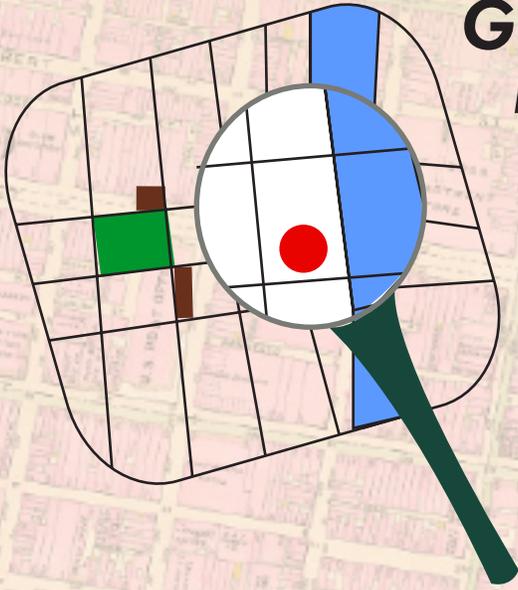


*Greater Philadelphia*  
**GeoHistory**  
Network



**The Athenaeum of Philadelphia**

**Teacher's Guide**

**Grades 3-5**

Created for the Athenaeum of Philadelphia  
By Ruth Lonvick  
May 2011



The Greater Philadelphia GeoHistory Network (GPGN) began as a pilot project of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) to develop a web-based repository of geographically organized historical information about Philadelphia, its geography, its buildings, and its people. Funding for the initial planning stage of the GPGN was generously provided by the Andrew W. Mellon Foundation.

Today, this site contains thousands of old maps, property atlases, city directories, industrial site surveys, and other items documenting the history and development of the city from the 1600s through today.

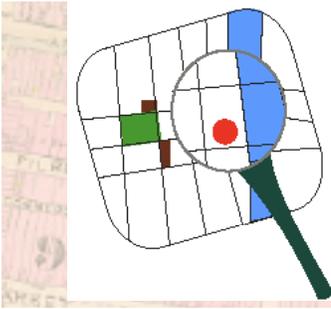
As conceived, the GeoHistory Network presents more than just maps. It provides the infrastructure and the information necessary to understand historic materials within the context of place and time.

This teacher guide is designed to help teachers use this resource effectively and productively in their classroom. Introducing interactive historic materials into a classroom can inspire students and deepen their learning and understanding of history and geography. This guide is designed to be flexible, so feel free to choose individual activities and modify lessons so that will work best for your class.

Before starting with this guide, please examine the Teacher Resources presented. These resources were provided to give a working knowledge of the subject material and to suggest other activity and teaching ideas. In particular, using visual primary resources can be tricky with younger learners, and the resources provide different structures for teaching this skill.

**Through the activities in this guide, students will be able to:**

- Use the GeoHistory map database for a variety of purposes
- Understand how to use visual primary resources for research purposes
- Become more familiar with maps, both historic and current
- Understand how and why places change over time



Greater Philadelphia  
**GeoHistory**  
Network

**Academic  
Standards**

**Grade 3**

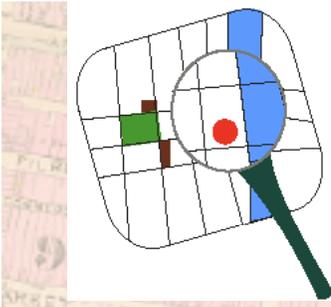
This guide includes activities that cover many different Academic Standards. By using this guide, students will meet a wide variety of standards, including (but not limited to):

*Geography:*

7.1.3.A	Geographic Tools	Identify how basic geographic tools are used to organize and interpret information about people, places and environment
7.1.3.B	Location of Places and Regions	Identify and locate places and regions as defined by physical and human features
7.2.3.A	Physical Characteristics	Identify the physical characteristics of places and regions

