Curriculum Development Project

I. Rationale, Context, Goals, Standards

My global unit topic: Child Labor: What’s going on and what can we do?

Context:
This unit will be taught to a 5th grade homeroom at a virtual school in Pennsylvania. Students spend most of their school day at home, under the guidance of a learning coach. They attend 2-3 synchronous lessons each week with me and their classmates using a desktop computer, Adobe Connect software and headsets. They complete a Pennsylvania standards-based curriculum that includes iTexts, BrainPop, Discovery Learning video streaming, novels and other online & offline resources. The students in this homeroom will have scored basic or below basic on the state tests in reading and/or math, and attend extra “livelessons” to improve their literacy and math skills. This may be some students’ first year at a virtual school, others will be returning students. Students will have access to a closed email system, a class discussion board and virtual tutoring. They will speak with me on the phone at least twice/month to discuss progress and demonstrate general understanding of the curriculum. Most assessments will be taken on the computer and graded partially by the computer, partially by me. Some assignments, including essays will be mailed in to me for grading.

One advantage of the virtual school model is the one-on-one interaction that students and learning coaches can have. For any of the work in this unit in which I am not directly involved, (anything other than a Livelesson, e-mail, or phone call), I will assume that learning coaches are assisting their children in an appropriate manner. During our regular phone calls, I will inquire about any concerns with workload, reading level or understanding of the concepts. Throughout the year, I will assist learning coaches with implementing strategies to meet their student’s individual needs, and this process will continue during this unit. In particular, for students with reading difficulties, I will have implemented the use of a screen reader for reading digital text. I will also schedule virtual tutoring, or phone tutoring, if any student is in need of extra instruction or support.

These fifth grade students will have studied US History up to the early 1900’s, including the Industrial Revolution. This will set the stage to learn about the formation of labor unions and child labor practices in the US in the early part of the 20th century. Students will have the opportunity to discuss how they feel about children working instead of attending school, and what the conditions of the work were like. The study of US child labor will end with learning about child labor laws and their effects. Then the question will be posed: Does child labor still exist today? This unit will take about four weeks because we can only add about one Livelesson and one individual activity each week. The discussion board responses will take the place of normal weekly discussion board assignments.
I will take advantage of the availability of technology resources for this unit, using video, websites, PowerPoint, email and a class discussion board. While we do not meet every day in a “bricks-and-mortar” classroom, there will be a sense of community developed throughout the year. Students will present “All about me” PowerPoint presentations to their classmates, and they will regularly communicate with one another during Livelessons, through email and on our class discussion board. These students will be used to responding to video, news articles or images on the class discussion board. This will be a weekly assignment where students post their personal responses to a stimulating artifact, then respond to one another’s posts. The class will be at varying stages in their reading and writing development, all working toward the goal of fluent reading, adequate comprehension, and clear, organized writing. Pennsylvania currently does not have Social Studies content standards for fifth grade. This unit does include US History, geography and economics themes and content. Specific reading, writing and math standards are also addressed.

**Standards:**
Through the course of this unit, students will increase proficiency with regard to the following Pennsylvania 5th grade standards:

**PA 5th Grade Math Standard:**
M5.E.1.1 Organize, display and/or interpret data using pictographs, tallies, tables, charts, line, bar graphs.

**PA Grade 5 Standards: Reading, Writing, Speaking & Listening**

1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
   - Summarize the major ideas, themes or procedures of the text.
   - Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).
   - Clarify ideas and understandings through rereading and discussion.
   - Make responsible assertions about the ideas from the text by citing evidence.
   - Extend ideas found in the text.

1.2.5A Read and understand essential content of informational texts and documents in all academic areas.
1.3.5F Read and respond to nonfiction and fiction including poetry and drama
1.4.5C Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.
1.5.5B Write using well-developed content appropriate for the topic. Gather, organize and select the most effective information appropriate for the topic, task and audience.

1.6.5F Use media for learning purposes.
   - Access information on Internet.
The key concepts and questions we can explore:

Where does child labor exist today? Under what conditions do children work?
What kinds of jobs are children doing? What rights should children have?
What can we do to end the exploitation of children?

