth of industry in the United States?** (*During the War of 1812, the British blockade forced Americans to supply their own goods.*)
- Ask: **Why did Lowell's mill town have boardinghouses, a library, and a hospital for its workers?** (*Lowell wanted better lives for his workers.*)
- Ask: **Why do you think Charles Dickens was amazed when he saw Lowell?** (*He was probably surprised that conditions in Lowell were so good compared to those in England.*)

Independent Practice

Have students continue filling in the study guide for this section.

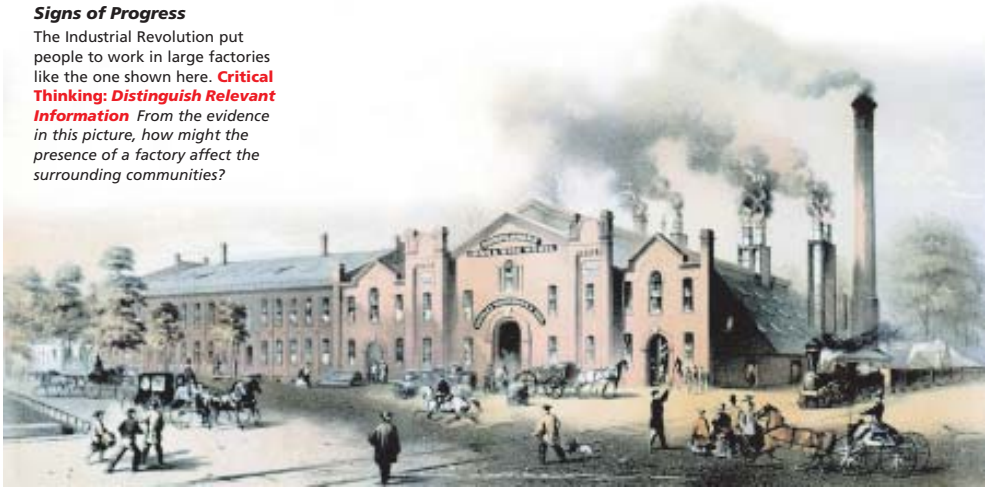
Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate and make sure students understand how the growth of American industry affected workers. Provide assistance as needed.

Signs of Progress

The Industrial Revolution put people to work in large factories like the one shown here. **Critical Thinking: *Distinguish Relevant Information*** *From the evidence in this picture, how might the presence of a factory affect the surrounding communities?*



The American Industrial Revolution

In 1789, a young apprentice in one of Arkwright's factories decided to immigrate to the United States. Samuel Slater knew that his knowledge of Arkwright's machines could be worth a fortune. He studied hard and memorized the plans of Arkwright's machines. Then, he boarded a ship for New York.

In the United States, Slater joined forces with a wealthy merchant, Moses Brown. Brown had rented a textile mill in Pawtucket, Rhode Island. Relying entirely on his memory, Slater constructed a spinning machine based on Arkwright's. Slater's factory began producing cotton thread at a rate never before seen in the United States.

Checkpoint **Why did Samuel Slater have to build his machines from memory?**

American Industry Grows

The success of Slater's mill marked the beginning of American industrialization. Industrialization began in the Northeast. The region was home to a class of merchants who had capital to build factories and to buy raw materials.

Still, U.S. industry did not grow significantly until the War of 1812. As the British navy blockaded U.S. ports, Americans had to depend on their own industries to supply goods.

The Lowell Mills Francis Cabot Lowell found a way. Before the war, he had visited England and seen the latest weaving machines. When he returned to the United States, Lowell and an associate built an improved version of the English machines.

Differentiated Instruction

L3 **Advanced Readers**

Factory Conditions Assign students the worksheet A Factory Report in 1846. Have them answer the questions and define the underlined words in the text. Then have students read the document aloud to the class, explaining the underlined words as they read. Discuss with the class why working conditions deteriorated.

