



SOCIAL MEDIA: WEEK 1

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MULTIMEDIA WORKSHOP

WEEK 1-PRESENTATION



TARGET AUDIENCE

- LESSON TITLE: AMERICAN CHILD LABOR AND THE INDUSTRIAL REVOLUTION
- COURSE: UNITED STATES HISTORY II
- GRADE: 11TH AND 12TH GRADE HIGH SCHOOL STUDENTS
- LENGTH OF LESSON: THREE 40 MINUTE PERIODS
- STUDENTS WILL INTERACT WITH THE FOLLOWING
 - PINTEREST
 - EDMODO
 - FELLOW CLASSMATES



CHILD LABOR

DESIRED UNDERSTANDING

- THE PURPOSE OF THIS LESSON IS TO EDUCATE STUDENTS ON THE IMPACT OF THE INDUSTRIAL REVOLUTION ON CHILDREN.
- STUDENTS WILL USE ORAL HISTORIES TO ANALYZE CHILD LABOR AS A HISTORICAL AND SOCIAL ISSUE BY EXPLORING THEIR EXPERIENCES AND WORKING CONDITIONS.

PRIOR KNOWLEDGE:

- PRIOR KNOWLEDGE OF THE IMMIGRATION AND URBANIZATION IN THE UNITED STATES.

ESSENTIAL QUESTIONS

- WHAT WAS THE WORKING CONDITIONS LIKE FOR CHILDREN IN THE INDUSTRIAL REVOLUTION?
- WHY WAS IT NECESSARY TO PASS LAWS TO PROTECT THE LIVES OF CHILDREN IN THE UNITED STATES AND OTHER INDUSTRIALIZED COUNTRIES?
- HOW CAN THE QUALITY OF WORKING CONDITIONS FOR CHILDREN BE IMPROVED IN COUNTRIES THAT STILL USE CHILD LABOR?

THE LESSON—LEARNING ACTIVITIES

- INTRODUCTION AND BACKGROUND INFORMATION CHILD LABOR DURING THE INDUSTRIAL REVOLUTION
 - HOMEWORK: EACH STUDENT POSTS 2 IMAGES OR ARTICLES TO THE PINTEREST BOARD ENTITLED AMERICAN CHILD LABOR
- IMAGES ON PINTEREST WILL BE DISCUSSED AND REVIEWED
- BRIEF CLASSROOM DISCUSSION ON ORAL HISTORY
- LISTEN TO THE RECORDINGS OF THREE CHILD LABORERS AND THEIR EXPERIENCES
 - ILA HARTSELL DODSON
 - ALICE EVITT
 - JAMES PHARIS
- HOMEWORK: STUDENTS WILL ANSWER QUESTIONS AND REACT TO OTHER STUDENT POSTING.
- WE WILL BRIEFLY COMPARE TODAY'S CHILD LABOR EXPERIENCES OF THE UNITED STATES WITH THOSE FROM AROUND THE WORLD.
- ASSESSMENT/ASSIGNMENT
 - STUDENTS WILL BE ASKED TO WRITE A LETTER FROM THE PERSPECTIVE THE WORKING CHILD. THEY WILL NEED TO DESCRIBE A TYPICAL WORKDAY. THIS WILL BE POSTED TO THE EDMODO GROUP SITE. STUDENTS WILL NEED TO INTERACT AND PROVIDE EACH OTHER FEEDBACK.
 - ADDITIONAL ASSESSMENT WILL COME IN THE FORM OF A UNIT TEST

EXPECTED OUTCOME

STUDENTS WILL UNDERSTAND...

- THE IMPACT OF THE INDUSTRIAL REVOLUTION ON CHILDREN AND THE LABOR FORCE

STUDENTS WILL KNOW ...

