

## ***Kids at Work* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of directions for preparing the teacher copy of *Kids at Work*. Some teachers may find these highlights and labels helpful when conducting lessons.

Begin by putting the labels in the book, then highlight.

To print the labels, use file folder labels such as Avery #8066 or Avery template #5366. Then, follow the directions on the additional page to insert labels into your book.

When highlighting, I suggest using gel highlighters because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

**KIDS AT WORK LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK**

| <b>Item</b>       | <b>PAGE #</b> | <b>LOCATION</b>  |
|-------------------|---------------|--|
| Day 5             | 1             | Top of page  |
| Day 6             | 2             | Near, "Besides, the reformers said, children have certain rights."                   |
| Day 7             | 91            | Top of page  |
| Day 9             | 7             | Top of page  |
| Day 10            | 12            | Near, "Called The Gateway to the World..."   |
| Day 12            | 21            | Top of page  |
| Day 13            | 24            | Top of page  |
| Day 14            | 31            | Top of page  |
| Day 15            | 38            | Near, "Food canning was another industry that employed entire families..."           |
| Day 17            | 47            | Top of page  |
| Day 18            | 59            | Top of page  |
| Day 19            | 63            | Near, "During the early 1900s..."  |
| I—<br>degradation | 65            | Near, "As a result, ignorance and illiteracy were widespread among young farmhands." |
| Day 20            | 71            | Top of page  |
| Day 23            | 74            | Top of page  |
| I—<br>monument    | 86            | Near, "His photographs have become part of our national memory."                     |

**KIDS AT WORK HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK**

Pink = Teacher Modeling      Yellow = Turn &amp; Talk      Orange = Vocabulary

| <b>COLOR</b> | <b>PAGE #</b> | <b>WORD OR SENTENCE</b>  |
|--------------|---------------|--|
| Orange       | 1             | Crusader   |
| Pink         | 1             | This spunky little boy was one of thousands of working children who were photographed by Lewis Hine in the years before the First World War.   |
| Yellow       | 2             | Across the country, children who should have been in school or at play had to work for a living.   |
| Orange       | 2             | reformers  |
| Pink         | 2             | Above all, they have the right to be children and not breadwinners.  |
| Yellow       | 2&5           | He felt so strongly about the use of children as industrial workers that he quit his teaching job to become an investigative photographer for the National Child Labor Committee (NCLC). |
| Yellow       | 5             | In the past, child-labor investigators had been harassed, jailed, and run out of town.   |
| Pink         | 5             | His pictures of sooty-faced boys in coal mines and small girls tending giant machines revealed a shocking reality that most Americans had never seen before.                             |
| Pink         | 7             | The family lived upstairs, in an apartment above the shop.   |
| Yellow       | 7             | He worked thirteen hours a day, six days a week, lugging heavy furniture around, and bringing home four dollars a week in wages.   |
| Yellow       | 8             | "I was neither physically nor temperamentally fitted for any of these jobs," Hine said later.  |
| Yellow       | 9             | During the summer of 1904, he returned to Oshkosh to marry Sara Ann Rich, a former classmate.  |
| Orange       | 9             | impoverished   |
| Yellow       | 12            | In 1904, the two men made their first trip to Ellis Island together.   |

***KIDS AT WORK HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)***

|        |    |  |
|--------|----|--|
| Pink   | 15 | The respect that he felt for his subjects, his direct and courteous manner when he approached them, allowed the immigrants to relax and be themselves when they faced his camera.  |
| Yellow | 16 | He climbed long flights of tenement stairs to gloomy one- and two-bedroom apartments where whole families lived and worked.  |
| Orange | 19 | reform   |
| Orange | 19 | compassion   |
| Orange | 19 | exploitation   |
| Yellow | 19 | “I felt that I was merely changing my educational efforts from the classroom to the world.”  |
| Orange | 21 | exploitation   |
| Pink   | 21 | “The object of employing children is not to train them, but to get high profits from their work.”  |
| Orange | 22 | monotony   |
| Orange | 22 | condemned  |
| Yellow | 22 | “We might even say of these children that they were condemned to work.”  |
| Yellow | 22 | Some states failed to enforce even the weakest child-labor laws.   |
| Yellow | 23 | It was tough enough to get honest child-labor laws passed and obeyed.  |
| Pink   | 26 | Now he changed the roles he played, posing as a fire inspector, or an insurance salesman, or an industrial photographer who was after pictures of buildings and factory machinery. |
| Orange | 26 | concealed  |
| Yellow | 26 | “Some of the smallest boys said they had been working at the mill for several years.”  |
| Yellow | 29 | “All along I had to be double-sure that my photo data was 100% pure—no retouching or fakery of any kind,” he wrote.  |

|        |    |   |
|--------|----|---|
| Pink   | 32 | “Is it any wonder, therefore, that I found a whole family, mother and five children, the oldest seventeen, of which no one could write his name?”   |
| Yellow | 35 | Hine described one spinner as “an emaciated little elf 50 inches high and weighing perhaps 48 pounds who works from 6 at night till 6 in the morning and who is so tiny that she had to climb up on the spinning frame to reach the top row of spindles.” |
| Yellow | 35 | “Once in a while a finger is mashed or a foot, but it don’t amount to anything.”  |
| Yellow | 38 | Girls had even less chance.   |
| Yellow | 38 | “Let them alone. They are happy.”   |
| Pink   | 40 | Families were crowded into filthy, company-owned shacks that had no running water and were often infested with insects and rats.  |
| Orange | 40 | monument  |
| Orange | 43 | desperately   |
| Yellow | 43 | Parents desperately needed the money their children could earn.   |
| Yellow | 43 | At night, they soaked their fingers in an alum solution to harden their skin and help heal their wounds.  |
| Orange | 45 | perishable, perishable  |
| Yellow | 45 | How about the children? Hine asked. Aren’t they perishable?   |
| Pink   | 51 | “These drawings tell the tale of the boy’s loneliness underground.”   |
| Orange | 54 | testify   |
| Pink   | 54 | “You didn’t dare quit, because it was something to have a job—at eight cents an hour!”  |
| Yellow | 57 | “I would rather send my boys straight to hell than send them by way of the glass house.”  |
| Pink   | 59 | People passing by took it for granted that a kid at work on the street was helping to support a widowed mother or an ailing parent.   |
| Orange | 60 | unregulated   |