*History:*

8.1.3.A	Continuity and Change over Time	Identify the difference between past, present and future using timelines and/or other graphic representations
8.1.3.B	Fact/Opinion and Points of View	Identify fact, opinion, multiple points of view, and primary sources as related to historical events
8.1.3.C	Research	Conduct teacher guided inquiry on assigned topics using specified historical sources
8.2.3.B	Historical Documents, Artifacts, and Places (PA)	Identify historical documents, artifacts, and places critical to Pennsylvania history
8.2.3.C	Impact of Continuity and Change on PA History	Identify and describe how continuity and change have impacted Pennsylvania history (commerce and industry, technology, social organizations)



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**Academic  
Standards**

**Grade 4**

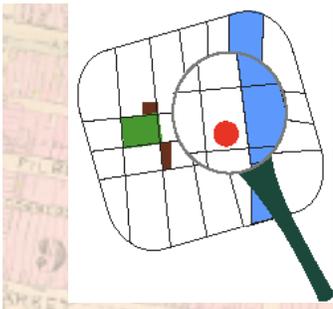
This guide includes activities that cover many different Academic Standards. By using this guide, students will meet a wide variety of standards, including (but not limited to):

*Geography:*

7.1.4.A	Geographic Tools	Describe how common geographic tools are used to organize and interpret information about people, places and environment
7.1.4.B	Location of Places and Regions	Describe and locate places and regions as defined by physical and human features
7.2.4.A	Physical Characteristics	Identify the physical characteristics of places and regions

*History:*

8.1.4.A	Continuity and Change over Time	Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B	Fact/Opinion and Points of View	Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events
8.1.4.C	Research	Identify a specific research topic and develop questions relating to the research topic
8.2.4.B	Historical Documents, Artifacts, and Places (PA)	Locate historical documents, artifacts, and places critical to Pennsylvania history
8.2.4.C	Impact of Continuity and Change on PA History	Explain how continuity and change in Pennsylvania history have influenced personal development and identity (commerce and industry, technology, social organizations)



Greater Philadelphia  
**GeoHistory**  
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**Academic  
Standards**

**Grade 5**

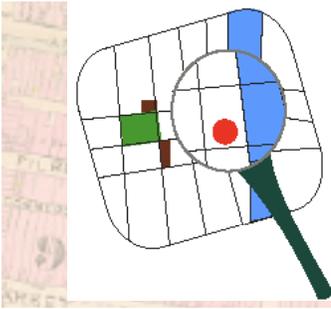
This guide includes activities that cover many different Academic Standards. By using this guide, students will meet a wide variety of standards, including (but not limited to):

*Geography:*

7.1.5.A	Geographic Tools	Describe how common geographic tools are used to organize and interpret information about people, places and environment
7.1.5.B	Location of Places and Regions	Describe and locate places and regions as defined by physical and human features
7.2.5.A	Physical Characteristics	Describe the physical characteristics of places and regions

*History:*

8.1.5.A	Continuity and Change over Time	Identify and explain the influences of economic features on continuity and change over time
8.1.5.B	Fact/Opinion and Points of View	Classify and analyze fact and opinion from multiple points of view, and primary sources as related to historical events
8.1.5.C	Research	Locate primary and secondary sources for the research topic and summarize in writing the findings
8.2.5.B	Historical Documents, Artifacts, and Places (PA)	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history
8.2.5.C	Impact of Continuity and Change on PA History	Differentiate how continuity and change in Pennsylvania history are formed and operate (commerce and industry, technology, social organizations)



# Greater Philadelphia GeoHistory Network

# Navigation

## Navigating the GeoHistory Network

The GPGN can be found at [www.philageohistory.org](http://www.philageohistory.org)

On the Home screen, you have the option to use the RESOURCE BROWSER or INTERACTIVE MAPS VIEWER. Both of these are useful, but will give you slightly different information and require different navigation tools. Click either picture to enter.

### Resource Browser

The Resource Browser provides a way to browse through all of the available material on the project. If you choose to enter the Resource Browser, you will see three different columns: SELECT CATEGORIES, SEARCH RESULTS, and DETAILS.