Purpose and rationale:

Many of the children I teach live in urban Philadelphia or rural communities elsewhere in Pennsylvania. They are aware of their immediate environments and how children are treated in their area. Most are completely unaware that millions of children their own age do not have the privilege of going to school, and in fact spend the majority of their time working, often in unsafe, uncomfortable conditions and for extremely small wages. My students have shown interest in learning about one another’s lives. They are curious about their peers. This is consistent with Bigelow and Peterson’s advice in *Rethinking Globalization* when they say, “especially for younger students, you may want to enter issues of globalization by looking first at the lives of children” (p. 191). This unit will tap into students’ innate curiosity to increase their knowledge about their global peers who are involved in child labor. It will also connect what they are learning in US History to present day issues. If we end our study of child labor in the early 1900’s, students may carry the misconception that it does not still occur, or at least not on a large scale. Connecting past and present political and economic issues will support the concept of recurring themes throughout history—in this case, oppression of groups and economic inequality.

The purpose of this unit is to increase students’ awareness of our global economy, specifically its effects on children in developing countries. It is important for students to learn about the lives of children their own age in other parts of the world and think critically about human rights, especially for children. Through this unit, children will become better informed about global economic conditions. They will be able to use the knowledge they gain to make purchasing decisions, social activist decisions and can become a resource for their family and friends. Students will use inquiry to learn about what is being done to end child labor, and how they can become involved. By learning about other children’s lives, my students will have an enriched view of their own lives, including the rights, opportunities and choices they have. They will also be practicing critical analysis of an issue, as we look at child labor from different perspectives. Students will begin to see how an issue can be complex, with interrelated factors and far-reaching consequences.

Groups like Free the Children are showing that children helping children can be an effective model that benefits both sides tremendously. My students deserve to be empowered with knowledge about global issues, as well as given opportunities for collaboration and activism. As children progress through school, they should develop a deep understanding of the global economy and their roles within it. This unit will introduce them to using Internet resources and media for learning about current global issues. They can use this foundation to study other issues that interest them. They will also be introduced to the idea that people their own age can and are making a difference on important issues. This will serve as a model of what they can do to make a difference as well. I will build on students’ continued curiosity by sending them resources for further investigation of sweatshops, companies that use child labor to manufacture their items, and other related topics. If students are inspired to start a group at our school that would discuss and take action on social justice issues, I would serve as their advisor.
II. Annotated Unit Literature and Resources


- This publication by the International Labour Organization is written for an adult audience, but its statistics, tables and graphs can be adapted for use with 5th graders. The data addresses the breakdown of types of work done by boys and girls worldwide, and the conditions and consequences of this work. The data is somewhat outdated, as the report is from 1998, with much of the data collection from 1995. Also, statistics on child labor are not complete because much of the work is hidden or not reported, especially domestic labor. With these considerations, the data is still reliable for the purposes of this unit, as the ILO is an authority on the issue of Child Labor. Bias should be minimal, as the ILO is an agency of the UN, though its mission seeks to meet the needs of working people above the needs of other entities.


- This book is appropriate for 5th-8th graders and focuses on child workers in the US during the 1800’s and early 1900’s. The author highlights instances where children led movements to demand better working conditions. It has a slight feminist bias, prominently featuring female leaders in the labor movement. The author uses over one hundred photographs from newspapers and activist Lewis Hine to complement the written stories. This book is inspiring in its depiction of what children activists are capable of accomplishing. It provides a nice segue from child labor in US history to current global examples of exploitation.


- This Scott Foresman text is aligned with 5th grade Pennsylvania standards. It is available in hard copy and as iText. Unit 8 Chapter 17 focuses on Industry and Immigration during the late 19th & early 20th centuries. It introduces the Industrial Revolution, labor unions, and child labor in the US. There is inherent bias because this is a textbook focusing on US History from a US perspective. It is a brief introduction to the topic of child labor, with a few discussion questions and a short section on the activist work of Craig Kielburger and Iqbal Masih.

- This book offers background knowledge for teachers who want to teach a globally-conscious curriculum. It is organized around different global themes, with Chapter V focusing specifically on child labor in the global economy. Many different authors are used in this book, but there is an overall anti-globalization bias. Some articles are appropriate for middle and high school students, but there are several that are appropriate or upper elementary students. There are many activities and resources (websites, videos, songs, books) provided for each topic. Chapter VIII focuses on social activism and contains resources about groups working for global justice.


