



Table of Contents

Take a Stance.....	2
Appendix: Take a Stance	3
Mots mêlés.....	4
Annexe: Mots mêlés.....	5
The Gate Escape	6
Appendix A – The Gate Escape	7
Appendix B – The Answer Key.....	9
Levels of Organization.....	10
Appendix – Grow a Plant from a Seed	12
Urban and Rural Regions.....	13
Appendix – Urban and Rural Regions	14
Continuity and Change in History	18
Appendix - Continuity and Change in History	19



Take a Stance

Information for students

This activity is all about forming an opinion.

Instructions

- Watch the following video that shows some teens talking about being digitally connected: <https://safeyoutube.net/w/O4PF>
- Think about how being digitally connected affects your life
- How does being connected improve your life? Does being connected also have some negatives?
- Take a stance and formulate an argument to either support or argue against the following statement: Social media improves the lives of teenagers in Canada
- Can you find reliable information (research) to support your view?
- Watch this short video to get some tips on finding out if what you read online is true or false: <https://safeyoutube.net/w/OAPF>
- Write a short argument that supports your view (a page or two.) Refer to some reliable sources to back up what you say

Materials required

- Internet connection
- Writing materials

Information for parents

About the activity

Students are asked to watch two videos that pertain to how teens interact with and are affected by the digital world. The first video presents perspectives on whether or not social media improves the quality of teen's lives. The second video helps students evaluate the reliability of the news they receive online.

Parents could:

- ask the student to share their view on this issue
- listen to the student's perspective and ask questions about it. Can the student support their view with evidence that goes beyond their personal experience? This is a complex issue, and talking about it, and the evidence and research around it, is necessary for both teens and parents



Appendix: Take a Stance

Information for students

Evaluating if online material is true and reliable is important. Here are a few sites that can teach you how to do this and a few sites that are dedicated to revealing what's true and not so true.

- This site will give you some great tips on how to evaluate a website:
<https://firstdraftnews.org/latest/verifying-online-information-the-absolute-essentials/>
- This site provides you with some reliable sources of trustworthy news—great go-to sites for honest reporting: <https://www.commonsense.org/education/top-picks/most-reliable-and-credible-sources-for-students>
- These two sites are dedicated to checking facts and online stories:
<https://www.snopes.com/>
<https://www.politifact.com/>



Mots mêlés

Information for students

- Trouvez et encerclez les 16 mots dans la grille qui se trouve dans l'annexe
- Corrigez les 16 mots en ajoutant les accents nécessaires (les accents ont été enlevés)
- Composez une définition simple et compréhensible pour chacun des 16 mots
- Choisissez 10 mots qui ne vous sont pas familiers
- Pour chacun des 10 mots, composez une phrase en y insérant le nouveau mot
- Vérifiez l'orthographe de votre phrase avec l'aide du dictionnaire en ligne USITO

Materials required

- Appareil avec accès à Internet
- <https://usito.usherbrooke.ca/> (dictionnaire en ligne **Usito**)
- Imprimante
- Papier, matériel pour écrire

Information for parents

Children should:

- find the 16 words in the grid
- add the accents where needed
- write a French definition of the 16 words
- compose 10 sentences

Parents could:

- print the appendix
- help their children navigate the *Usito* online dictionary
- correct the 10 sentences



Annexe: Mots mêlés

Voir les instructions sur la page précédente.

Grille

G S A V P E L J O N A J Y T U Y Q O
 G Q Z W U I G Y P O F I Q I I H E R
 V E J F K L E A R A K X N O W C I B
 M O U Z J I N O T L N W I E I W G E
 A Q L Q A S N E E S U D S N P R O N
 H U G O I C C F R J I F E Q S Y L E
 E A E J N T X O M A L P Z M G W O V
 I R R L S T A P N I B E E O I D T O
 H A I I E U A M C F C I U D N E N L
 P N A R N K R I O X I T L B M T O A
 A T T N E W H I R T T N Z I R I R T
 R A I H I M Z N V E P T E C T T E J
 G I N H G M W Y L A T M W M R E G M
 O N U Ç Y T R E Q X N W Y M E U I I
 M E M Q H P T C W J Z O O S D N Y L
 E M M V R T W N A Z W M R J A N T C
 D K I V E S I L A T I P S O H U D P
 Z G X S V P J G G A F P G V C A V S

Liste (16 mots)

Ca va bien aller

- AINE
- ASYMPTOMATIQUE
- BENEVOLAT
- CONFINEMENT
- CORONAVIRUS
- DEMOGRAPHIE
- DEPISTAGE
- GERONTOLOGIE
- GOUTTELETTES
- HOSPITALISE
- HYGIENE
- IMMUNITAIRE
- PANDEMIE
- QUARANTAINE
- VOLONTAIRE
- VULNERABILITE



The Gate Escape

Information for students

Have fun trying to escape captivity by solving your way through The Gate Escape!