1

Select categories to browse results



2

Select a particular resource to view information and images



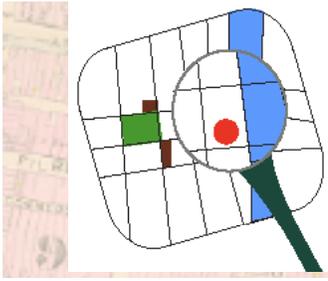
3

Click to preview images or go to high-resolution viewer

The screenshot displays the Resource Browser interface with three main columns:

- Select Categories:** A sidebar with a tree view of categories. Under "Resource Type", "Aerial Photographs" is selected. Under "Geography", "Pennsylvania" is selected, and "Philadelphia" is expanded to show "Regions".
- Search Results:** A list of resources. The first result is highlighted in yellow: "A portraiture of the city of Philadelphia in the province of Pennsylvania in America." by Thomas Holme, d. 1695.
- Details:** A detailed view of the selected resource. It includes the title "A portraiture of the city of Philadelphia in the province of Pennsylvania in America., 1683", the author "By Thomas Holme, surveyor general", and a metadata table.

Date:	1683
Creator:	Holme, Thomas, d. 1695.
Publisher:	Sold by Andrew Sowle in Shoreditch, London, [1683]
Source:	<a href="#">Athenaeum of Philadelphia</a>
Geography:	Philadelphia, PA Philadelphia, PA (Center City)



# Greater Philadelphia **GeoHistory** Network

## Navigation

### Navigating the GeoHistory Network

#### *Select Categories*

The resources on GeoHistory have been organized and tagged in various ways. The categories tree on the left side of the page helps you find relevant resources by limiting the list of items to the criteria you select.

Categories are arranged in a hierarchical, expandable tree. To view sub-items of a particular category, click the plus icon . To collapse a particular part of the tree, click the minus icon next to the parent of the section you want to hide. Use the scrollbar to move up and down to view the whole tree.

To select a category, simply click the [blue underlined link](#). Once selected, the category name becomes **red and bold**. To un-select a category, click it again, or click the “view all” link to reset selected categories.

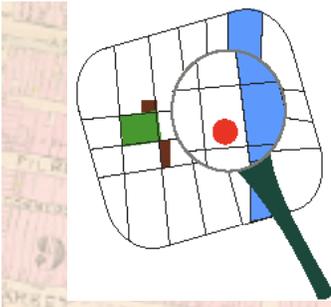
Selecting multiple categories under the same main heading (Resource Type, Geography, Contributor) will display combined results for all categories under that main heading. For those familiar with library searching terms, this is a boolean OR operation.

Example: If you select Street Maps and Topographical Maps, both under the main heading of Resource Type, you will see all maps that are listed as either “Street Map” or “Topographic Map.”

Selecting two categories under different main headings will only display those resources that are in both categories. This is a boolean AND operation.

Example: If you select Street Maps under Resource Type, and Philadelphia under Geography, you will see only Street Maps that are also tagged with as being of Philadelphia.

You can mix and match categories under different headings to craft your search. The criteria used displays at the top of the Search Results list.



# Greater Philadelphia GeoHistory Network

# Navigation

## Navigating the GeoHistory Network

### Search Results

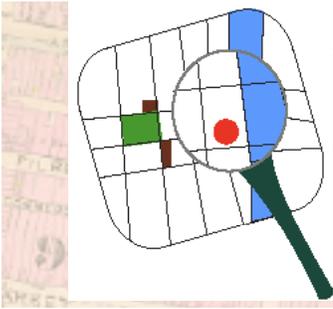
This column will show the results of the search terms you have selected. At the top (in a pink bar), the Resource Types that you are viewing are listed. Each resource is listed with the date (on the left), the title (in blue and underlined), and the author (if that data is available).

