

5TH GRADE

VOLUME 5.4

Biography *Kids at Work*

Sarah Collinge
with Bethany Robinson



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

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Peanut Butter Publishing
943 NE Boat Street
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877-728-8837
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Welcome to the C. I. A. Unit of Study for the book *Kids at Work: Lewis Hine and the Crusade Against Child Labor*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

Kids at Work is one of many photo essays written by Russell Freedman. This biography tells the inspiring story of Lewis Hine—a teacher who left the classroom to become an investigative photographer for the National Child Labor Committee in 1908. He believed this shift in his career was pivotal to broadening his educational efforts “from the classroom to the world” (Freedman, 1994, p. 19).

Russell Freedman blends the chronological story of Lewis Hine’s life with the shocking photographs and stories that Hine gathered during the ten years of his investigation of child labor. You and your students will become emotionally engaged by the text as you learn about the realities of child labor through the testimonies of children and Hine’s shocking photographs.

This unit of study connects well to the previous unit, *Chains*. Students will learn that the Industrial Revolution extended slavery in the United States. They will also learn that a new form of slavery—child slavery—was born out of the Industrial Revolution. Students will compare the Declaration of Independence to the Declaration of Dependence, a document written by the National Child Labor Committee. At the conclusion of the unit, students will learn about the continuing horrors of child labor in the United States and will write a letter to a federal representative urging the acceptance of new laws proposed by the Department of Labor in 2011.

Kids at Work is a challenging text for fifth-graders because it demands a great deal of background knowledge about this time in history. The first several lessons in this unit will give students an opportunity to expand their background knowledge on the topic of the Industrial Revolution. To support these lessons, you will need to purchase the PBS Home Video titled *Mill Times* (2001).

In addition, I have included a section at the end of this unit in which I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block while teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students’ understanding.

Finally, this unit of study is also designed to teach students the features of biography and familiarize them with the text structure of a photo essay. They will learn the importance of recognizing the main character’s accomplishments and significance in order to determine the author’s message. In addition, students will consider how the message in *Kids at Work* has significance for and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the Industrial Revolution. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in the photographs taken by Lewis Hine. Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Kids at Work*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

Kids at Work Unit of Study—Distribution of Standards

Distribution of Common Core State Standards		Reading Standards for Information																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Key Ideas and Details																												
#1	Read closely Monitor comprehension Support thinking	X	X			X	X	X		X	X		X	X	X	X					X			X	X		X	
#2	Main idea Details Summarize						X	X				X					X	X	X	X	X			X				
#3	Sequence Cause and effect	X	X		X	X			X	X	X	X	X	X	X	X					X				X	X		
Craft and Structure																												
#4	Author's craft														X	X												
#5	Text structure Compare/Contrast Problem/Solution Cause/Effect				X	X	X		X	X	X			X							X	X		X	X			
#6	Point of view Author's perspective						X		X												X	X		X		X		
Integration of Knowledge																												
#7	Connect to other representations of the topic (visual, oral)							X																	X			
#8	Explain author's use of reasons/evidence																									X		
#9	Integrate on 1 topic																											
By the end of the year, read and comprehend informational text in the grades 4–5 text complexity band proficiently, with scaffolding as needed.																												

Distribution of Common Core State Standards

Writing Standards																																
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33					
Text Types and Purposes																																
#1 Opinion piece							X														X							X				
#2 Expository piece			X						X												X							X				
#3 Narrative piece																																
Production and Distribution																																
#4 Write clearly Organize Task, purpose, audience			X				X			X											X							X				
#5 Strengthen writing Writing process																												X				
#6 Produce and publish Use technology																												X				
Research																																
#7 Investigate different aspects of one topic																																
#8 Recall information Gather information Take notes/categorize	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X		X	X	X				
#9 Draw evidence			X				X			X					X	X	X	X	X	X	X	X						X				
Range of Writing																																
#10 Extended time																												X				
#10 Short time			X				X			X											X	X										

Distribution of Common Core State Standards

Language Standards																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33	
Conventions																												
#1																												
Grammar and usage																												
#2																												
Capitalization, punctuation, and spelling																												
Knowledge of Language																												
#3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Convey ideas precisely																												
Formal English																												
Vocabulary																												
#4	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X		X				
Monitor meaning of unknown words:																												
Context																												
Morphemes																												
Reference materials																												
#5	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X				
Figurative language																												
Word relationships																												
Idioms, adages, proverbs																												
Synonyms																												
Antonyms																												
#6	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Acquire and use grade level																												
vocabulary in speaking and writing																												

Distribution of Common Core State Standards

Speaking and Listening Standards																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33	
Comprehension and Collaboration																												
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
#3 Identify reasons and evidence given by speaker																												
Presentation																												
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#5 Present with media																											X	
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Kids at Work Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to human rights, freedom vs. slavery, the value of freedom, the effects of advancement, and the role of government.</p> <p>Structure This informational text is told in sequential order, with a detailed focus on a ten-year span of Lewis Hine’s life. What makes the structure of this text complex is Freedman’s use of quotes from interviews Lewis Hine conducted during his investigation and from Lewis Hine’s notes. In addition, the genre biography is a complex genre that requires background knowledge about the time period.</p> <p>Language Conventionality and Clarity Historical language and dialect add a greater depth to the language of this text. In addition, vocabulary used throughout the text is advanced vocabulary for fifth-grade students.</p> <p>Knowledge Demands While reading, students will need to rely on their understanding of the Industrial Revolution in America, slavery, child labor, and human rights.</p>	<p>The Lexile level for <i>Kids at Work</i> is 1140, based on word frequency and sentence length. This is in the middle range of the complexity band for 6th–8th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

