

Teaching Immigration and Child Labor Concepts
to Children with Special Needs

Teaching American History Seminar 2009-10

*HIS 6710 C15: The Enduring Legacy of the
American Revolution: Equality*

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“We hold these truths to be self-evident: that all men and women are created equal.”

Elizabeth Cady Stanton

Abstract

The purpose of this project is to create an American history unit on immigration and child labor that is accessible to children with special learning needs. For the purpose of this unit, I concentrated on the special needs of children with specific learning disabilities in reading and written language, language and hearing impairments, and attending problems. This unit looks at content, process and products to make sure that the needs of the special education students are addressed.

To implement the unit, I worked with a 4th/5th grade teacher and a 6th grade teacher to modify concepts and goals, differentiate instruction, and individualize products and assessments. Many of the activities are based on the use of the photographs taken by reformer and investigative photographer Lewis W. Hine.

Grade Level: 4-6

Seminar Impact

I was delighted to have the opportunity over this past summer increase my knowledge around American history. On the first day of Teaching American History, Dr. William Chafe gave a helpful review of the Jim Crow period and a concise synopsis of his book, Civilities and Civil Rights. Between listening to his presentation and reading his book I gained a new perspective of the Civil Rights struggle in Greensboro, North Carolina. Even though I lived through the period, and actually participated in a civil rights march at my small, northern liberal arts college, I was struck by how much I did not know about the early Civil Rights Movement.

I was interested in Nancy Lynch’s presentation about the Peace and Justice Center. I have known about the PJC for many years, and have, in fact, taken their bus to Washington, D.C. for anti-war demonstrations. Still I had no idea of how politically active they are in Montpelier or the extent of their involvement in livable wage work. I appreciated learning about this and see the connection to this year’s theme of equality. I was less interested in what Bill Ross had to share with us. His materials were good but it was hard for me to shake the idea that he was giving us a sales pitch.

As timely as it is today after the earthquake, I was a bit bewildered by Elise Guyette’s and Dr. Kathleen Balutansky’s topic of Haiti. To me it seemed that this presentation would have fit better in last year’s TAH. At the same time, the afternoon’s presentation about the library resource was extremely helpful. Something similar was done last year, but this year it was presented more clearly, or so it seemed to me.

Charles Johnson, the Civil Rights Officer from the Vermont Department of Education was a pleasure to listen to. Though his topic didn't clearly connect with the 20th century, I enjoyed being introduced to theatre theory and I am determined to learn more about it.

The video we saw on the bus was the perfect preparation for our visit to Salem. I appreciated that we had a maker of the film on the bus with us and that when we got to Salem we had such a very knowledgeable guide. Seeing the very spot where twenty-two citizens of Salem were hanged as witches and then the simple, yet moving, monument to them was humbling. Later, while walking around Salem, I visited the National Park Service building and saw their film which gave a larger perspective on Salem and Essex County Massachusetts. I was particularly interested in the part of the film that touched on my interest of child labor.

TAH made me feel respected and appreciated as a teacher and learner. The field trip and presenters, balanced with the curriculum support and time given to work on our proposal, was paced just right for summer professional development. The books and other materials will prove to be invaluable. For schools and teachers who are always financially pressed, the economic support makes a considerable difference. I felt valued and lucky in being able to spend time learning about historical topics of interest to me.

Where will this take me? What is next? I'm not sure. The presenters did not directly provide me with content information related to the project that I am doing. Yet, it did give me a larger picture of American history. One thing I know for sure, however, is that participation in the Teaching American History project has increased my awareness and understanding of American history and has promoted partnerships with colleagues in ways that greatly benefit students.

Essential Question

In what ways have different groups, including children, been denied equality in the twentieth century?

Central Questions

- What is "equality"?
- What was the connection between immigration and child labor at the turn of the 20th century?

Challenge Questions

The purpose of this unit is to present the central question and key ideas in such a way that children with learning challenges can understand them. This was not designed as a unit for children who need to go above and beyond. A hierarchy of challenge levels, based on Benjamin Bloom's Taxonomy is included in Appendix A for those wanting to address the needs of students who need a greater challenge.

Lesson Length

Thirteen 45-60 minute class sessions

Key Ideas

- At the beginning of the twentieth century, thousands of immigrants entered the United States daily.
- The exploitation of young children as cheap labor in factories, mines, streets and fields was commonplace in America at the beginning of the 20th century.
- Many child laborers were recent immigrants or the children of recent immigrants.
- The National Child Labor Committee and Lewis W. Hine's photographs helped people become aware of the labor abuses of children and encouraged Congress to pass laws against child labor. The NCLC and Hine were seeking equality and civil rights for all, including new immigrants.

Intended Learning Outcome

- Students will understand the hardships, social and economic conditions, and challenges faced by new immigrants to the United States.
- Students will see the relationship between immigration and child labor and be able to demonstrate an understanding of the consequences of the abusive employment of children.
- Students will learn that there were people who actively worked to pass laws against child labor.

National History Standards

Era 6: The development of the industrial United States

- Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes.

Vermont History and Social Sciences GEs: Grades 5-6

- H&SS5-6:8 Students connect the past with the present by investigating how events, people, and ideas have shaped the United States... and hypothesizing how different influences could have led to different consequences. (Addison Northeast Supervisory Union Power Standard Grade 5: 2a)
- H&SS5-6:9 Students connect the past with the present by identifying multiple perspectives in historic and current events. (Addison Northeast Supervisory Union Power Standard Grade 5: 2b)

Introduction

In my role as a special educator, I work with children who have a wide variety of educational needs. Some have specific learning disabilities; others have cognitive delays, physical disabilities or behavioral-emotional problems. I find that much of the

material used, and sometimes the concepts taught in the regular classroom, are too difficult or not presented in a way that makes the concepts easily accessible for my students. In addition to making accommodations and modifications to curriculum and providing alternative assessments, different approaches for teaching are needed so that all students are able to have a successful experience learning history. For example, a student who cannot read or write at grade level may be able to understand and participate in discussions if material is presented orally or a child who has difficulty attending may be able to understand complex concepts if they are presented in an activity-based format.

