**THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS**

**Step 1: Observation –** study the photograph for 2 minutes without writing anything down. Discuss with your group some of the first impression you have about the photo. What do you see? What does this picture remind you of?

**Step 2: In Depth Analysis -** As a group examine the photo and record your observations below.

1. What I see (observe)
   1. Describe exactly what you see in the photo:
      1. What people and objects are shown?
      2. How are they arranged?
      3. What is the physical setting?
      4. What other details can you see?

1. What I Infer (deduction)
   1. Summarize what you already know about the situation and time period shown and people and objects that appear. (Make connections to past readings on Industrialization and The Story of US Video).
      1. *I see \_\_\_\_\_\_\_ and I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. Interpretation
   1. Write what you conclude from what you see
      1. What is going on in this picture?
      2. Who are the people and what are they doing?
      3. What might be the function of the objects?
      4. What can we conclude about the time period?
   2. Why do you think the photo was taken?
   3. Why do you believe that the photo was saved?
3. What I Need to Investigate
   1. What are three questions you have about the photo?

1.

2.

3.

* 1. Where can you research the answers to your questions?

**Step 3: Put Yourself in the Picture**

1. Imagine yourself in the image provided and list 3 – 5 phrase describing labor conditions during the late 1800s and early 1900s.

1.

2.

3.

4.

***Read the following summary and as a group discuss the labor conditions being described.***

**Vocabulary:**

**1. Periodic** – occurring or appearing in regular cycles

2. **Eroding** – to destroy something gradual

3**. Industrialists** – an owners or top manager in industry (factories)

4. **Laissez-faire capitalism** – The belief that there should be limited to no government intervention to regulate business

5. **Judiciary** –the court system

6. **Prevailing** – current; found or existing in a particular time

7. **Social Darwinism** – a discredited social theory stating that the economic and political advantages of a group of people occur because of their biology (genes)

8. **Regulate** – to control something by rules or laws by the government

9. **Tantamount** – the same as

The life of a 19th-century American industrial worker was far from easy. Even in good times wages were low, hours long and working conditions hazardous. Little of the wealth which the growth of the nation had generated went to its workers. The situation was worse for women and children, who made up a high percentage of the work force in some industries and often received but a fraction of the wages a man could earn. **Periodic** economic crises swept the nation, further **eroding** industrial wages and producing high levels of unemployment.

At the same time, the technological improvements, which added so much to the nation's productivity, continually reduced the demand for skilled labor. Yet the unskilled labor pool was constantly growing, as unprecedented numbers of immigrants -- 18 million between 1880 and 1910 -- entered the country, eager for work.

Before 1874, when Massachusetts passed the nation's first legislation limiting the number of hours women and child factory workers could perform to 10 hours a day, virtually no labor legislation existed in the country. Indeed, it was not until the 1930s that the federal government would become actively involved. Until then, the field was left to the state and local authorities, few of whom were as responsive to the workers as they were to wealthy **industrialists**.

The **laissez-faire capitalism**, which dominated the second half of the 19th century and fostered huge concentrations of wealth and power, was backed by a **judiciary** which time and again ruled against those who challenged the system. In this, they were merely following the **prevailing** philosophy of the times. As John D. Rockefeller is reported to have said: "the growth of a large business is merely a survival of the fittest." This "**Social Darwinism**," as it was known, had many proponents who argued that any attempt to **regulate** business was **tantamount** to impeding the natural evolution of the species.

Yet the costs of this indifference to the victims of capital were high. For millions, living and working conditions were poor, and the hope of escaping from a lifetime of poverty slight. As late as the year 1900, the United States had the highest job-related fatality rate of any industrialized nation in the world. Most industrial workers still worked a 10-hour day (12 hours in the steel industry), yet earned from 20 to 40 percent less than the minimum deemed necessary for a decent life. The situation was only worse for children, whose numbers in the work force doubled between 1870 and 1900.

- Source: *The Struggles of Labor* by the U.S. Department of State

***“A working girl is a human being with a heart, with desires, with aspirations, with ideas and ideals and when we think of food and shelter we merely think of the…necessities…Have we thought of providing her with books, with money for…a good drama?...Have you thought about a girl providing herself with a good room that had plenty of air, proper ventilation in a somewhat decent neighborhood.  Do you think of all these things when you think of a minimum wage?  Let us not think of a piece of bread.  Let us think of a working woman as a human being who has her desires to which she is entitled.”***

**--Pauline Newman, speaking on behalf of the International Ladies' Garment Workers' Union at the 1914 minimum wage hearings of the New York Factory Investigating Commission**

**Reading Check Questions:**

1. How were labor conditions different for women and children?

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2. What was the impact of **laissez-faire capitalism** and what supported this system?

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3. Use an excerpt (or quote) from the secondary source above to explain the living and working conditions of the American industrial worker.

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Task:

**Using what you have learned about the living and working conditions of the industrial worker you and your group members must create a list of 5 suggestions that you would make in order to improve labor conditions for you and your fellow workers.**

**What would you and your fellow workers like to see changed?**

**What do you view as the most important aspect that needs to be changed?**

**How to Improve Labor Conditions**

**Our Demands!**

**Connections to Today**

**Sources:**

<https://www.nwhm.org/online-exhibits/industry/6.htm>

<http://countrystudies.us/>