DAY 1, OUTSIDE TEXT

Mini-Lesson

Vocabulary Routine: *monotonous* (L 4, 5)

The Greek combining form ‘mono’ means *alone*. The base word ‘tone’ means *quality*. The suffix ‘ous’ makes this word an adjective.

Instructional Read-Aloud

Topic: “The Domestic System vs. the Factory System,” by Sarah Collinge

In this article...the author explains the differences between the domestic system of manufacturing products and the factory system. Readers learn about the assembly line and key inventions made during the time of the Industrial Revolution.

In this lesson...you be modeling how readers focus on recognizing cause and effect. You will also be modeling how readers gather and categorize information using a T-chart.

Prior to teaching this lesson, you will want to photocopy the outside text for all students. You will also want to purchase the PBS DVD titled *Mill Times* (2001).

Learning Targets:

Read closely to monitor comprehension (RI 1)

Explain cause and effect relationships (RI 3)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers identify important information in outside texts and use that information to help them build background knowledge about a topic prior to reading.

We are getting ready to read the book *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. Before we start to read this book, we need to learn about the advancement of industry in the United States that began just after the American Revolution.

Teach:

Today I am going to teach you...

...that good readers recognize the effects of important historical events. We will be learning about a time in American history when new inventions led to a change from producing goods such as clothing in one's home, to producing goods in factories. We will be reading the article "The Domestic System vs. the Factory System."

Watch me as I model how I recognize important information about the time period just after the Revolutionary War.

Notice how I think about the effects of new advancements in industry on the American people.

Today we will be using this stem for turn and talk:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

Please open up your reader's notebooks to a clean page. Make a T-chart and label the left column **Cause** and the right column **Effect**. As we create this chart together on the easel, you will each copy the information onto the chart in your own reader's notebook. We will use this chart to record the cause and effect relationships we recognize as we read the article.



Begin reading "The Domestic System vs. the Factory System."

Model:



Stop after: "The domestic system was no longer able to provide enough goods to meet the demand." (paragraph 3)

When the article said that making fabric in the home required a significant amount of time and skill, **I was thinking this was important because** it tells me why Americans weren't able to produce enough fabric to meet the demands of a growing population. **This helps me understand** how important it was to find a new, easier, and quicker way to spin yarn and weave fabric.

(Model adding this important information to the cause and effect chart.)

Guided Practice:



Stop after: “They stayed in tenements or apartments in order to be close to their work.” (paragraph 5)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Guided Practice:



Stop after: “The invention of the assembly line allowed a large quantity of goods to be made in a short time frame and at a low cost.” (paragraph 6)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the cause and effect chart.)

Stretch It:

The chart titled “Inventions of the Factory System” shows a series of inventions that made the production of goods faster and cheaper. Read the chart with your partners.

Discuss: How do you think these inventions impacted the lives of the American people?

Stretch It (Optional):

(You will need 15 minutes for this part of the lesson. Watching either or both of the video segments listed below will help students visualize the time period and cause and effect relationships.)

View the beginning of the PBS movie *Mill Times* (0:00–8:47).

(This segment of the DVD shows how textiles were made using the domestic system and describes how new inventions led to the factory system.)

Also view a later portion of *Mill Times* (16:58–20:35).

(This segment of the DVD demonstrates how a water wheel was used to power a loom.)

Link:

Today and every day when you read...

...I want you to recognize the effects of important historical events and use outside sources to increase your understanding of a time period.

The following chart is an example of what your co-created chart *might* look like:

Cause	Effect
The domestic system required time and skill.	Americans couldn't produce enough goods to meet the demand.
In the 1700s machines were invented.	Products could be made faster and in larger quantities.
Large factories were built along rivers.	People had to travel to work or stay in tenements.
Assembly lines were used.	Workers no longer had to be skilled. Lots of goods could be made quickly for less money.
Samuel Slater built the first American textile mill. (1789)	Cities grew. The U.S. became a more urban society.

The Domestic System vs. the Factory System

By Sarah Collinge

The Domestic System

Before the 1700s, people manufactured products in their own homes. These people were considered artisans. They made products by hand, often taking a long time to make each object. While this work was slow, the finished products were of high quality.

During the time of the domestic system, it took a great deal of time to produce fabric that could be made into clothing. First, wool was sheared from the sheep and cleaned. It was then spun by spinners and made into yarn. Finally, a skilled weaver wove the yarn using a handloom. It took a significant amount of time and skill to make a single piece of fabric.

With the population growing, the need for a large production of goods, especially textiles, was needed. The domestic system was no longer able to provide enough goods to meet the demand.