In Addison Northeast Supervisory Union District, American history is a required component of the curriculum at the 5th grade level. Both teachers that I team-taught with for this unit emphasize human and civil rights as a major strand when teaching.

The intent of this project was to make historical concepts accessible to students with learning challenges. I began by examining the materials and the concepts currently being used. In some instances I modified them to make them more available to my students. At the same time, based on my new learning from this past summer, I developed new activities that could be used with the whole class and that would make the concepts particularly accessible to special needs students.

Because of the needs of special education students in the 4-6 grades, I focused on accommodations and modifications for children with attention problems, hearing impairments, and specific learning disabilities in reading and written language.

Modifications and accommodations are traditionally put in place so that special education students can better access curriculum. Regular education students also benefit when accommodations are made that suit their particular learning styles. Differentiated instruction, for example, recognizes that students do not all learn in the same way. As with children who receive accommodations through special education, general education lessons can be differentiated through the content presented, the process or teaching techniques used, or by the products or ways the student can show what he/she has learned.

High Needs Children

The Individuals with Disabilities Education Act (IDEA) is the law that mandates service and support to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services. It ensures that children with disabilities receive a "free appropriate public education" (FAPE). This means that schools must provide students who are eligible (have a disability, can prove adverse effect, and are in need of services) with specialized supports and instruction that will address their academic needs in the least restrictive environment.

Not all children with special learning needs meet the rigorous standards set by federal and state regulations for special education services. Because of this, Vermont goes even further to ensure that children have a quality education. Vermont Act 117 mandates that all children, whether or not they meet the special education criteria, have their academic needs addressed in the general education environment through the

school's educational support services with guidance from the school's educational support team.

Supports for Students Eligible for Special Education Services

Special education students need to be taught in ways that are different than their classmates. They may need modifications made to the curriculum or special accommodations made so they can access the general curriculum. In some cases the accommodations are physical, such as specialized equipment; in other cases accommodations involve adjustments to the general curriculum. Concepts may need to be taught differently. Texts and classroom materials may need to be modified or changed completely. In order to determine what has been learned, alternative assessments may need to be used.

A modification is a significant change made to the content being taught. When modifications are made, students are not expected to master the same academic content as others in the classroom. They may have goals and expectations that are completely different from the rest of the class. For example, a child with a learning impairment might be physically integrated into a social studies class but his or her goals might be social or behavioral goals rather than mastery of social studies content. This unit does not focus on modifications.

Accommodations are ways for children to take in information or communicate what they have learned in ways that are different from the rest of the class. Accommodations don't alter or lower the standards or expectations. When using accommodations, children are expected to meet the same standards set for all children. For example, a child with a specific learning disability in reading can learn the same material as others in the class but in a different way. He or she can listen to the audiotape version of a book in order to access information and participate in class discussion. A child with poor writing and spelling skills can use assistive technology, such as a tape recorder, voice-to-print software, or a word processor, rather than having to struggle with pencil and paper. Changes made by the teacher in the way he or she teaches can also be seen as accommodations. For example, using hands-on, video, or theater versus a lecture or text to teach a concept would be considered a change in the teaching process. Offering students multiple ways of showing their learning, such as producing a sketch or poster, doing a dramatic production, or even using an audio tape to answer questions, versus a written test or quiz would be an accommodation made to the student's final assessment or product. This unit focuses on appropriate accommodations for children with learning challenges.

Background Information about MCS Class Configurations

I team-taught this unit with the 4th-5th grade teacher and with the 6th grade teacher. Because science and social studies are departmentalized at Monkton Central School, the 6th grade teacher teaches social studies to both the 5th and 6th graders while the 5th grade teacher teaches science to both grades. This unit will be taught to three different classes this school year: the 4-5 grade, the 5th grade and the 5th grade.

The 4th-5th grade teachers typically uses a mixture of techniques and materials to teach American history including the History of Us series by Joy Hakim, historical

fiction, photographs, primary sources, and, as a reference, the Houghton Mifflin social studies text, America Will Be. The teacher who does social studies with the 5th grade class and the 6th grade class typically uses self-made units of study along with support materials.

While teaching this unit, I was the lead teacher supported by the classroom teacher. The activities in this unit are based on my new knowledge about immigration and the labor movement, specifically child labor. The purpose of this project was to provide examples of ways that accommodations could be made to historical content so that students with learning difficulties benefit. To address the needs for students for this school year, accommodations were needed for students with specific learning disabilities in reading and written language, ADHD, language and hearing impairments.

Additional accommodations for children with these disabilities are in Appendix B. They are partially based on recommendations found in Mather and Jaffe's Reports, Recommendations, and Strategies and partially based on my experience working with children with these disabilities over many years. The lists are not exhaustive and do not include accommodations for students with emotional disturbances, learning impairments, traumatic brain injury, multiple disabilities or children on the autism spectrum. It should be noted that adjustments made for children with specific learning disabilities and focusing problems are often good ways to differentiate for other children in the classroom.

LESSONS AND ACTIVITIES

Springboard

As a way to connect on a personal level with this unit on immigration and child labor, students were asked to interview their family members about their ancestry. Their job was to find out as much as they could about where their ancestors had come from. Together the class read and discussed Russell Freedman's book Immigrant Kids.

Lesson 1--Why do I live in the United States? How did I get here?

