## CHILD LABOR-INDUSTRIAL REVOLUTION CASE STUDY

## Goals & Objectives

Given the class session students will analyze and compare primary source documents using prior knowledge and guided questions. Students will understand the social affects of the Industrial Revolution.

## California State Content Standard

###### 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

###### 4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

**RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

### Lesson Introduction (Anticipatory Set)

Day 1

The teacher will have 2 different pictures projected onto the screen. Students will be asked to take out the notebook and divide their page into 2 sections. Students will be instructed to analyze and observe the pictures, jotting down what comes to mind. Students will then be asked to write 2 questions they have regarding the pictures. Once all students have completed their questions the teacher will randomly call on students to ask their questions. The teacher will write the questions on the board. This will allow the teacher to refer to answering the questions throughout the lesson.

Day 2

The teacher will remind students of the concepts that were covered the day before. The teacher will then review the questions that were asked the day before.

### Vocabulary (Content Language Development)

Day 1

The teacher will introduce 5 vocabulary terms by writing them on the board. Students will be instructed to create a 5-tab vocabulary book. Students will write the key term on the front of the tab and will write the definition, examples, key words that relate to the key term on the inside of the tab. This vocabulary book will be used as a resource for students to refer to while reading and will also work as a study aid.

Day 2

The teacher will review key terms and will call on students to give an example of a key term.

### Content Delivery (Inquiry)

Day 1

This lesson will be taught after the teacher has taught Lesson 2 of Industrialization. Therefore students will have background knowledge before digging deeper into analyzing child labor during the Industrial Revolution. Students will analyze a reading that summarizes child labor to prepare them for critically analyzing the primary sources.

Day 2

The teacher will review the reading that was read the day before and will then proceed to group students into groups of 4-6 students. Each group will be given 2 primary source pictures/documents to analyze. The teacher will provide guided questions to accompany each primary source.

### Student Engagement & Critical Thinking (Student Activities)

Day 1

The teacher will begin the lesson by having students individually read a passage that summarizes child labor during the IR. Students will be given approximately 10 minutes to read and highlight key terms, underline important facts, and circle words/phrases that they have questions on as they are reading the passage. Students will then be paired into groups and will be assigned a child advocate to read about. Students will be asked to read out loud in their groups and will then be given 2-3 minutes to discuss the advocate. During this time the teacher will be walking around the room and listening to all groups discussions to ensure all students are actively participating.

Day 2

Students will rejoin their groups that they worked with the previous day as the teacher passes out 2 primary sources to each group as well as a handout with guided questions pertaining their sources. Students will be given 15 minutes to analyze each source. Students should be actively engaging in conversation with each other while analyzing the sources. Students should complete their guided questions individually as they are analyzing the sources in their groups.

### Demonstrated Learning (Formative & Summative Assessments)

Day 1

**Entry Level**- Teacher will assess students at the beginning of the period by asking them to analyze the two pictures projected on the board. Student will be using prior knowledge which will inform the teacher on the about of knowledge that students have on the concept. Students will also be asked to critically think to develop a question regarding the sources based on prior knowledge.

**Formative** **(Informal)**- Teacher will assess students throughout the lesson. The teacher will assess each student’s critical thinking skills as they respond to the provided questions to check for understanding.

Day 2

**Entry Level**- Teacher will assess students’ memory of the concepts covered the day before by asking questions.

**Formative (Informal)**- Teacher will informally assess students as they respond to questions that pertain to the primary source documents. The teacher will assess students while students are talking in groups

**Summative**- Teacher will assess students as they share out their responses with the class and present their primary sources along with their analysis. This will allow the teacher to assess each student’s participation in the assignment as well as their understanding.

### Lesson Closure

Day 1

The teacher will call on groups to share their responses. One person from each child advocate section will share what their group learned about their particular child advocate. The teacher will ask for feedback and opinions from students as well.

Day 2

Each group will share their primary sources with the entire class. Each person in the group will be asked to participate in presenting the sources and/ or sharing with the class their guided questions responses. The teacher will summarize the importance of analyzing and using primary sources.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher will accommodate English Learners, Striving Readers, and SSN’s by providing them with page numbers to accompany their key terms. Students will also be given the same handout as their fellow classmates, but key terms will be highlighted for them and the paper will be scaffold into sections to allow easier access to reading sections. Students will also be grouped with higher performing students to assist them while they work through the lesson.