



Teaching Guide

SEGMENT 2, WEBISODE 10

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss



History Sleuth

Mary “Mother” Jones fought to improve the plight of American workers caught in the wake of the nation’s second industrial revolution. As the “Grand Old Woman of the Revolutionary Movement,” many politicians of her time considered Mother Jones “the most dangerous woman in America.” Jones’ five-foot stature and grandmotherly appearance belied her fiery nature, unflagging enthusiasm, tireless energy, and total commitment to the plight of the American worker. Denounced in the United States Senate as the grandmother of all agitators, Mother Jones was proud of the title. She responded, “I’m not a humanitarian, I’m a hell-raiser.” She expressed her hope to live long enough to be the great-grandmother of all agitators!

Teacher Directions

1. Share information from the first two paragraphs of the Brief Bio about Mary Jones. Ask the students.
 - What would you do if all these terrible things happened to you?
2. Tell the students that instead of giving in to tragedy, Mary Jones decided to start her life over again doing something that would make a difference. She devoted her life to ending child labor and helping workers receive fair wages.

Teacher Directions

1. Discuss with students the work of Mother Jones as an activist, sharing information from the Brief Bio. Ask the students to list the methods Mother Jones used to change conditions for laborers, especially children. The list may include the following:
 - showing the public the consequences of overwork on children
 - making speeches
 - leading parades
 - organizing workers
 - leading strikes
 - living with the workers
 - going to jail

History Sleuth, Cont.

- involving worker's wives
 - not giving up
2. Explain that positive action on the part of individuals and groups can be effective in solving social problems. Ask students to recall individuals or groups in our history that changed unfair, unsafe, or unjust practices.
 3. Distribute the Student Sheets: *Child Labor*. Students, working in their teams, examine the primary documents and photographs. Each team designs an action plan to eliminate child labor at the turn of the last century.
 4. Write the following guidelines on chart paper as you discuss them with the students.

Team action plans should

- identify the specific problem
 - research the problem using the Student Sheets
 - brainstorm possible solutions to the identified problem
 - decide one or two possible actions to attack the problem (examples include petition, poster, boycott, informing the public, lobbying)
5. Visit each team to help the students use the Student Sheets to research child labor and design an action plan.
 6. Teams briefly share their action plans. Encourage the students to assess the effectiveness of the various action plans and strategies.

Teacher Directions

Ask the students to offer their opinions concerning the necessity of regulations (rules about conditions and working hours) in the workplace.

- Why are regulations often necessary?
- When is government regulation intrusive or not a good policy?
- Why do employers and owners often exploit workers?



What do you
Think?



Moving Toward
Freedom



Connections

Teacher Directions

1. Distribute the Student Sheet: *Mother Jones' Permit to Speak*.
2. Discuss Patrick Henry, Thomas Jefferson, and John Adams and why Mother Jones said they gave her permission to speak on the streets.
 - What did she mean?
 - Help students connect the words and work of the three founding fathers to the Constitutional guarantee of “life, liberty, and the pursuit of happiness” for all citizens and the First Amendment right of free speech.

Teacher Directions

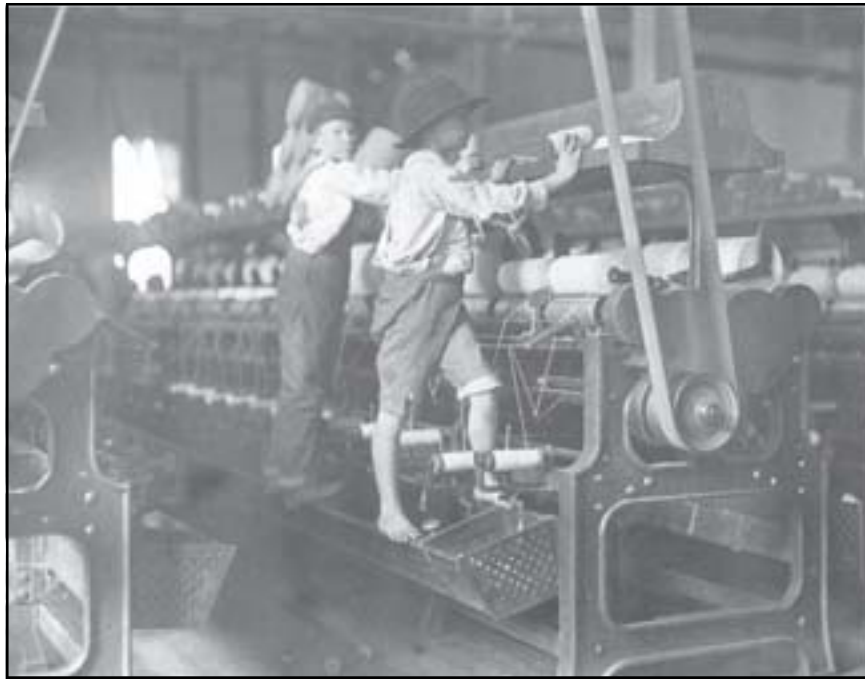
Use the following activities with your students.