Time: Five 45-60 minute class periods

Key Concepts

- All American families came to the US from another country. (If students ask about Native American, share that even Native Americans came here from another part of the world and that this is not the part of American history that we are studying at this time.)
- New immigrants coming to the United States faced many hardships.
- New immigrants to the United States came for many different reasons.

Materials

- Copies of Cobblestone articles (Feb. 2006)
- The Immigrant Experience, 1890—1925 J.M. West (Ed.)
- Computer with internet connection

- World map
- Sticky dots

Description

- A. Have the students put sticky dots on a large world map to show where their relatives came from. Ask them to date the dots if they have that information. Note on which continent and in which countries the dots clump.
- B. Explain to the students that they are all here because their ancestors decided to leave their home country in order to come to the United States. With the students, read the two articles from Cobblestone magazine, “Family Reunion” and Voyage of Hope, Voyage of Tears.” Discuss the following questions as a whole group or in small groups.
1. Why would people leave their homeland to move to a place they had never been?
 2. How did people travel to the United States?
 3. What kinds of tests did an immigrant need to pass to be allowed into the United States?
 4. What kinds of personal treasures did the new immigrants choose to bring with them?
 5. Using the chart in Cobblestone, where did most of the new immigrants come from between 1880 and 1920?
- C. Provide each student with the Cobblestone article, “Search for Ancestors.” Model how to explore the Ellis Island website. Using the website: www.ellisland.org or other similar websites, ask students to do a “passenger search” for their relatives. (According to the website approximately 40% of Americans living today can trace their family history through at least one of the immigrants on this website.)

If students were able to trace an ancestor, share their information with the class. What country did their ancestors come from? Did they ever use a different last name or a different spelling of their last name? When did their ancestors come to the United States? Does this information match the information they gathered from their family members?

- D. Ask students to choose one of the following projects. Provide some class time for students to work on their chosen project. Allow a week for completion of the project and then have students share out.
1. In cartoon panels, illustrate an immigrant family, such as the Palmieri family from the Cobblestone article, taking leave of their homeland, traveling by ship, and passing through Ellis Island.
 2. With a partner make a board game about coming to America in the early 1900s. Make sure to include passing through Ellis Island.

3. Research the tests given to immigrants coming through Ellis Island. Were the tests reasonable? Why or why not? Make a poster or broadside advocating your point of view.
- E. Each day before the students are given time to work on their projects, do one of the following mini-lessons to provide background information.
- From The Immigrant Experience 1880-1925, Teaching with Primary Sources Series developed by Cobblestone Publishing, Inc. select five volunteers to act out the special inquiry held at Ellis Island on September 15, 1903 (document 17), “Special Inquiry at Ellis Island into the Case of Joseph Ober” 2-33. Allow the students to practice the script once, and then have them present it to the class as a reader’s theater presentation.
 - From The Immigrant Experience 1880-1925, provide students with “Story of Jewish Immigrant Max Horowitz,” “Story of Italian Immigrant Roland Damiani” and “Story of Lithuanian Immigrant Joseph J. Bieza” as background for project.
 - Create a Healy Frame and do a simulation of the cognitive testing done on Ellis Island. Offer to give students the Healy Frame test if they choose, while others are working on their projects.
 - Show the short documentary video “Immigration: Island of Hope, Island of Tears”1986. Distributed by 100% Educational Video, Inc. El Dorado Hills, CA.
 - Provide students with the website *From Ellis Island to Orchard Street with Victoria Confino* and encourage them to play the immigration game on their own time. <http://tenement.org/immigrate>

Lesson #2--Reading a Photo

Students “read” or deconstruct child labor photographs

Time: Two 45-60 minute class periods

Key Concepts

- Photographs tell stories.
- Child labor was commonplace at the beginning of the 20th century.
- Children worked long hours in unsafe conditions for little pay. Many of these children were the children of new immigrants.

Materials

- Copies of primary source photographs of child labor scenes that have been cut in thirds. Mark or label the back of each photo so that the pieces can be put back together easily.
- Books with child labor photos
 - Growing Up in Coal Country S. C. Bartoletti
 - Kids on Strike S. C. Bartoletti
 - Kids at Work R. Freedman

Up Before Daybreak D. Hopkinson
Child Labor in America J. M. West

Description

Provide students with a short overview of child labor. Then tell them that you are going to teach them how to “read a photograph.” Mix up and hand out the pieces of the photographs. Give the students several minutes to look closely at their piece. Ask each student to write down what they see and what they think it represents. Then have students get together according to the identifying information on the back of their piece and put the photograph together. Have students answer the following questions:

- Is the work place in a rural or an urban area?
- What work are the children doing?
- What objects are in the picture?
- How are the children dressed?
- What evidence can you find that reveals the children’s feelings?
- What else do you notice about the photos?

Have each group share their photograph and have a group discussion.

For the second session, talk to the students again about how to deconstruct a photograph by first teaching them to observe and describe accurately what they see and then by helping them make inferences about what they observe. Give each student or pair of students another picture and ask the same questions listed above. Then ask the students to make inferences. Questions might include:

- Where was this picture taken?
- What time of year was it?
- Who are the people in the picture? What are they doing?
- Who took the picture? Why?
- Who is the audience for this picture?
- What point is the photographer trying to make or what story is the photographer trying to tell?
- What might be outside the photograph—to the right, left, behind the photographer?

Lesson #3 Lewis Hine, Reformer

Time: Two 45-60 minute class periods

Key Concepts

- Lewis Hine was a teacher, photographer, and reformer who was opposed to child labor and worked to end it.

- Industrialists and plantation owners, parents, children, reformers, and members of the NCLC (National Child Labor Committee) all possessed different opinions and feelings about child labor.

