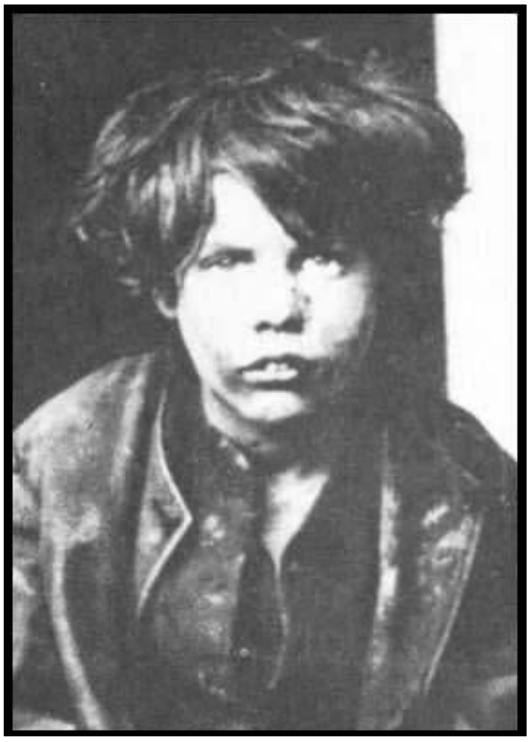
CHILD LABOR



www.historyplace.com/unitedstates

During the INDUSTRIAL REVOLUTION

And NOW

www.american.edu/TED/nike.htm

By Michelle Brown

Child Labor During the Industrial Revolution and Now

Subject: Social Studies
Grade Level: 5th

Lesson Summary: This lesson is designed to introduce the topic of child labor to 5th grade students. They will research this topic by studying the Industrial Revolution and how child labor was involved. They will read about child labor laws, and research how child labor still exists in many countries. I will provide background information leading up to and about the Industrial Revolution. As a class, using Inspiration, we will brainstorm subsidiary questions to the Essential Question, "Why do we still have child labor in our countries?" Students will break into groups and choose a question to research. I will provide a data bank on the shared folder with websites they may go to on their search. We will also utilize the library as well. Students will record the information they find on Inspiration/Kidspiration webs. The final project will be the production of a Hyperstudio presentation. Each group will be responsible for their own short stack, and we will put all stacks together to make one presentation on child labor.

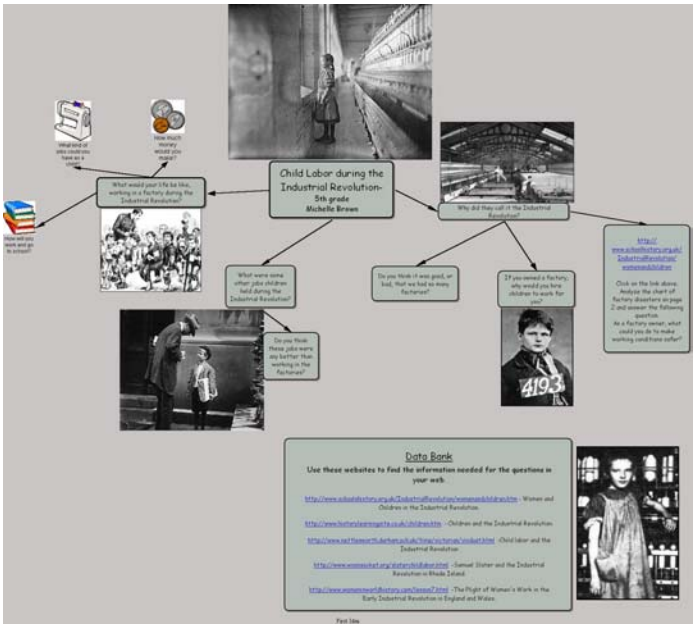
District Standards: Social Studies
History Standards #1-1.3, #2-2.1, 2.2, and 2.3, #4-4.1 and 4.2, and #7-7.1.
Geography Standards #4-4.1 –4.5, #5- 5.1-5.3, and #6-6.1-6.2.
Economic Standards #2- 2.1 and 2.3, and #3- 3.1

Technology Standards:
End #1-Standards #1 and #4
End #2-Standards #3 and #5
End #3, Standard #6

Information Literacy Standards:
Standard #1, #2, and #3
Independent Learner- #4 and #6
Social Responsibility- #9

Technology Application: This application is being utilized through our social studies textbook, Inspiration webbing, Internet searching, shared folder usage, library services which could encompass texts, cd-roms, and video, computer use, and Hyperstudio software.