All in One **Teaching Resources, Unit 4,** A Factory Report in 1846, p. 20

Answers

Distinguish Relevant Information Possible answer: Smoke from the factories might fill the air; there might be more traffic on roads; there would be a place for people to work.

Checkpoint It was against British law to take technology out of England, so he had to memorize the plans for machines.

With several other capitalists, Lowell opened a mill in Waltham, Massachusetts. The mill was organized in a new way. Instead of obtaining thread from separate spinning mills, Lowell's factory brought together spinning and weaving in one building.

After Lowell died in 1817, his partners expanded the business. Wanting better lives for their workers, the partners built a new town, with boardinghouses, a library, and a hospital. They named their mill town Lowell after their late partner.

Lowell Girls The new factories were staffed with young women from nearby farms. "Lowell girls" lived in boardinghouses under strict supervision. After work, they might attend lectures or visit libraries. As a result, many women gained an education they probably would not have received on their family farms. The British novelist Charles Dickens was amazed when he saw Lowell:

> "Firstly, there is a . . . piano in a great many of the boardinghouses. Secondly, nearly all these young ladies subscribe to circulating libraries. Thirdly, they have [created] a periodical called 'The Lowell Offering.' . . ."
>
> —Charles Dickens, *American Notes,* 1842

Checkpoint **How was the Lowell factory system different from the European factory system?**

Identify Central Issues From the Past What generalization can you make about the link between war, trade, and inventiveness?

Links Across Time

Technology and Work

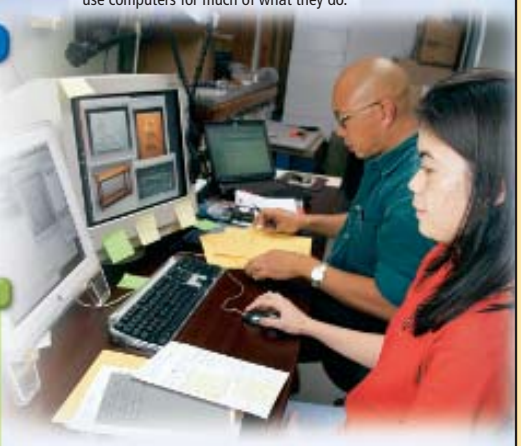
1820s The Industrial Revolution opened the way for new developments in technology, which changed the way people worked.

1981–2000s Since the invention of the personal computer, changes in technology have affected not only *how* people work but also *where* they work. With speedy laptops and hand-held devices, workers are able to work successfully at home or at the office.

Link to Today Online

Technology's Impact Technology continues to advance. How are technological innovations changing people's lives today?

For: Technology in the workplace
Visit: PHSchool.com
Web Code: myc-4071



2000s Office workers and researchers use computers for much of what they do.

History Background

Women's Wages In the early 1800s, women factory workers who were married were expected to turn their wages over to their husbands, who could spend the money as they wished. This injustice was one of many that women fought against through the women's rights movement later in the century.

The Revolution Takes Hold

p. 386

Instruction L2

- Have students read The Revolution Takes Hold. Remind them to look for details to answer the Section Focus Question.
- Discuss mass production. Ask: **What were some advantages of interchangeable parts?** (*They allowed parts to be replaced easily, they could be assembled quickly by unskilled workers, they made manufacturing more efficient, and they made goods cheaper.*)
- Discuss the disadvantages of mass production. Ask: **What do you think craftspeople thought of mass production?** (*Possible answer: They were not happy about it, because unskilled workers could make the same products more quickly.*)
- Discuss working conditions in factories in the 1800s. Ask: **What problems did workers in factories face?** (*Conditions were not safe, and injured workers lost their income. Days were long, pay was low, and there was little light or fresh air in factories. Child workers could not play or get an education.*)
- Ask: **Why do you think people were willing to work in such poor conditions?** (*Possible answer: People needed jobs to earn wages. Many uneducated and unskilled factory workers couldn't get work elsewhere.*)

Answers

Reading Skill Possible answer: War may sometimes result in the halting of trade, causing people to come up with new ways to fill the need to supply goods.

