LESSON PLAN CODE: H5

SUBJECT: History

GRADE LEVEL/COURSE: 5th Grade

TITLE: Child Labor

TEACHER(S) NAME(S): Alicia Walch

ALIGNMENTS:

- 8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community need: working conditions.
- 8.3.5.B. Illustrate Concepts and knowledge of historical documents, artifacts, and places critical to the United States history.

VOCABULARY: (Dictionary.com)

Labor- Physical or mental work, especially of a hard or fatiguing kind.

Exploitation- Use of utilization, especially for profit.; Selfish utilization.

Cannery- a factory where food stuffs, as meat fish, or fruit are canned.

Committee- A person or group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter.

Coal Mines- A mine or a pit from which coal is obtained.

LEARNING OBJECTIVES:

- Students will observe two photos and write a diary entry about the children in one on the photos.
- Students will use the think-pair-share method to study a website about Child Labor.
- Students will listen to and watch a Child Labor video and jot down some things they’ve learned.
- Students will read, individually, an article about Child Labor and respond to a guided question.
- Students will present the information they have found from all the previous activities to their classmates.
ESSENTIAL QUESTIONS [including guiding historical/investigative question]:

1) How could you help stop child labor even if you weren’t a senator or a mill owner?
2) Why do you think Child Labor was so unhealthy for the young workers?
3) Why do you think people left children work in the factories or canneries?

DURATION:

About 90 minutes (or about 2 classes).

MATERIALS:

All materials have references and are located on the Bibliographic Organizer.

- An Elmo to project with.
- Computers to get into the website. (http://www.continuetolearn.uiowa.edu/laborctr/child_labor/)
- Paper and Pencils
- Two photographs of children working (from Library of Congress)
- Video of Child labor (youtube.com)
- An article about Child Labor (Library of Congress)

SUGGESTED INSTRUCTIONAL STRATEGIES [WHERE TO]:

W- Students will be able to compare and contrast Child labor with their personal lives in the present.

H- Students will observe many different primary sources during this lesson to help keep them interested and focused. Such as using videos, photographs, websites, songs, and articles.

E- Students will use the Think-Pair-Share group work to help them understand Child Labor better after observing the website on Child labor.

R- At the end of this lesson, the students will have 3 guided questions they will be able to answer and discuss. For this they will rethink what they’ve learned and reflect on it.

E- Students will write diary entries based on photos they will be given of children performing hard labor. They will express their understanding of the photographs and evaluate what the story of the photograph is.
T- Students will be using many primary sources that will target different types of learners. They will be using visual (photographs and articles) and auditory (video and songs) sources. They will have a chance to be evaluated by presenting information they’ve learned, their written work, and how well they’ve discussed issues in class.

O- All of the activities for this lesson are organized in a way that students can reflect on what they’ve already learned and add information to their previous knowledge.

INSTRUCTIONAL PROCEDURES [INQUIRY-DRIVEN]:

Start the lesson with a question that will make the students think. Ask, “how many of you have a job?”, and wait for someone to raise their hand. Ask them “Do you think your job is hard?” or “Why doesn’t anyone have a job?” and see what they come up with. Then introduce the topic they will be learning about, Child Labor.

Explain to the students that in history and in some places today, children are/where put to work to make money. Discuss some of the environments they worked in (canneries, unsanitary places, etc.) and what they missed out on being a child (having fun, school, etc.).

“Class, we are ready to start. However, I want you to keep in mind three questions that you will answer after this lesson is over. The questions are, “How you help stop child labor even if you weren’t a senator or a mill owner? Why do you think Child Labor was so unhealthy for the young workers? , Why do you think people left children work in the factories or canneries?”

Show the class two photos, using the Elmo on the board. Have a group discussion about the photographs. “These photos were taken by Lewis Hine. Lewis was part of the National Child Labor Committee and was against child labor. As you look at these photos, what details do you notice in these photographs? How old do you think the children are? What are they doing?” Ask them to choose a photo to write a diary entry about. They will either choose from the photo of a boy using a dangerous knife to pick and cut beets or the photo of young boys canning sardines in a filthy environment. “After you’ve chosen your photograph, you may get out a paper and pencil to write with. When you are writing this diary entry, I want you to pretend you are a child in one of the photos. Write about how your day went, how you felt to work long hours, is your job safe and how you felt working in these conditions. Try to use all the details in the photographs to create your diary entry.” After the students are done writing their journal entries, ask if anyone wants to volunteer to read theirs out loud. When everyone is finished, collect their journal entries.
For the next assignment, pair the students up for the think-pair-share activity. “We are going to be in groups to do this next project. I will give you a website to log onto. As a group, you will study one part of the website I will assign you to. You may use paper to jot down notes. You will have 20 minutes to observe your assigned part of the website. After 20 minutes pass, your group will teach the class about the part you studies on the website about Child Labor. Let’s see how much information we can gather!” These groups will include, “What is Child Labor”, “Causes of Child Labor”, “Health Issues”, “International Workers Rights” and “Ending Child Labor”. After the 20 minutes is up, ask the students to go back to their seats. Each group will have 3 minutes to present what they’ve learned to the class.

