

General Information

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Breaker Boys: Text Features & Summarizing
- Breaker Boys: Crossword Puzzle

Subject(s)

- ELA; Informational Text: Breaker Boys
- Text Features, & Summarizing (RI.4.1-4.3)

Objective

- Students will create and use three headings to write a summary of the informational text.
- Students will show understanding of the informational text on breaker boys through a crossword puzzle.

Materials

- **Required:** copies of Informational Text: “Breaker Boys: A Light at the End of the Tunnel” (1 copy per student) (page 9)
- lined pieces of paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** “Breaker Boys- Crossword Puzzle” (page 10) or project using document camera for students to copy on blank paper
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 12)

Protocols (page 11)

- 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: Text Features & Summarizing
- Breaker Boys: Crossword Puzzle

Objective

- Students will create and use three headings to write a summary of the informational text.
- Students will show understanding of the informational text on breaker boys through a crossword puzzle.

Materials

- **Required:** copies of Informational Text: “Breaker Boys: A Light at the End of the Tunnel” (1 copy per student) (page 9)
- lined pieces of paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** “Breaker Boys- Crossword Puzzle” (page 10) or project using document camera for students to copy on blank paper

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”.

- 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.

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

- T* Today you will be writing a one paragraph summary about Breaker Boys.
- T* Before we begin, let’s take a few minutes to discuss headings and why they are used.
- T* Please take a look at your text. You will notice that the article is broken up into paragraphs.
- T* Each paragraph has its own main idea or heading.
- T* Does anyone know why headings are used? **To give us an idea of what each paragraph will be about**
- T* I would like you to take about five minutes to identify the different headings in the article.
- T* You will complete this task independently.
- T* Please skip the introduction and just write one heading for each of the remaining paragraphs.

- T* Therefore, you will have a total of 3 headings.
- T* You should reread each paragraph and then come up with a heading for that paragraph. This will assist you in your summary writing.
- T* Remember, a heading is the main idea of each paragraph, telling you what the paragraph will be about.
- T* For example, if I was reading an article about summer and one of the paragraphs discussed children going to the park, playing in the backyard, and swimming, I would write “Activities” as my heading since that is the main topic of the paragraph.
- T* Notice that I capitalized the word “Activities,” since it is serving as a title of a paragraph.
- T* Please use a different color for each heading and you may write directly on your paper.
- T* Go ahead and write each heading above its paragraph. **Model this for students.**
- T* Remember to capitalize your headings.
- T* Raise your hand if you need help.

Allow about five minutes for this activity. Adjust time as needed. Walk around and monitor students to be sure they stay on task, assisting as necessary. **Differentiation ideas in box on the right.**

Differentiation:

Use a word bank of choices for Special Ed. Students, ELL students, or struggling students to help them complete the heading activity.

Word Bank:

Coal Factories Helping the Breaker Boys Breaker Boys
 Stopping the Abuse Hazardous Conditions Machinery
 Photographer Notes The Job of Breaker Boys Laws

Partner Discussion:

- T* Now we will use the **Ask, Answer, and Justify** protocol to review your headings 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 ask the question first and 2's will respond.
- T* Then 2's will ask the question and 1's will respond.
- T* Please ask your partner what he/she wrote down as headings for each of the paragraphs. Remember, you are taking turns asking and responding to each other. There should be a total of three headings to review.

Call students back together as a whole class and go over the headings. Call on different students to share their answers, and write them on the whiteboard or project using a document camera. **Answers:** The Job of Breaker Boys, Helping the Breaker Boys, Stopping the Abuse

Writing a Summary

- T* Now you are going to use these three headings to assist you in writing your summary.
- T* Remember, a summary is a shortened version of a text, not a recount or retelling of it.
- T* Therefore, you will only include the main ideas and most important details when writing your summary.
- T* You should begin your paragraph with a topic sentence and end with a concluding sentence that expresses the overall message of the article. Pay attention to key words the author uses at the beginning and end of the article to help you with these sentences. **Example:** “Many strategies were used to put an end to the abuse of the breaker boys.” **Assist as necessary.**
- T* Your summary paragraph should be approximately 5-7 sentences.
- T* You will use lined paper to write your summary. **Pass out 1 piece of lined paper per student.**

- T* Write your name and date in the top right hand corner of your paper. Please title your paper “Breaker Boys – Summary” **Model this step so students can follow along with your example.**
- T* You may use your informational text and remember to use your headings to help you organize your paragraph.
- T* Be sure to use your own words, except for quotations. In that case, you will need to place the exact words from the text within quotes.
- T* Make sure that you proofread your work.
- T* Check your spelling, punctuation, and content to be sure your ideas make sense and flow smoothly.
- T* There are many things you need to make sure you do when writing your summary.
- T* Indent the first line only.
- T* Start with a topic sentence.
- T* Use complete sentences.
- T* Use transition words.
- T* Use details from the text and place the exact words from the text within quotes.
- T* And lastly, be sure you end with a concluding sentence.
- T* Remember to reread your paragraph a few times once you have finished and make any necessary changes.
- T* Once you have finished writing your summary, you will have the chance to share it with a partner.
- T* Raise your hand if you need any help and I will come to you.