Checkpoint Instead of obtaining thread from separate spinning mills, Lowell's factory brought together spinning and weaving in one building.

Independent Practice

Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

- As students fill in the study guide, circulate to make sure individuals understand the problems with factory life. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 16

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

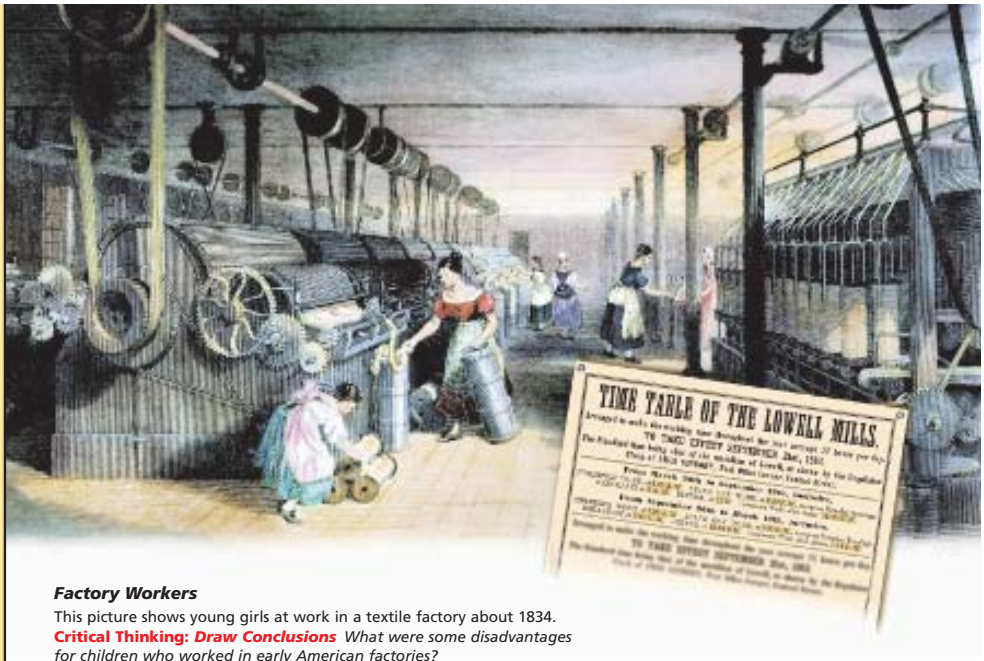
All in One Teaching Resources, Unit 4, Section Quiz, p. 27

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 11, Section 1

Answer

Draw Conclusions Possible answers: They could be injured, didn't get to play outdoors, worked long hours for little pay, had no time for school, and had big responsibilities.



Factory Workers

This picture shows young girls at work in a textile factory about 1834.

Critical Thinking: *Draw Conclusions* *What were some disadvantages for children who worked in early American factories?*

The Revolution Takes Hold

The Lowell system was an example of a unique American outlook. Without a long tradition of doing things a certain way, Americans experimented with new methods. One of the most important developments was **mass production,** or the rapid manufacture of large numbers of identical objects.

Before the 1800s, skilled craftsworkers manufactured clocks, guns, and other mechanical products. Each part of the gun or clock was handcrafted. When a part broke, a craftsworker had to create a unique piece to fit the product. In the 1790s, American inventor Eli Whitney devised a system of **interchangeable parts,** identical pieces that could be assembled quickly by unskilled workers.

Vocabulary Builder
efficient (ee FISH ehnt) ***adj.*** acting effectively, without wasted cost or effort

Interchangeable parts soon came to be used in the manufacture of other products. Manufacturing became more efficient. The price of many goods dropped. As people bought more goods, U.S. industry expanded to satisfy their needs.

Factory Life As you have read, the Lowell mills treated factory workers in a new and kinder way. However, this was not the general rule. Samuel Slater employed children in his textile mill, as had been done for decades in British factories. As time went on, working conditions for children and adults became harsher.

Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

Unfamiliar Words Suggest to students that they use a ruler to help them keep their place as they read, line to line, down a page. Have students mark unfamiliar words or phrases (such as *handcrafted* on this page) with a sticky note. Review with them from time to time what they have marked.

Child Labor Children routinely worked on family farms in the 1800s. Their labor was often needed to help feed their families. Working on a home farm was different from working in a factory, however. American textile mills, coal mines, and steel foundries employed children as young as 7 or 8. These children had no opportunities for education. They often worked in unsafe conditions. By 1880, more than a million children between the ages of 10 and 15 worked for pay.

Factory Conditions Working conditions were appalling. Factories were poorly lighted. There was little fresh air. Machines were designed to perform a task, not to protect the worker. As a result, many workers were injured on the job. A worker who lost a hand or a foot received no help. He or she needed to depend on family for support. Business owners provided no payments for disabled workers, as they do by law today.

To keep machines running as long as possible, workdays lasted 12 or 14 hours. By 1844, workers were demanding shorter days. "Eight hours for work, eight hours for sleep, and eight hours for God and the brethren" was an early slogan. Conditions gradually improved, but the 8-hour workday was far in the future.

Checkpoint **How did Eli Whitney's system of interchangeable parts speed up the manufacturing process?**

Looking Back and Ahead Although the new factories were hard on workers, industrialization led to vastly increased production and lower prices. In the next section, you will read how the growth of northern industry helped to widen the gap between the North and the South.

Section 1 | Check Your Progress

Progress Monitoring Online
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Comprehension and Critical Thinking

1. **(a) Describe** How did the War of 1812 affect U.S. industry?
   (b) Draw Conclusions Why did advances in industry occur mainly in the North?
2. **(a) Recall** What are interchangeable parts?
   (b) Draw Conclusions How did the system of interchangeable parts affect employment in the United States?

Reading Skill

3. **Identify Central Issues From the Past** Based on this section, what generalization can you make about the impact of inventiveness during the early Industrial Revolution?

Key Terms

4. Write two definitions for each key term: factory system, capitalist, interchangeable parts. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

5. Rewrite the following lists of causes and effects, so that causes are correctly paired up with their effects.

   Causes: Francis Lowell; Arkwright's textile plant; Samuel Slater's emigration; Eli Whitney

   Effects: efficiency in mass production; libraries for factory workers; factories built in cities; increased American production of cotton thread

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Extend L3

To help students expand their understanding of new technology, have them complete the History Interactive online activity on James Watt's Steam Engine.

Extend Online
For: History Interactive activity
Visit: PHSchool.com
Web Code: myp-4071

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint Through mass production, American factories made identical pieces that could be assembled by unskilled workers; skilled workers were not needed.

Section 1 Check Your Progress

1. **(a)** Possible answer: It made shipping and importing goods difficult; Americans had to develop their own industries.
   (b) The Northeast was home to merchants with capital to build factories and buy materials.
2. **(a)** identical pieces that can be assembled by unskilled workers
   (b) Factories could hire unskilled laborers at lower wages.
3. Possible answer: Inventiveness changed the way that people worked and lived.
4. Possible formal definitions include: factory system—a system that brings workers and machinery together in one place; capitalist—person who invests capital, or money, in a business to earn a profit; interchangeable parts—identical pieces that can be assembled quickly by unskilled workers. Possible informal definitions include: factory system—people working together with machines; capitalist—person who invests money; interchangeable parts—pieces of a thing that are exactly the same
5. Francis Lowell caused libraries for factory workers. Arkwright's textile plant caused factories built in cities. Samuel Slater's emigration caused increased American production of cotton thread. Eli Whitney's system of interchangeable parts caused efficiency in mass production.

Mill Workers

Build Background Knowledge

L2

Reading a memoir helps students identify with individuals from the past. Review with students what they know about factory life in America. Ask: **How do you think a woman working in a mill would feel about her job?** Use the Idea Wave strategy to elicit responses (TE, p. T24).