Search Results	
<b>Resource types:</b> Property Maps / Atlases	
<b>Geography:</b> Philadelphia, PA (Center City)	
1683	<a href="#">A portraiture of the city of Philadelphia in the province of Pennsylvania in America.</a> Holme, Thomas, d. 1695.
1858– 1860	<a href="#">Maps of the City of Philadelphia, 1858-1860</a> Hexamer & Locher
1875	<a href="#">City Atlas of Philadelphia, Vol. 6, Wards 2 through 20, 29 and 31</a> G. M. Hopkins
1922	<a href="#">Atlas of the City of Philadelphia (Central)</a> Geo. W. & Walter S. Bromley, Civil Engineers

The pink section lists the categories that have been selected. If no categories have been selected, this will say "viewing all resources."

The globe icon indicates this resource has been geo-referenced and can be found when searching by address.

The currently selected resource is highlighted in yellow.



## Greater Philadelphia **GeoHistory** Network

# Navigation

### **Navigating the GeoHistory Network**

#### *Note on Geographical Areas:*

Maps are tagged with the highest level area that appropriately describes the map. A map of the entire state of Pennsylvania, or a significant portion thereof, will be tagged as "Pennsylvania," not as any of the individual counties or cities shown. A map that is listed as "Philadelphia" will generally not also be listed as "North Philadelphia," even though North Philadelphia may be included on the map.

If you are doing research on a particular area of a city or state, make sure to look through resources that cover a wider range than the area you are interested in. For instance, if you are researching an area in Northeast Philadelphia, also look for citywide atlases of Philadelphia.

For the sake of indexing the various maps and atlases available on GeoHistory, the city of Philadelphia has been divided into regions. These regions are not "neighborhoods," but are conglomerations of city "Planning Analysis" divisions that facilitate locating appropriate materials in the collections. This list can be found at: <http://www.philageohistory.org/rdic-images/common/help/PhilaRegions.cfm>

#### *Details*

This column provides more information on the Search Result that you have selected. You can choose to preview the map in a low-resolution image without leaving the page. You can also choose to view the map, which will take you to another page with a high-resolution version of the map that you can navigate through.

This column also provides any information about the date, creator, description, source, and geography of the source that is available.

#### *Search By Address*

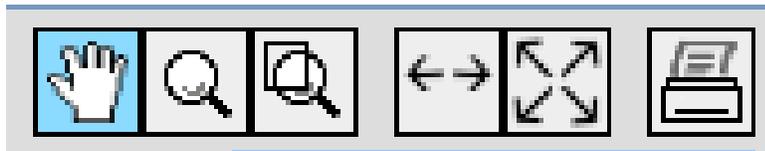
At the top left of the page there is a "Search by Address" tool. This tool is still experimental, and only works for selected maps. Some resources have been geo-referenced, with the outline of the historic map having been plotted with geographic coordinates. With the help of Google's address lookup features, GeoHistory can take an address in or near Philadelphia and provide a select list of maps on which the provided address can be found.



## Navigating the GeoHistory Network

### *Navigating Individual Resource Viewing*

After selecting to view a resource, you will be taken to another page. This page has a column of information about the resource on the left and the actual map to the right. In the upper right corner of the map viewer screen, there is a selection of tools that can be used to navigate the map.



Hand:

You can use this tool to move around the map. Simply click (or “grab”) and drag to move the map in the viewer.

Magnifying Glass:

This tool can be used to zoom in and out of the map. Simply clicking once will zoom in, and clicking while holding Shift will zoom out. You can also click and drag the cursor down to zoom in, and click and drag up to zoom out. You can also zoom by using the scroll function on your mouse.

Magnifying Glass with Box:

With this tool, you can zoom in on a selection. Click and drag a box around the selection you are interested in.

Left/Right Arrows:

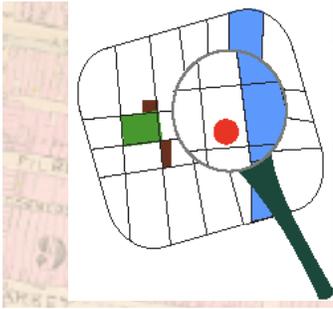
By clicking this tool, the resource automatically resizes itself to fit the left and right edges within the boundaries of the viewing box. With a map that is longer than the viewing box, the top and bottom edges will not be within the box.

Diagonal Arrows:

This tool automatically resizes the resource to fit fully within the viewing box.