Remember to walk around, amongst students, to make sure they are on task. Provide assistance as necessary. Differentiation ideas in box on the right.

Partner Discussion:

- T* Now we will use the **Ask, Answer, and Justify** protocol to share your summary 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 their summary first and 2's will listen.
- T* Then 2's will share their summary while 1's listen.

Differentiation:

Struggling students:
Have them circle or highlight details in the article and get them checked by another student before writing their summary.

Challenge: See if students can include more details

Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence (example: The informational text demonstrates the dangerous job of the breaker boys and the abuse they experienced.)
- I used complete sentences
- I used transition words (first, next, then, last)
- I used details from the text and placed the exact words from the text within quotes (example: One example of the danger in the job of the breaker boys is shown when “some breaker boys lost fingers in the machinery.”)
- I finished with a concluding sentence (example: The informational text demonstrates how many strategies were used to put an end to the abuse of the breaker boys.)

Checklist for Students

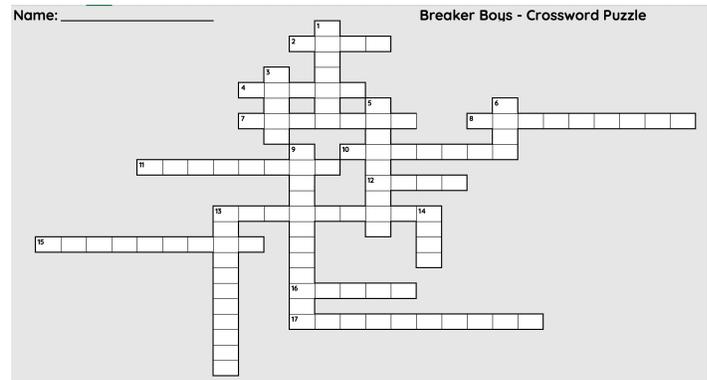
- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence

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 12)

Crossword Puzzle

- T* Now that you have read the article several times and have written a summary, you will be completing a crossword puzzle.
- T* You will do some of the work independently and some with a partner.
- T* This activity will serve as a review of our unit on breaker boys.
- T* I will give each of you a crossword puzzle.



Pass out a crossword puzzle to each student or a blank paper and then project one for students to copy. They only need to copy the boxes since you can keep the following clues projected during the entire work period. See picture for sample.

Across

- 2. used to power ships and trains
- 4. what were taken in secret
- 7. what large amounts of coal did
- 8. conditions the boys worked in
- 10. lost in the machinery
- 11. where the information Hine collected was included
- 12. feeling children had about their future
- 13. how the boys removed rocks, slate, and other sharp materials
- 15. how people felt after photographs were published
- 16. what Hine did to be allowed into the processing plants
- 17. what happened to some of the boys

Down

- 1. interviewed by Hine
- 3. had to be limited for children to work
- 5. teacher who took photographs
- 6. many of these were passed
- 9. country where the breaker boys worked
- 13. boys who sorted coal
- 14. type of working environments that were later created

- T* Please write your name and date in the top right hand corner of your paper. **Model this step for students to copy.**
- T* There are a total of 18 clues.
- T* Some are across and some are down.
- T* Make sure you read the clue carefully and think of the best answer before you write it in the space provided.
- T* Some of the clues have two-words answers.
- T* Do not leave a space between the two words for those answers.
- T* You should use a pencil to complete this activity in case you make mistakes and need to erase something.
- T* You may use your text to assist you if you feel you need it.
- T* However, this is a review so first challenge yourself to find the answer without using the text.
- T* Let's do the first one together.
- T* Everyone look at the clue for #2 Across.
- T* It says, "used to power ships and trains."
- T* Now find the boxes for #2 Across.
- T* Your answer needs to have 4 letters.
- T* Think about what the answer might be and raise your hand when you think you know it. **Wait 1 minute for students to think of the answer and then call on a volunteer to respond. Clarify the response if necessary.**
- T* Yes, that's right. Coal was used to power ships and trains, and it has 4 letters.
- T* Please go ahead and write the letters for the word "coal" in your boxes for #2 Across. **Model this step for students to copy.**
- T* I will now give you about five minutes to work independently and then you will have additional time to work with a partner.
- T* Remember, this is a review; therefore, the answers should come fairly quickly. **Differentiation ideas in box on the right.**
- T* Try to find as many clues as you can in the 5 minutes.
- T* Go!