The Factory System

In the late 1700s, machines were invented that allowed textiles to be made faster and in larger quantities. These new machines replaced hand weavers. The new machines were too large to be housed in one's home. They also required a power source to make them run.

Factories, or mills, were built along rivers, which supplied power. Workers now had to leave their homes each day and travel to a factory to work. Some workers lived too far away from a factory to travel back and forth each day. They stayed in tenements or apartments in order to be close to their work.

Workers no longer had to be skilled artisans. Instead, each worker was used to form part of an assembly line. An assembly line is an arrangement of workers and machines that each perform a single operation. As the product is passed down the assembly line, each worker or machine completes a single step in the production process. Working in an assembly line is a monotonous task. The invention of the assembly line allowed a large quantity of goods to be made in a short time frame and at a low cost.

Inventions of the Factory System:

1733	Flying Shuttle	John Kay improved the handloom with a shuttle that could be thrown by a lever, removing the need for more than one person to operate a loom.
1764	Spinning Jenny	James Hargreaves invented this device, which allowed a person to spin many threads at once.
1764	Water Frame	Richard Arkwright used the power of a water wheel to run a machine that produced yarn faster than other production methods. This machine became known as the water frame and could produce a thread much stronger than any other machine of its time.
1769	Steam Engine	James Watt invented an efficient, reliable version of the steam engine that became a revolutionary source of power for factories.

1793	Cotton Gin	Eli Whitney saw how hard it was to clean raw cotton by hand. He invented a machine that could clean cotton ten times faster.
1798	Interchangeable Parts	Eli Whitney popularized the idea of interchangeable parts. This meant that one single part could be manufactured in large quantities to be used in a variety of tools or machines.

References:

Bond, E., Gingerich, S., Archer-Antonsen, O., Purcell, L., & Macklem, E. (2003). Innovations of the Industrial Revolution. *The Industrial Revolution*. Retrieved April 17, 2012, from <http://industrialrevolution.sea.ca/innovations.html>.

Trueman, C. (2012). The domestic system. *History Learning Site*. Retrieved April 17, 2012, from http://www.historylearningsite.co.uk/domestic_system.htm.

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Mini-Lesson

Vocabulary Routine: *impoverished* (L 4, 5)

‘Pover’ comes from the Latin root, ‘povre’ which means *poor*. The prefix ‘im’ is the chameleon form of the prefix ‘in,’ which means *not*. The suffix ‘ish’ makes this word an adjective and the suffix ‘ed’ makes this word past tense.

Instructional Read-Aloud

In this chapter...the author tells us about Lewis Hine’s life from birth to adulthood. Readers learn that Lewis Hine lived above his parents’ coffee shop. They read about the hard work he did to support his family and how at the age of twenty-five he went to college to become a teacher. Finally, they learn about his interest in photography and how that led him to take pictures at Ellis Island.

In this lesson...you will be modeling how readers think about the important events in the main character’s life. You will model how good readers keep track of these events in their reader’s notebooks.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Character
- Plot—important events

Examine the importance of text structure (RI 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers consider the author’s message and evaluate the author’s message.

Teach:

Today I am going to teach you...

...that when good readers read a biography, they identify the important events in the main character's life and think about how those events impacted his or her life.

Watch me as I model how I look for the important events in Lewis Hine's life.

Notice how I think about how those events impacted his life.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking this was an important event because _____. This makes me think _____.

Open your reader's notebooks and title a clean page **Important Events List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



Begin reading chapter 2 of *Kids at Work*, starting on page 7.

Model:



Stop after: "The family lived upstairs, in an apartment above the shop." (p. 7)

When the book said that Lewis Hine was born on September 26, 1874, and lived above his parents' coffee shop, **I was thinking this was an important event because** Lewis Hine is the focus of this biography. **This makes me think** Lewis Hine probably grew up watching his parents work and helping his parents work in the coffee shop.

(Model adding these important events to the important events list.)

Guided Practice:



Stop after: "He worked thirteen hours a day, six days a week, lugging heavy furniture around, and bringing home four dollars a week in wages." (p. 7)

What events were important here?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important event because _____. This makes me think _____.

(Model adding these important events to the important events list.)

Guided Practice:



Stop after: “I was neither physically nor temperamentally fitted for any of these jobs,” Hine said later.” (p. 8)

We read that in 1893, an economic panic spread across the country. People lost their jobs and faced hard times. What happened to Lewis Hine in 1893?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important event because _____. This makes me think _____.

(Model adding these important events to the important events list.)

Guided Practice:



Stop after: “During the summer of 1904, he returned to Oshkosh to marry Sara Ann Rich, a former classmate.” (p. 9)

What events were important here?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important event because _____. This makes me think _____.

(Model adding these important events to the important events list.)

Guided Practice:



Stop after: “In 1904, the two men made their first trip to Ellis Island together.” (p. 12)

What events were important here?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important event because _____. This makes me think _____.

(Model adding these important events to the important events list.)

Stretch It (Optional):

Good readers keep track of the important events and use that information to help them make strong predictions.

Discuss: What do you think might happen next in Lewis Hine’s life?

Link:

Today and every day when you read...