Language Arts — Students read *Lyddie* by Katherine Paterson. Partner Discussion Guide are available from the Johns Hopkins University Talent Development Middle School Program.

Library/Technology — Students research child labor in the world today, including the enslavement of children in the Sudan. Students decide what they can do about the problem and take action.

Local History — Students investigate the labor history of their community, such as the legal age of employment, daily or weekly hours of work, and hourly wages.

Boys Changing Spools in a Mill



National Archives

Shucking Oysters



National Archives

Working at 9 p.m. in an Indiana Glass Works



National Archives

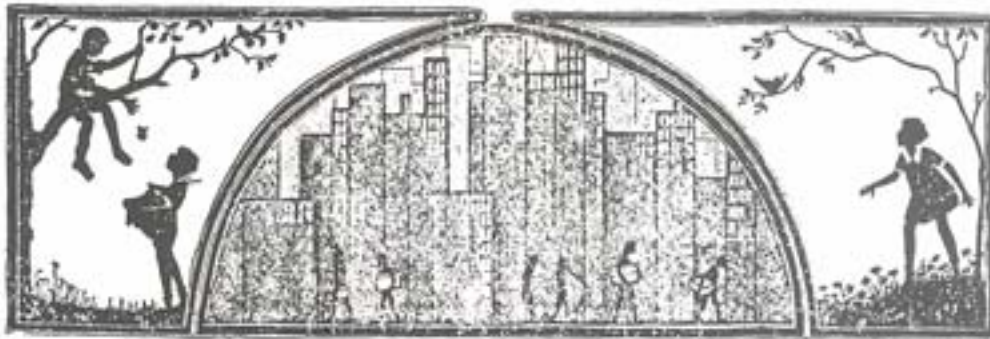
Cotton Pickers, Ages Five to Nine



Library of Congress

“They Will Say”

CHILD LABOR PROGRAMS AND PROJECTS



They Will Say

Of my city the worst that men will say is this:
You took little children away from the sun and
the dew,
And the glimmers that played in the grass
under the great sky,
And the reckless rain; you put them between walls
To work, broken and smothered, for bread and wages,
To eat dust in their throats and die empty-hearted
For a little handful of pay on a few Saturday nights.

From "Chicago Poems" by Carl Sandburg. Copyright by Henry Holt and Company, New York, 1916.

NATIONAL CHILD LABOR COMMITTEE

215 Fourth Avenue

New York, N. Y.

Library of Congress

A Young Driver at a Mine in West Virginia



National Archives

Young Boys Working For Hickok Lumber Company



National Archives

Some Young Knitters



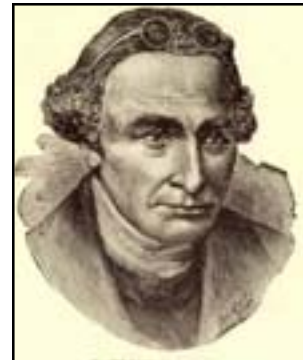
National Archives

Mother Jones' Permit to Speak



When Mother Jones was arrested and brought before a judge, the judge asked her who had given her a permit to speak in public. She replied Patrick Henry, Thomas Jefferson and John Adams.

Patrick Henry said, "Give me liberty or give me death," and "Eternal vigilance is the price of liberty."



Library of Congress

Thomas Jefferson said "[All men] ...are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."



Library of Congress

John Adams said "The form of government which communicates ease, comfort, security, or, in one word, happiness, to the greatest number of persons, and in the greatest degree, is the best."



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