Instructions

- Before you start, you may want to review the procedures for the order of operations involving square roots and integers. Here are a few videos to help refresh your memory: <https://www.youtube.com/watch?v=CIYdw4d4OmA&t=220s>
<https://www.youtube.com/watch?v=qjrGd9TjinY>
- Follow the directions in Appendix A carefully in order to execute your escape

Materials required

- Pencil and paper

Information for parents

About the activity

Students will try to escape captivity by first solving an order of operations riddle to get past the gatekeeper and then solving another set of problems to get through the chamber doors to retrieve the three-number combination that will unlock the gate and set them free. Given arithmetic operations involving integers, exponents and square roots, students will practice carrying them out in the correct order.

Children should:

- review the procedures for the order of operations involving integers, square roots and exponents

Parents could:

- help them review these procedures (see videos above)



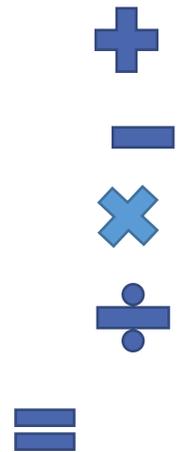
Appendix A – The Gate Escape

Information for students

You are being held captive against your will. To escape, you must first solve the riddle to get past the gatekeeper. Then you must open the combination lock on the gate by finding the three-number combination.

- Solve the following order of operation expressions to reveal the message that will get you past the gatekeeper. Some letters may be used more than once

T	$-4 + 5 - 2$	=	H	$8 - 5 \times 4^2$	=
U	$7 - 8 \times 2$	=	A	$(10 \div (-5) - (-2)) \times (-3)^3$	=
B	$6 \times 5 + (-4)^2$	=	G	$5 - (-4) \times (-3)^2$	=
E	$-5 \times (7 - 4 + 2^3)$	=	O	$4 \times -6 \div 8 + 27$	=
I	$10 \times -5 + 36$	=	Y	$-27 - 2 + 8 \div (-8)$	=
S	$-7 \times -4 + 2^3$	=	R	$10 \times 5 - 36 - 8$	=
W	$3 \times (9 + (-8))^2$	=	D	$8 - 16 + 3 \times 10$	=



_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
-1	-72	-55	46	-55	36	-1	3	0	-30
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
24	-9	-1	-14	36					
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
-1	-72	6	24	-9	41	-72	-1	-72	-55
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
22	24	24	6						

Congratulations, you made it past the gatekeeper! Now you must retrieve the three combination numbers to unlock the gate that will set you free. To do so, you must solve the content of each of the following chambers to unlock their door.



Get through doors A, B and C to retrieve the FIRST combination number:

<p>Door A Solve the following order of operation expression: $(-17 + 25) \div 2$ = <input type="text"/></p>	<p>Door B Use the answer from A to solve the following order of operation expression: $\sqrt{(-6 + 42)} \times$ <input type="text"/> = _____</p>	<p>Door C $\frac{1}{8}$ of the answer to question B is the side measure of a regular octagon. What is the perimeter of this polygon? _____ cm</p>	<p>1st Number to the combination lock is: The sum of the digits in the answer to question C squared.</p>
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Get through doors D, E and F to retrieve the SECOND combination number:

<p>Door D - Solve: ● = (-3) □ + ● = 17 □ + ●● = _____</p>	<p>Door E - Solve: ♥ = (-8) The sum of three ♥ plus a □ and a ● = _____</p>	<p>Door F - Solve: 😊 = $\sqrt{324}$ 2 □ + 😊 ÷ ● = _____</p>	<p>2nd Number to the combination lock is: The sum of D, E and F.</p>
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Get through doors G, H and I to retrieve the THIRD combination number:

<p>Door G - Solve: Yesterday, you had \$47 saved and were paid \$12.50/h for 7 hours of work. You spent \$110.50. How much was left? \$_____ was left after 7 hrs. of work.</p>	<p>Door H - Solve: Today, you will need to spend \$99. Based on the amount you had left yesterday, how many hours will you need to work to break even? I will need to work ___ hrs.</p>	<p>Door I - Solve: Tomorrow, you will need to spend only \$62 and believe you can work one hour less than today. Will it be enough? Yes, ___ hrs. are enough. No, ___ hrs. are needed.</p>	<p>3rd Number to the combination lock is: The total number of hours you must work over the three days.</p>
---	---	---	---

Breakout combination numbers are: - - - 2 =

*You will know that the combination numbers are correct if the difference of the three numbers is -23. If not, return and trace back your steps until you have the correct combination numbers.