...I want you to identify the important events and think about how they impact the life of the main character.

The following list is a sample of what your co-created list *might* look like:

Important Events List

1874 - Lewis Hine was born.

He grew up in Oshkosh, Wisconsin.
He lived above his parents' coffee shop.

1892 - He graduated from high school.
His father died.
He worked in a furniture factory

1899 - He went to college to learn to teach.

1901 - He taught in New York.
He got his master's degree.

1904 - He married Sara Ann Rich.
He went to Ellis Island to photograph immigrant families. He returned several times over the next few years.

Mini-Lesson

Vocabulary Routine: *exploitation* (L 4, 5)

The base word ‘exploit’ means *to take advantage of*. The suffix ‘tion’ makes this word a noun.

Instructional Read-Aloud

In this chapter...we learn that Lewis Hine believed that the problem of child labor was *not* that children worked odd jobs after school or did chores around the house. It was *not* that children were working as apprentices. The problem was that children were doing work that profited only the employer. The work children were doing was monotonous and physically exhausting. The jobs didn’t teach the children skills that could be useful to them during the rest of their lives.

Readers learn that the National Child Labor Committee was working to solve the problem by fighting for strict child-labor laws and enforcement of those laws.

In this lesson...you will be modeling how readers identify the major problem by considering what is and what is not the problem. You will also model identifying the solution that the National Child Labor Committee proposed. Students will take notes in their reader’s notebooks.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Plot—problem and solution

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers keep track of the important events as they read.

Teach:

Today I am going to teach you...

...that good readers also identify the major problem in the story and the proposed solution to the problem.

Watch me as I model how I look for the problem and think about what the problem is and isn't.

Also notice how I look for the solution the author presents.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking this was important because _____. This helps me understand _____.

Open up to a clean page in your reader's notebooks and title it **Problem/Solution**. You will use this page to keep track of the major problems in our story. Because the book *Kids at Work* is biography, we know that the problem is a real problem in history. Please make a T-chart below the title and label the left column **The problem is not** and the right column **The problem is**. Below the T-chart, write the word **Solution**, and leave space to record notes. As we add notes to this chart together on the easel, you will each copy down the information on the chart in your own reader's notebook.



Begin reading chapter 3 of *Kids at Work*, starting on page 21.

Model:



Stop after: "The object of employing children is not to train them, but to get high profits from their work." (p. 21)

When the book said that Lewis Hine wasn't concerned with children who worked odd jobs after school or helped with house chores or who were learning skills they could use for the rest of their lives, **I was thinking this was important because** it tells me that Lewis Hine wasn't against kids learning new skills through work. **This helps me understand** that not all child labor is bad or wrong. When the work is beneficial to the children, it is right.

(Model adding this information to the left column of the T-chart.)

When the book said that Lewis Hine disagreed with using child labor to bring profit only to the employer, **I was thinking this was important because** it tells me that Lewis Hine does not think it is right to exploit or take advantage of children. **This helps me understand** that when employers hire children for the purpose of getting cheap labor, this is wrong.

(Model adding this information to the right column of the T-chart.)

Guided Practice:



Stop after: “We might even say of these children that they are condemned to work.”
(p. 22)

What does Lewis Hine believe *is* the problem?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this information to the right column of the T-chart.)

Guided Practice:



Stop after: “Some states failed to enforce even the weakest child-labor laws.” (p. 22)

What does Lewis Hine believe *is* the problem?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was important because _____.

(Model adding this information to the right column of the T-chart.)

We know what Lewis Hine and other reformers believed were the problems concerning child labor. Now listen as I read to determine the solution the National Child Labor Committee proposed.

Model:



Stop after: “It was tough enough to get honest child-labor laws passed and obeyed.”
(p. 23)

When the book said that the NCLC “was fighting for strict laws and effective enforcement,”
I was thinking this was important because it tells me the solution reformers were fighting for.
This helps me understand that laws protect people only when they are enforced.

(Model adding this information to the solution section of the chart.)

Stretch It:

Discuss: What were the laws the NCLC hoped to put into place? Do you agree or disagree with these laws?

(Model adding these proposed laws to the solution section of the chart.)

Link:

Today and every day when you read...

...I want you to identify the major problem in the story and the proposed solution to the problem.

The following list is an example of what your co-created list *might* look like:

Problem/Solution	
The problem is <u>NOT</u> :	The problem <u>IS</u> :
<ul style="list-style-type: none">• children working after school• children doing chores• children being trained in a career	<ul style="list-style-type: none">• exploiting children• hiring children as cheap labor to raise profits• using children to do monotonous and exhausting work• not enforcing child-labor laws
<p><u>Solution</u>: "The National Child Labor Committee was fighting for strict laws and effective enforcement." (p.22)</p> <ul style="list-style-type: none">• you must be 14 to work.• you must be 16 to work in dangerous jobs• you can't work more than 8 hours/day• No night work• you must attend school	

Mini-Lesson

Vocabulary Routine: *desperately* (L 4, 5)

The base word 'depair' means *the loss of hope*. The suffix 'ate' makes this word an adjective.