Reading Skill

Remind students that the time and place are important parts of the setting. As students read, ask them to look for details about the setting and how it affects Lucy's mood and tone.

Vocabulary *Builder* Teach Key Terms

L2

Pronounce each word in the Vocabulary *Builder* list, and have students repeat the word. Ask a student to read the definitions. Have students give a sentence for each term.

Instruction

L2

- Using the Reciprocal Questioning reading strategy (TE, p. T23), read the first three paragraphs of the memoir. Ask students to identify two ways that Lucy interacts with the setting. (*Possible answers: She changes bobbins on the spinning-frames; she explores the carding-room, dressing-room, and weaving-room; she plays among the spinning-frames; she doesn't like the noise of the machines; she is amazed by the waterwheel.*)
- Have students read the remaining paragraphs. Ask: **How does Lucy's view of the mill setting compare in these paragraphs to the previous paragraphs?** (*Possible answer: Previously, she was enthusiastic about the mill. In the later paragraphs, Lucy still felt that the mill setting was agreeable, but she was less enthusiastic about it. She saw that she could become a drudge by staying there, felt confined, and sometimes yearned to leave.*)

Mill Workers

by Lucy Larcom

Prepare to Read

Introduction

Lucy Larcom was born in Massachusetts in 1824. After her father died when she was 11, Lucy went to work in the Lowell textile mills. Years later, she wrote about her experiences. The following selection is an excerpt from her memoirs.

Reading Skill

Analyze Setting In literature, a character's actions and attitudes often are affected by his or her surroundings. In the memoir below, we learn how the physical conditions in a textile mill affect Lucy Larcom's outlook on work. As you read, pay attention to her descriptions of the mill.

Vocabulary *Builder*

As you read this literature selection, look for the following underlined words:

bobbin (BAHB ihn) *n.* spool for thread or yarn, used in spinning, weaving, or in a sewing machine

board (bord) *n.* meals provided regularly for pay

drudge (druhj) *n.* person who does hard, menial, or tedious work

I went to my first day's work in the mill with a light heart. The novelty of it made it seem easy, and it really was not hard just to change the bobbins on the spinning-frames every three-quarters of an hour or so, with half a dozen other little girls who were doing the same thing. When I came back at night, the family began to pity me for my long, tiresome day's work, but I laughed and said, "Why, it is nothing but fun. It is just like play."

And for a while it was only a new amusement. . . . We were not occupied more than half the time. The intervals were spent frolicking around the spinning-frames, teasing and talking to the older girls, or entertaining ourselves with games and stories in the corner, or exploring, with the overseer's permission, the mysteries of the carding-room, the dressing-room, and the weaving-room.

I never cared much for machinery. The buzzing and hissing of pulleys and rollers and spindles and flyers around me often grew tiresome. I could not see into their complications, or feel interested in them. But in a room below us we were sometimes allowed to peer in through a sort of blind door at the great waterwheel that carried the works of the whole mill. It was so huge that we could only watch a few of its spokes at a time, and part of its dripping rim, moving with a slow, measured strength through the darkness that shut it in. It impressed me with something of the awe which comes to us in thinking of the great Power which keeps the mechanism of the universe in motion. . . .

When I took my next three months at the grammar school, everything there was changed, and I too was changed. . . . It was a great delight to me to study, and at the end of the three months the master told me that I was prepared for the high school.