Materials

- Books with Lewis W. Hine photographs
- The History Place website:
<http://www.historyplace.com/unitedstates/childlabor/index.html>
- Film: *America and Lewis Hine*. A film by Nina Rosenblum and Daniel V. Alentuck. New York: The Cinema Build, 1984.
- Counting on Grace by Elizabeth Winthrop

Description

Discuss *child labor*, * and give examples. Share the book Counting on Grace as a Vermont example of mill labor. Give an overview of the life of Lewis W. Hine. (See Appendix C.) Share with the children that as a final activity they are going to have to “become” one of these children. They will have to make up their family background, tell why they have gone to work, and describe a typical day. Give them the rest of the period to look at the photos in the books in preparation for their final project.

On the second day, show the film, *America and Lewis Hine*. Stop the video at key points for discussion. Discuss the film with students and talk about the varying points of view of different people regarding child labor. How did the industrialist feel about child labor? How about the child? Parents? Lewis Hine and members of the NCLC?

Do a seven- minute write: If you were a child from a poor immigrant family how would you feel about going to work? Write, pair and share with a classmate. Add any new ideas or thoughts.

*Child labor refers to the employment of children at regular and sustained labor. This practice is considered exploitative by many international organizations and is illegal in many countries including the United States. In the United States today an employer is not permitted to hire a child below the age of 16.

Lesson #4 Life as a child laborer

What was life like for the typical child laborer? What were the advantages for employers of using child laborers?

Time: One 45-minute class period

Key Concepts

- Many child laborers were the children of new immigrants.
- In the early 1900s many children had to work long hours in the field, mills, and coal mines.

- One of the ways that people became aware of child labor was through songs. It was also through songs that former child laborers remembered their hardships.

Materials

- “Voices of American History: United and Divided” CD
- CD player
- Computer access
- Printed copies of song lyrics from Appendix D
- <http://www.youtube.com/watch?v=rDN3X-WOR14> (two songs/color pictures depict current child labor)
- <http://www.folkarchive.de/babies.html> (lyrics only; Dorsey Dixon’s story)
- <http://www.folkarchive.de/wewill.html>

Description

Share the history of child labor songs and singers. Students will listen to Dorsey Dixon sing “Babies in the Mill” and “We Will Sing One Song,” and discuss the meaning of the lyrics. They will then listen to “Four Pence a Day” as adapted by Steven Traugh from “Voices of American History: United and Divided” and discuss and interpret the lyrics about children working in coal mines.

Lesson #5 Research on a working child and developing a persona

Time: Three 45-minute class periods

Key Concept

- Many children worked long hours in the fields, mines, and factories at the turn of the century.

Materials

- Video of life of Lewis Hine
- Books containing child labor photographs
- Old clothes

Description

Students take the role of a child laborer and use research skills to develop the character.. Discuss with the children what it was like to work long hours as a child and what types of jobs children did. Give the students time to look at books and begin writing. Questions the students should consider include:

Who am I? What is my name and my family situation? What work am I doing?
 Where did I live before I came here?
 How did I come to be working at this job?
 What is a typical day like? What food do I eat?
 What are my hopes for the future?

For the third class period, students dress up as child laborers and talk about their character. Parents or other classes can be invited. Students are photographed in their role.

Concluding Activity

Each student creates a Voice Thread presentation focusing on his or her character. (A Voice Thread is a web-based tool for having a conversation around a media presentation.) Students are asked to find 5-6 child labor photographs and to create a story around the photos involving the character that they have created. The photos and the story are put into the Voice Thread format. Students are then able to view each others creation and comment either through text or audio.

Differentiated Instruction for General Education Students

Just as modifications and accommodations support children with special needs, differentiated instruction attempts to address the varied needs and learning styles of general education students. There are three main ways through which instruction can be differentiated: content, process, and product.

Differentiating instruction through **content** allows for adjustment by degree of complexity. The teacher can present materials addressing the same standards and goals but at various levels of difficulty. While differentiated instruction is designed to meet the needs of individual children, it is not an individual curriculum for each student. Students can be grouped together because they have similar academic or even social needs.

Through differentiated instruction, the **process** can be flexible using varied instructional techniques and materials and allowing for flexible groupings, individual contracts, self-paced learning, or team projects. There are many different ways to help students understand content. For example, they can act out concepts or events or produce drawings, dioramas, models, graphs, or charts.

Finally, a wide variety of **products** or alternative assessments can be used to document learning. This could include formal or informal tests and authentic assessments such as interviews, surveys, and performances. Students can write a song or rap, or create a broadside. Other ideas include making a video, producing a game or simulation, doing an interview, designing a book jacket, or making a diorama.

Examples of Differentiation

Instructional content, process, and products can be guided by students' readiness, interests, and learning styles through a range of strategies. Carol Tomlinson, in her book Differentiation in Practice: A Resource Guide for Differentiating Curriculum, recommends tiered or scaffolded assignments, student choices, and fat/skinny questioning as a few examples of ways to differentiate instruction. Many forms of differentiated instruction work well as accommodations for special education students.

Tiered assignments are parallel tasks that vary in their degree of complexity. The goals of the lesson are the same for all students but the assignments allow for various levels of readiness and performance ability. A common example of a tiered lesson is leveled reading texts; students could all learn about child labor through reading but each student would have a book at his/her appropriate reading level. Comprehension

questions can also be tiered. A tired assignment would be considered an accommodation for a special education child or enrichment for a gifted reader.

Another way to differentiate is to offer choices to students. Within an activity students can select their preferred way of showing what they learn from a menu of options. Based on students' skill levels and the educational standards being addressed, teachers might assign students to complete activities that demonstrate understanding by writing a report, composing a song, making a poster, or creating a diorama, or in a method the student prefers.

Questions can be differentiated by what Conklin calls “skinny” questions and “fat” questions. Skinny questions can usually be answered with one or two words but fat questions require higher-level thinking.