Mini-Lesson

In this lesson...you will be modeling how readers identify a line of thinking that they will focus on as they read the rest of the book. You will model selecting a line of thinking from the author's messages list. You will model rereading to gather important details that support the author's message that you have selected.

Learning Targets:

Determine central ideas or themes (RI 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers show empathy for people in order to understand their circumstances better.

Teach:

Today I am going to teach you...

...that good readers, when they reach the end of the second quadrant, stop to name a line of thinking and gather evidence from the text to support it.

Today we will be using the author's messages list that we created to help us determine a line of thinking for this book. Please open up your reader's notebooks to that list now.

(Read the list of messages you came up with as a class.)

A line of thinking is a message or idea that the reader chooses to focus on as he or she reads the rest of the book. When readers select a line of thinking, they think about ideas that have repeated over and over again in the book. They also think about what they know about the genre, which in this case is biography.

We know that when we read a biography we think about the significance of the main character's life.

Discuss: What do you think is the important message in this book that is worth focusing on as we continue reading? Why?

(Nudge students toward selecting "Children have the right to be children" and "Lewis Hine was a courageous man.")

Model:

In our discussion, it was clear that the author continues to repeat the idea that “Children have the right to be children” (p. 2). We also believe that Lewis Hine was a courageous man who gave up his teaching career and risked his life to document the cruelties of child labor.

Let’s combine these two ideas to create our line of thinking. Our line of thinking is “Lewis Hine was a courageous man who dedicated his life to protecting children’s right to be children.”

Please open your reader’s notebooks to a clean page and title it **Evidence Collection Box**. This is where you will be keeping track of evidence to support this message. Below the title write, “Line of Thinking: Lewis Hine was a courageous man who dedicated his life to protecting children’s right to be children.”

Now draw a large box on this page and another on the next page. You will use these boxes as a place to keep track of evidence that supports our line of thinking.

We already have some evidence to support our line of thinking. We know that in 1908, Lewis Hine became an investigative photographer for the National Child Labor Committee (refer to important events list).

(Model adding this evidence to the evidence collection box.)

Guided Practice:

What other evidence do we have from the text that supports this line of thinking?

(Model adding this evidence to the evidence collection box.)

Link:

Today and every day when you read...

...I want you to identify a line of thinking and evidence to support a line of thinking as you read.

The following chart is an example of what your co-created chart *might* look like:

Evidence Collection Box

Line of Thinking:

Lewis Hine was a courageous man who dedicated his life to protecting children's right to be children.

- In 1908 he became an investigative photographer for the National Child Labor Committee.
- He photographed children in factories and mills.
- He collected accurate information about each child.
- He asked cannery owners, "How about the children? Aren't they perishable?" (p.45)

Mini-Lesson

Vocabulary Routine: *monument* (L 4, 5)

The root ‘monu’ from the Latin word ‘monere’ means *to remind*. The suffix ‘ment’ makes this word a noun.

In this lesson...students will be learning about how Lewis Hine’s pictures are considered to be a monument (or a lasting piece of evidence) of child labor in the United States. His pictures continue to remind us of the importance of standing up for the rights of others, especially the rights of children. Each student will select one picture from the book that he or she believes is the most significant monument of Lewis Hine’s belief in protecting children’s rights. Each student will then write an opinion piece that explains why he or she believes the picture he or she selected is the most significant.

Learning Targets:

Determine central ideas or themes (RI 2)

Write an opinion piece (W 1)

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that readers write in response to their reading in order to synthesize information and reflect on what they have learned.

Teach:

Today I am going to teach you...

... that good readers also consider their own personal response to a book and share that response in writing.

In our vocabulary lesson today we learned the word *monument*. We determined that Lewis Hine's photographs are monuments (or lasting pieces of evidence) of child labor in the United States. We believe his pictures continue to remind us of the importance of standing up for the rights of others, especially the rights of children.

We also read on page 72 that his photographs moved people to feel something. In other words, when they looked at his photographs, they felt shock and anger. Some believed his photographs had a more powerful impact than written or spoken words.

Today, you are going to spend time observing all of the photographs that relate to child labor in this book. You are each going to select one photograph that you feel is the most powerful—the photograph that you believe is the most significant monument of child labor in the United States. As you are observing, I want you to consider which photograph stirs up the strongest emotion in you.

After you have selected the photograph that you believe is a monument of child labor, you are going to write a paragraph explaining why you chose that photograph.

Open up your reader's notebooks and title a clean page **Opinion Writing**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fifth-grade writing.

Introduce the Problem/Solution/Opinion frame.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Problem/Solution/Opinion Frame:

Introduction Sentences	State the problem that Lewis Hine saw and his solution. Tell which photograph best accomplishes Hine's goal and is a monument to child labor in America.
Body	Give strong evidence that supports your opinion. (Evidence should come from the text.)
Conclusion	Restate your thinking. Start with one of the following phrases: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i> <i>I predict,</i>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Problem/Solution/Opinion Writing (Student Sample):

Lewis Hine wanted people to know about the injustice of child labor and believed that a picture could be a powerful weapon. I believe the picture on page 66 of *Kids at Work* is the most powerful and is a monument to child labor in the United States.

