SUMMARY This book tells about the history of child labor in the United States, starting at its peak less than one hundred years ago when businesses hired children to keep costs down. The text details the working conditions of children in mines, factories, fields, and tenement houses. It also includes information about when and why child labor laws were established.

LESSON VOCABULARY
- bobbins
- child labor
- doffers
- spinners
- tenement houses
- breaker boys
- dismay
- payroll
- sweatshops
- textile mills

INTRODUCE THE BOOK
INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and the author of Danger! Children at Work. Ask students to look at the photograph on the front cover. Ask students what the title tells them about this book. What does the photo tell them? Ask students if they think this is a book of fiction or nonfiction.

BUILD BACKGROUND Ask students what people they know do for work. How do students help out at home? Should children be allowed to work outside the home? Why or why not?

PREVIEW/USE TEXT FEATURES As students look through the book, point out the historical photographs and ask students what these photographs can tell them about children who labored in the late 1800s. Ask: How can the headings help you understand what information the book will present? What can you learn about child labor from the time line on pages 18–19?

READ THE BOOK
SET PURPOSE Have students set a purpose for reading Danger! Children at Work. Students’ interest in children their age who lived and worked 150 years ago may guide their purpose. Suggest that students draw conclusions about whether or not children should be able to work today.

STRATEGY SUPPORT: MONITOR AND CLARIFY As students read, monitoring their own comprehension can help them remember and organize the information. You may wish to have students work in small groups. They may pause every few pages to ask and answer questions about the text.

COMPREHENSION QUESTIONS
PAGE 6 When did child labor begin in the United States? (In the 1800s)

PAGE 8 What children were most likely to work? Why? (Poor immigrant children; they had little education and needed money to survive.)

PAGE 10 Describe some of the facts you read about what it was like to work in the sweatshops. What is your opinion about children working? (Possible responses: Girls as young as five worked as spinners, 11–12 hours a day; boys younger than seven worked as doffers. I think it was wrong to make children do these jobs.)

PAGES 12–13 What conclusions can you draw about the lives of the child workers described on these pages? (Possible response: They were very poor, probably sick from lack of good food and sleep and having to be outdoors in all weather, and probably hungry most of the time.)
REVISIT THE BOOK

READER RESPONSE
1. Possible responses: Fact: Immigrants came from Germany, France, Italy, Ireland, and other countries. Opinion: Many new immigrants were desperate for education and money.
2. Possible response: I can read on to specific examples of child labor that make the difference clearer.
3. Possible response: child labor, sweatshops, textile mills
4. Possible response: Tired faces, bare feet, ragged clothes, very young children, and dirty conditions

EXTEND UNDERSTANDING Lewis Hine’s photographs of child workers helped change public opinion about child labor. Ask students to look again at the photos in the book. Ask them what opinions form in their minds about child labor based on these photos.

RESPONSE OPTIONS
WRITING Have students reread the “Declaration of Dependence” on page 20. Ask them to write their own declarations about something they feel entitled to; for example, the right to longer recesses, longer summer vacations, or cell phones in class.

SOCIAL STUDIES CONNECTION
Have students choose a person or topic from the book to research in greater depth. Encourage them to choose a topic that has personal interest for them, perhaps relating to their family’s cultural background. Remind students that they can find additional information in an encyclopedia or on the Internet.

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words with the class. Write the words on note cards. Have students take turns picking a card and acting out each word.

ELL You may wish to bring in examples of bobbins, photos of tenement houses, or other pictorial displays of the vocabulary words to reinforce their meaning for students.

TARGET SKILL AND STRATEGY
FACT AND OPINION Remind students that a statement of fact can be proved true or false, and a statement of opinion is a statement of someone’s judgment. As students read, ask them to think about whether this book is based on statements of fact or opinion. Discuss whether the text suggests that the author has an opinion about child labor. If so, what opinion might that be?

MONITOR AND CLARIFY Remind students that monitoring your comprehension means that you know when you understand what you read and when you do not. Point out that they may encounter lots of facts and opinions in a book. To help keep track of information, students can monitor their comprehension. Have students read pages 4–7. Suggest that they ask questions as they read to figure out what the author is saying. Then encourage students to use clarifying strategies such as summarizing, rereading, or asking others for help.

ADDITIONAL SKILL INSTRUCTION
DRAW CONCLUSIONS Remind students that drawing a conclusion means thinking about the facts and details in the book and then deciding something about them. As students read, encourage them to pay attention to what they’re learning about child labor. Then they can draw conclusions based on facts and their own opinions about child labor.

Danger! Children at Work
**Fact and Opinion**

- A statement of fact can be proved true or false.
- A statement of opinion tells someone's judgement, belief, or way of thinking about something.

**Directions** Use the chart below to record five statements of fact that you learned in *Danger! Children at Work*. For each statement of fact, write a related statement of opinion.

<table>
<thead>
<tr>
<th>Statements of Fact</th>
<th>My Opinions</th>
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<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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</tbody>
</table>
Name ______________________________________

Vocabulary

Directions  Write a story using at least five of the words listed in the box.  
Circle each vocabulary word you use.

--- Check the Words You Know ---

____bobbins ______breaker boys
____child labor ______dismay
____doffers ______payroll
____spinners ______sweatshops
____tenement houses ______textile mills

--- Story ---

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