Appendix B – The Answer Key

T	$-4 + 5 - 2$	= -1	H	$8 - 5 \times 4^2$	= -72
U	$7 - 8 \times 2$	= -9	A	$(10 \div (-5) - (-2)) \times (-3)^3$	= 0
B	$6 \times 5 + (-4)^2$	= 46	G	$5 - (-4) \times (-3)^2$	= 41
E	$-5 \times (7 - 4 + 2^3)$	= -55	O	$4 \times -6 \div 8 + 27$	= 24
I	$10 \times -5 + 36$	= -14	Y	$-27 - 2 + 8 \div (-8)$	= -30
S	$-7 \times -4 + 2^3$	= 36	R	$10 \times 5 - 36 - 8$	= 6
W	$3 \times (9 + (-8))^2$	= 3	D	$8 - 16 + 3 \times 10$	= 22

Riddle: THE BEST WAY OUT IS THROUGH THE DOOR

<p>Door A: Solve the following order of operation expression:</p> $(-17 + 25) \div 2$ <p>= <input type="text" value="4"/> 4</p>	<p>Door B: Use the answer from A to solve the following order of operation expression:</p> $\sqrt{-6 + 42} \times \square$ <p>= 24</p>	<p>Door C: $\frac{1}{8}$ of the answer to question B is the side measure of a regular octoagon. What is the perimeter of this polygon? 24 cm</p>	<p>1st Number to the combination lock is:</p> <p>The sum of the digits in the answer to question C squared. 36</p>
<p>Door D - Solve:</p> <p><input type="radio"/> = (-3)</p> <p><input type="checkbox"/> + <input type="radio"/> = 17</p> <p><input type="checkbox"/> + <input type="radio"/> + <input type="radio"/> = 14</p>	<p>Door E - Solve:</p> <p><input type="heart"/> = (-8)</p> <p>The sum of three <input type="heart"/> plus a <input type="checkbox"/> and a <input type="radio"/> = -7</p>	<p>Door F - Solve:</p> <p><input type="smiley"/> = $\sqrt{324}$</p> <p>2 <input type="checkbox"/> + <input type="smiley"/> \div <input type="radio"/> = 34</p>	<p>2nd Number to the combination lock is:</p> <p>The sum of D, E and F. 41</p>
<p>Door G: Yesterday, you had \$47 saved and were paid \$12.50/h for 7 hours of work. You spent \$110.50. How much was left? \$24</p>	<p>Door H: Today, you will need to spend \$99. Based on the amount you had left yesterday, how many hours will you need to work to break even? 6 hrs</p>	<p>Door I: Tomorrow, you will need to spend only \$62 and believe you can work one hour less than today. Will it be enough? 5 hrs \times 12.5 = \$62.50</p>	<p>3rd Number to the combination lock is:</p> <p>The total number of hours you must work over the three days. 18 (7+6+5)</p>

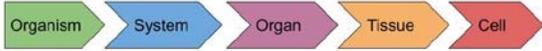


Levels of Organization

Information for students

Plants are made up of many parts, as are human beings and animals. Plants have parts such as roots, stems, leaves and flowers. Human beings have cells, tissues, organs and systems. The difference is that plants are made up of only two systems: the shoot system and the root system.

Let us see how cells form in organisms such as plants and animals. You can access the free video From the cell to the organism on the [eduMedia website](#) to learn more about the Organism level, System level, Organ level, Tissue level and Cell level of organisms.

<p>Organism → Systems to organism: A plant is made up of the shoot system and the root system, which work together.</p>    <p>Plant Organism Animal Organism</p>
<p>System → Organs to system: The shoot system of a plant is formed when the organs (leaves, stems, flowers and fruits) work together. The root system of a plant is formed when the organs (root hairs and roots) work together.</p>
<p>Organ → Tissues to organ: An organ, such as the stem, is made up of different tissues. Organs, such as root hairs, are made up of root hair tissues.</p>
<p>Tissue → Cells to tissue: Xylem and phloem cells group together to form stem tissue. Root cells group together to form root tissue.</p>
<p>Cell → Xylem and root cell</p>

Materials required

- Appendix A: Grow a plant from a seed (optional)

Information for parents

About the activity

Children should:

- try planting some seeds to observe how a seed grows to form the different parts of a plant

Parents could:

- try to encourage their children to grow a plant as a hands-on experiment, which can allow them to understand the Living World from a scientific perspective



Appendix – Grow a Plant from a Seed

Information for students

You may wish to grow your own plant (for example, from a sunflower seed). It is fun and easy! Then, you can observe how much it grows every day.

Instructions on how to grow a plant from a seed:

- plant your seed in a recycled pot, or plant it outdoors in a garden
- every day, observe how the seed (organ) slowly grows into a plant (organism)
- remember to water it every day, or when you notice that the soil is getting dry



Urban and Rural Regions

Information for students

Geography is not just about maps. It is also about exploring the differences between rural and urban areas and the resources and industries that can be found there. Try and take note of the **similarities** and **differences** between regions as you perform this task.