When I look at the picture on page 66, I see three small children standing barefoot in a cotton field. They are carrying sacks of cotton that are almost bigger than they are. They have to lean to carry the weight of the sacks. I am guessing that these children are no more than seven years old because it says in the book that children as young as three worked in the fields. Two of the children are wearing wide-brimmed hats to protect their eyes and skin from the hot sun. The other girl is not wearing a hat and is squinting into the sun. I can imagine that it might be close to 90 degrees outside the day this picture was taken, since most of the cotton picking was done in the summer. They have probably been working since sunup and won't get a break until sundown. Children could work any number of hours in the fields. I cannot see the damage to their hands and feet, but I am sure that they are covered in calluses, blisters, and cuts. I can also imagine their skin is probably scarred from insect bites. When I saw this picture I was shocked to see such young children working. This picture makes me feel sorry for the children who had to work in the cotton fields.

As you can see, a picture can tell a powerful story. I believe this photograph of the children picking cotton is a monument to child labor in the United States because it shows how difficult life was for children who worked in the fields.

Mini-Lesson

Vocabulary Routine: *violation* (L 4, 5)

The base word ‘violate’ means *to break*, and the suffix ‘ion’ means *act or process* and makes this word a noun.

Instructional Read-Aloud

Topic: U.S. Department of Labor Posters—“Employee Rights Under the Fair Labor Standards Act”

While reading these posters...students will learn about the current laws regarding child labor for both non-agricultural work and agricultural work.

In this lesson...you be modeling how readers determine important information and compare and contrast regulations.

To prepare for this lesson, photocopy the two posters titled “Employee Rights” for each student. Also photocopy the chart titled “Child-Labor Laws chart” for each student. In addition, each student will need a highlighter or colored pencil for highlighting important information.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Character

Compare and contrast information (RI 5)

Draw on information from multiple sources (RI 7)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers read for enjoyment near the end of a book.

Teach:

Today I am going to teach you...

...that good readers think about how learning about an event or time period in history can help them understand a current issue better.

We have been learning about child labor in the United States. Yesterday we read that in 1938, President Franklin D. Roosevelt signed the Fair Labor Standards Act, which placed limitations on child labor. However, these limitations apply only to non-agricultural work. These laws do not protect children who work on farms.

Today we are going to be comparing the laws protecting children in both non-farm work and farm work.

Watch me as I model how I look for important information that describes laws that protect children.

Notice how I look for similarities and differences in these laws as I read.

Also notice how I consider my own perspective on the issue.

As we read the posters today, we will be highlighting important information. We will also be completing the “Child-Labor Laws chart” handout as we read.

Today we will be using this stem for turn and talk:

One similarity/difference between the laws for non-farm workers and farm workers is _____.

I think this is fair/unfair because _____.



Begin reading the poster for non-farm workers.

Model:



Stop after: “At least 1 ½ times your regular rate of pay for all hours worked over 40 in a workweek.”

I think this information about minimum wage and overtime is important. Let’s highlight this information. Now let’s add this information to our chart.

(Model highlighting and adding information to the child-labor laws chart.)

Now I want to know how the laws for farm work are the same as or different from those for non-farm work. Please turn to the poster for agricultural employees. Follow along with me as I read the information on this poster.



Stop after: “Workers mainly engaged in the range production of livestock.”

This is interesting. It looks like when a child works in a non-farming job he or she must be paid minimum wage, but there are many instances when the employer does not have to pay minimum wage if the job is a farm job. For example, parents do not have to pay their children minimum wage for work done on the farm. Also, people who hand-harvest crops do not have to be paid by the hour; they can be paid based on the amount they pick. I think this is important information. Let’s highlight this information and add it to our chart.

(Model highlighting and adding information to the child-labor laws chart.)

One difference between the laws for non-farm workers and farm workers is that children don’t have to be paid minimum wage in some farm jobs. **I think this is fair and unfair because** I think parents shouldn’t have to pay their children minimum wage for doing chores on the farm, but I do think farmers should have to pay minimum wage to children who work in the fields.

Continue reading the poster for non-farm workers, starting where it says, “An employee must be at least 16 years old to work in most non-farm jobs...”

Guided Practice:



Stop after: “An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.”

With your partners, please highlight the important information found in that section of the text, then add that information to your charts.

(Model highlighting and adding information to the child-labor laws chart.)

Now let's read about the laws for agricultural work. (Start reading where it says, “At age 16, you may work at any time in any farm job...”)



Stop after: “At age 16, you may work at any time in any farm job, including those declared hazardous by the Secretary of Labor.”

With your partners, please highlight the important information found in that section of the text, then add that information to your charts.

(Model highlighting and adding information to the child-labor laws chart.)

What are the differences between the laws for non-farm work and farm work?

Turn and talk to your partners using this stem:

One similarity/difference between the laws for non-farm workers and farm workers is _____. I think this is fair/unfair because _____.

Continue reading the poster for non-farm workers, starting where it says, “Youths 14 and 15 years old may work outside school hours...”

Guided Practice:



Stop after: “Different rules apply in agricultural employment.”

With your partners, please highlight the important information found in that section of the text, then add that information to your charts.