Essential and higher level questions:
The essential question that I will start out with is, "Why do countries have child labor?" This question will hopefully spur my students on to subsidiary questions that will lead to higher-level critical thinking skills. Some examples of subsidiary questions are;
"What would your life be like, working in a factory during the Industrial Revolution?"(Inferring, Imagining, Synthesis, and Applying the knowledge of research to answer the question)
"If you owned a factory, why would you hire children to work for you?" (Explaining, Imagining, Applying)
"Why do we have sweatshops in 3rd world countries today?"(Comparing, Analyzing, Explaining Causality)
"Why do we buy items made in these conditions?"(Evaluating)
"What do you think would happen if we did not have child labor?"(Hypothesizing, Synthesizing, predicting, and speculating)



Research Process Paper
Michelle Brown

I have chosen McKenzie's model of "The Research Cycle". This model basically involves seven different aspects that can be cyclic in nature. I like McKenzie's model and I think it would be highly appropriate for 5th graders. Below are the key steps defined, and how I intend to implement my final project with these steps. At the point that this research model would take place, the class would have background knowledge about the Industrial Revolution.

- Questioning- Presenting research questions that require problem solving, and require that students make up their own minds. I plan to use Inspiration to present my web with Essential Questions and photographs of factories and child laborers. The students will brainstorm subsidiary questions for an Essential Question. We will do this together, as a class. The Essential Question will be: "Why do countries have child labor?"
- Planning- This is the step when students need to come up with the best ways to find the information they need to answer the questions they brainstormed." Where do we go?" and "Who can help us?" are questions students will ask. Teachers and Media Specialists can be consulted to answer these questions. I have provided a data bank with my Inspiration web that provides websites that will assist my class. There are also books from the library available (bibliographic list in final assignment). Students may desire to look further, searching the Internet independently. In this case, I would like to do a short lesson on Internet search techniques, helping students understand Boolean searching as well as other strategies to narrow their searching and make their searching easier. At this stage I would introduce the rubric for the project. This rubric can either be developed by the students in a joint effort, or presented by the teacher. The students now know what is expected of them.
- Gathering- The key to this step is for students to focus on gathering what is truly important to their search and not just gathering everything in site. Implementing different search strategies as stated above would aid students in being discretionary about the information they gather. At this point, I think it is important to stress that there are other sources than the Internet in which to find information that is relevant. I would teach lessons on how to find books using the OPAC library system, allowing students to find just the books they needed. Relating to the lesson at hand, the students will be investigating the websites provided, as well as books and independent searching.

- Sorting and Sifting- This is a prepatory stage to synthesis. It is here that students become more complex in their data gathering. I believe this is a hard stage for students, and hard for teachers to teach as well. Mini lessons are needed here, to try and get students to really think about what information they need, and what is extraneous. There are a lot of adults in our society that cannot differentiate between the two.
- Synthesizing- At this point, students will look at all the information they have gathered and begin thinking about how this information will fit together. Are there patterns emerging? Does some kind of picture develop? I believe that a teacher can facilitate this level by reiterating what the main question was in the beginning, and facilitating the student's process of narrowing down to the Essential or Subsidiary Questions they are researching.
- Evaluating- This is where the students ask themselves if they are ready to present their findings. If they are not ready to present, then more research is needed, hence the cyclical effect comes into play. The students are actively involved with their own assessment at this point. I believe, as a teacher, the most important thing we can do at this point, is to support the students in their own self-assessment, consistently bringing into view the main goal, the quest. It is during the evaluation stage, that students must look over the rubric presented at the beginning of the project. They need to ask themselves, "Are we meeting the criteria?"
- Reporting- The final stage of the research process. The students present their findings. I would like my students to present their findings in a multimedia venue, either a PowerPoint presentation, or a Hyperstudio presentation. Each student, or group of students could create three slides for their subsidiary question. A total presentation could be put together from all of the slides presented. This would entail pre-instruction on the multimedia software chosen. Students will need to feel comfortable with utilizing this software to present their findings.

Real Life Applications- I intend to integrate the real life application into the main Essential Question stated above. The subsidiary questions the class brainstorms will encompass researching child labor in the Industrial Revolution as well as present day child labor situations. Possible subsidiary questions could be, "How did child labor in the Industrial Revolution lead to Child Labor Laws?" Or, "What are present day labor laws concerning children?" and "Why do we have sweatshops in 3rd world countries today?" And again, "Why do we buy items made in these conditions?"