- This video segment is appropriate for grades 5 and up. It describes the conditions of children working in Georgia textile mills in the early 1900’s. The video relies heavily on primary sources, particularly photographs of children working in the mills and interviews with former workers who started in the mills as children. The information is very clearly presented and supported with photographs and interview answers. Bias is avoided by presenting arguments for child labor laws, as well as arguments against them. This video clip will add detail to the information presented on child labor in the Social Studies text.


- The producers of the documentary “Stolen Childhoods” tell about making the film and what their message is. The piece includes many clips from the film, introducing child labor conditions in different countries. The videography is extremely high quality and the clips include thoughts from the children. The material is appropriate from students studying child labor in grades 5 and up. It will be used for its vivid images, and to show the range of jobs that children are forced into. The producers’ bias is against companies and corporations that use child labor.

- This website is accessible for students in grade 3 and up. The organization’s mission is “empowering youth at home to support their peers overseas through holistic international development.” The site offers information about children’s lives and global issues, as well as concrete steps that students and teachers can take to get involved with their work. The site contains high quality photos, video, and information that is very current. Free the Children has received numerous awards including the Children’s Nobel Prize. The site’s information does not appear to be biased, and the organization is non-profit.


- The reading level of this book is high school and up. For this unit, it will be used as a teacher resource, and excerpts may be used for class discussion. Duncan Green presents the issue of children working in Latin America through the voices of the children themselves. He argues that many children in Latin America are enthusiastic participants in the economy. Children can be an important resource for economically developing regions, and it is possible to balance education and work for children. The book is biased against restrictive child labor laws. It contains high quality photographs to complement the text. Duncan Green includes detailed background information, and has written other books on Latin America’s economy and culture.


- This book’s reading level is slightly above most fifth graders and should primarily be used as a teacher resource. Meltzer provides a comprehensive background on child labor, going back to ancient Roman times. Reviews of this book are positive, citing Meltzer’s extensive research and list of sources. However, the quality of the book’s photos is mediocre. There is a bias against employers and corporations.


- This quiz is appropriate for middle and high school students. However, 5th graders who are studying child labor will have the background knowledge necessary to comprehend the information. It focuses on children involved in domestic labor, and what is or is not exploitation according to The Convention on the Rights of the Child. The information is reliable, as it is based on Unicef
research and statistics. It gives instant feedback with an explanation for correct or incorrect answers. One question deals with sexual abuse of domestic servants, so teachers should be aware of this before using it. There is no apparent bias.

III. Lessons, Activities, Centers, Projects

LACP I
Child Labor in the US: 30 minute group lesson, 30 minute individual assignment

Purpose:
• To extend the study of the US Industrial Revolution to show its affect on children.
• To explore the lives of child laborers in the US during the 1800’s and early 1900’s.
• To introduce the idea of labor unions, and child labor laws

Main Global Understandings and Ideas to Develop: Students will view history from others’ perspective. They will practice using their imaginative skills to take on the experiences and feelings of someone else.

PA Grade 5 Standards: Reading, Writing, Speaking & Listening
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
• Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).
1.5.5B Write using well-developed content appropriate for the topic.
• Gather, organize and select the most effective information appropriate for the topic, task and audience.

Resources:


Preparation/Materials:
• Before our lesson, students will read pages 572-574 in their Social Studies text (or iText) and write down their answers to the discussion questions:
  -What caused people to join labor unions?
  -Why did Samuel Gompers want many labor unions to join together?
  -How did working conditions improve?
Why do you think the Triangle Shirtwaist Company fire might have encouraged people to join labor unions?

**Lesson Content:**
During the livelesson, I will have students type their answers to these discussion questions. I will summarize what they type and add anything they don’t mention.

Then we will view the iText of pages 576-577 together and I will call on students to read parts of the text.

-What did Florence Kelley do when some companies chose to break child labor laws?

We will then view the six and a half minute video “Child Labor and the Textile Mills.”

The remaining time will be used to discuss the video. I will instruct students to type their answers to some questions, and call on students to orally answering questions using their mic for other questions. I will try to hear from each student who volunteers to speak at least once per lesson.

-Why do we have child labor laws today?
-How do you think the children felt who went to school during the day, then worked at night?
-How do you feel about school not being mandatory?
-Why were some parents against child labor laws?

