



Component	Description
<b>Title of Lesson</b>	Child Labor: Industrial Era
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	During the 19th and early 20th century, child labor was common in factories and mills in the United States and Great Britain. During this time period, factories and mills were an essential aspect in Philadelphia's industrialized economy.
<b>Duration</b>	45 mins
<b>Objective</b>	SWBAT analyze various accounts of a subject told in different mediums IOT describe the practice of child labor during the Industrial Revolution.
<b>Standard(s)</b>	<p>-Standard - CC.1.2.9-10.G</p> <p>Analyze various accounts of a subject told in different mediums</p> <p>-Standard - CC.8.5.9-10.A</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.1.5.9-10.A</p> <p>Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Anticipatory Set</b>	<p>-Ask students if they work or ever had a job. Ask details such as duties, pay, age they started working etc. Discussion of the pros and cons of having a job as a minor.</p> <p>-Read the following excerpt from Victoria Byerly's <u>Hard Times Cotton Mills Girls</u></p> <p>"I was eleven years old when I went to work in the mill. They learnt me to knit. Well, I was so little that they had to build me a box to get up on to put the sock in the machine. I worked in the hosiery mill for a long time and, well, then we finally moved back to the country. But me and my sister Molly finally went back up there in 1910 and I went to work in the silk mill. Molly went to work in the hosiery mill. . . . We worked twelve hours a day for fifty cents. When paydays</p>

	<p>come around, I drew three dollars. That was for six days, seventy-two hours. I remember I lacked fifty cents having enough to pay my board.”</p> <p>-Compare experiences</p>
<b>Direct Instruction</b>	<p>-During the late 19th and early 20th century, Philadelphia’s was known as the “Workshop of the World” and the first great industrial city. Its production and manufacturing industries drew workers from all over the world. It’s neighborhoods were characterized by mills, factories, plants, and production firms.</p> <p>-According to the US Census, approximately 2 million children were working in mills, fields, factories, mines, and in the streets in 1900.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-In groups of 2-3 students view photos and descriptions of children working in mills and factories during the 19th and early 20th century and discuss their observations. What can you infer about child labor (working conditions, concerns, health, etc.) during the industrial revolution?  <a href="http://www.historyplace.com/unitedstates/childlabor/">http://www.historyplace.com/unitedstates/childlabor/</a></p> <p>-Class discussion of students’ observations and group discussions.</p> <p>-Explain that the practice of using child labor continued for several decades in England and the US. Provide students with the following quote:</p> <p>“It is a distortion of facts to say that the factories carried off the housewives from the nurseries and the kitchen and the children from their play. These women had nothing to cook with and to feed their children. These children were destitute and starving. Their only refuge was the factory. It saved them, in the strict sense of the term, from death by starvation.” Ludwig von Mises, <u>Human Action: A Treatise on Economics</u></p> <p>-In groups, students reflect on this quote. What is the message? What can be inferred about why child labor was prevalent?</p>
<b>Independent Practice</b>	<p>-Students respond to the following prompt: Although the practice of child labor was well-known, it continued throughout the Industrialization Era. Based on the pictures, personal account, and quote from von Mises, discuss the reasons for why this practice continued in factories and mills in the United States and England.</p>
<b>Closure</b>	<p>Students share responses with a partner.</p>
<b>Assessment</b>	<p>Student discussions and writing</p>
<b>Key Terms</b>	<p>Industrial Revolution, textile</p>
<b>Resources and Materials</b>	<p><a href="http://www.historyplace.com/unitedstates/childlabor/">http://www.historyplace.com/unitedstates/childlabor/</a></p> <p><a href="http://www.history.com/topics/child-labor">http://www.history.com/topics/child-labor</a></p> <p><a href="https://www.mackinac.org/3879">https://www.mackinac.org/3879</a></p>