Differentiation:

Struggling students: Suggest that they use the article to help them find the answers. If necessary, provide hints as to where they can find the answers.

Challenge: See if students can find the answers on their own, without using the article.

Provide students 5 minutes to start their crossword puzzle independently and then call them back together. Be sure to walk around and monitor them while they are working. Remember to keep the clues projected, if necessary.

Crossword Puzzle

- T* Hopefully you were able to find answers for some of the clues.
- T* You are now going to work in partners to review your answers and then find more answers to other clues.
- 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 answers on their own paper, making any necessary changes.
- T* Then 2's will share their ideas and 1's will listen and check their answers, 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.



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

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 find the rest of the answers to complete your crossword puzzle.
- T* Keep in mind that you and your partner may have different boxes completed.
- T* Therefore, some of your work together may be a review.
- T* You may share with each other what you already have and then complete any missing boxes.
- T* Work together to answer the remaining clues and then write them down on your own crossword puzzle.

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 word, if necessary.
- T* Hopefully you had the chance to complete your crossword puzzle.

If time allows, you may review as a class (see answer key on next page) calling on different students (volunteers or use equity sticks, if available) to provide answers to the clues.

Collect their crossword puzzle as an assessment piece for the teacher even if you reviewed answers as a class (in order to hold students accountable).



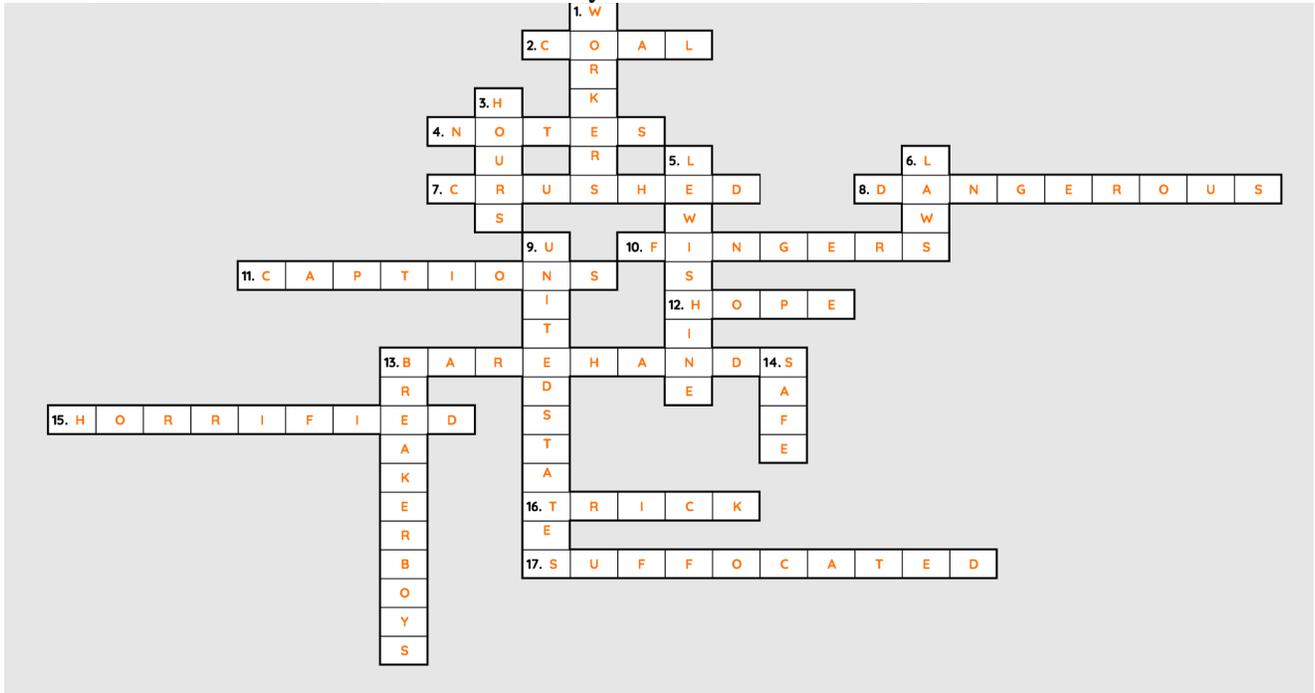
Make sure to “Break Up Your Day!”



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 12)

Name: ANSWER KEY Date: _____

Breaker Boys - Crossword Puzzle



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.