Instructions

- Look at the map provided in the Appendix and think about the different regions and locations
- Read the description of urban and regional territories in the Types of territories document in the Appendix
- Select ONE of these locations from the map and think about some of the concepts you've discussed in class, such as industries, tourism, sources of energy, natural resources, and transportation
- Identify an example for each of the concepts above for your chosen location. A chart with an example has been attached to help you organize your ideas
- Read the information on your chosen location in the Appendix to help you complete the chart or you can research on your own!

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, pencil, etc.)

Information for parents

About the activity

Children could:

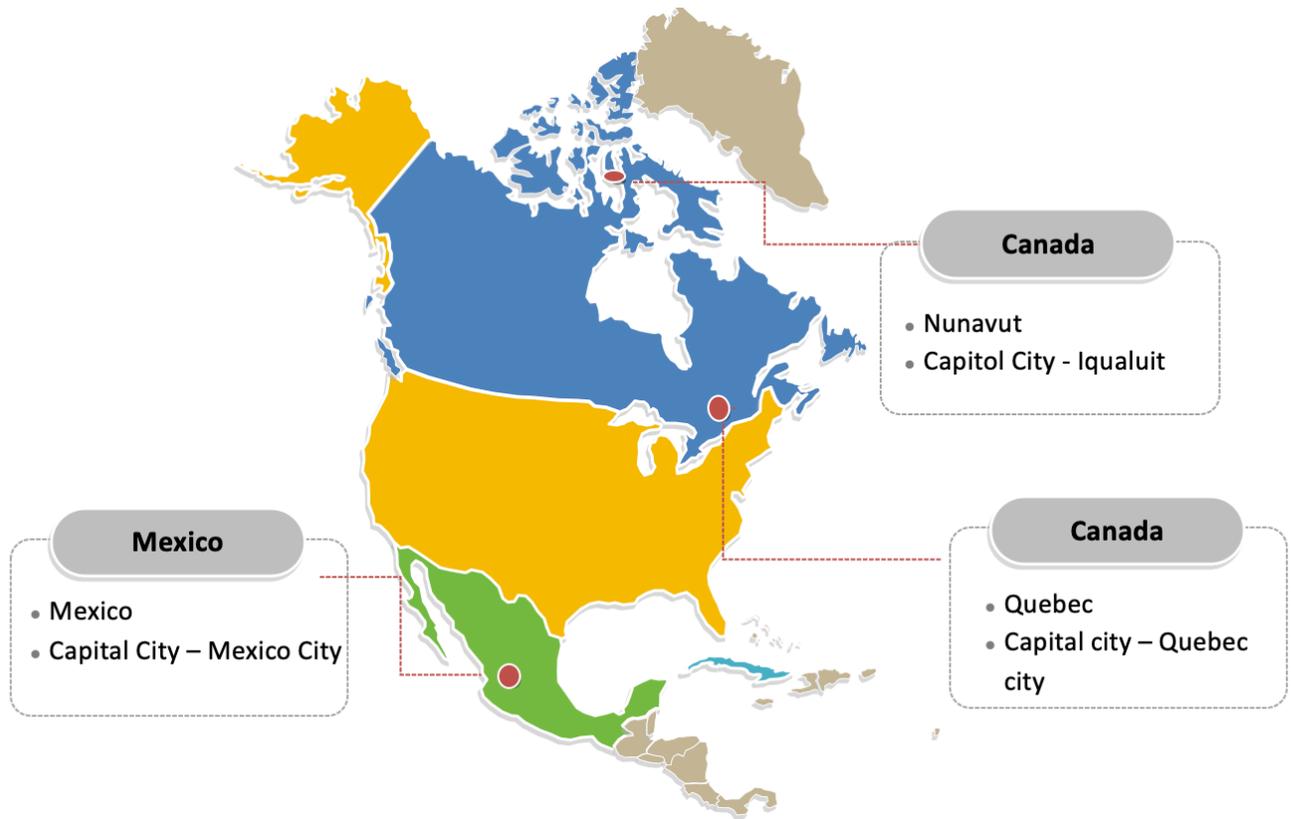
- research different regions that interest them and compare the differences and similarities

Parents should:

- help their child think about how natural resources are often linked to industries and the differences and similarities between regions