(Model highlighting and adding information to the child-labor laws chart.)

Now let’s read about the laws for agricultural work. (Start reading where it says, “At age 14, you may work in nonhazardous farm jobs outside school hours.”)



Stop after: “...the Department of Labor has been enjoined from issuing such waivers since 1980.”

With your partners, please highlight the important information found in that section of the text, then add that information to your charts.

(Model highlighting and adding information to the child-labor laws chart.)

What are the differences between the laws for non-farm work and farm work?

Turn and talk to your partners using this stem:

One similarity/difference between the laws for non-farm workers and farm workers is _____. I think this is fair/unfair because _____.

Stretch It (Optional):

Discuss: Do you think child labor is still a problem in the United States?

Link:

Today and every day when you read...

...I want you to think about how learning about an event or time period in history can help you understand a current issue better.

EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$7.25

 PER HOUR

BEGINNING JULY 24, 2009

OVERTIME PAY At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least **16** years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- 3 hours on a school day or 18 hours in a school week;
- 8 hours on a non-school day or 40 hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" must pay a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.

ENFORCEMENT The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Employers may be assessed civil money penalties of up to \$1,100 for each willful or repeated violation of the minimum wage or overtime pay provisions of the law and up to \$11,000 for each employee who is the subject of a violation of the Act's child labor provisions. In addition, a civil money penalty of up to \$50,000 may be assessed for each child labor violation that causes the death or serious injury of any minor employee, and such assessments may be doubled, up to \$100,000, when the violations are determined to be willful or repeated. The law also prohibits discriminating against or discharging workers who file a complaint or participate in any proceeding under the Act.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa and the Commonwealth of the Northern Mariana Islands.
- Some state laws provide greater employee protections; employers must comply with both.
- The law requires employers to display this poster where employees can readily see it.
- Employees under 20 years of age may be paid \$4.25 per hour during their first 90 consecutive calendar days of employment with an employer.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.



For additional information:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV



U.S. Department of Labor | Wage and Hour Division

WHD Publication 1088 (Revised July 2009)

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$7.25 PER HOUR

BEGINNING JULY 24, 2009

AGRICULTURAL EMPLOYEES

MINIMUM WAGE The Fair Labor Standards Act requires the payment of the minimum wage listed above if you perform covered work for an employer who used more than 500 man-days of farm labor in any calendar quarter of the preceding year. A man-day means any day when an employee (except for a member of the employer's immediate family) does agricultural work for at least one hour.

Note: Under specific exemptions in the law, employers do not have to pay the minimum wage to the following:

- Members of the employer's immediate family;
- Local hand-harvest workers who are paid on a piece-rate basis and who worked fewer than 13 weeks in agriculture during the preceding calendar year;
- Migrant hand-harvest workers **16** and younger who are employed on the same farm as their parents and who receive the same piece rates as employees older than **16** working on the same farm;
- Workers mainly engaged in the range production of livestock.

CHILD LABOR At age **16**, you may work at any time in any farm job, including those declared hazardous by the Secretary of Labor. At age **14**, you may work in nonhazardous farm jobs outside school hours. Minors **12** and **13** years old may work outside school hours with written parental consent or on farms where a parent of the minor is employed, and those under **12** may work with parental consent outside school hours on farms not subject to the minimum wage. Although the FLSA authorizes the Secretary of Labor to issue waivers that would, under specified conditions, permit the employment of local minors **10** and **11** years of age to work outside school hours in the hand harvesting of crops, the Department of Labor has been enjoined from issuing such waivers since 1980.

ENFORCEMENT The Department of Labor may recover back wages either administratively or through court action for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Employers may be assessed civil money penalties of up to \$1,100 for each willful or repeated violation of the minimum wage or overtime pay provisions of the law and up to \$11,000 for each employee who is the subject of a violation of the Act's child labor provisions. In addition, a civil money penalty of up to \$50,000 may be assessed for each child labor violation that causes the death or serious injury of any minor employee, and such assessments may be doubled, up to \$100,000, when the violations are determined to be willful or repeated. The law also prohibits discriminating against or discharging workers who file a complaint or participate in any proceeding under the Act.

ADDITIONAL INFORMATION

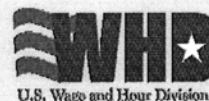
- Some state laws provide greater employee protections; employers must comply with both.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of the Labor.
- The law requires employers to display this poster where employees can readily see it.