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<http://www.youtube.com/watch?v=rDN3X-WORI4>

Annotated Bibliography

Bagwell, O. (Executive Producer). (2004). *Citizen King*. [American Experience].
Boston: WGBH Educational Foundation and ROJA Productions, Inc.

This video traces the inextricably intertwined evolution of the life of Martin Luther King and the civil rights movement. Through interviews with leaders of the movement, local people, archival film, and photographs, this video shows what it is to be a citizen. The film seeks to show that Martin Luther King is not a hero frozen in time, as during his great speech on the steps of the Lincoln Memorial, but a dedicated preacher whose voice represented a movement; a movement that shaped him as he was shaping it. The film shows Martin Luther King as he challenged his own thinking: his growth from the use of the word "Negro" to "Black;" marches for the rights of Blacks to the connection with the Vietnam war movement; and onward to the Poor People's Campaign which included people of all races. As Orlando Bagwell, the filmmaker says, "What I hope people will take from it [the film] is the story of his life -- that Dr. King really did try to be what we would consider the right kind of citizen in a democracy."

This video is a valuable resource for any unit on Civil Rights or on the history of the movement against the war in Vietnam. Using primary sources, it shows the tone of the country during a critical period in our history.

Collins, G. (2003). *American women: 400 years of dolls, drudges, helpmates, and heroines*. New York: HarperCollins Publishers.

Gail Collins, the first woman to hold the position of editorial page editor at the New York Times, knows what she is writing about. In this book, she tracks the stories of women in our country over the past 400 years. Her engaging style spans the time from the first colonists through the Revolutionary War, the emphasis on women's separate spheres of influence before the Civil War, African American women's lives, women in the westward movement, turn of the century immigrants, women in the Great Depression and World War II and, finally, through the miserable fifties. Collins emphasizes the ordinary and the extraordinary in a series of captivating essays.

This is the kind of book that women pass along to their female friends and relatives. When my sister-in-law lent me her copy, I went first to the chapter on immigrants because of this course, but having read this chapter, I not only couldn't put the book down but went out and bought two copies of Collins' new book; *When Everything Change: The Amazing Journey of American Women from 1960 to the Present*, one for me and one for my sister-in-law. This is a must read for anyone interested in the back-story of U.S. history.

Hakim, J. (2005). *An age of extremes 1880-1917*. Revised third edition. New York,

NY: Oxford University Press.

The eighth book in Joy Hakim's A History of Us series, An Age of Extremes 1880-1917 focuses primarily on the Gilded Age, immigrant workers, both adults and children, and the disparity between the rich and poor. The book is peppered with illustrations taken from the Library of Congress, the National Portrait Gallery of the Smithsonian Institution, the National Archives and the New York Public Library, making it highly attractive to upper elementary students. For a textbook, it is unusual in its readability. Joy Hakim knows what kids like. By reading her books, students learn that history is filled with lively and captivating stories and real life adventures. What student would not be intrigued by a chapter entitled "Some Bad Ideas" or "Teddy Bear President"?

A wonderful and useful addition to Hakim's books is the PBS website developed for her series. It includes primers to help teachers gain insight into the topics in the series, Webisodes taken from the books, and access to hundreds of images from American history.

Hakim, J. (2006). *All the people: Since 1945*. New York, NY: Oxford University Press.

The tenth book in Joy Hakim's A History of Us series, All the People: Since 1945, begins with the election of Harry Truman and guides students through the Cold War, segregation, Vietnam, women's rights, and all the major events up to the present day, in a way that is lively and readable. Her focus is as much on the ordinary person as on the famous, making this book particularly child-friendly. Students can't resist a chapter with the title, "Some Brave Children Meet a Roaring Bull" or "Salt and Pepper the Kids?" Reading Hakim's books, students learn that history is filled with captivating stories and real life adventures.

Based on the experience of my students, Hakim has completely succeeded in capturing children's interest. The books are peppered with illustrations taken from the Library of Congress, the National Archives, Associated Press and United Press International, making it highly attractive to young historians.

Jenson, E. (2000). *Different brains, different learners: How to reach the hard to reach*. Thousand Oaks, CA: Corwin Press.

Geared towards helping students with very specific needs (developmental delays, chemical imbalances, trauma, speech-language disorders), Jenson's book gives a practical and comprehensive overview on how to help children succeed in school. For Jenson, there are no "unreachables." In each chapter of his very readable book, he provides an overview of a specific disability, the impact and demographics, likely causes, recognizable symptoms, and, most useful for me in terms of developing units of study, strategies about what teachers can do to help. I have been using this book for the past several years as I try to think of ways to best teach a new child.

Teaching key concepts in American history to children who are hard to reach is always difficult, but this book presents helpful strategies in an easy to use format.

Jenson, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: ASCD Press.

Unlike Eric Jenson's *Different Brains, Different Learners*, this book was written for teachers in the general classroom. It focuses on the links between success in the classroom and brain research. Educational neuroscience is a new way to look at learning, a paradigm shift. This book is a thorough introduction to teaching using the latest in brain research. Of particular use to me was Chapter 11: "Brain-Based Teaching" which emphasized what to do before, during, and after teaching to take full advantage of what we know about the brain and learning.

I have a deep interest in how to use brain-based research to help my students with special needs succeed. This book is a good overview and is applicable to any social studies unit, or teaching in any content area.

Levine, S. B. and Thom, M. (2007). *Bella Abzug: How one tough broad from the Bronx fought Jim Crow and Joe McCarthy, pissed off Jimmy Carter, battled for the rights of women and workers, rallied against war and for the planet, and shook up politics along the way*. New York: Farrar, Straus and Giroux.