Avoiding Plagiarism- The key to avoiding plagiarism is to keep the research student centered. Keep the students involved during the whole process, and they will be less likely to copy information and more likely to create their own answers. As a teacher, I will monitor the process, being interested in student's information gathering processes, as well as the final project. In this way, I can detect problems as they arise, instead of evaluating these problems as they surface in a final project. The more students are actively involved in their research, the less likely plagiarism is to happen.

Collaboration:
Since I am the Media Specialist this year, I collaborated with Becca Steinbach, 5th grade teacher for this project. She gave me great feedback and ideas to strengthen this lesson. As a teacher, I would collaborate with the Media Specialist for all of my technology needs. I would arrange computer lab time, arrange for the Media Specialist to assist me in software lessons (Hyperstudio and Inspiration), arrange for my students to spend time in the library, searching for information in the reference room. The Media Specialist could help with Internet search technique instruction also.

Lesson Introduction: Previous to this lesson, the class will be using the social studies textbook, and other sources to learn about the Industrial Revolution. This will set the backdrop for this lesson on child labor. When I introduce this topic, I intend to provide many photos using the Infocus machine. These photos are very thought provoking and show child laborers during the Industrial Revolution as well as current day. I am hoping this will stimulate interaction with the class, and the generation of questions. We will do the Inspiration web together, and then discuss different ways we can find information we need to research our questions. I will need to do instruction with the various computer related activities, and I have listed those below.

Computer Activities
Prior to Computer Use:
I will need to go over the software program Inspiration or Kidspiration with my class. I want them to develop ideas, creating a web from their subsidiary question and organizing the information. This will give them direction in their search. This is an area in which collaboration with the Media Specialist would be helpful.
I will enter the data bank websites onto the shared folder, and I will need to make sure they know how to access the shared folder.

I will work with the Media Specialist to go over note taking with my class, as they will need this skill when they are searching for information.
I will also need to instruct my students in Hyperstudio. I can collaborate with the Media Specialist for this time slot, and computer lab time to practice.

Activities While At the Computer:
After the introduction and brainstorming from the essential question is done, I'd like the class to create a web off of their subsidiary question. I will have already prepared them for this with pre-computer lessons. They will be in cooperative groups/partners. This activity would be best done in the lab, as it will be a noisy endeavor.
The next computer activity would be if the students decided to access the shared folder and the websites within. This activity could be done in the classroom, during research time, or in the lab. I could do this in a rotation pattern with another subject, or other activities in learning centers.
The last computer activity will be the final project, or the Hyperstudio creation. This type of activity usually takes some time. The students will be responsible for deciding what information is pertinent, and what will go into their presentation. The pre-instruction on Hyperstudio will make this transition smoother. This is an activity that I would rely heavily on the Media Specialist for assistance.

Post Computer Activities:
A post activity for their webs will be discussing how to go about researching the items they came up with that are associated with their subsidiary question. Asking self -evaluative questions are key here. "Are we happy with the web we created?" "Do we need to add some more items?" This would be along the same vein for all activities, a constant evaluation of where the students are in the research process. When they are gathering information from websites, they should evaluate if this is what they need. Post computer activities also mean synthesizing the different components of research, with the goal of the essential question in mind.

Supporting Activities: For these activities I plan to read aloud to my class *Lyddie* by Katherine Paterson. This is the story of a young girl who is split from her family for financial reasons, and goes to work in a mill in Massachusetts to earn enough money to be reunited. She works long hours under unsafe conditions.

Other activities will be classroom discussions and assignments from our social studies textbooks. I believe instructional strategies are a part of this also, the time it takes to instruct students on note taking, paraphrasing, etc. Discussing the problem-solving steps and process will be part of this segment.

Culminating Activity: The Hyperstudio presentation will be the culminating activity for this unit. My thoughts are that if the students do a 2-3-card stack for their subsidiary question, we can combine the slides, view the Hyperstudio, and together as a class, see if we answered our essential question. Hopefully, we will have a history of child labor in the Industrial Revolution, describing conditions, and a review of child labor laws and their origin. We will also have child labor conditions of present day. This would be a great process for evaluation also. We can see if we need to change our slides, or the presentation to answer our question.

