

## General Information

### Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Breaker Boys: Key Details and Vocabulary
- Breaker Boys: Causal Reasoning (Focus on Effects)

### Subject(s)

- ELA; Informational Text: Breaker Boys
- Synthesizing of Text, Key Details, Vocabulary, Causal Reasoning (Effects) (RI.4.1-4.5)

### Objective

- Students will take literal interpretation of informational text to evaluation and synthesizing.
- Students will complete a graphic organizer to show the effects that the job of the breaker boys had on them personally.

### Materials

- **Required:** copies of Informational Text: "Breaker Boys: A Light at the End of the Tunnel" (1 copy per student) (page 8)
- blank paper
- pencil
- document camera or whiteboard
- **Optional:** printable "Exit Slip" with "Causal Reasoning Design (Focus on Effects)" graphic organizer (page 9) or project using document camera for students to copy
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 11)

### Protocols (page 10)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

#### Throughout this lesson, you will find:

- **Scripted Text** indicates things that need to be said directly. Bullets starting with a "T" followed by italicized type indicate scripted text
- **Clarifiers** within scripted text are in orange
- **Teacher Directions** indicate things you should be doing
- **Side notes** provide helpful hints, ELL strategies, differentiation and information
- **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: 60-90 minutes

### Subject

- Breaker Boys: Key Details & Vocabulary
- Breaker Boys: Causal Reasoning (Focus on Effects)

### Objective

- Students will take literal interpretation of informational text to evaluation and synthesizing.
- Students will complete a graphic organizer to show the effects that the job of the breaker boys had on them.

### Materials

- **Required:** copies of Informational Text: “Breaker Boys: A Light at the End of the Tunnel” (1 copy per student) (page 8)
- blank paper
- pencil
- document camera or whiteboard
- **Optional:** printable “Exit Slip” with “Causal Reasoning Design (Focus on Effects)” graphic organizer (page 9) or project using document camera for students to copy

### Introduction

- T** Today we are going to learn about a group of boys who had to do hard labor instead of going to school.  
**T** Turn and tell a partner sitting near you what you think “hard labor” might be.

**Give time to discuss. Monitor students and provide assistance as needed.**

- T** Hard labor is doing a job that is physically demanding, meaning you on your feet moving, lifting, and carrying things all day long.  
**T** This was the case with these boys, known as the breaker boys, about a hundred years ago.  
**T** Has anyone heard of the breaker boys or know anything about them? **Call on a few volunteers to share their ideas. If no one volunteers, continue with the introduction.**  
**T** Just imagine for a minute what it would be like to have to go to work each day instead of going to school.  
**T** How would that make you feel? **Call on a few students to share.**  
**T** I am sure you would miss your friends and teachers and of course, learning!  
**T** These boys were the same age as you, typically between the ages of 8 and 12.  
**T** In a few minutes, we will read an article that will tell us more about the breaker boys.

**Distribute 1 copy of the Informational Text, “Breaker Boys: A Light at the End of the Tunnel”.**

### Vocabulary

- T** As soon as you have your copy of the text on the breaker boys, please write your name on the top right corner.  
**T** First, I would like you to please read the text independently.  
**T** While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.  
**T** I would also like for you to underline what you believe are the most important details in the text.

**Remember to walk around, amongst students, to make sure they are on task and reading.**

- T** Now we are going to read the text together and discuss the meanings of the words you circled as well as important details you underlined.

Read paragraphs 1 & 2 of text aloud to students. Stop after paragraph 2 for discussion.



On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

- T** Throughout our lesson today we will be doing independent work, partner discussion and whole group discussions.
- T** We will be using 3 key protocols that we will review right now.
- T** A protocol is a way of doing something or a procedure.
- T** In order to have discussions with multiple students we will use On your feet/ Get ready to meet/ Go and Greet.
- T** When I say: On your feet/ Get ready to meet/ Go and Greet you will stand up, put your hand up and find someone else who has their hand up.
- T** Once someone has their hand down that means they already have a partner.
- T** You may only work with each partner once!
- T** Once everyone is paired up and all hands are down, I will either ask you a question or give you a direction.
- T** Let's try this now, please be sure to take your pencil and copy of the text with you.
- T** Ok, On your feet/ Get ready to meet/ Go and Greet remember, hand up and find another partner with their hand up. Wait until all students have a partner and then pose the question.

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

Ask, Answer, and Justify

- T** Now that you have a partner the next thing we will do is for sharing our answers.
- T** We will be using Ask, Answer, and Justify protocol.
- T** For this you will each pick the number 1 or 2.
- T** 1's will ask the question first and 2's will respond, making sure that they justify their answer using information from the text.
- T** Then you will switch roles and 2's will ask 1's and 1's will respond.
- T** Let's try this with some questions.



Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond

**Partner discussion:** Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

- What facts/details really stand out to you, perhaps something you underlined in paragraph 1 or 2? Why?
- What is the beginning of this article about?
- Why does the author choose to include these particular details?

**Note:**

Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).

- What tone or mood does the author create? What words contribute to that tone or mood?

Give time to complete this task. Monitor students and provide assistance as needed.

- T** Last, after partner discussions, I will bring the class back together to Share out and check for understanding.
- T** At that point, I will call on students or partners to share their ideas and answers with the class.

### Share out and check for understanding

Verify responses and provide clarification if needed.

- T** Who would like to share some facts/details they discussed with their partner? Call on 2-3 volunteers to share. Possible facts/details from the first 2 paragraphs may include: kids who were poor, orphaned, or immigrants had to work in dangerous conditions, the breaker boys had to sort coal from underground coal mines, they used their bare hands to do their work, they got cuts, scrapes, lost fingers, and even entire arms and legs, some suffocated or died due to large amounts of coal.
- T** What is the beginning of this article about? Call on 2-3 volunteers to share. Possible answer: The article is telling about who the breaker boys were, what their job entailed, and some tragedies that happened to them.
- T** Why do you think the author chose to include these particular details to include? Call on 2-3 volunteers to share. Possible answer: to really show us what happened to the breaker boys when they worked with coal
- T** What mood does the author create by including these details? Call on 2-3 volunteers to share. Possible answers: angry because young boys had to do this type of work, sad because they were getting really hurt



#### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

then...

### Ask, Answer, and Justify

### Partner discussion:

- What were some of the unfamiliar words you circled?
- What do you think the word could possibly mean based on the context or words/phrases/sentences around it?

Give time to complete this task. Monitor students and provide assistance as needed.

### Share out and check for understanding

- T** Who would like to share the unfamiliar words they discussed with their partner?
- T** Please make sure to explain what you think the word means using context clues or the words/phrases/sentences around that word. Use equity sticks, if available, to call on 3 students to share what they think these words mean based on other words in the sentence. Possible answers: orphaned = both parents have died, immigrant = a person coming to a country to live there, wages = payment, suffocated = to die from not being able to breathe

Verify responses, and provide clarification if needed. Project a few vocabulary words using a document camera, or write them on the whiteboard. The above words are from paragraphs 1 and 2. Additional vocabulary words may include: posed, candid, and hazardous (You may want to discuss these words throughout the reading, as necessary.).

Read paragraphs 3 and 4 of text aloud to students. Then stop for discussion.

Pose the following question to provide closure to the lesson and allow students to think beyond the text.

- T** What do you think would have happened if Hine did not take and publish the pictures? Call on 3-5 students to share their ideas.

### Make sure to “Break Up Your Day!”

Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

## Focus on Effects

- T** Now we will be identifying the effects that the job of the breaker boys had on them.
- T** Who can tell me what effects means? Call on several students to share definitions. Possible answers: results, outcomes, consequences
- T** We will be completing a graphic organizer to collect our information. Show graphic organizer to students.
- T** Please write your name and date in the top right hand corner of your paper.
- T** On your paper please title it with: “Breaker Boys – Causal Reasoning (Effects)”. Model this so students can copy your example.
- T** Then we are going to make 1 rectangle.
- T** In this rectangle, we are going to write the event we will be focusing on for this assignment.
- T** The event is “the job of the breaker boys”.
- T** Please write that down in your rectangle. Model this for students to copy.
- T** Below your rectangle, draw 3 boxes with a short line to connect each box to the rectangle. Show graphic organizer to students again.
- T** This will demonstrate how the event (the job of the breaker boys) had many effects on them.
- T** Each square will represent a different effect.

Provide time and ensure that students have correctly replicated the graphic organizer.

