TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** Child Labor, Then and Now

2. **Overview:** This lesson plan introduces students to the history of child labor through the works found in the National Child Labor Collection. Students will be challenged to choose a picture from the collection that speaks to them. Students will expand exponentially develop a comparison of child labor in the early 1900’s and now. The students will be asked to analyze not only the picture but also the way of life then and now. Students will express that they have learned from the NCLC photo and supportive research in a creative writing prompt. By exposing the students to various sources on children from the 1900’s to the present they will hopefully begin to see how blessed, easy, rewarded, spoiled, etc. their lives are in the year 2014.

3. **Learning Goals:**
   - Students will choose and analyze a photo from the NCLC.
   - Students will design a story structure (beginning, middle, and end) based on their chosen photo.
   - Students will research, read, and analyze two additional texts on child labor issues of the 1900’s.
   - Students will make comparisons between the lives of children in the 1900’s to their own life.

4. **Time Required/Duration of Activity:**
   - Day 1 & 2: Introduce skills needed: LOC website navigation, Analysis worksheet, etc
   - Day 3: Introduce research project/teacher task and have students choose picture from NCLC.
   - Day 4&5: Student research
   - Day 6-8: Student research/work on paper

5. **Recommended Grade(s):** 9th-12th grade

6. **Subject:** This assignment can be used in English, History, and Civics classes.

7. **Credits:** Bronwyn Korchnak, Hopewell Area Senior High School
8. **LDC Teaching Task:**

Guiding investigation question: How does children’s’ lives today compare with children who lived in the 1900s?

Task 22: After researching a photo you select from the NCLC on child labor in the early 1900's, write a report in which you compare the life rigors of a child from the early 1900's to yourself. Support your discussion with evidence from your research.

**Section II**

9. **PA Common Core Standards:**

   **“BUILT-IN” READING STANDARDS**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

10. Read and comprehend complex literary and informational texts independently and proficiently.

   **“BUILT-IN” WRITING STANDARDS**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

10. **Materials Used:**

    Primary Source Analysis Tool

    Teacher’s Guide: Analyzing photographs & prints

    Computers

11. **Resources Used:**

    Over 5000 photos for students to choose from


    Teacher’s guide: Children’s Lives at the Turn of the Twentieth Century
Section III

12. Instructional Procedures:

Guided investigation question: How does children’s lives today compare with children who lived in the 1900’s?

Mini Task #1: Exploring the LOC website.

Introduce students to the LOC website. Go through some of the basic navigational needs. Give students 5 minute to explore the site on their own. Let them explore the site, teacher notes (if possible) what the kids gravitate to. This could lead into future studies.

Students will analyze the primary source image http://www.loc.gov/pictures/resource/cph.3a18924/, using the Library of Congress Interactive Online Analysis Tool (http://www.loc.gov/teachers/primary-source-analysis-tool/). Students will work in pairs to complete the observational tool using the instructional prompts when necessary. As a group go through the analysis and redirect where needed, commend where needed, and guide to next level….writing about source. (This is the model of analyzing their photos)

Writing Task: After analyzing the primary source image (http://www.loc.gov/pictures/resource/cph.3a18926), students will work in small groups write a paragraph (with a minimum of 5 sentences) describing the collective view of what the impact the photo had on them. (This will be the model for self reflection later on.)

Text Analysis Assignment: Students will use FIND AN ARTICLE AND MODEL ANALYSIS AND SELF REFLECTION


Read the article and WHAT DO I WANT THEM TO DO WITH THE ARTICLE?

Preview some of the photos, there are over 5100. Find and choose a photo that sparks further questioning and investigation in you. Be sure to record the URL for the specific image chosen.

Analyze the primary source chosen, remember the analysis tool used in mini task #1. Start to prepare a self reflection of this photo;

Observe phase & Key Ideas and Details

1. What do you notice about your photo first?

2. What can you infer from the title of the image?

3. What message was the author trying to share?
Reflect phase & Craft and Structure

1. When do you think it was made?
2. Design a story structure, including beginning, middle, and ending based on the image.
3. Through whose eyes did you see the story?
4. Read two more accounts of child labor issues. Analyze the information the authors present.

Question phase & Integration of Knowledge and Ideas

1. What does this image make you wonder about in your own life?
2. What is the author's point of view on this topic? What makes you think that?
3. How does this image help convey the mood of the story of child labor?

Mini Task #3: What is child labor? Research phase

Students will use their ability to connect the task (LCD #22) and new content to existing knowledge, skills, experiences, interests, and concerns.

Students will explore the LOC and find two “documents” in the realm of child labor. These documents can be any media type.

WHAT DO I WANT THEM TO DO TO FIND THEIR “BACKGROUND” KNOWLEDGE OF THIS TIME?

Mini Task #4: Compare/contrast

1. Students will use their graphic organizers to help analyze all material they have chosen.
2. Students will be able to find 3 points of discussion between their life and that of a 1900’s child.
3. Students will begin to construct an outline for their paper.

Section IV

13. Assessment:

I will formatively assess students on Mini Task #2 using the rubric on the next page.

At the end of this lesson, I will use the following LDC rubric to assess student writing:

### Formative Assessment Rubric Mini Task #2

Secondary Students: English/History/Civics

Created by: Bronwyn R. Korchnak (TPS-online course April 2014)

<table>
<thead>
<tr>
<th>Rating Description</th>
<th>Non-performance</th>
<th>Essential</th>
<th>Competent</th>
<th>Precocious</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating Values</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
</tr>
<tr>
<td><strong>Critical Thinking: Historical Knowledge</strong></td>
<td>With help, there is only limited knowledge and understanding of the basic factual information concerning the primary source image.</td>
<td>Basic knowledge and understanding of factual information about the primary source image, but with major errors and/or omissions concerning any examples, relationships, connections, or generalization (simple and complex) explicitly taught about the image.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the image.</td>
<td>Students can provide in-depth inferences, connections, and/or applications in addition to recognizing and recalling important factual information.</td>
</tr>
<tr>
<td><strong>Evaluation of Evidence: Sourcing</strong></td>
<td>With help, there is only a limited knowledge and understanding of the primary source image’s origin and purpose.</td>
<td>Basic knowledge and understanding of source’s origin and purpose, but with major errors and/or omissions concerning any examples, relationships, connections, or generalization (simple and complex) explicitly taught about the primary source’s origin and purpose.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the origin and purpose of the primary source image.</td>
<td>Students can provide in-depth inferences, connections, and/or applications concerning the origin and purpose of the primary source image.</td>
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</tbody>
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