Appendix – Urban and Rural Regions





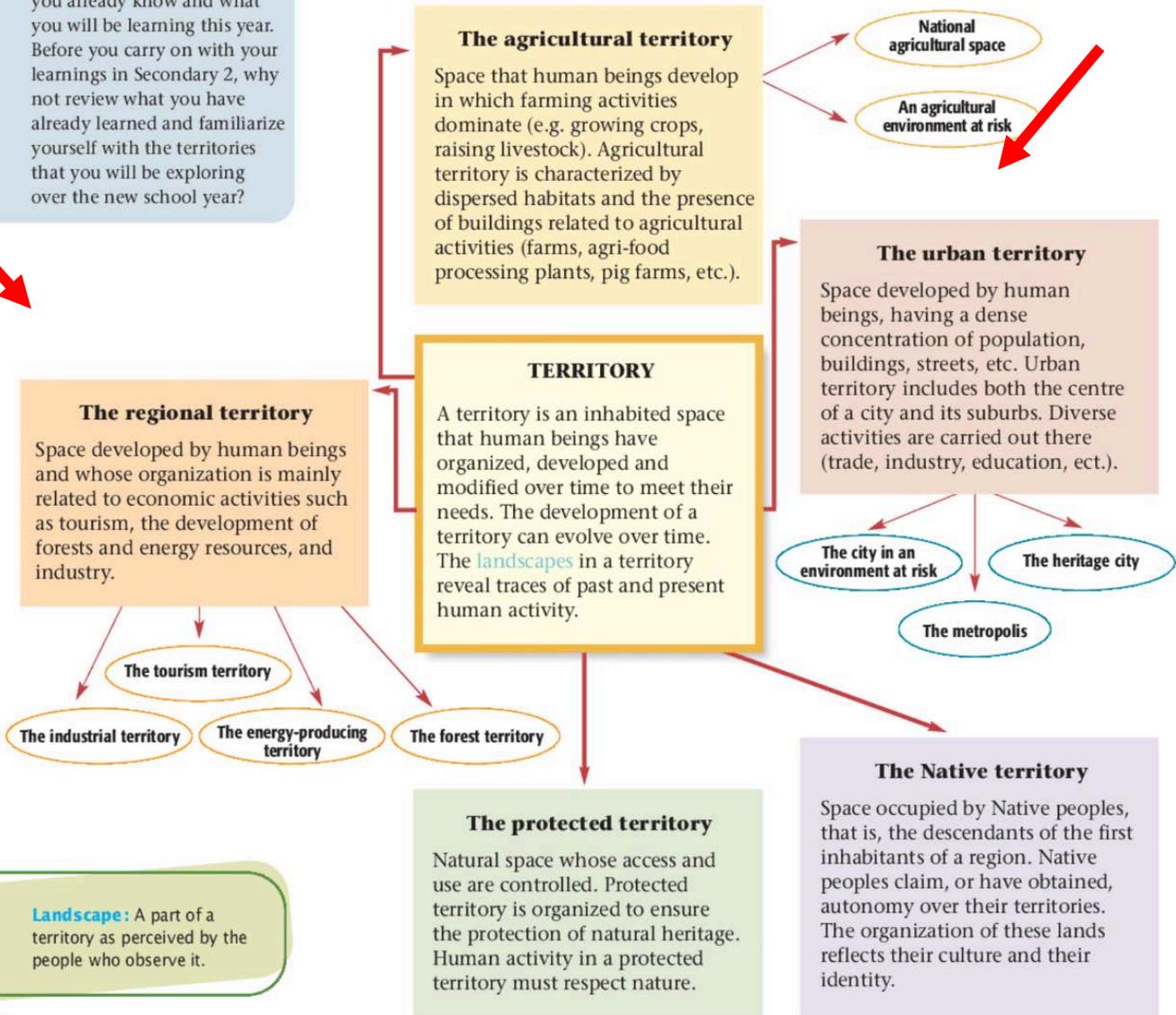
Types of territories

Based on what you already know:

- What is a territory?
- How can you recognize an urban territory? An agricultural territory? A protected territory? A regional territory?

1 What is a territory?

A good way of learning is to organize the knowledge you have now. This will make it easier for you to make connections between what you already know and what you will be learning this year. Before you carry on with your learnings in Secondary 2, why not review what you have already learned and familiarize yourself with the territories that you will be exploring over the new school year?



Landscape: A part of a territory as perceived by the people who observe it.

Source: Issues & Territories page 10

Concepts	Cavendish, PEI (example)	(your selected location)
Urban or Rural	Rural	
Agricultural, or industrial	Agricultural – potato farming	
Transportation Networks	Roads, bridges, buses, boats	
Industries	Tourism, potato farming, fisheries	
Sources of energy	Wind energy and solar power	
Natural Resources	Rich soil for agriculture, forestry, fisheries	

The following pieces of information are taken from the textbook: Issues & Territories & other sources.