**Summary:** At the end of the lesson, I will summarize what we learned: In order to demand better working conditions, workers will often form a labor union, because there is strength in numbers. Child labor laws in the US were enacted because people spoke, wrote, led boycotts and pressured the government to stop child labor. Children were working instead of going to school or working at night after attending school during the day, which caused their schoolwork to suffer. Some parents resisted child labor laws because they relied on the income from their children’s work. Factory owners were against unions and child labor laws because both increase the cost of labor.

**Follow-up (homework) Assignment:**
Imagine that you are one of the child workers in a textile mill in the US during the early 1900’s. Write a journal entry describing a typical day of work. Include what you did, how long you worked, what the environment is like, how you feel, why you have this job and what you hope for the future. Make sure your journal entry is at least seven sentences and e-mail it to me when finished.

**Adaptations:** For students with reading difficulties, I will recommend that they use their screen reader to read the iText of the pre-reading assignment and the text that will be read during the group lesson. For students with difficulty organizing their writing or getting started on a writing assignment, I will provide a more structured version of the assignment directions, with detailed prompt questions in a logical order.
LACP 2

Everywhere on Earth: 30 minute group lesson, 20 minute individual assignment

Purpose:

• To activate student’s prior knowledge about jobs they do or have done, and connect that experience to different jobs children around the world are doing.
• To visually show how widespread child labor is in the world.

Main Global Understandings and ideas to Develop: Students will realize that while child labor is part of US History, it is also a current, extremely serious and widespread problem. They will develop a curiosity about the lives of children in other parts of the world, the work they do, and the conditions of their daily lives. This curiosity will cause them to wonder why children are working in dangerous jobs instead of going to school like themselves.

PA Grade 5 Standards: Reading, Writing, Speaking & Listening
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text

PA 5th Grade Math Standard:
M5.E.1.1 Organize, display and/or interpret data using pictographs, tallies, tables, charts, line, bar graphs.

Resources:


Preparation/Materials:
• At least one day before the lesson, I will email a .pdf file of a world map with instructions to print it out.
• Crayon or colored pencil to color in the map
• Scan in “Everywhere on Earth” by Eduardo Galeano, from Rethinking Globalization.
• PowerPoint with text from Galeano article broken up on slides and pictures scanned in (not sex worker picture or sex trade bullet point—not appropriate for 5th grade)
• I will create a .pdf of the ILO data on percent of child workers in each economic geographic region and percent of jobs in each economic sector.
Lesson Content:
This lesson will take place during a half hour livelesson using Adobe Connect, desktop computers, headsets, PowerPoint and Internet access. When students login to the Livelesson room, they will see a discussion prompt at the top of a chat pod: **What types of jobs or chores do you do, or have you done?** (Students will know this means to type their response in the chat pod because it is a routine way to start a Livelesson).

After all students have responded to the prompt, I will orally summarize their responses, citing similarities. I will then ask if they get paid for these jobs, how much (if you want to share, you don’t have to), and students will types their responses. I will then introduce the article “Everywhere on Earth” and select students to read parts of the article, including the bullets that list different jobs done by children in different countries or cities. After we’ve finished reading the article, I will instruct students to have their map printout and crayon/colored pencil ready because we are going to shade in the places that we’ve read about.

I will pull up [http://www.mrnussbaum.com/countriescode2.htm](http://www.mrnussbaum.com/countriescode2.htm) on the screen. I will go back through the bullet list of jobs/countries, and as I read each one, I will locate the country on the interactive map. A small screen appears with the country’s flag, capital, and a brief paragraph. Students will be able to revisit this world map on their own if they wish to explore further, but for this lesson, they will be concerned with shading in each country.

After all the countries are shaded in, I will say that this is only a partial list of the types of work children are doing and where this is happening, but it gives us a good start for learning about this topic. I will then pose the question:

**What do you notice about our map?** Give me a thumbs up if you’d like to answer. I will choose a few students to respond. Then ask:  
**Why do you think these children are working instead of going to school?** Give me a thumbs up if you’d like to answer. I will choose a few students to respond.

**What is harmful about children working in these jobs and not going to school?** Give me a thumbs up if you’d like to answer. I will choose a few students to respond.

After each discussion question, I will synthesize students’ answers and make sure they are addressing the big ideas.