Print:

This will take you to a new screen that is properly formatted for printing. Follow the instructions in the yellow box for the best results. Many maps will not print well in black and white.



## Greater Philadelphia **GeoHistory** Network

# Map Activities

### **Historical Maps**

This activity will connect to your students best if you examine a very familiar area, such as the area around your school or the neighborhood where your students live. Work with specific landmarks that they can all identify (such as the street in front of the school or where the busses stop). It might be best to physically visit these places before looking at them on the map.

The Library of Congress provides a great online teacher's guide that helps facilitate this process entitled "Using Primary Sources." Using primary sources can be tricky for young learners, and this system can help you guide them through.

Open the GeoHistory Interactive Maps Viewer. Begin with current maps (such as the "Current Street Map"). Toggle between this map and the "Current Terrain Map" and "Current Aerial Photos." Ask questions to help the students identify how these maps are similar and different.

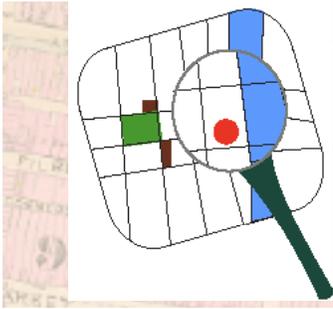
Select a historical map that shows the same area that you are examining (such as "1843 Philadelphia County"). Toggle between this map and the current map that the class was examining. Ask questions to discover the changes, and discuss what may have caused these changes. Move back through time (via the maps) to explore more about the history of the area.

### **My Community**

Find or create a map of the area around your school (such as from Google Maps). Make a copy for each student. Take your class on a walk in the neighborhood around your school, and help the students identify their locations on their maps. Have the students mark on their individual maps landmarks that will help them find their way.

Have the students create their own individual map of the area around your school. This could be done as a drawing, a diorama, or by some other method. Remind the class to mark the landmarks they identified on their walk and to use the different map tools.

As a class, create a large map of the school. It might be wise for the teacher to mark the roads off, and have the students add details. Include landmarks and map tools. Make it large enough for toy cars and people to move around on it (large sheets of paper on the floor may work best). Use the map to practice giving directions, using the cars and people to move around.



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# Map Activities

## Class Research Project

This activity is designed to introduce students to primary research, especially through the use of visual sources (such as maps). Research can be done on an individual, small group, or class level. This might be a good opportunity to speak with the school librarian and explore the different research resources available. This guide also has an attached list of further resources that could be helpful.

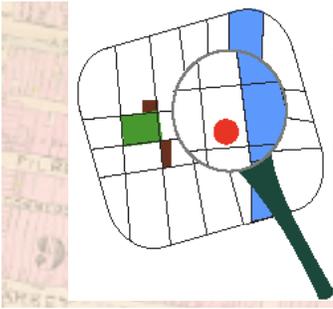
Choosing a topic that directly relates to your students or their community, or having your students choose their own topics, will engage them the best. Some suggestions might be:

- Why did people settle in Philadelphia or your local community?
- What were the geographic benefits of this area to the original settlers?
- How did people change the geography of this region to suit their own needs? (Such as changing river banks, looking at historic roads that no longer exist or that are more developed, etc.)

After choosing a topic (or topics), help the class research their topic. Help the class identify questions about their topic to answer, and then help them to answer these questions.

Finding a shop, restaurant, hospital, or other historic place in the neighborhood around your school to research might help personalize this activity for your students. To research this, your class might:

- Find this location on current GeoHistory maps, and then trace it back through time to discover when it was built, and what was there before it.
- Visit this location, take a tour, and encourage your students to ask questions about the history of the location.
- Create a timeline as a class, detailing important dates and events.



## Greater Philadelphia **GeoHistory** Network

# Child Worker Activities

### Learning about Child Workers

Look at the following Hexamer maps that detail the types of workers. What can we learn from these maps?