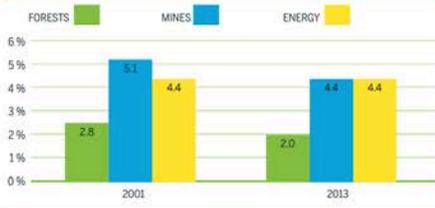
Every day, approximately 230 city buses, 1000 trucks and 24000 cars drive through Vieux-Québec, in addition to tour buses. Vieux-Québec's **topography** and its winter snowstorms create traffic flow problems, making it very difficult for city and tour buses to pass through its narrow, winding streets, some of which are inaccessible.

Quebec forests cover more than 760,000 square kilometres, and over 90% of this area is public land. In 2014, the Quebec forest sector featured approximately 130 sawmills, about 30 pulp, paper and paperboard mills and some 20 panel plants.



Every year, over 4 million tourists visit Vieux-Québec, or the equivalent of over 800 tourists for every resident. In the summer, an average of 300 tour buses travel through Vieux-Québec daily. During September's cruise ship season, this number jumps to 700!

CHART 2A: IMPORTANCE OF NATURAL RESOURCE SUBSECTORS TO THE QUEBEC ECONOMY (% OF GDP)



Source: CANSIM Table 379-0030. Compiled by the authors.

Quebec City

Quebec boasts 25% of North America's hydroelectricity, 3% of the world's freshwater reserves and numerous and diverse mineral deposits, and 45% of its territory is covered by forest.

An eco-friendly minibus service would be available, free of charge, mainly for tourists and local residents. These hybrid (diesel-electric) minibuses are smaller and pollute less than conventional buses, and will be able to easily navigate the area's narrow, winding streets.

ENERGY

Electricity is by far the leading type of energy produced in Quebec.⁶

Sources: https://www.cpq.ac.ca/wp-content/uploads/2015/07/01927_etude_2_prospérité_ANGLAIS.pdf



The development of road infrastructure is one of the biggest challenges facing this difficult-to-access territory. In 2004, there were only 20 km of road, most of which was almost exclusively in the Iqaluit region. Villages are not connected by roads; airplanes and boats are the only means of transportation. Considering the population growth, housing construction and waste management are also other major concerns.

**3E Inuit art**

For centuries, the Inuit have used materials found in their environment to express their artistic abilities. These include walrus tusks, whalebone, animal pelts, steatite (soapstone), etc. For the Inuit, art is a powerful tool for preserving their cultural identity. In 2004, nearly 30% of the Inuit labour force produced arts and crafts. Inuit art is found in the art galleries of the world's major metropolises.

**3C** An Inuit woman wearing an amautik

Say goodbye to dog teams! They have been replaced by snowmobiles, motor boats, all-terrain vehicles and cars. However, Inuit society has preserved certain aspects of its traditional way of life. For example, most Inuit still spend a large part of their time hunting, camping and sojourning outside their villages. A number of them wear traditional dress, while young Inuit mothers still wear the amautik, a parka whose large hood enables them to carry their babies.

Nunavut

Nunavut's subsurface abounds in mining resources (copper, gold, silver, zinc, lead, diamonds) and fossil fuels (oil and natural gas). However, accessing these resources remains difficult, owing in large part to the territory's climate and remoteness. Statistics from 2000, nonetheless, demonstrate Nunavut's promising economic situation: GDP grew by 4.5% and the mining sector grew by 10.1%.

Nunavut is also beginning to develop the economic potential of its tourism industry. Still a wilderness region, it attracts people looking for wide-open spaces and adventure. Nearly 11% of the territory consists of protected areas (e.g. wildlife reserves, wildlife sanctuaries and natural parks). However, Nunavut remains difficult to reach, and transportation costs are very high.

Inuit society is faced with a number of socio-economic problems. These problems stem from, among other reasons, the remoteness of their territory, the rapid shift to a sedentary way of life and difficulty in adapting to modern life.

Nunavut's small communities also provide few jobs. The main employers are the government, construction companies and the tourism industry. However, many Inuit earn income from traditional activities, such as hunting, fishing, trapping and the making of handicrafts. Half the population lives on social welfare or employment insurance benefits. Lastly, the cost of living is two to three times higher in Nunavut than in the southern part of Canada.

Organization of space in Mexico City

Development of the central part of Mexico City was subject to urban planning. The streets there are straight and cross some very long thoroughfares, including the Paseo de la Reforma and Insurgentes Avenue. However, since urban growth is very rapid, the sprawl of the city takes place in a disorderly fashion: new shantytowns therefore are erected without any development plan.

Urban sprawl has been so fast and so great that Mexico City's airport, originally built outside the city, is now surrounded by houses. This situation obviously prevents any expansion of this airport as new needs arise.

In 1980, Mexico City's metropolitan area covered an area of about 1000 km². It now spreads out over more than 3000 km².