In this fascinating book, the evidence of Bella Abzug's dedication to social justice is documented for the reader through interviews with political allies and opponents, friends, relatives and through Bella's own memoir. Bella had a passion for social justice in every form and made sure that she did everything in her power to see that it was served. This book allows us to be a fly on the wall of history as we hear the voices of those who knew Bella describe her early Zionist work and later her civil rights involvement; her participation in the peace and women's movements, and finally her international human rights activities.

Although this book was not relevant to my particular project, its unusual format made me feel like I was part of the conversation. I highly recommend it to today's young women, and young men, in the hopes that they might be inspired by Bella's dedication to social justice and her courage to stand up for what she saw so clearly as right.

Library of Congress: American Memory. (n.d.). Retrieved October 12, 2009, from The Library of Congress: American Memory Website:
<http://memory.loc.gov/ammem/collections/>

This easy to use site presents primary sources that can be browsed by time period, by types of collections, or by place. Collections include maps, sheet music, photos, and sound recordings. So, for example, it is possible to sort by a time period, e.g. *1800-1849*, and then search for *song sheets*. The same page can then be searched by

keywords, titles, names, or publishers. The choices of documents are boundless. It is also possible, in some cases, to purchase replicas of primary source documents.

For me this was one of the “go to” websites for primary sources. It can easily be used by teachers and older students alike. As a first time user of this site, it was easy for me to find my way around and, once I got started, one document or photo led to another.

Miller, M. (1999). *Words that built a nation: A young person’s collection of historic American documents*. New York: Scholastic, Inc.

This book contains primary sources for historic American documents. Some of the documents are excerpts of the original while others are the complete document. Each is followed by information about the author and an explanation about the impact of the piece on the people of the time. There are illustrations and pictures throughout, making it visually attractive to the reader.

This is a good resource for the teacher who wants to introduce students to primary source materials and a good reference book for many of the important events in our country’s history for child and adult alike.

Powers, R. (2005). *Mark Twain: A life*. New York: Free Press.

In *Mark Twain: A Life*, Ron Powers spends more than seven hundred pages proving that Samuel Langhorne Clemens had his own particular way of seeing and hearing the events of his time and that through his fiction and nonfiction, satire, essays, social commentary and literary criticism, he “changed American’s way of seeing and hearing things” (p. 7). In the prologue, Powers notes that breaking into and shifting America’s literary culture was Clemens’ most important achievement. With the help of his friend, William Dean Howells, Clemens became the representative figure of his nation and his century.

This is not an easy book to read. It is wordy and, at times, uses difficult language. I would not recommend it to the casual reader. I would, however, definitely recommend it to a Mark Twain aficionado or scholar. It appears to be well researched, and the author certainly has a keen affection for his subject.

Tomlinson, C. A. & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: ASCD Press.

Carol Ann Tomlinson is the widely recognized guru of differentiation. In this book, she and colleague, Caroline Eidson provide a primer on differentiation by focusing on what differentiation is and the belief system behind it. They share the hallmarks of a differentiated classroom and the curricular elements—content, process, and product—that teachers can adapt in order to respond to a child’s interests, readiness to learn, strengths and weaknesses. The second part of the book is comprised of

examples of teacher-created units in a variety of academic areas. A comprehensive glossary completes the book.

I found this book invaluable for its basic explanation of differentiation and for the way that the units were designed and arranged. Though I did not follow the authors' unit design in creating my unit of study for TAH, it gave me an idea about how I wanted to organize it. If a teacher wanted to read only one book on differentiation, this is the book I would recommend.

Rosenblum, N. and Allentuck, D.V. (Producers). (1984). *America and Lewis Hine*. New York: Daedalus Productions, Inc.

This video is Nina Rosenblum's and Daniel V. Allentuck's 1984 tribute to the socially-conscious photographer who recorded the high tide of immigration at Ellis Island, the abuses of child labor in mills, mines, and fields, and the daily grind of the American worker. Through the careful selection of film clips, music, and narration, this amazing film gives us a look into the past and a bit of a peek at who Lewis Hine, was as a person.

As my students watched this film they were intrigued, fascinated, and horrified by what they saw. All were touched by the power of Lewis Hine's photographs of the child laborers. Throughout the film I would stop at critical points so that the students could ask questions and talk about what they saw. A unit about immigration or child labor would be incomplete without viewing and processing this video with students.

Immigration: Island of Hope, Island of Tears. (1986). Distributed by 100% Educational Video, Inc. El Dorado Hills, CA Charles Guggenheim; National Park Service; AVA15996VNB1 1992 (1989).

This video, made specifically for fifth through eighth graders, shows archival still and live footage of immigrants, primarily from Eastern Europe, as they start their journey to and in America. There are scenes from the old country along with a great many photos taken at Ellis Island. The voices of elderly immigrant relate their experiences leaving home, getting to their point of embarkation, traveling in steerage, seeing the Statue of Liberty for the first time, and being examined on Ellis Island. The footage is also available on line through YouTube.

The photos and voices of the old country are priceless. I showed this film after several sessions of a unit on immigration and child labor. It fit in perfectly with the unit and, as one student said after seeing the video, "I could finally get in their shoes."

APPENDICES

Appendix A Hierarchy of Challenge Levels*

Level	Definition	Action	Activities
Synthesis	Put together in a new or different way	Create it	compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform
Evaluation	Determine worth or value based on criteria	Judge it	judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, choose, estimate, forecast
Analysis	Examine critically	Examine it	compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, infer
Application	Use what you have learned	Use it	demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate
Comprehension	Show your understanding	Understand it	locate, explain, summarize, identify, describe, report, discuss, locate, review, paraphrase, restate, retell, show, outline, rewrite
Knowledge	Recall facts and information	Know it	tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate

*Taken from Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners by Diane Heacox, 2002, Free Spirit Publishing, Inc. Minneapolis, MN.