“Alright class, great job! Now we know a lot more about Child Labor, laws, working conditions, and what they missed out on. We are going to watch a video that I found on you tube. I want you to listen to the song’s lyrics and study the photos it shows you. If you would like, you can keep notes on a piece of paper so you have them for our discussion after we watch the video. I also want you to think of some question you may want to ask that you haven’t learned about. Or maybe you have questions about the songs or photographs in this video. We will discuss those questions after the video as well.” After the video is over, have a class discussion about the photos they’ve seen and the lyrics. “Why do you think they played that song with the pictures they were showing you? What pictures did you see? What kind of things did you notice the children doing in these photos? What did you learn by watching this video? Did you write down any questions you would like to know about Child Labor?”

Place the article under the Elmo and display on the board. Hand out sheets of paper so they can write. “As Sam is handing out the paper, I will tell you what our final project will be today. We will be reading an article called “Good Reason for Discomfort” from a newspaper called “The Day Book.” This article was written by N.D. Cochran in 1916. Based on reading the title of the article, what do you think it is about?

After you discuss what they think the article will be about, verbally read the article out loud. “Now that we’ve read the article, someone tell me what it was about?” After discussing the article explain to the students what you want them to do. “I would like everyone to answer the last question in the article,”How can you help, not being either a senator or a southern mill owner? I want you to think about how you could have helped prevent Child Labor. Write what you would do to help children your age go back to school and have a normal childhood like you do again.”

After they are all done writing, have a group discussion based on how they could have helped prevent child labor. Also discuss the guided questions you talked about with them at the beginning of this lesson. “Well now that we know all about Child Labor, we can go back to the questions I presented to you before this
lesson. If you have an answer to the question, just raise your hand. Why do you think Child Labor was so unhealthy for the young workers?

Why do you think people left children work in the factories or canneries?” After the students are done discussing the guided questions, reflect on what they’ve learned in class thus far.

RELATED MATERIALS & RESOURCES:

Website- http://www.continue to learn.uiowa.edu/laborctr/child_labor/

Website- www.loc.gov

FORMATIVE ASSESSMENTS [PERFORMANCE TASK AND RUBRIC]

Performance Tasks:

Activity 1: Historical Background: These photos were taken by Lewis Hine in 1911 and 1915 for the National Child Labor Committee. One of the photos is a picture of a 10 year old boy with a long knife to pick and cut up beets with. The other photo is of a group of young boys cutting and canning sardines in a cannery.

Part A- Observe each photo carefully and decide on which photo you want to write a journal entry.

Part B- Write a detailed journal entry as if you were the child in the photo. Explain how you felt, what work was like that day, if your job was safe, and anything else you would like to write about your day.

Activity 2- Historical Background: This website was created by the University of Iowa, center for human rights and child labor research initiative. It goes into different parts of Child Labor such as “What is Child Labor”, “Causes of Child Labor”, “Health Issues”, “International Workers Rights” and “Ending Child Labor.

Part A- the students will be separated into groups to learn about one the topics of Child labor on the website.

Part B- The students will present, as a group, to the class what they’ve learned about.

Activity 3- Historical background: I found the video on you tube. The pictures shown in the video were mostly taken by Lewis Hines. The music background in the video tells a story of children who work hard to survive and how they are affected by hard work and skipping school.
Part A - Watch the video and jot down notes of things you seen or heard in the video you found interesting. Also, write questions down you had about the photos or music.

Part B - Discuss in class the video and what you learned from it.

Activity 4 - Historical Background - The article “Good Reason for Discomfort” was found in a newspaper call The Day Book In 1916. It is about Child labor and how they feel people are comfortable with the fact that children are working in fowl conditions.

Part A - Read and discuss the article as a class.

Part B - Answer the question the article asks, “How can you help, not being either a senator or a southern mill owner?