Mexico has had difficulty creating an integrated transportation network because of the country's diverse landscape and developing economy. As a result, several parts of Mexico lack good rail and road connections, especially from east to west across the northern part of the country. Although Mexico was one of the first countries in Latin America to promote railway development, the extensive formerly state-owned railway system remains inefficient

Drawing power and surrounding regions

Mexico's economic activity is heavily concentrated in Mexico City: refineries, thermal power plants, assembly plants, etc. Over 80% of the factories and one quarter of the jobs in the country are clustered in the capital.

Farmers, who often lead difficult lives in rural communities, are attracted by the concentration of economic activity in the metropolis. Living in the city is also a sign of success for Mexicans.

Mexico City

Thermal power plants, fired mainly by oil and natural gas, generate about three-fourths of Mexico's electricity. Both nuclear power and renewable resources (wind, solar, and biomass) combined account for about one-tenth of the country's electric power, and hydroelectric complexes provide about one-sixth of the country's needs.

Resources and power

Minerals have been an important part of the economy throughout Mexico's history. Mexico is the world's leading producer of silver, which has long been the most valuable metal extracted there. The major mining area during the colonial period was the so-called Silver Belt, a region that extended from Guanajuato and Zacatecas in the Mesa Central to Chihuahua in the Mesa del Norte, with outposts such as San Luis Potosí farther east.

Tourism is a major contributor to the economy. Because of its cultural diversity, tropical settings, relatively low prices, and easy accessibility, Mexico exerts a strong attraction on U.S. tourists, who constitute the majority of visitors to the country.

Sources: <https://www.britannica.com/place/Mexico/Trade#ref27400>



Continuity and Change in History

Information for students

An important skill to develop in History class is the ability to make comparisons between the past and the present. It is important to be able to recognize what has remained the same, or continued, and what has changed (*continuity and change*). In this task, you will look at elements of continuity and change.

Instructions

- Read the excerpts in the Appendix and determine what elements still remain in today's society and what elements have changed. You can also use your textbook *From Yesterday to Tomorrow* (pages 160-165)
- A chart has been provided to help you to organize your ideas and to think about various elements and concepts such as laws, industries, individual rights and transportation

Materials required

Useful resources, depending on personal preferences and availability:

- device with Internet access
- writing materials (paper, pencil, etc.)
- textbook

Information for parents

Students could:

- choose any time or place in history to compare and identify elements of continuity and change

Parents should:

- help their child recognize elements that still remain in today's society



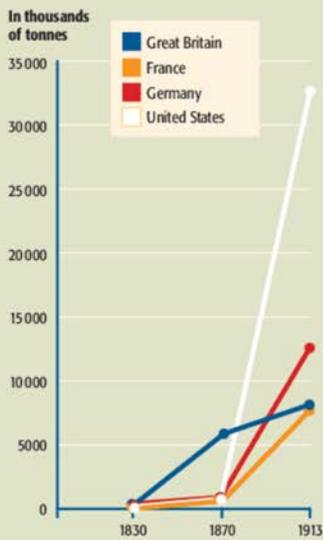
Appendix - Continuity and Change in History

Information for students

Chart to help you organize your ideas:

Elements and concepts	Continues today	What has changed
Laws		
Industries		
Individual rights		
Transportation		

38 IRON AND STEEL PRODUCTION FROM 1830 TO 1913



INDUSTRIAL EXPANSION IN THE UNITED STATES

At the end of the 18th century, the US economy was based mainly on agricultural production. In the South, the main crops were cotton, tobacco, rice and sugar cane. In other parts of the country, agriculture and livestock formed the basis of the economy.

Industrialization began around 1850, growing by leaps and bounds under the influence of territorial expansion and heavy immigration. The vast territory provided an enormous market that was opened up by an extensive railway network with 4000 km of track. Immigration provided a substantial workforce. In addition, the country abounded in natural resources; the textile industry fed on the huge output of the cotton plantations and the new steel industry began to grow in 1870, in the northeast. By the end of the 19th century, the United States was the leading industrial power in the world.

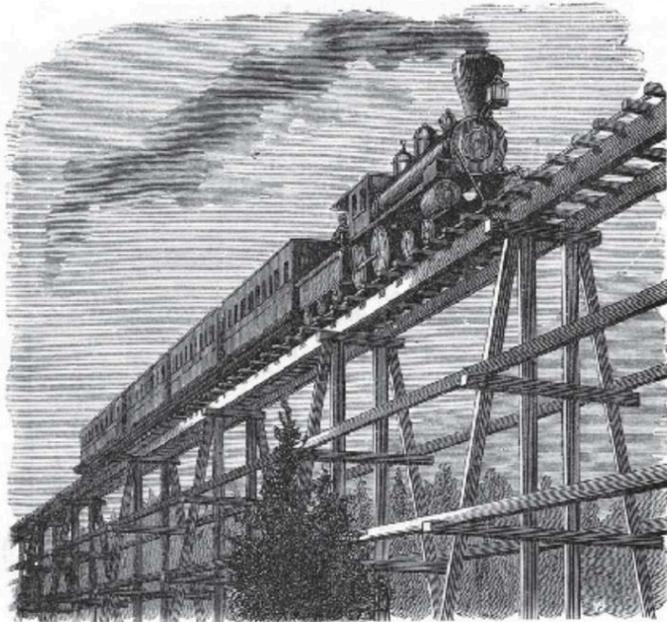
39 THE INDUSTRIALIZED UNITED STATES AROUND 1870