**Assessment:** I will use a poll pod to (anonymously) assess the understanding of students at the end of the lesson. When I put the pod on the screen, students each select their answer, and I can instantly view the results, to see if I need to go over anything again.

Multiple Choice: Child Labor is
a) only happening in a few countries
b) is not a big problem
c) provides children with a lot of money to go shopping
d) is a widespread problem affecting our world.

**Summary:** The types of jobs that children are doing differ from one another, but usually involve very hard work, long hours, and often dangerous conditions. Child labor is occurring all over the world, including the US. The children in these jobs have virtually no rights. They often work in place of going to school, and because of this, have little chance of improving their economic condition.
Follow-Up (homework) Assignment:

- After our introduction to some of the instances of child labor happening today, I’d like to know what you are thinking. Please send me an e-mail explaining: How do you feel about the examples of child labor we read about today? How would you feel if you were forced to do one of these jobs? How do the jobs we read about compare to the jobs you’ve done or jobs your classmates listed at the beginning of the lesson? The recording of today’s lesson will be available on my message board if you want to review it. Please make sure you use proper capitalization, punctuation, grammar and Spellcheck for your e-mail. You may type it in Microsoft Word first, then copy/paste it into a webmail.

I will respond to all e-mail assignments with feedback. If a student doesn’t fully address the questions, I will ask for more detail or an explanation.

- After the lesson, I will email the ILO data and the assignment to create a circle graph that represents the information in the data tables. I will direct students to the appropriate pages in their math textbook for creating a circle graph.

Adaptations: For students with reading difficulties, or ELL students, I will email the article “Everywhere on Earth” a few days before the lesson, so they can use their screen reader to have the article read out loud, and practice reading the article themselves. This way, if they are called on to read, they will be prepared, and can demonstrate successful oral reading in front of their peers. These students may also print out the text, if they prefer to read hard copy.

LACP 3
Stolen Childhoods: Video & Discussion Board
Approximate Time: 45 minutes (including responding to classmate’s post)

Purpose:

- Students will gain a deeper understanding of the conditions of child labor, particularly the dangers of different jobs and environments, the miniscule or nonexistent pay, and the absence of schooling.
- Students will see the discrepancy between their own childhood and that of the children in the video.

Main Global Understandings and ideas to Develop: Exploitative child labor is harmful to children because it can cause them physical harm, it prevents them from attending school and getting a comprehensive education, and it keeps them and their families in a cycle of poverty. Students will feel the uneasiness of witnessing injustice. They will extend their definitions of what is “right” or “wrong” to new situations, such as children not having time to play or go to school, and children be forced into dangerous situations.
PA Grade 5 Standards: Reading, Writing, Speaking & Listening
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
   - Summarize the major ideas, themes or procedures of the text.
   - Clarify ideas and understandings through rereading and discussion.

1.6.5F Use media for learning purposes.
   - Access information on Internet.

Resources:

Preparation/Materials:
- I will create and email students a link to a stand-alone Breeze presentation that contains the assignment and all necessary links and information for completing it. The Breeze presentation is a PowerPoint slideshow with my voice over reading parts of the slides, adding detail and making segues.
- I will email students a study guide for the video “Stolen Childhoods,” with directions to print it and fill it out as they watch the video. The second sheet of the study guide will contain a cloze paragraph of Article 32 from the Convention on the Rights of the Child, to be filled in when viewing the document online.

Lesson Content:
Slideshow: The first few slides will give a brief review of US child labor and some of the examples of present day child labor from “Everywhere on Earth.” The next slide will contain the link to view “Stolen Childhoods,” and directions to fill out the previously e-mailed study guide using information from the video. Students may pause, rewind or replay the video as needed.

Study Guide (answers in parentheses)
About how many children are involved in child labor worldwide? (246 million)

How much do the boys harvesting tiny fish in Indonesia for three months make? ($5.00)

Why is working at a coffee plantation in Kenya especially painful? The chemicals burn your hands and eyes.

What dangers do the girls working in the stone quarry face? (extreme heat, heavy loads, breathe in silica, get tuberculosis)
What dangers do children working in the dumps encounter? (falling in sinkholes, toxins, fires)

How many months of school each year do child laborers in the US miss? (2-4 months)

What do the filmmakers say the solution is for ending poverty and child labor? (Educating children).

After viewing the video, students will respond to the following prompt and post their answer to the appropriate thread on our class discussion board. They will each respond to their assigned partner’s post after that partner has posted.