***KIDS AT WORK HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)***

|        |    |   |
|--------|----|---|
| Yellow | 60 | But they were strongly opposed to youngsters working in unregulated jobs on city streets at all hours of the day and night.                                   |
| Yellow | 63 | They faced a bleak future, their prospects dimmed by their lack of education and skills.  |
| Pink   | 63 | In agriculture, any child could work at any age under any conditions for any number of hours a day or week.   |
| Orange | 65 | ignorance   |
| Orange | 65 | Label: I—degradation  |
| Yellow | 65 | As a result, ignorance and illiteracy were widespread among young farmhands.  |
| Orange | 67 | monotony  |
| Yellow | 67 | “The sunshine in the cotton fields has blinded our eyes to the monotony, overwork, and hopelessness in their lives,” wrote Hine.                              |
| Yellow | 67 | “We all work fourteen hours a day at times,” a father told Hine, “because when the beets is ready, they has to be done.”                                      |
| Orange | 71 | violated  |
| Pink   | 71 | “These pictures speak for themselves,” the NCLC declared, “and prove that the law is being violated.”   |
| Yellow | 72 | The children’s faces, bright and luminous in the darkness of the auditorium, held his audience spellbound as he described the hardships the children endured. |
| Orange | 72 | convincing  |
| Yellow | 72 | The photos became a powerful weapon in the crusade against child labor.   |
| Orange | 86 | national memory   |
| Orange | 86 | Label: I—monument   |
| Orange | 91 | Dependence  |

|        |       |  |
|--------|-------|--|
| Orange | 91    | bondage  |
| Pink   | 91    | ...with no right to the rewards of our service, therefore be it...                       |
| Yellow | 91    | ...equality of opportunity for developing all that there is in us of mind and heart.     |
| Orange | 91    | dependent, dependent   |
| Orange | 91    | abolition  |
| Yellow | 91    | That we demand the restoration of our rights by the abolition of child labor in America. |
|        | Front | Pink: Model<br>Yellow: Turn and talk<br>Orange: Vocabulary                               |

Day 5—Good readers carefully read the first chapter looking for important story elements.

Day 7—Good readers consider how the author includes primary documents in order to communicate the overall message of the book.

Day 10—Good readers continue to identify the important events in the main character’s life when they read a biography. They think about how those events impacted his or her life.

Day 13—Good readers focus on the main character when reading biography. They think about the main character’s actions, words, and feelings in order to infer character traits.

Day 15—Good readers continue to show empathy for groups of people when they read a biography, in order to understand the people and their circumstances better.

Day 18—Good readers continue gathering evidence from the text that supports a line of thinking.

Day 20—Good readers, as they approach the last quadrant of the book, look for the turning point.

Day 23—Good readers, once they reach the turning point, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

Day 6—Good readers read to determine the author’s message and evaluate whether they agree or disagree with the author.

Day 9—Good readers identify the important events in the main character’s life when they read a biography. They think about how those events impacted his or her life.

Day 12—Good readers also identify the major problem in the story and the proposed solution to the problem.

Day 14—Good readers show empathy for groups of people when they read a biography, in order to understand the people and their circumstances better.

Day 17—Good readers gather evidence from the text that supports a line of thinking.

Day 19—Good readers continue gathering evidence from the text that supports a line of thinking.

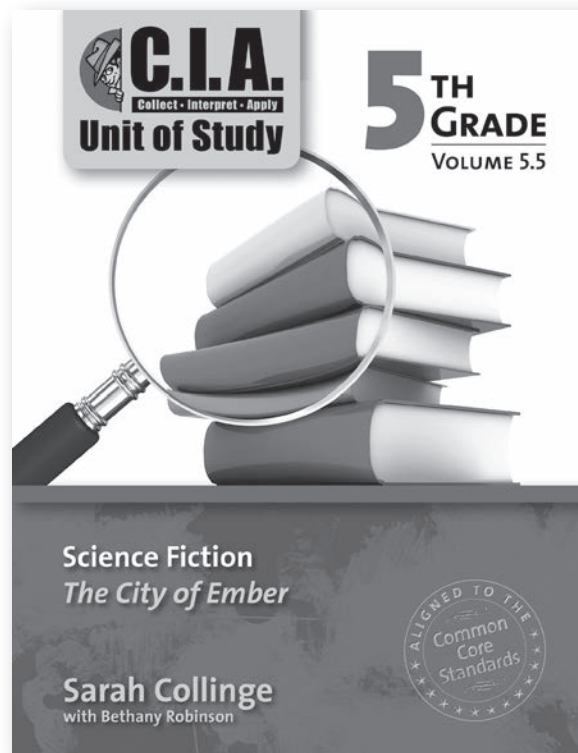
I—degradation

I—monument



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