- Sherwood Knitting Mills. Hexamer General Surveys. Plate no. 686. (1881). Miller St, between Fishers La. And Wistar St., Germantown, PA.  
<http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv16.1539>
- Caledonia Carpet Mills. Hexamer General Surveys. Plate no. 710. (1873). 2206-2218 Linn St, Philadelphia (15th Ward)  
<http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv8.0710>
- Whitaker & Palmer's Mill. Hexamer General Surveys. Plate no. 1114. Trenton Ave and Sergeant St, Philadelphia (31st Ward)  
<http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv12.1114>

Find these addresses in the GeoHistory Viewer. What was in that location before the factory? After the factory? What is there today? How have the neighborhoods changed over time? When did schools start opening in the area?

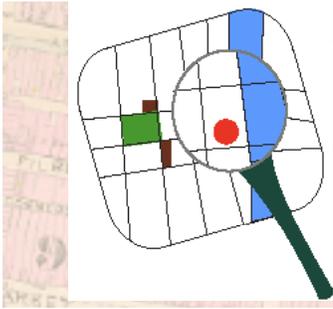
Use these maps as an introduction to industrial labor practices. Emphasize the child workers of this time. Why did children work during this time?

Watch the YouTube video "U.S. Child Labor, Dorsey Dixon, Babies In The Mill, Newport," and listen to the song lyrics. What are the song lyrics saying about the lives of child workers?

### Compare and Contrast

Ask students about their work. Ask them to draw pictures of their "jobs" or chores at home and at school. Things like, taking out the trash, doing the dishes, doing homework, cleaning their room, etc.

Look at pictures of child workers online at the National Child Labor Committee Collection. Compare and contrast the actual photos with the pictures the students drew. What else can we learn from the photos?



## Greater Philadelphia **GeoHistory** Network

# Map Activities

### Map Tools

For this unit, the Library of Congress provides an online exhibition, *Maps In Our Lives*, that would be a good resource. This exhibition contains numerous types of maps, as well as further information about map making and map usage.

Study the different map tools, using examples from the GeoHistory maps or Library of Congress maps. Look at the general map tools first, such as the compass, scale, and legend. Notice how these things either stay the same or change throughout time.

#### *Compasses*

Walk around the school or neighborhood using an actual compass. Show the students how to use a compass to find north, south, east and west. Have them find landmarks, and identify their direction in relationship to a specific point. Ask the students why it would be important to know which direction you are facing in when reading maps.

#### *Scales*

Discuss the use of scales in maps. Why are they necessary? Why can't we draw maps at actual size? Watch the YouTube video "Using a map scale – M1." Measure the distance between points on a map using a string, and then measure the string against the scale to discover the actual distance between points.

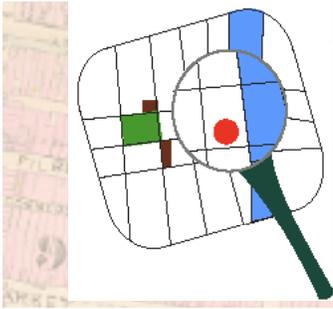
#### *Types of Maps*

Look at topographic, political, and street maps. Examine the different types of maps either in an atlas or online. (the website "What are the Different Types of Maps and Graphs?" is a good starting place.) Note similarities and differences between the different types of maps. Discuss each map type's purpose. What can we learn from each different type?

Discuss different types of map projections, and how they are used. Watch the YouTube videos: "Geography Tutor – Types of Maps" and "Map Projections." What are the benefits of each type of projection? What are the flaws of each? Which do you see used most often?

#### *Make A Map*

Have the students make their own maps. This could be of a real place or of something made up. Have them choose a map type (or choose one for them), and use a compass, scale, and legend in their map, including symbols and different colors.



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# **Child Worker Activities**

## **Research**

To facilitate this activity, use the reference materials provided that focus on child labor. Before directing students to websites or books, confirm that they are appropriate for the student's level.

