

# SUFFER THE CHILDREN

## The Child as Bread Winner

### TABLE OF CONTENTS

#### Teacher's Resource:

Introduction . . . . .	3
Knowledge & Skills . . . . .	4
Suggestions for Using the Unit . . . . .	5
Classroom Organization . . . . .	7
Suggestions for Evaluation . . . . .	7
Student Tracking Sheet . . . . .	9
Instructions for Bonus Points . . . . .	10
Bonus Points Tracking Sheet . . . . .	11
Peer Evaluation Sheet . . . . .	12
Self Evaluation Sheet . . . . .	13
Using Mazlow's Hierarchy of Needs . . . . .	14
Socratic Reasoning Worksheets . . . . .	15
Vocabulary Worksheets . . . . .	21
Writing Definitions . . . . .	22
Long Term Assignment . . . . .	23

#### Child Labour in Britain in the Victorian Age:

A Matter of Class . . . . .	24
<i>The Land of Counterpane</i> by Robert Louis Stevenson . . . . .	27
Excerpt from <i>The Little Match Girl</i> . . . . .	28
<i>The Chimney Sweeper</i> by William Blake . . . . .	30
<i>Little Orphant Annie</i> by James Whitcomb Riley . . . . .	31
<i>The Water Babies</i> by Charles Kingsley . . . . .	32
A Child's Christmas in Wales . . . . .	33
Assignments on Literature and Poems . . . . .	38
Additional poetry by Robert Louis Stevenson & William Blake . . . . .	42
The British Factory Acts . . . . .	51

#### Child Labour in The United States in the 19<sup>th</sup> and Twentieth Centuries:

<i>Life in the Iron Mills</i> . . . . .	52
---	----

<b>Indentured Servitude:</b>	
Indentured Servitude .....	57
The Scottish Clearances .....	58
<b>Child Labour or Family Chores?:</b>	
<i>The United Empire Loyalist</i> by Rev. Lee Hooker .....	65
Bill 1505 - Unites Empire Loyalist Day .....	66
Country Schools .....	69
Amish Children .....	70
<b>Assignments:</b>	
A Day in the Life .....	72
The Industrial Revolution .....	75
<b>Child Labour Today</b> .....	80
<b>It's Debatable</b> .....	84
<b>Appendix:</b>	
How to Organize a Debate .....	85
Literary Devices .....	89
How to Write an Essay .....	90

**Assignment 8:**

***It's Debatable!***

Using the background material above, and the directions for Debate at the back of this text, prepare to be:

- a] proponents of **the value** of Stevenson's kinds of joyful celebrations of innocent childhood, over Blake's; compare **for excellence of writing** and **for the quality of his message to his particular readership; or**
- b] proponents of Blake's works which can be **cynical and depressing** at times, dealing with the hard knocks many [most] must take in lives less joyful than Stevenson's - but are of excellent quality in writing and in realism.

All students will help to gather factual materials and find interpretations made by others [scholars and critics.] Then, one individual will be chosen from each of the six groups, to make up two debating teams of three individuals each. The teachers will decide upon time limits and will hear suggestions. SEE Debates, at end of text.

Note: Some philosophers have chosen to believe the unhappy, cynical look at life, that seems to drive some of Blake's poems, and have been heard to imply that for rich and poor - life is more a melancholy journey, than not.

**Henry David Thoreau** said that all men live lives of quiet desperation.

**Charles De Gaulle**, when asked if he was a happy man, replied: What do you take me for? An idiot?

## **Group One - A Bulletin Board Chronology - Inventions**

Below are listed nine inventions.

The inventors and their creations were largely responsible for the enormous changes - social and economic - that were characteristic of the Industrial Revolution.

Please research these items; find out who invented them; when they were invented; what function each had; how each changed the processes that had formerly done the work of the machine; and arrange them in the chronological order in which they occurred. To this chronology, add at least three more items that helped to launch the Industrial Revolution, complete with similar facts..

Present your chronology as follows:

Make a time-line consisting of an 8 1/2 " x 11" drawing for each invention [such as the inventors themselves might have prepared.] Carefully, label each of the specific [main] parts of these inventions. Use the drawings to make a dramatic black-and-white bulletin board. Try to draw these as they would have been drawn by your Great Grandpa - probably with a straight pen and India black ink.

- 1. The Steam Engine**
- 2. The Flying Shuttle**
- 3. Spinning-Jenny.**
- 4. Spinning Mule**
- 5. Power Loom**
- 6. Carding Engine**
- 7. Wool-combing Machine**
- 8. Cotton Gin**
- 9. Alcohol Engine**
- 10.**
- 11.**
- 12.**

When your bulletin board is completed, please present your materials to the entire class, using the bulletin board to illustrate your 20 minute oral presentation.