Component	Description
<b>Title of Lesson</b>	The Fight Against Child Labor in the Industrial Era
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	During the 19th and early 20th century, child labor was common in factories and mills in the United States and Great Britain. During this time period, factories and mills were an essential aspect in Philadelphia’s industrialized economy. Various reformers organized and used various methods to fight against child labor. Mother Jones’ March of the Mill Children, which was inspired by a large textile workers’ strike in the Kensington neighborhood of Philadelphia, is one example. In this lesson, students will compare the methods Mother Jones used to protest child labor with current social justice movement.
<b>Duration</b>	45 mins-1 hour
<b>Objective</b>	SWBAT determine the central ideas or information of a primary or secondary source IOT describe the methods used during Mother Jones’ protest of child labor in 1903 and compare with current social justice movements.
<b>Standard(s)</b>	<p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.1.3.9-10.B</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p>
<b>Anticipatory Set</b>	-Pose the following questions: How do people spread awareness of social injustices today? (marches, protest, social media, strikes, write letters to officials, etc.). Encourage discussion of specific examples (Arab Spring, Black Lives Matter, Public School Funding protests/letter writing campaign in Philadelphia)
<b>Direct Instruction</b>	<p>-Many of these methods (excluding social media) were used in the early 20th century to bring awareness and change to the child labor practices.</p> <p>-In 1903, Mary Jones (known as Mother Jones), an Irish-born American school teacher, was a labor rights activist. Mother Jones was known as “the most dangerous woman in America”. She organized a march of 100 child workers from the textile mills in the Kensington neighborhood of Philadelphia to Oyster Bay, NY, the home of Theodore Roosevelt, to protest the use of child labor and working conditions in the mills.</p>

<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-Students read an excerpt from Mother Jones' autobiography describing the March of the Mill Children:  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></p> <p>-In groups, students create a T chart with columns titled "Problems caused by child labor" and "Protest method" to describe the effects of child labor that Mother Jones describes and the methods she used to bring about awareness and change.</p> <p>-Students compare methods she used with methods used in protests in the current social justice movements identified in the anticipatory set.</p>
<b>Independent Practice</b>	<p>Create a poster with a slogan that captures the spirit of Mother Jones' march.</p>
<b>Closure</b>	<p>Presentation and explain of poster.</p>
<b>Assessment</b>	<p>Posters and presentations</p>
<b>Key Terms</b>	
<b>Resources and Materials</b>	<p>Materials needed</p> <ul style="list-style-type: none"> <li>-Copy of the excerpt from Mary Jones's biography  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></li> <li>-Poster making material</li> </ul> <p><a href="http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/">http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/</a></p>

Component	Description
<b>Title of Lesson</b>	The Fight Against Child Labor: 20th and 21st century
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	Although child labor is usually associated with the Industrial Revolution, the practice continues to exist in both the developed and developing world today. In this lesson, students will hear accounts of modern day child labor and analyze primary documents concerning child rights.
<b>Duration</b>	1- 1.5 hours
<b>Objective</b>	SWBAT determine the central ideas or information of a primary or secondary source IOT compare and analyze personal accounts and documents that were intended to bring reform in child labor regulations.
<b>Standard(s)</b>	<p>-Standard - CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.8.6.9-10.A</p> <p>Write arguments focused on discipline-specific content.</p>
<b>Anticipatory Set</b>	<p>-Class creates a concept map or word cloud about child labor. Ask students what words or ideas come to mind. Encourage students to think about the “who” and “where” and “when” of child labor.</p> <p>-View the following videos. After each, ask students if there is anything they can add to the word cloud/concept map/  <a href="https://www.youtube.com/watch?v=awiQd8BVGTS">https://www.youtube.com/watch?v=awiQd8BVGTS</a> (Pakistan, Ethiopia, Uganda) and <a href="https://www.youtube.com/watch?v=JgJBZQWEzFI">https://www.youtube.com/watch?v=JgJBZQWEzFI</a> (US). The objective is to encourage students to rethink common misconceptions about child labor and understand that it was not just part of the industrial era and is occurring in countries around the world, including the United States.</p>
<b>Direct Instruction</b>	<p>Discuss efforts to end child labor throughout history.</p> <p>-The March of the Mill Children brought awareness of child labor to the public in 1903. Review the March of the Mill Children, its rationale and methods, if used in conjunction with the previous lesson. (If used in isolation, class can read the excerpt of the biography of Mary “Mother” Jones <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a> and discuss her argument against child labor and the methods she used.</p>