How do you feel now that you know children your age are involved in dangerous, low-paying (sometimes nonpaying) work? Why do adults, even parents, allow this to happen?

LACP 4
Definition Child Labor

Purpose:
- Students will recognize essential differences between “child labor” (as defined by the United Nations and the ILO) and children doing reasonable work as part of a balanced life.
- Students will gain understanding about why many families depend on their children working.

Main Global Understandings and ideas to Develop: Students will apply a definition to real-life scenarios, just as organizations, governments or individuals would to evaluate a child labor claim. They will discover a connection between parents having debt and children having to work, sparking curiosity about why the debt exists, and how this piece of the problem could be eliminated.

PA Grade 5 Standards: Reading, Writing, Speaking & Listening
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- Summarize the major ideas, themes or procedures of the text.
- Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).
- Make responsible assertions about the ideas from the text by citing evidence.

1.2.5A Read and understand essential content of informational texts and documents in all academic areas.
1.5.5B Write using well-developed content appropriate for the topic. Gather, organize and select the most effective information appropriate for the topic, task and audience.
1.6.5F Use media for learning purposes.
   • Access information on Internet.

Resources:

Preparation/Materials:
   • Worksheet with cloze paragraph of Article 32: 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
   • I will email students the necessary links and worksheet for their assignment, along with directions for posting to the discussion board. I will explain that this particular quiz will not be graded. I do not expect students to know all, or even most, of the answers. This quiz is a resource for learning more information, and when I took it the first time, I chose the incorrect answer for many of the questions.
   • I will post an example to each thread: Child Labor & Not Child Labor, so students will know to describe the work, and how it impacts the child’s health, development or education.

Lesson Content:
Students will go to http://www.unicef.org/voy/explore/rights/explore_157.html#32 and read article 32. They will fill in the text to see how the Convention on the Rights of the Child defines child labor. They will then use the definition to take the quiz at http://www.unicef.org/voy/explore/rights/711_1612.html. Several of the questions present scenarios and quiz takers decide whether or not the given scenario is child labor as defined by the ILO.

Students will take the quiz independently, and write down at least five facts they learn that they did not know before. (They quiz gives instant feedback and an explanation of the correct answer whether or not the user chooses the correct answer initially). Students are welcome to take the quiz more than once to earn a higher score, and demonstrate they have learned something from the quiz. They will post these facts to the “What I Learned about Child Labor” thread on our discussion board. They will also post one example of child labor (from a reading, from a video or from the quiz) that follows the ILO definition, including what the job is, and how it affects the child’s health, development or education. They will also post one example of a child doing a job that is not harmful (or does not fit any part of the definition of child labor).
**Assessment:** I will assess what the students learned from the quiz by their five facts post. I will also assess their understanding of the definition of child labor and how they are able to apply this definition to real life scenarios.

**Summary:** I will e-mail students a brief summary the day after their posts are due: Child labor is work that is hazardous or harmful to a child’s health or development, or interferes with a child’s education. Child laborers are paid very little, or in many cases, children are not paid—they are working to repay their parents’ debts. Many girls who work are doing domestic work for their own family or another family.

**Adaptation:** For students with reading difficulties and ELL students, I will suggest they use their screen reader to read Article 32, and the quiz questions.

**LACP 5**
**What if all child labor ended tomorrow?**
30 minute Livelesson, 20 minute homework assignment

**Purpose:**
- Students will think about possible consequences of child labor laws and children not working.

**Main Global Understandings and ideas to Develop:** Students will think critically about an issue that on the surface seems simple: Children should not being doing jobs that are harmful to them in any way. They will view the issue from a different perspective—that of a family living in poverty. This will force them to consider the consequences of ending child labor without addressing any of the factors that lead to children working in the first place. Students will develop an appreciation for the complexity of the issue, and be ready to inquire about a comprehensive solution.

**PA Grade 5 Standards: Reading, Writing, Speaking & Listening**
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
   - Extend ideas found in the text.
1.2.5A Read and understand essential content of informational texts and documents in all academic areas.
1.5.5B Write using well-developed content appropriate for the topic.