Appendix B

Accommodations for Children with Disabilities

Different disabilities require different types of accommodations and modifications in order to appropriately differentiate content, processes, and products for students. Here I offer suggestions for children with specific learning disabilities in reading and written language, attending issues, and hearing and language impairments. This unit of study was designed for students with these disabilities.

Specific Learning Disabilities in Reading and Written Language

A specific learning disability, according to Federal definition, is a “disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.” A specific learning disability is “not primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

While the majority of a student’s program should be as closely aligned with the general education curriculum as possible, some accommodations may be necessary. Listed below are some suggested ways to aid students with specific learning disabilities (SLD) learn more effectively at home and at school. Selection from these and other possibilities must be based on the individual needs of each child.

- Present information in a clear manner and then have the student repeat back his or her understanding. Check for understanding on assignments.
- Keep oral instructions logical and concise. Reinforce them with a brief cue. Repeat or re-word complicated directions.
- Pace instruction carefully to ensure clarity.
- Present new and or technical vocabulary on the board, overhead, or Smart Board.
- Talk distinctly and at a rate that the student can follow.
- Present new concepts in small steps and use multiple examples.
- Use a “read-along” technique or use taped texts.
- Supplement the subject matter being read with videotapes, DVDs, or computer software.
- Use word webs and visual organizers to relate words and ideas heard or read.
- For students who process auditory information slowly, allow sufficient “wait-time” for the answer or provide the questions in written form ahead of time.
- Pair the child with a more able reader to read articles and do projects.
- For children who have difficulty writing, have another student do the scribing, or work in cooperative teams where each child has a different job allowing students to do something he/she is good at.
- Preview the text with students who have a reading disability.
- Provide the student with a copy of the text before the class.

ADHD/Attending Issues

Some children have difficulty controlling their motor activity or are constantly on the move. They often act impulsively and may rarely finish tasks. They may be unable to differentiate between important and unimportant information and be disorganized. Some of these children also need behavioral interventions. Listed below are some suggestions to help these students access information.

- Allow the child to change work sites frequently.
- Assign tasks involving movement such as passing out papers, running errands, or doing classroom chores.
- Divide work into smaller chunks with frequent breaks.
- Make sure oral instructions are clear and concise.
- Teach students to verbalize a plan before undertaking a task.
- Permit child to do something with hands or handle a “fidget” while engaged in sustained listening.
- Use an inconspicuous physical cue to signal a child when she or he tunes out or is beginning to become disruptive.
- Provide opportunities for student to get peer recognition.
- Use multi-sensory strategies when directions are given and lessons presented.
- Keep tasks at independent or instructional level.
- Make sure you have the student’s attention before speaking to him/her.
- Pre-teach important concepts and check frequently for understanding of directions.
- Reinforce staying on task and allow for frequent breaks.
- Provide the child with difficulty focusing with a checklist of concepts to listen for during the talk.

Hearing Impairment

Students with any degree of hearing loss, from mild to profound, are said to be “hearing impaired.” These children’s attention to task is likely to be inconsistent. According to state special education regulations, “deafness or being hard of hearing, as determined by an audiologist, otologist, or otolaryngologist, shall be demonstrated by a 25 decibel HL threshold (ANSI, 69) or worse for one or more of the frequencies 250-8000HZ, in one or both ears.” As a result of new technology, students who are hard of hearing can now join the regular classroom much more easily than in the past. However, often hearing aids provide do not work well in a classroom. As a result, an FM system, a small device with a microphone worn by the teacher, can transmit to the hearing impaired student. Speech-to-text systems have also been developed, which convert spoken language into written language, thus enriching the hearing impaired student’s classroom experience with written transcripts of the lesson. Depending on how significant the hearing loss is, the following recommendations can be used to help the child access the regular curricula.

- Use hands-on experiences whenever possible.
- Use overhead and visual whenever possible.
- Change auditory warnings on computer to visual flashes.

- Make sure the child is sitting away from open doors, windows or other sources of interfering sounds and close to the teacher.
- When introducing new terms or concepts, repeat the word or idea numerous times in a variety of contexts.
- Expect and encourage the student to participate in class by answering questions, giving reports, and volunteering for other verbal activities.
- Clearly identify who is speaking or asking a question.
- In group situations or discussions, which include a student who is speech reading (lip reading) it is very helpful to have students sit in a horseshoe or circle for better inclusion.
- Repetitions or summaries of the most relevant classroom questions, responses, and discussions are helpful.
- Get the student's attention by tapping him/her gently on the shoulder, arm, or waving your hand or using a similar visual signal.
- Adjust the pace of the lesson to allow the hearing impaired student time to process.
- Facilitate responses for a child with a hearing impairment by signaling when another student is finished talking.
- Make sure child is using his FM system or other hearing tools.
- Provide child with a separate, quiet location to work, as needed.
- Check for understanding at regular intervals.
- When using songs, provide the student with a copy of the words and allow him or her to take CD/music home to preview the day before the lesson.
- Keep oral instructions logical and concise and check for understanding.

Language Impairment

A language impairment can affect both expressive and receptive language. A child with a language impairment has difficulty in the acquisition and use of language. These children frequently have an impoverished vocabulary, word finding problems and difficulty learning new words. According to special education regulations, a “language impairment shall be demonstrated by significant deficits in listening comprehension or oral expression.”

- Introduce activities by explicitly stating the focus and purpose.
- Provide ample examples of a new concept or skill.
- Present slow, step-by-step instruction.
- Use simple sentence structure and familiar concrete vocabulary.
- Repeat new concepts and important statements.
- Make abstract concepts concrete.
- Work on vocabulary development for new concepts.
- Use pictures, games, and collages to foster and reinforce vocabulary.
- Pay special attention to temporal, spatial, cause/effect, analogous, and comparative terms.
- Use visual organizers/semantic maps to help understand concepts.
- Use retelling to help cement ideas.
- Activate prior knowledge before introducing new concepts or oral information.