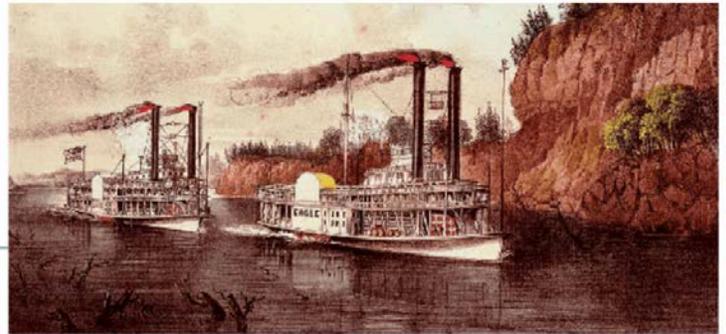
40 A RAILWAY AQUEDUCT

The country's extensive railway system contributed to industrial development. This aqueduct was built in the late 1870s.



41 PADDLE WHEELERS ON THE MISSISSIPPI

People and goods were transported also by boat.



43 THE EMIGRANTS

This painting shows European emigrants admitted into the United States in 1884. In the final decades of the 19th century, between 800 000 and 1 million people fled the poverty of their homelands every year.



A GROWING POPULATION

The population of the United States grew substantially between the end of the 18th century and the end of the 19th century; it numbered only 4 million in 1789, but reached over 23 million in 1850 and almost 70 million by the close of the 19th century. Immigration was one of the main causes of this demographic growth. Every year between 1820 and 1850, about 200 000 emigrants arrived in the United States. From 1830 to 1860, 4.6 million Europeans came to the US.

Industrialization took a large number of these people to the cities, thus hastening urbanization.



History and Citizenship Education

LIVING AND WORKING CONDITIONS

The industrialization of the United States was largely dependant on child labour. At the beginning of the 19th century, children between seven and 12 made up one third of the workforce. By the end of the century, one child in five between the ages of 10 and 16 was employed in a factory. For children, as for adults, working conditions were appalling, resembling in every way the conditions in Great Britain and the other industrial countries. Labourers' living conditions were equally miserable. Cities were constructed too hastily to provide adequate accommodation for the rapidly expanding population, leaving masses of American labourers living in unsanitary slums during the Industrial Revolution.

WORKERS PROTEST

American workers formed unions to fight for better living and working conditions. These unions were particularly active and called frequent strikes. In one year, from 1886 to 1887, there were about 3 000 strikes. They were often violent and sometimes bloody because of opposition from employers and public authorities. From 1902 to 1904, for example, work conflicts accounted for 198 deaths and 2000 injuries.

SOCIAL POLICIES

After many strikes, demonstrations and legal decisions, workers obtained better living and working conditions.

Here are some examples of social policies adopted in the United States in the 19th century:

- 1842: The Supreme Court of the State of Massachusetts recognized that unions were not illegal associations.
- 1842: Connecticut and Massachusetts passed a law forbidding children to work more than 10 hours a day.
- 1847: New Hampshire prohibited children from working more than 10 hours a day without their parents' consent.
- 1848: Pennsylvania passed legislation forbidding children under 12 to work in mills.
- 1850: Public education became universal.

Unhealthy working conditions

Here is an eyewitness report on working conditions in a Pennsylvania textile mill, around 1850:

At this time of year, our employers make us work from five in the morning until sunset. That makes 14 hours of work with a half-hour break for breakfast and an hour for lunch. This means 12.5 hours of hard labour at an unhealthy task, without a breath of fresh air to cool us when we are choking and suffocating. We cannot see a ray of sunshine through a window, and the air is thick with dust and fluff from the cotton. That is what we breathe. It destroys our health, ruins our appetites and wears down our physical resistance. . . . The brief rest we have at night is insufficient to restore our spent energy, and we return to work in the morning as exhausted as we were when we left the day before.

Source: Christian Laville, *From Yesterday to Tomorrow*, History and Citizenship Education, Secondary Cycle One (Montréal: Chenelière Éducation, 2008), Textbook B, 160-165.