While we can learn a lot from photographs and other visual resources, there is still more to learn about child workers. Help the students write a list of questions that they want to explore further. Some examples might be:

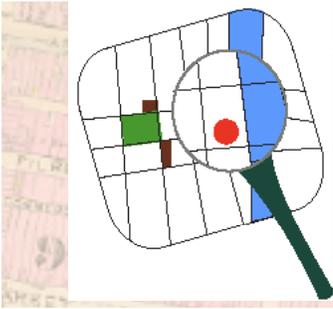
- Why did children have to work instead of go to school?
- What kinds of jobs did children do?
- At what point did children start working in factories? Why?

Help the students find the answers to these questions. This can be done by reading books (there are many books on child labor geared for children), visiting the library, or using online resources. Have the students compile their results, either as a paper, a presentation, a timeline, or some other form.

## **Autobiography**

Have the students write and illustrate an autobiography about their day. Include details such as times, places, and events. Then, have the students work together to create a biography about a child worker. Work as a class to learn more about child workers and what they would do each day. Include the same details as were included in their autobiography.

Have each group of students prepare a short skit based on their biography. Present these skits to the class.

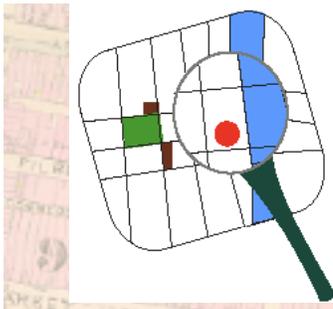


## Greater Philadelphia **GeoHistory** Network

## Further Resources

### For Educators

- "National Child Labor Committee Collection." *Library of Congress*. <<http://www.loc.gov/pictures/collection/nclc/>> [accessed 4/1/11].
- "Childhood Lost: Child Labor During the Industrial Revolution." *Eastern Illinois University*. <<http://www.eiu.edu/eiutps/childhood.php>> [accessed 4/1/11].
- "Maps & Geography." *Library of Congress*. <<http://www.loc.gov/topics/maps.php>> [accessed 4/1/11].
- Rosenberg, Matt. "Map Reading Basics." *About.com Geography*. <<http://geography.about.com/od/studygeography/a/mapparts.htm>> [accessed 4/1/11].
- "Child Labor in America 1908-1912: Photographs of Lewis W. Hine." *The History Place*. <<http://www.historyplace.com/unitedstates/childlabor/>> [accessed 4/1/11]
- Hindman, Hugh D. *Child Labor: an American History* (2002, M E Sharpe).
- Klement, Judy and Elixabeth Park. "Local History: Mapping My Spot." *Library of Congress*. <<http://www.loc.gov/teachers/classroommaterials/lessons/mapping/index.html>> [accessed 4/1/11].
- "Using Primary Sources." *Library of Congress*. <<http://www.loc.gov/teachers/usingprimarysources/>> [accessed 4/1/11].



# Greater Philadelphia **GeoHistory** Network

## Further Resources

### For Students

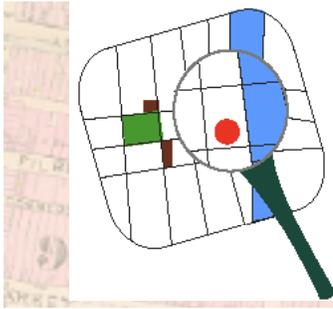
#### Resources About Maps

##### Online Resources

- "What are the Different Types of Maps and Graphs?" *www.jrank.org* <<http://www.jrank.org/history/pages/8346/What-Are-Different-Types-Maps-Graphs.html>>. [accessed 4/9/11].
- "Map of Pennsylvania Counties." *My Online Maps*. <<http://www.myonlinemaps.com/images/pennsylvania-counties-map.gif>> [accessed 4/1/11].
- "American Fact Finder." *U.S. Census Bureau*. <<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>> [accessed 4/1/11].
- "Mapping America: Every City, Every Block." *The New York Times*. <<http://projects.nytimes.com/census/2010/explorer?ref=censusbureau>> [accessed 4/1/11].
- "Maps In Our Lives." *The Library of Congress*. <<http://www.loc.gov/exhibits/maps/>> [accessed 4/1/11].