**Resources:**

Preparation/Materials:
- I will create a PowerPoint that highlights positive outcomes of children working and possible consequences of outlawing all forms of work for children. I will use *Hidden Lives* and “Rethinking Child Labor” from *Rethinking Globalization*. Examples:
  - children’s work wouldn’t be regulated, so children could have even fewer rights or protections
  - would cut off income source for family struggling to survive. If child isn’t doing domestic work, adult can’t go to work.
  - some children enjoy working and gain feelings of value, they balance it with education, and help their families.
- Students need a piece of blank paper and a pencil

Pre-assessment: When students enter the Livelesson room, they will see a prompt question: Why might someone be against outlawing child labor?

Lesson Content:
After everyone has responded, I will say that we’ll address this question in a few minutes. For now, students need to make sure they have their paper and pencil ready. They should put a circle in the middle of the paper and inside write “child labor consequences.” I will call on students who give me the “thumbs up” to share a consequence of child labor that we’ve learned about so far (illness, children can’t go to school, children are away from their parents, etc.). I will draw the concept map on the screen as students draw it on their paper. We will connect all the consequences to the center circle using lines. After all ideas have been shared, I will go through the PowerPoint, having students take turns reading where appropriate. As we come across a consequence that is not on our web yet, I will add it to the on-screen web, and students will add it to theirs.

I will choose a consequence, like “earning income for the family” and ask: *How would a family who depends on their children earning money be affected if the children no longer worked?*

Assessment: I will pose the same question from the beginning of the lesson: Why might someone be against outlawing child labor? I will check if students are using reasons from the *Hidden Lives* and “Rethinking Child Labor” excerpts, or from our web.

Summary: I will summarize students’ answers and the big ideas from the lesson: At first we were only thinking about the dangers and negative consequences of child labor. Today we thought about the issue from the perspective of families who rely on their children working for survival. Child Labor is usually part of a bigger problem of poverty. To solve the first issue, we must address the root cause. We also read how some children enjoy working, and combine work with school. Now it’s time for you to consider the complexities of the issue and take on the role of a lawmaker.

Follow-up Work (homework):
Post your response to the following discussion question on our class Discussion Board. Also, reply to your partner’s post with a comment or question.
Discussion question: If you were on the committee to write a law to protect children from exploitative work, what would the law say? (Think about what types of work would be illegal, what restrictions you would have—age, length of work, time of day, would there be exceptions?)

LACP 6: Project-Based Assessment
PA Grade 5 Standards: Reading, Writing, Speaking & Listening
1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
   - Summarize the major ideas, themes or procedures of the text.
   - Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).
   - Extend ideas found in the text.

1.5.5B Write using well-developed content appropriate for the topic. Gather, organize and select the most effective information appropriate for the topic, task and audience.

Project Options:
   - Choose one of the examples of child labor from “Stolen Childhoods” (carrying clay for bricks, working in garbage dump, etc.) and imagine you are a journalist who will interview one of children who does this job. Prepare ten interview questions.
   OR
   - Create a poem related in some way to the issue of child labor today.
   OR
   - Create a collage using magazine clippings, images, and/or words to make a statement about child labor today.

LACP 7: Investigate: What is being done to help?

Students will visit these three websites and fill out the handout for evaluation of a group working for global justice from p. 337 of Rethinking Globalization, one sheet per website.
http://www.freethechildren.com/index.php
www.cry.org
LACP 8: Final Assessment
Create a pamphlet to inform other students your age about the issue of child labor today. Your pamphlet should be persuasive, to convince others that they should care about this issue. Choose one of the groups you investigated that are working to end child labor and include information about this organization in your pamphlet, so readers of your pamphlet will know how they can get involved.
### IV. LACP Organizational Chart

<table>
<thead>
<tr>
<th>Unit Introduction</th>
<th>Grouping Patterns</th>
<th>Bloom’s Taxonomy</th>
<th>Multiple Intelligence</th>
<th>Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Labor in the US</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<td></td>
<td>Individual pre-assessment e-mailed to me.</td>
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<table>
<thead>
<tr>
<th>Unit Development</th>
<th>Grouping Patterns</th>
<th>Bloom’s Taxonomy</th>
<th>Multiple Intelligence</th>
<th>Standards Addressed</th>
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<tbody>
<tr>
<td>Everywhere on Earth</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<tbody>
<tr>
<td>A Closer Look: Video &amp; Discussion Board</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
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<tbody>
<tr>
<td>Defining Child Labor: Quiz and Examples</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<tbody>
<tr>
<td>What if all child labor ended tomorrow?</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<tr>
<td>Project-Based Assessment: Choose between 3</td>
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<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<tr>
<td>Investigate: What is being done today?</td>
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<td>Individualized</td>
<td>Student-Teacher</td>
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<tbody>
<tr>
<td>Final Assessment: Child Labor Pamphlets</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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<table>
<thead>
<tr>
<th>Conclusion</th>
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</thead>
<tbody>
<tr>
<td>Share pamphlets with another fifth grade class. Answer any questions they have.</td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Individualized</td>
<td>Student-Teacher</td>
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</tbody>
</table>
### V. Assessment Plan for LACP