- THE IMPACT OF CHEAP LABOR SUPPLY FOR INDUSTRY
- THE WORK OF REFORMERS
- THE TECHNOLOGICAL ADVANCES

STUDENTS WILL BE ABLE TO

- UNDERSTAND THE REASONS FOR THE RISE OF CHILD LABOR IN THE UNITED STATES BY ANALYZING PRIMARY AND SECONDARY DOCUMENTS
- UNDERSTAND HOW THE OUTCRY AGAINST THE ABUSES OF CHILDREN LED TO LEGISLATION TO BAN IT
- UNDERSTAND WHY CHILD LABOR IS STILL A PROBLEM TODAY IN MANY PARTS OF THE WORLD

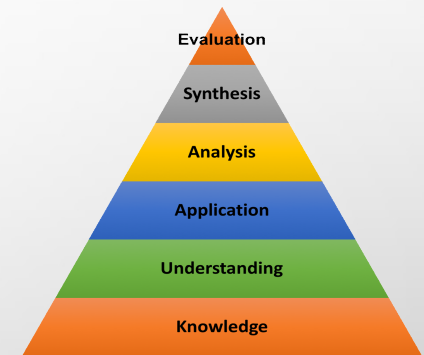
ASSESSMENT

- PINTEREST POSTINGS
- CONVERSATION AND VERBAL INTERACTION WITH STUDENTS
- EDMODO RESPONSES/COMMENTS
- LETTER FROM A CHILD WORKER DURING THE INDUSTRIAL REVOLUTION
- RUBRIC
- UNIT TEST



BLOOMS TAXONOMY

- **REMEMBER:** STUDENTS WILL UNDERSTAND THE ECONOMIC IMPORTANCE OF CHILD LABOR AND THE CORRESPONDING REFORM MOVEMENT. THEY WILL REMEMBER THAT CHILD LABOR IS STILL A PROBLEM TODAY IN MANY PARTS OF THE WORLD.
- **UNDERSTAND:** STUDENTS WILL UNDERSTAND THE HISTORICAL SIGNIFICANCE OF CHILD LABOR DURING THE INDUSTRIAL REVOLUTION.
- **APPLY:** STUDENTS WILL APPLY THEIR KNOWLEDGE TO ANSWER THE QUESTIONS POSTED ON EDMODO.
- **ANALYZE:** STUDENTS WILL ANALYZE THE ORAL HISTORY EXPERIENCES OF CHILD LABOR THROUGH ORAL HISTORY AND IMAGES.
- **EVALUATE:** STUDENTS WILL EVALUATE THE IMAGES OF CHILDREN WORKING CONDITIONS.
- **CREATE:** STUDENTS WILL USE THEIR NEW KNOWLEDGE TO CREATE A REALISTIC DEPICTION OF THE CHILD LABOR.



MULTIPLE INTELLIGENCES

- EXISTENTIALISM
 - EXAMINING CHILD LABOR TODAY AND THEIR ROLE AS CONSUMERS
- VERBAL/LINGUISTIC
 - NOTE TAKING
 - READING THE TRANSCRIPTS FROM THE INTERVIEWEE'S
- LOGICAL-MATHEMATICAL
 - NOT APPLICABLE
- MUSICAL
 - AUDIO RECORDINGS OF CHILD LABOR ORAL HISTORY
- BODILY-KINESTHETIC
 - NOT APPLICABLE
- SPATIAL/VISUAL
 - PHOTOS (PART OF PINTEREST ASSIGNMENT)
- INTERPERSONAL
 - INTERACTING WITH EACH OTHER ON EDMODO
- INTRAPERSONAL
 - WRITING A LETTER AND COMMENTING ON THEIR FELLOW CLASSMATES WORK



SOURCES

IMAGES:

SLIDE 1:

[HTTP://TINYURL.COM/N8CJZLQ](http://tinyurl.com/N8CJZLQ)

[HTTP://TINYURL.COM/HHWQNLF](http://tinyurl.com/HHWQNLF)

[HTTP://TINYURL.COM/LXRNPJC](http://tinyurl.com/LXRNPJC)

SLIDE 6:

IMAGE COURTESY OF MICROSOFT POWERPOINT

SLIDE 7:

[HTTP://TINYURL.COM/LPHRORZ](http://tinyurl.com/LPHRORZ)

SLIDE 8:

[HTTP://TINYURL.COM/HGY77PK](http://tinyurl.com/HGY77PK)

REFERENCES (TEXT)

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GREGORC, ANTHONY. LEARNING/TEACHING STYLES: THEIR NATURE AND EFFECTS. STUDENT LEARNING STYLES. NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1979.

SOUSA, DAVID. HOW THE BRAIN LEARNERS. 4TH ED. THOUSAND OAKS, CA: CORWIN, 2016. PRINT