

Name: Jill Pierson
 Lesson: Child Labor in America
 Grade Level: 11th/12th Grade U.S. History II
 Date: May 22, 2017

Stage 1—Desired Results	
<p>Established Goals:</p> <p>COMMON CORE STANDARDS</p> <p>CCSS.ELA-Literacy.RH.11-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-1 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>NEW JERSEY STATE STANDARDS</p> <p>SOCIAL STUDIES</p> <p>6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and determine the positive or negative impact of these practices on the nation and on individuals and the need for government intervention and reforms.</p> <p>6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.</p> <p>TECHNOLOGY</p> <p>8.1.5.C.1 Communicate information and ideas to multiple audiences using a variety of media and formats</p>	
<p>Desired Understandings:</p> <p>The purpose of this lesson is to educate students on the impact of the industrial revolution on children.</p> <p>Students will use oral histories to analyze child labor as a historical and social issue by exploring their experiences and working conditions.</p> <p>Prior Knowledge:</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How were lives of children impacted by 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?

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Students will have a prior knowledge of the immigration and urbanization in the United States.	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none">- the impact of the industrial revolution on children and the labor force <p><i>Students will know ...</i></p> <ul style="list-style-type: none">- the impact of cheap labor supply for industry- the work of reformers- the technological advances <p><i>Students will be able to</i></p> <ul style="list-style-type: none">- 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	
Stage 2--Assessment Evidence	
<p>Performance Tasks:</p> <p>Students will use Pinterest to create pictorial board of the work of photojournalists and the images of child labor in 19th and 20th Century America.</p> <p>Students will use Edmodo to answer posted questions related to child labor and obtain uploaded primary source documents.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none">- Class discussion which addresses the essential questions- Students posting on Pinterest- Answer to questions posted on Edmodo- Reading Comments on Edmodo- Letter Writing from the perspective of a child worker- Rubric scores- Unit Test
Stage 3—Learning Plan	
<p>Learning Activities</p> <ul style="list-style-type: none">- <i>Introduction</i><ul style="list-style-type: none">- I will start by discussing and presenting an introduction and background of the effects of the Industrial Revolution- Homework: Each student must search the internet and post at least two images and/or newspaper articles about 19th and 20th century American child labor practices. The pictures and articles will be posted to our classes American Child Labor Pinterest Board- <i>Procedure</i><ul style="list-style-type: none">- We will discuss the photos and images on Pinterest- As a class we will discuss the importance of oral history and how it relates to the industrial revolution- In class, they will listen to the Ila Hartsell Dodson, Alice Evitt, and James Pharis oral history recordings.- Homework: On Edmodo, I will post the transcripts of these recording and the following discussion questions.<ul style="list-style-type: none">- Why was Ila so eager to start working in the mill?	

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<ul style="list-style-type: none">- What were Ila's reasons for not attending high school?- What kind of injury did James have?- What other working condition in a mill or factory would child workers have to suffer?- Homework assignment students will respond to these questions and comment on each other responses. Students will also be asked to post any questions he/she may have about the historical event.- <i>Active Engagement:</i><ul style="list-style-type: none">- Student will write a letter from the perspective of the working child. In this letter they will describe a typical day at the mill, factory, cannery, mine or farm.- Homework: Students will post their work on Edmodo group. Student will be required to make comments on fellow peers work. Comments should be complimentary and reflect on the materials discussed in class. I will be monitoring the site and grading their comments and letters.- <i>Closing Activity:</i><ul style="list-style-type: none">- The closing activity students will be asked to compare child labor in America to child labor practices today.- <i>Resources</i><ul style="list-style-type: none">- Computer- Edmodo- Pinterest- Audio files of Ila Hartsell Dodson- Audio files of Alice Evitt- Audio files of James Pharis- Lecture/Notes
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Grading Rubric

	Good (5-4)	Fair (3-2)	Poor (1-0)
Facts	Student uses a variety of facts, all correct. The facts are based on lessons taught and the information. the student also draws from outside sources. The facts are excellently tied in with the analysis.	Students cites facts, mostly correct. The facts are based on lessons taught and information in the textbook. The facts are tied in with the analysis.	Student uses no facts, or mostly incorrect facts.
Analysis	Student provides in-depth analysis and correlates it with the facts he or she provided. Insight shows understanding beyond the lesson and illustrates	Student has little analysis and does not correlate it with the facts. Insight is weak and lacks accuracy	Students has no analysis. Student demonstrates little understanding, or none at all.

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	a clear grasp on the subject matter.		
Writing	Student has no punctuation or spelling errors. Writing style excellently aids the understanding of the analysis.	Student has some punctuation and correct spelling. Writing style is unclear and does not further assessment.	Student has no or little punctuation and shows poor spelling abilities.
Comments/Feedback to Fellow Students (Edmodo)	Feedback was positive and reflect the materials discussed	Feedback was neutral in tone but reflected some of the materials discussed	Feedback was negative in tone and did not reflect the materials discussed
Pinterest Assignment	Uploaded 2 or images to class Pinterest board	Uploaded 1 image/article to Pinterest board	Upload 0 images/articles to Pinterest Board