<table>
<thead>
<tr>
<th>Type</th>
<th>Assessment Technique</th>
<th>Description of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>More formative</strong></td>
<td>Such as Email, Poll Pods, Informal Observation, Oral Questioning, Quizzes, Tests.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Topic</strong></td>
<td>LACP1: Child Labor in the US LACP2: Everywhere on Earth LACP3: A Closer Look: Video and Discussion Board LACP4: Defining Child Labor LACP5: What if all child labor ended tomorrow? LACP6: Create a collage, write a poem, or create interview questions LACP7: What is being done to help children?</td>
<td>I will use poll pods during lessons to assess current understanding, and adjust the lesson accordingly. I will read students' e-mail follow-ups assignments and discussion board posts to see if they are hitting on our big ideas, or if their answers are surface level. I will use my responses to push for deeper thinking. Are they using empathy? During bi-weekly phone calls, I will ask a few of the discussion questions from the unit to allow students to answer one-on-one, and check for understanding. I can clear up any confusion.</td>
</tr>
<tr>
<td><strong>Informal Observation</strong></td>
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<tr>
<td><strong>Oral Questioning</strong></td>
<td>Q1: What is a labor union? What is “exploitation”? How many children are involved in child labor? What is the accepted definition of Child Labor? Q2: Short answer questions with some data such as diagrams, charts, graphs, etc. According to this graph, what percent of the world’s children are employed? What percent have education available? Which countries have the highest instances of child labor? Q3: Using our map of places child labor is occurring as evidence, as well as facts you’ve learned from text and video, what would you say to someone who says child labor is not a big problem? Q4: Using the ILO statistics on what percentage of child labor occurs in each economic sector, create a circle graph.</td>
<td>What types of jobs do these children do? What surprises you about what you have seen in the videos? How do you feel after watching them? Is there anything you’d like to ask the children that didn’t get asked? Is there anything you’d like to do now that you’ve seen these videos? Would you (or your parents) be willing to pay more for the items you buy if it meant the workers’ conditions were improved and only adult laborers were hired?</td>
</tr>
<tr>
<td><strong>Quizzes / Tests</strong></td>
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<tr>
<td><strong>Conforming Writing</strong></td>
<td>Fill-in answers to video study guide. Fill-in missing words for cloze paragraph of Article 32 (defining child labor). Fill-in organizer for investigating groups that are helping. Group name, country/ies they are working in, what ages/how many children affected, how have children’s lives been changed? What more does this group want to accomplish? How could our class get involved with this organization?</td>
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</tr>
<tr>
<td><strong>Diverging Writing</strong></td>
<td>Imagine you are a child laborer in one of the US textile mills in the early 1900’s, write a journal entry telling about your typical day. Post your response to video discussion questions on our class discussion board and respond to your partner’s post.</td>
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| More summative | **Performance Assessment (Project Based Assessment)** | Choose one of the examples of child labor from “Stolen Childhoods” (carrying clay for bricks, working in garbage dump, etc.) and imagine you are a journalist who will interview one of children who does this job. Prepare ten interview questions.  
OR  
Create a poem related in some way to the issue of child labor today.  
OR  
Create a collage using magazine clippings, images, and/or words to make a statement about child labor today. |
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<td>End of Unit Assessment</td>
<td><strong>Assessment</strong></td>
<td>Create a pamphlet to inform other students your age about the issue of child labor today. Your pamphlet should be persuasive, to convince others that they should care about this issue. Choose one of the groups we learned about that are working to end child labor and include information about this organization in your pamphlet, so readers of your pamphlet will know how they can get involved.</td>
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