Assessment: I would incorporate a rubric for this unit that covers the research process as well as specifics of the final Hyperstudio presentation. I'll hand out the rubric at the very beginning, so the expectations are clear, as well as the tasks involved. I have my students check their rubric throughout the process, to make sure they are on track. They look it over one last time, at the end, and sign it. I then use the rubric to assess their work.

Management Plan: This lesson is designed to be introduced the second semester that is usually when we study the Industrial Revolution. By then, solid classroom rules are established that facilitate a healthy learning environment. I also establish rules for computer use in my classroom and in the computer lab. I do these at the beginning of the year; they are a part of my classroom management program. My students know what behaviors are expected of them when doing research and utilizing the computer. Some of my rules are; Use care with the keyboard, Quiet voices in the computer lab, Print only one time, Ask for help if you need it, Clean up after yourself, Log Off when finished, Stay on task, etc. I along with the Media Specialist implement lessons about computer use, troubleshooting, Microsoft Word, and more that make life easier for the students when they need to use the computers for research. We talk about working in a round robin fashion, when students are going to learning centers for 30 minute time periods, and what kinds of behaviors are appropriate for this setting, the computers being one of a few stations. Most importantly, I back up my behavior plan with consistency and fairness. There are consequences for bad choices in the computer lab, as elsewhere, and I do follow through. The rewards are that

students have the independence and trust of their teacher when they need to study elsewhere. Another reward is that they get to participate in these cool projects.

I intend to implement this lesson into the curriculum as a social studies topic. I will use various times during the days to follow to complete the tasks. I might utilize reading time, when I have 4 different reading groups, to have learning stations, where they can work on research and use the 5 computers in the classroom. I will also use computer time I have reserved to serve this purpose. Library time comes in handy for this, I collaborate with the Media Specialist to work on research skills, or just have two of us to help those who need it.

Website Bibliography

Azam, Faraz. "TEDS case studies-Nike: Nike Shoes and Child Labor in Pakistan." 99. 02 Feb 2004. http://www.american.edu/TED/nike.htm

Child Labor Coalition. 02 Feb 2004. http://www.stopchildlabor.org/USchildlabor/fact1.htm -An overview of child labor laws.

"Holiday Season of Conscience and The People\'s Right to Know Campaign." United Methodist Women. 02 Feb 2004. http://gbgm-umc.org/umw/intro

"The History Place-Child Labor in America 1908-1912." Feb 98. 02 Feb 2004. http://www.historyplace.com/unitedstates/childlabor/ --Great Photos.

"No More Sweatshops!." 03. Campaign for the abolishment of sweatshops and child labor. 02 Feb 2004. http://abolishsweatshops.org/

Wong, Kirsten. "Child Labor and Sweatshops in the Fashion Industry." 02 Feb 2004. http://www.public.asu.edu/~jvanasu/vcai/wong

Other Website Ideas

The websites listed on the Inspiration Web are different than the ones on the bibliography page. These are also great sites for students to access.

http://www.schoolhistory.org.uk/IndustrialRevolution/womenandchildren.htm --Women and children in the Industrial Revolution

http://www.historylearningsite.co.uk/childrenhtm. -Children and the Industrial Revolution.

http://www.nettlesworth.durham.sch.uk/time/vistorian/vindust.html --Child Labor and the Industrial Revolution.

http://www.woonsocket.org/slaterchildlabor/htm. -Samuel Slater and the Industrial Revolution in Rhode Island.

http://www.womeninworldhistory.com/lesson7.html --The Plight of Women's Work in the Early Industrial Revolution in England and Wales.

Google

Searching Google brings up all kinds of resources. Some recommended key words:

Child Labor
Industrial Revolution child labor
Industrial Revolution child labor lesson plans
Child labor laws

Other Sources:

Kids Discover Magazine:

April 1998. Immigration.

November 2001. Industrial Revolution.

May 2002. Ellis Island.

HYPERSTUDIO RUBRIC

Content	Appropriate amount of information Accurate information Complete sentences Correct spelling and punctuation		
Storyboard	Complete		
Graphics	Related to content Pleasing to the eye Good use of space		
Buttons	Each card has a "home" button, and a "next" button (except for the bibliography card) Consistent placement Work properly Appropriate icons Appropriate names (if used) Transitions are consistent		
Text	Font, size, color make it easy to read Good use of space Appropriate use of scrollbars on textboxes		
Title Card	Includes Title Includes name of student Includes a button to each card in stack(including bibliography)		

Name_____

SCORING

Each item marked "yes"

Is worth 5 points.

There are 100 possible points.

_____ points = _____ %

Grade_____