- Check regularly for understanding.

Appendix C **Brief Biography of Lewis W. Hine**

- | | |
|-----------|---|
| 1874 | Born in Oshkosh, Wisconsin on September 26 th . |
| 1890-93 | Works in upholstering factory. Periods of unemployment follow where Hine does handy work and odd jobs (delivery boy, door-to-door selling, starts as bank janitor rising to secretary of the cashiers). |
| 1892 | Father dies. |
| 1900 | Enrolls at the University of Chicago where he studies sociology and pedagogy. Frank E. Manny, Professor of Education at the State Normal School and superintendent of the Ethical Culture School in New York City, hires Hine to be an assistant teacher. |
| 1901 | Attends School of Education at New York University for teacher training. Starts to photograph as part of the new Ethical Culture School activities. |
| 1902 | Mother dies |
| 1904 | Marries Sara Ann Rich. |
| 1904-08 | Hine starts to photograph immigrants arriving on Ellis Island, as well as tenements and underprivileged people. |
| 1906-22 | Works as director of photography department at the National Child Labor Committee (NCLC). |
| 1908 | Starts publishing his work and does a series of photo-studies in the slums of Washington D.C. to illustrate the book <u>Neglected Neighbors in our National Capital</u> . Assigned by NCLC to photograph New York tenement houses. The NCLC provides Hine with a monthly salary to photograph child labor practices through the next few years. |
| 1908-1912 | Crosses America photographing children as young as three years old working for long hours and under dangerous conditions, in factories, mines, and fields. |
| 1909 | Publishes the first of many photo essays depicting working children. |

- 1916 Congress passes legislation to protect children.
- 1917 Moves to Hastings-on-Hudson, NY.
- 1918-19 Starts using the term Interpretive Photography for his work. Joins the American Red Cross to photograph the devastation caused by WWI in Europe.
- 1920s Joins the campaign to establish better safety laws for workers.
- 1922-29 Publishes in magazines and takes various commercial assignments.
- 1930-31 Commissioned to photograph the construction of the Empire State Building.
- 1932 Publishes Men at Work, Macmillan Co.
- 1933-37 Various government projects: Tennessee Valley Authority (1933); Rural Electrification (1935); Works Progress Administration (WPA).
- 1938 Photo and research activities for the National Broadcasting Company. Wife dies and he loses his home due to financial difficulties.
- 1940 Has great difficulty earning enough money from his photography. Dies in extreme poverty November 3. After his death his son Corydon donates his prints and negatives to the Photo League, which was dismantled in 1951. Negatives were then donated to the George Eastman House in Rochester, New York in 1955.

***Taken partially from Notes on Photographs: Lewis Wickes Hine/Biography**
http://74.125.93.132/search?q=cache:NHrSryIBgk8J:notesonphotographs.eastmanhouse.org/index.php%3Ftitle%3DLewis_Wickes_Hine/Biography+Frank+A.+manny&cd=9&hl=en&ct=clnk&gl=us

Appendix D **Child Labor Song Lyrics**

Babies in the Mill

Verse 1

I used to be a fact'ry hand when things were moving slow,
When children worked in linen mills each mornin' had to go.
Every mornin' just at five the whistle blew on time
To get those children out of bed at the age of eight or nine.

Chorus

Get out of bed little sleepy head and get your bite to eat.
The fact'ry whistle's callin' you, there's no more time to sleep.

Verse 2

The children all grew up unlearned, they never went to school.
They never learned to read or write, they learned to spin and spool.
Every time I close my eyes I see before me still.
What textile work was carried out by babies in the mill.

Chorus

Get out of bed little sleepy head and get your bite to eat.
The fact'ry whistle's callin' you, there's no more time to sleep.

Dark as a Dungeon

Come listen you fellows so young and fine
Oh seek not your fortune in the dark dreary mine
It will form as a habit and seep in your soul
Till the stream of your blood is as black as the coal

It's dark as a dungeon and damp as the dew
Where the danger is double and the pleasures are few
Where the rain never falls and the sun never shines
It's dark as a dungeon way down in the mines

It's a-many a man I've known in my day
Who lived just to labor his life away
Like a friend with his dope and a drunkard his wine
A man will have lust for the lure of the mine

* Refrain

The midnight, the morning, or the middle of the day
It's the same to the miner who labors away
Where the demons of the death often come by surprise
One fall of the slate and you're buried alive

* Refrain

I hope when I'm gone and the ages shall roll
My body will blacken and turn into coal
Then I'll look from the door of my heavenly home
And pity the miner a-diggin' my bones

Four Pence a Day

Adapted by Steven Traugh

The ore is waiting in the tubs, the snow's upon the mine.
Canny folk are asleeping yet, but it's coal that keeps my time.
Come, me little washer lad; come, let's away,
We're bound down to slavery for four pence a day;
For four pence a day, for four pence a day,
We're bound down to slavery for four pence a day.

It's early in the morning; we rise at Five o'clock,
And little slaves come to the door to knock, knock, knock.
Come, me little washer lad; come, let's away,
It's oh so hard to go to work for four pence a day;
For four pence a day, for four pence a day,
It's so so hard to go to work for four pence a day.

My father was a miner who lived down in the town;
'Twas hard work and poverty that always kept him down.
He aimed for me to go to school but brass he could not pay,
So to the washing rake I go for four pence a day.
But brass he could not pay, but brass he could not pay,
So to the washing rake I go for four pence a day.

My mother rises out of bed with tears upon her cheeks.
She puts a loaf into my pack, which has to serve a week.
It often weights upon her heart as she bends to me to day,
"I never thought you'd have to work for four pence a day;
For four pence a day, for four pence a day,
I never thought you'd have to work for four pence a day."