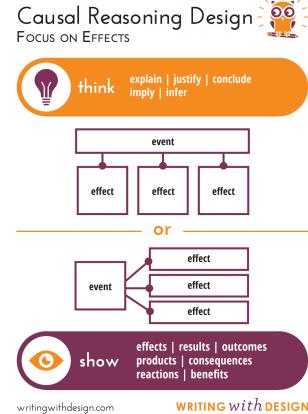
### Causal Reasoning (Effects) “Thinking Design” Graphic Organizer

- T** Let’s do the first one together to help you get started.
- T** Please take a look at your text and think about what we could write as our first effect.
- T** I would suggest looking at paragraph two since the first paragraph is really just an introduction and does not yet discuss the actual job of the breaker boys.
- T** I would like for one of your effects to come from paragraph 2, one from paragraph 3, and one from paragraph 4.
- T** That way you will have different ideas and cover all the main effects the job of the breaker boys had on them.
- T** Go ahead and reread paragraph two and be prepared to share your thoughts. Provide a few minutes for students to come up with the first effect. Then, call on 2-3 students to share their ideas. Possible Answers: they got cuts and scrapes due to working with their bare hands, some lost fingers in the machinery, some lost arms and legs, some suffocated, some were crushed to death by large amounts of coal

- T** Now you find the effect for the next box.
- T** I would like you to fill in the second box on your own.
- T** Remember to write only one effect in each box.
- T** This time your effect will come from paragraph 3.
- T** So, reread paragraph 3 and think about what effect the job of the breaker boys had on them here.
- T** Please raise your hand if you need any help.

Provide time for students to complete the next box of their graphic organizer. **Differentiation ideas in box on the right.**

- T** Now that you have completed the next box, you are going to share your effect with a partner.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will share first and 2's will listen and check the effect on their own paper, making any necessary changes.
- T** Then 2's will share their ideas and 1's will listen and check their effect, also making any necessary changes.
- T** Now to have a discussion with a new partner, we will use On your feet/ Get ready to meet/ Go and Greet.
- T** When I say: On your feet/ Get ready to meet/ Go and Greet you will stand up, put your hand up and find someone else who has their hand up.
- T** Make sure this is a new partner.
- T** Once someone has their hand down that means they already have a partner.
- T** Once everyone is paired up and all hands are down, I will give you a direction.
- T** After you complete that direction with your partner, I will bring the class back together to Share out and check for understanding.
- T** At that point I will call on students or partners to share their ideas and answers with the class.



### Differentiation:

**Struggling Students:**  
Provide lines in the text they can reference to find the next effect.  
**Challenge:** See if students can find an additional effect(s) to add to their graphic organizer.



#### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher



#### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

### On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

- T** Ok, On your feet/ Get ready to meet/ Go and Greet remember, hand up and find another partner with their hand up. **Wait until all students have a partner and then give directions.**
- T** With your new partner, I would like you to complete the last box on your graphic organizer.
- T** That should be the third effect and should come from paragraph 4.
- T** Work together to reread paragraph 4 of the text to see what the next effect should be, and then write it down on your own graphic organizer.

Give time to complete this task. Monitor students and provide assistance as needed.

- T** Eyes on me in 5...4...3...2...1...0. Thank you!
- T** Please take a moment to wrap up your work together and finish writing your last few words.
- T** Hopefully you had the chance to complete your graphic organizer.
- T** Let's take a few minutes to review as a class.

### Share out and check for understanding

- T** Who would like to share the second effect that was discussed with their partner? Call on 2-3 volunteers to share.

**Verify responses and provide clarification if needed. This effect should come from the third paragraph.**  
**Possible answers:** Lewis Hine wanted to put an end to this abuse, Hine took thousands of pictures of the breaker boys to prove his point

- T** What about the third effect? Who would like to share what was discussed with their partner? Again, call on 2-3 volunteers to share. Try to call on new volunteers.

**Verify responses and provide clarification if needed. This effect should come from the last paragraph.**

**Possible answers:** The photographs Hine took were published, people were shocked to see what work children were doing and the dangerous conditions they worked under, laws were then passed to set age requirements, limit how many hours children would be allowed to work, create safer working environments, and help keep children in school, the number of child laborers dropped by almost half ten years later

**Pose the following question to provide closure to the lesson.**

- T** What other laws could have been passed to lessen the number of child laborers even more? Call on 3-5 students to share their ideas.

Collect their causal reasoning graphic organizer as an assessment piece for the teacher.



### Make sure to “Break Up Your Day!”

Now is a great time to take a break and get students re-energized.  
 See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

### Assessment Component

\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 9), or simply have students copy the questions on a half sheet of paper.

- T** Now I will write down a few prompts for you to respond to individually.
- T** On the front of your paper, write your name, date, and the following prompts.
- T** Once you have set up your paper, take a few minutes to complete the questions.

If you didn't print copies of the “Exit Slips,” project the following prompts using a document camera, or write them on the whiteboard.

- 3 things you learned about the breaker boys
- 2 feelings you have about this topic
- 1 question you still have about the breaker boys

## Breaker Boys: A Light at the End of the Tunnel

By: Jennifer Kaul

Can you imagine going to work instead of school each day? Until the early 1900s, this was the reality for many children in the United States. Poor, orphaned, and immigrant children held a variety of jobs, often working in dangerous conditions for low wages. One such job was that of the breaker boys.