Rubric

Group Planning -- Research Project : Child Labor Activities

Teacher Name: Ms. Walch

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Participation</td>
<td></td>
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<tr>
<td>Each student can clearly explain what information is needed, what information s/he is responsible for locating, and when the information is</td>
<td>Each student can clearly explain what information s/he is responsible for learning.</td>
<td>Each student can, with minimal prompting from peers, clearly explain what information s/he is responsible for learning.</td>
<td>The student cannot clearly explain what information they are responsible for learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Think-Pair-Share, Website Activity</strong></td>
<td>Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.</td>
<td>Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.</td>
<td>Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.</td>
<td>Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.</td>
<td>Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.</td>
<td>Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.</td>
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**Primary Source Bibliographic Organizer**

**Teacher’s Name:** Alicia Walch

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Collection Title/Primary Source Title with MLA Citation and Permanent URL/Digital ID</th>
<th>Annotation – How are you planning to use this primary source instructionally?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><em>The Child Labor Education Project.</em> Bennet, Robin. University of Iowa Labor Center and The University of Iowa Center for Human Rights’ Child Labor Research Initiative. <a href="http://www.continuetolearn.uiowa.edu/laborcrt/child_labor/">http://www.continuetolearn.uiowa.edu/laborcrt/child_labor/</a></td>
<td>A Website: I would use this in my classroom by directing the students to the website. I would separate them into groups and have them study a different topic on the Child Labor Education Project Website. After they summarize their part of the website, they will present it to the class. (Think-Pair-Share).</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Good Reason for Discomfort. The Day Book 3 Feb. 1916. Chronicling America: Historic American Newspapers. 1911-1917. Historic Newspapers. Lib. Of Congress 15 May 2012. <a href="http://chroniclingamerica.loc.gov/lccn/sn83045487/1916-02-03/ed-1/seq-21/">http://chroniclingamerica.loc.gov/lccn/sn83045487/1916-02-03/ed-1/seq-21/</a></td>
<td>A Newspaper Article: I would direct the students to the online newspaper article. I would have them read the article individually. We then would have a detailed discussion about this article as a class. For an assignment, the students would answer the question in the article, “How can you help, not either being a senator or a southern mill owner?”</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Hine, Lewis W. <em>This shows a typical beet-topping knife, with the dangerous hook on the end that is used to pick up the beet. This is the ten-year-old Walker boy, (see label 4018) belonging to a well-to-do family, but kept out of school to work.</em> October 1915. National Child Labor Committee Collection, Lib. Of Congress. Prints and Photographs Online Collection, Library of Congress. 15 May 2012. <a href="http://hdl.loc.gov/loc.pnp/nclc.00356">http://hdl.loc.gov/loc.pnp/nclc.00356</a></td>
<td>A Photograph: I would use this photo of a 10 year old boy in a beet garden. He is using a dangerous hooked knife to pick up and cut beets. He doesn’t go to school so he can work long hours for very little money. They would choose one of two photos I give them. Then, I would ask the students to imagine themselves as this boy. They would write a diary entry about how their day at work went and how they felt about being so young and performing dangerous work.</td>
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<td>Source</td>
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<td><strong>Hine, Lewis W.</strong> <em>Shows the way they cut the fish in sardine canneries.</em> Large, sharp knives are used, with a cutting and sometimes a chopping motion. The slippery floors and benches, and careless bumping into each other increase the liability to accident. &quot;The salt gits in the cuts an' they ache.&quot; August 1911. National Child Labor Committee Collection. Lib. Of Congress. Prints and Photographs Online Collection Lib. Of Congress. 15 May 2012. <a href="http://hdl.loc.gov/loc.pnp/nclc.00957">http://hdl.loc.gov/loc.pnp/nclc.00957</a></td>
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<tr>
<td><strong>A Photograph:</strong> I would use this photo of boys working in a sardine cannery. They would choose one of the 2 photos I provide them. I would ask the students to imagine themselves as one of these boys. They would write a diary entry about how their day at work went and how they felt about being so young and performing dangerous work.</td>
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<tr>
<td><strong>VIDEO</strong></td>
<td><strong>Child Labor (Babies in the Mill/ Dark as a Dungeon.</strong> RedCeltic. You Tube. 29 December 2007. 17 May 2012. <a href="http://www.youtube.com/watch?v=rDN3X-WORI4&amp;feature=fvwrel">http://www.youtube.com/watch?v=rDN3X-WORI4&amp;feature=fvwrel</a></td>
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<td><strong>I would show this video to my class on the Elmo. This video is very moving. It includes pictures (mostly from Lewis Hine) of children who are working in horrible conditions. They two songs that play in the background tell a story about child labor and how awful it was and still is in society today. The students will discuss the video after it’s over. They will tell the class what types of photos they seen, what kind of work they seen the children doing, and their thoughts on the songs.</strong></td>
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