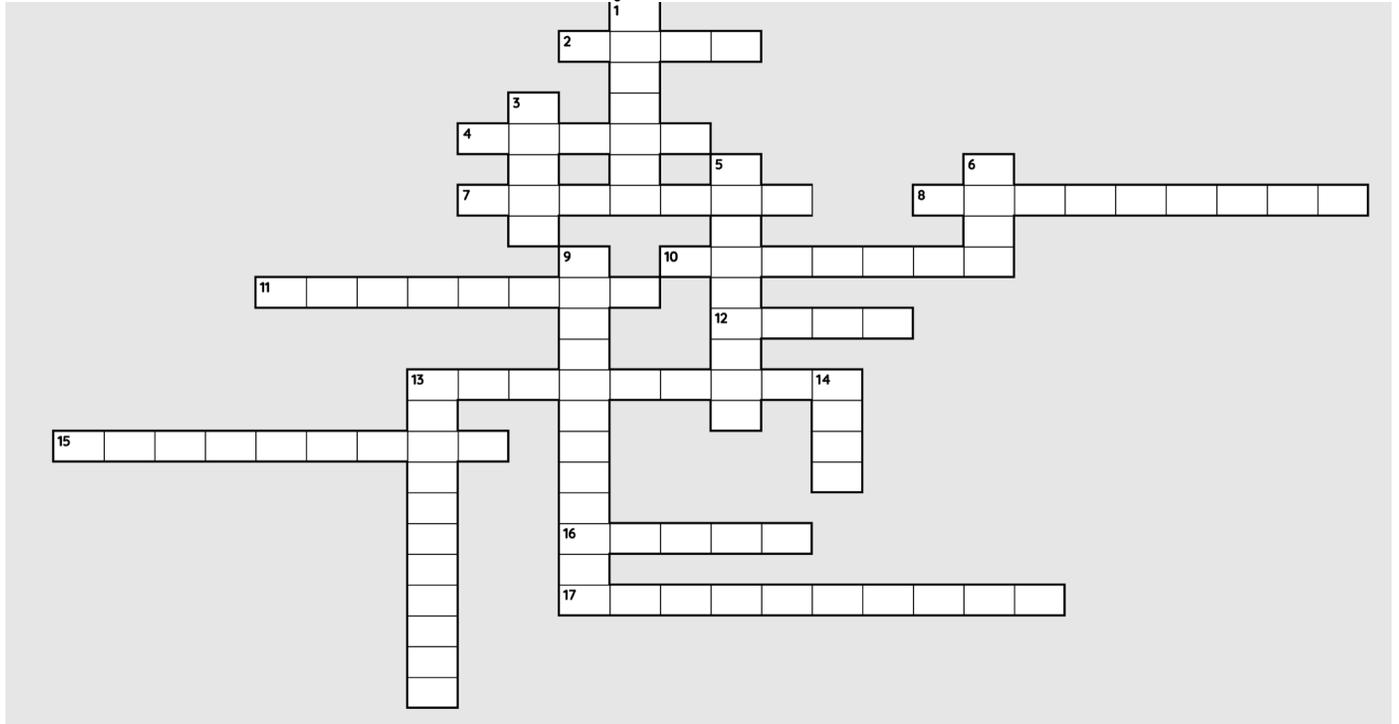
When Hine's photographs were published, people were horrified by the number of child laborers and the hazardous conditions in which they worked. This led to laws that set minimum age requirements and limited the number of hours children could work. Laws were also passed to create safer working environments 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

- Dreier, Peter. (2014, September 27.) *The radical images of Lewis Hine, documentary photographer*. Retrieved from http://www.huffingtonpost.com/peter-dreier/the-radical-images-of-lew_b_5893064.html.
- Mine Safety and Health Administration. (n.d.) *A pictorial walk through the 20th century: Little miners*. Retrieved from <https://arlweb.msha.gov/CENTURY/LITTLE/PAGE1.asp>.
- Natanson, Barbara Orbach. (n.d.) *National child labor committee collection*. Retrieved from <http://www.loc.gov/pictures/collection/nclc/background.html>.
- The U.S. National Archives and Records Administration. (2017, February 21.) *Teaching with documents: Photographs of Lewis Hine: Documentation of child labor*. Retrieved from <https://www.archives.gov/education/lessons/hine-photos>.
- U.S. Department of Energy. (n.d.) *A brief history of coal use*. Retrieved from https://fossil.energy.gov/education/energylessons/coal/coal_history.html.

Name: _____ Date: _____

Breaker Boys - Crossword Puzzle



Across

2. used to power ships and trains
4. what were taken in secret
7. what large amounts of coal did
8. conditions the boys worked in
10. lost in the machinery
11. where the information Hine collected was included
12. feeling children had about their future
13. how the boys removed rocks, slate, and other sharp materials
15. how people felt after photographs were published
16. what Hine did to be allowed into the processing plants
17. what happened to some of the boys

Down

1. interviewed by Hine
3. had to be limited for children to work
5. teacher who took photographs
6. many of these were passed
9. country where the breaker boys worked
13. boys who sorted coal
14. type of working environments that were later created



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.