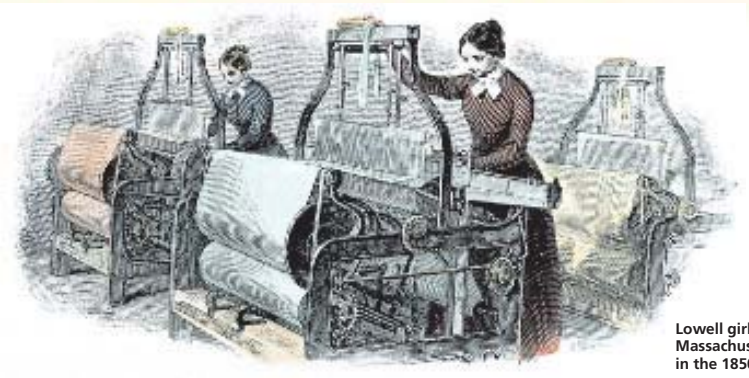
Background

Women and girls who worked in northern mills were educated. Some mills published collections of workers' essays and poetry.

Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers

Understanding Sentences Provide a page protector to place over the text. Have students read the literature selection. Ask students to mark each sentence with a **?** if they don't understand the sentence, a ***** if they understand the sentence, and a **!** (for "wow") if they find the information new or interesting. Review any sentences students have with a question mark. Pair students to compare their "wow" sentences.



Lowell girls weaving in a Massachusetts textile mill in the 1850s

But alas! I could not go. The little money I could earn—one dollar a week, besides the price of my board—was needed in the family, and I must return to the mill. . . .

At this time I had learned to do a spinner's work, and I obtained permission to tend some frames that stood directly in front of the windows, with only them and the wall behind me, extending half the length of the mill. . . .

The last window in the row behind me was filled with flourishing houseplants—fragrant-leaved geraniums, the overseer's pets. . . . T[he] perfume and freshness tempted me there often. . . . On the whole, it was far from being a disagreeable place to stay in. The girls were bright looking and neat, and everything was kept clean and shining. The effect of the whole was rather attractive to strangers. . . .

Still, we did not call ourselves ladies. We did not forget that we were working girls, wearing coarse aprons suitable to our work, and that there was some danger to our becoming drudges. I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of the sound inside. Looking away to the hills, my whole stifled being would cry out, "Oh that I had wings!"

From *A New England Girlhood,* by Lucy Larcom. Peter Smith, 1973. First published in 1887 by Macmillan.

Checkpoint **Why did Larcom return to the mill after finishing three months at grammar school?**

Background
The wages paid for millwork offered new opportunities to many women and girls, but workers lived apart from their families and often felt lonely.

Analyze Setting
Lucy's attitude toward the mill changes somewhat over the course of this excerpt. How does setting contribute to this change?

Analyze LITERATURE

Lucy Larcom's words describe a mill in New England during the 1800s. Consider the sights and sounds around her, and how working in the mill made her feel. Write a paragraph in which you describe what it is like to work in a mill.

If you liked this passage from *A New England Girlhood,* might want to read more first-person accounts in *Ordinary Americans: U.S. History Through the Eyes of Everyday People,* Linda R. Monk. Close Up Foundation. 2003.

History Background

Child Labor In 1836, Massachusetts became the first state to pass a child labor law. The law prohibited children under age 15 from being employed unless they had attended school for at least three months in the last year. The first federal child labor law was passed in 1916, but it was overturned by the Supreme Court. It was not until the Fair Labor Standards Act of 1938 that basic child labor reforms were instituted nationally.

Monitor Progress

Discuss with students how Lucy's life changed when she went to work at the mill. Ask: **If Lucy had not gone to work at the mill, what do you think her life would have been like?** (*Answers will vary but should show an understanding that her life would have been hard.*)

Answers

Reading Skill She began to feel confined indoors and longed to be outside.

Checkpoint Her family needed the money she earned at the mill.

Writing Rubrics Share this writing rubric with students.

Score 1 Paragraph does not contain any details and is poorly organized.
Score 2 Paragraph contains few details or impressions.
Score 3 Paragraph presents many details.
Score 4 Paragraph presents a vivid picture of a factory.

Analyze LITERATURE Students should describe the details of the daily life in a mill. When would they report for work? How long was the workday? Did they get breaks? They should also describe the physical layout of the factory and their impressions of the workplace. The more details they can provide in their account, the better.