	<p>-Pennsylvania was among the first states to enact stricter child labor laws. “A 1905 law raised the minimum age for factory and mine work to fourteen, prohibited most night work for children, and included penalties for the falsification of a child’s age. A Department of Factory Inspection was created to oversee enforcement. By 1909, the law was expanded to limit a child’s work day to ten hours and to prohibit those less than eight-teen years old from working in certain industries.” (Child Labor in Pennsylvania, PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION HISTORIC PENNSYLVANIA LEAFLET No. 43)</p> <p>-In 1904 the National Child Labor Committee was formed to fight for federal child labor legislation. It wasn’t until 1938 when federal law regulated the employment age and workweek hours for children with the Fair Labors Standards Act.</p>
<p><b>Guided Practice (and/or Cooperative Practice)</b></p>	<p>-National and International organizations have addressed child labor. In pairs, students examine the following 3 documents:</p> <p><b>Declaration of Dependence by the Children of America in Mines and Factories and Workshops Assembled (approximately 1913)</b>  <a href="https://www.loc.gov/resource/nclc.04892/">https://www.loc.gov/resource/nclc.04892/</a></p> <p><b>The League of Nations Geneva Declaration of the Rights of the Child (1924)</b>  <a href="http://www.un-documents.net/gdrc1924.htm">http://www.un-documents.net/gdrc1924.htm</a></p> <p><b>The UN’s Declaration of the Rights of the Child (1959)</b>  <a href="http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)">http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)</a></p> <p>-Pairs compare the 3 documents. How are they similar? How are they different?</p> <p>-Class discussion on similarities and differences.</p> <p>-Split students into 10 groups and assign one principle in the UN Declaration of the Rights of the Child. Groups create a chart of examples and non-examples of that principle. Groups discuss if child labor is addressed in that specific principle.</p>
<p><b>Independent Practice</b></p>	<p>Despite these declarations, child labor is still prevalent in today’s society in both “developed” and “developing” countries. Students create an 11th principal with rationale for the UN Declaration of the Rights of the Child that directly addresses child labor.</p>

<b>Closure</b>	Students complete an exit ticket listing one thing they learned and 1 thing they knew about child labor.
<b>Assessment</b>	Analysis of the documents, discussion, group principle analysis charts
<b>Key Terms</b>	
<b>Resources and Materials</b>	<p>Child Labor in Pennsylvania, PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION HISTORIC PENNSYLVANIA LEAFLET No. 43  <a href="https://ia600206.us.archive.org/7/items/ChildLaborInPennsylvania/Child-Labor-in-Pennsylvania-Historic-Pennsylvania-Leaflet-43.pdf">https://ia600206.us.archive.org/7/items/ChildLaborInPennsylvania/Child-Labor-in-Pennsylvania-Historic-Pennsylvania-Leaflet-43.pdf</a></p> <p>Declaration of Dependence by the Children of America in Mines and Factories and Workshops Assembled (approximately 1913)  <a href="https://www.loc.gov/resource/nclc.04892/">https://www.loc.gov/resource/nclc.04892/</a></p> <p>The League of Nations Geneva Declaration of the Rights of the Child (1924)  <a href="http://www.un-documents.net/gdrc1924.htm">http://www.un-documents.net/gdrc1924.htm</a></p> <p>The UN's Declaration of the Rights of the Child (1959)  <a href="http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)">http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)</a></p> <p>Excerpt of the biography of Mary "Mother" Jones  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></p> <p>Child Labor personal account videos  <a href="https://www.youtube.com/watch?v=awiQd8BVGTS">https://www.youtube.com/watch?v=awiQd8BVGTS</a> (Pakistan, Ethiopia, Uganda)  <a href="https://www.youtube.com/watch?v=JgJBZQWEzFI">https://www.youtube.com/watch?v=JgJBZQWEzFI</a> (US)</p>