In the late 1800s, coal was used to power ships and trains, as well as to create electricity in factories and homes. The job of breaker boys was to sort coal from underground coal mines in breakers, or coal processing plants. The coal rolled down chutes or was sent on fast-moving conveyer belts. The boys worked to remove rocks, slate, and other sharp materials with their bare hands. Because of this, they suffered several cuts and scrapes. Some breaker boys lost fingers in the machinery, and some lost entire arms and legs. Others suffocated or were crushed to death by large amounts of coal.

Teacher and photographer Lewis Hine knew this type of abuse could not continue. As a result, he left the classroom in 1908 to become an investigative photographer for the National Child Labor Committee. Hine posed as a fire inspector, industrial photographer, and Bible salesman to trick managers into allowing him into the processing plants. During the next ten years, he took over 5,000 pictures of breaker boys and other child laborers. Rather than take candid shots of his subjects, he asked them to look into the camera lens. He felt this would show them respect and help display their inner strength. Hine also interviewed workers when possible and took detailed notes in secret. He included some of this information in captions for his pictures.

When Hine's photographs were published, people were horrified by the number of child laborers and the hazardous conditions in which they worked. This led to laws that set minimum age requirements and limited the number of hours children could work. Laws were also passed to create safer working environments and help keep children in school. By 1920, there were almost half as many child laborers as there had been just ten years before. This gave children, including breaker boys, hope for a brighter future.

### References

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Breaker Boys: A Light at the End of the Tunnel**

- 3 things you learned about the breaker boys

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- 2 feelings you have about this topic

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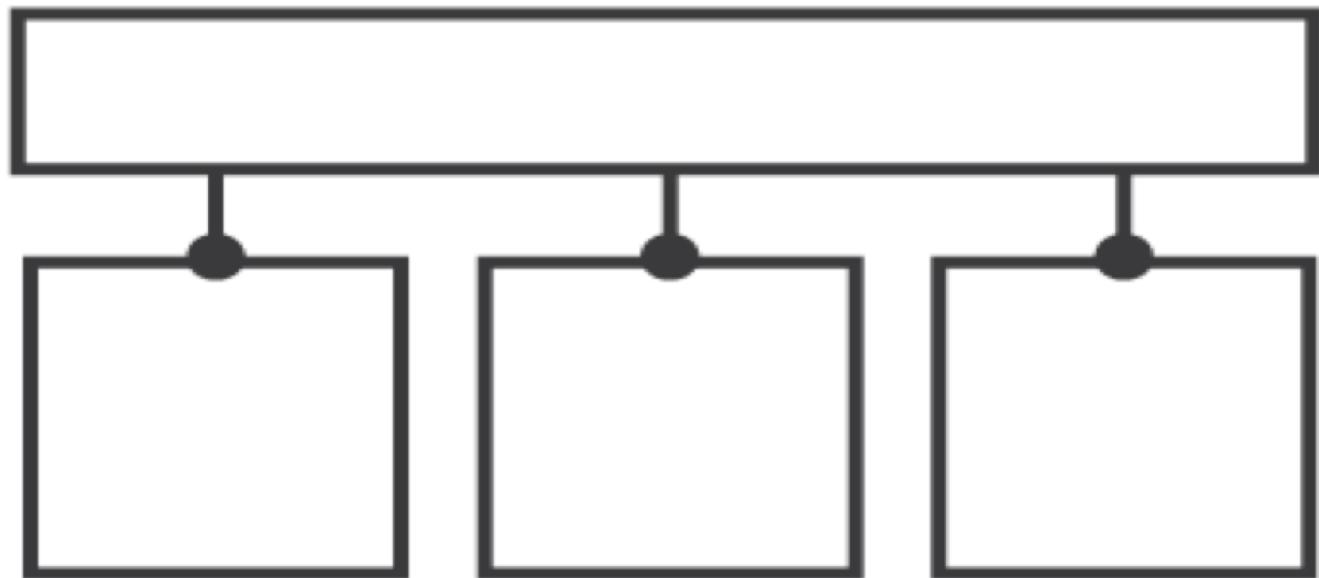
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- 1 question you still have about the breaker boys

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## **Causal Reasoning Design**

FOCUS ON EFFECTS





## Protocols:

### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson. Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### **Break Up Your Day: Comparisons Outside!**



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)



### **Break Up Your Day: Common Classroom!**



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



### **Break Up Your Day: Be a Scientist!**



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1 Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.