##### Book Resources

- Sweeney, Joan and Annette Cable. *Me On The Map*. (1998, Dragonfly Books)
- Harmon, Katharine. *You Are Here: Personal Geographies and Other Maps of the Imagination*. (2004, Princeton Architectural Press).
- Aberg, Rebecca. *Map Keys: Rookie Read-About Geography*. (2003, Children's Press). Age: 4-8
- Carson-Dellosa Publishing. *The Complete Books of Maps & Geography*. (2005, School Specialty Publishing). Age: 9-12
- Wade, Mary Dodson. *Map Scales: Rookie Read-About Geography*. (2003, Children's Press). Age: 4-8
- Mahaney, Ian F. *Topographic Maps*. (2006, PowerKids Press). Age: 9-12
- Wilson, Robin. *Four Colors Suffice: How the Map Problem Was Solved*. (2004, Princeton University Press).



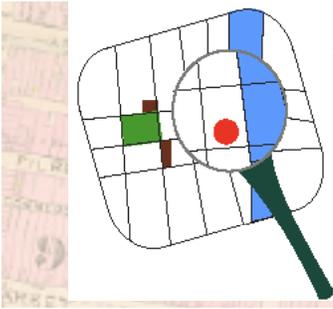
Greater Philadelphia  
**GeoHistory**  
Network

**Further  
Resources**

**For Students**  
Resources About Maps

*Media Resources*

- Shaunteaches. "Using a map scale – M1." 8/11/2010. <<http://www.youtube.com/watch?v=t-ckG3ncM8E>> [accessed 4/1/11].
- TMWMedia. "Geography Tutor – Types of Maps and Map Projections." 1/30/2008. <<http://www.youtube.com/watch?v=Al36MWAH54s>> [accessed 4/1/11].
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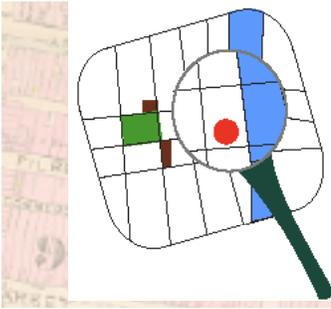
## Further Resources

### For Students

#### Resources About Child Workers

##### Online Resources

- "Child Labor Public Education Project." *University of Iowa Labor Center*. <[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/)> [accessed 4/1/11].
- "Child Labory During the Industrial Revolution." *Learning Through History*. <<http://www.learningthroughhistory.com/newsletter/archives/82007.php>> [accessed 4/1/11].
- "Child Labor." *Spartacus Educational*. <<http://www.spartacus.schoolnet.co.uk/USAchild.htm>> [accessed 4/1/11].
- "Childhood Lost: Child Labor During the Industrial Revolution." *Eastern Illinois University*. <<http://www.eiu.edu/eiutps/childhood.php>> [accessed 4/1/11].
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- "Samuel Slater, Father of the American Industrial Revolution: Child Labor." *Woonsocket*. <<http://www.woonsocket.org/slaterchildlabor.html>> [accessed 4/1/11].
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## **Further Resources**

### **For Students**

#### Resources About Child Workers

##### *Book Resources*

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- Freedman, Russell. *Immigrant Kids*. (1980, Puffin Books) 9-12
- Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. (1994, Clarion Books) Age: 10+
- Bartoletti, Susan Campbell. *Growing Up in Coal Country*. (1996, Houghton Mifflin Company) Age: 9-12
- Bartoletti, Susan Campbell. *Kids On Strike!*. (1999, Houghton Mifflin Company) Age: 10+
- Bader, Bonnie. *East Side Story*. (1995, Silver Moon Press) Age: 9-12
- McCully, Emily Arnold. *The Bobbin Girl*. (1996, Dial) Age: 9-12
- Isecke, Harriet. *Child Labor and the Industrial Revolution: The 20th Century*. (2009, Teacher Created Materials) Age: 9-12

##### *Media Resources*

- Greanteawoman. "U.S. Child Labor, Dorsey Dixon, Babies In The Mill, Newport." 12/25/2007. <<http://www.youtube.com/watch?v=xNeBgpuNMSI>> [accessed 4/1/11].