For additional information:

1-866-4-USWAGE

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U.S. Department of Labor | Wage and Hour Division

WHD Publication 1386
(Revised July 2009)

Child-Labor Laws chart

	NON-AGRICULTURAL EMPLOYEES	AGRICULTURAL EMPLOYEES
A child must be ____ years old to work during school hours.		
A child must be ____ years old to work outside of school hours.		
A child is only allowed to work ____ hours on a school day.		
A child is only allowed to work ____ hours on a non-school day.		
During the school year, a child cannot begin work earlier than ____ a.m.		
During the school year, a child cannot work after ____ p.m.		
A child must be ____ years old to work in hazardous conditions.		
Minimum wage must be paid. (Yes/No)		

Child-Labor Laws chart (Answer Key)

	NON-AGRICULTURAL EMPLOYEES	AGRICULTURAL EMPLOYEES
A child must be ____ years old to work during school hours.	16	16
A child must be ____ years old to work outside of school hours.	14	12
A child is only allowed to work ____ hours on a school day.	3	No regulation
A child is only allowed to work ____ hours on a non-school day.	8	No regulation
During the school year, a child cannot begin work earlier than ____ a.m.	7	No regulation
During the school year, a child cannot work after ____ p.m.	7	No regulation
A child must be ____ years old to work in hazardous conditions.	18	16
Minimum wage must be paid. (Yes/No)	Yes	No

Instructional Read-Aloud

Topic: “Timeline of an Attempt to Change Agriculture Child-Labor Regulations,”
by Sarah Collinge

In this article...the author describes recently proposed changes to laws regulating child labor on corporate farms in the United States. Readers learn reasons why the Department of Labor is in support of these new regulations. Readers also learn why farmers are opposed to these new regulations. Finally, the author explains the outcome that was reached on April 26, 2012, when the Obama Administration decided not to implement the proposed restrictions.

In this lesson...you be modeling how readers identify more than one point of view and recognize reasons and evidence supporting each point of view.

Prior to teaching this lesson, you will want to photocopy the outside text for all students. Students will also need two different-colored highlighters or colored pencils. For this lesson I recommend yellow and pink.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Identify more than one point of view (RI 6)

Explain how the author uses reasons and evidence to support a point (RI 8)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers gather important information about a current event from additional resources. Good readers use a variety of resources to help them expand their knowledge about a topic.

Teach:

Today I am going to teach you...

...that good readers consider more than one point of view in relation to a particular issue or current event.

Today we will be reading an article titled “Timeline of an Attempt to Change Agriculture Child-Labor Regulations.” This article explains that the Department of Labor recently proposed new regulations that would protect children who work on corporate farms. The Obama Administration made the details of these proposed regulations public so that citizens could comment on them.

Throughout the debate for and against the regulations, reasons and evidence supporting each side were given. In the end, the Obama Administration decided to reject the proposed laws. Today, the legal protections for farmworkers remain unchanged.

As we read this article, we are going to be considering the positives and negatives of the Obama Administration’s decision to not implement new labor laws for farming. We will be looking at the arguments provided by those in favor of not changing the laws and those in favor of changing the laws.

Watch me as I model how I look for reasons and evidence that support not changing the labor laws. Notice how I highlight these arguments in yellow.

Also watch me as I model how I look for reasons and evidence that support changing the labor laws. Notice how I highlight these arguments in pink.

Today we will be using this stem for turn and talk:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

Please open up your reader’s notebooks to a clean page. Title the page **Solution**, and below this title write, “Change child-labor regulations for working in agriculture.” Then make a T-chart, and label the left column **No** and the right column **Yes**. The changes to agriculture child-labor regulations recently proposed by the Department of Labor were the subject of debate. We will use this T-chart to record reasons and evidence supporting each side of this debate.



Begin reading “Timeline of an Attempt to Change Agriculture Child-Labor Regulations.”

Model:



Stop after: “These laws would help protect children from life-threatening accidents related to farming.” (paragraph 3)

When the article said that the Department of Labor was in favor of the new laws because they would help protect children from farming accidents, **I was thinking this was important because** it explains that farming is a dangerous job. **This helps me understand** that the new rules would help keep children from working in dangerous conditions.

(Model adding this important information to right column of the T-chart.)

Guided Practice:



Stop after: “(3 hours on a school day, and 8 hours on a non-school day).” (paragraph 4)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the right column of the T-chart.)

Guided Practice:



Stop after: “They worry restricting children’s exposure to farming could threaten our future food supply.” (paragraph 6)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the left column of the T-chart.)

Guided Practice:



Stop after: “They believe parents should be able to control what their children do or do not do on the farm.” (paragraph 7)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This helps me understand _____.

(Model adding this important information to the left column of the T-chart.)

Stretch It:



Stop after: “The Obama Administration declared a commitment to family farms and rural America.” (paragraph 9)

Discuss: Do you agree or disagree with the Obama Administration’s decision? Why or why not?

Link:

Today and every day when you read...

...I want you to consider more than one point of view.

The following chart is a sample of what your co-created chart *might* look like:

<u>Solution:</u>	
Change child-labor regulations for working in agriculture.	
NO - farmers	YES - Department of Labor
<ul style="list-style-type: none">• laws would restrict children from learning the value of hard work	<ul style="list-style-type: none">• laws would protect children from farming accidents
<ul style="list-style-type: none">• laws would keep children from wanting to be farmers	<ul style="list-style-type: none">• laws would help decrease the high school drop-out rate.
<ul style="list-style-type: none">• laws might threaten our future food supply	<ul style="list-style-type: none">• laws would prevent children from working 10-12 hours per day
<ul style="list-style-type: none">• laws would restrict family traditions	<ul style="list-style-type: none">• laws would let kids under 14 be kids

Timeline of an Attempt to Change Agriculture Child-Labor Regulations

By Sarah Collinge

August 31, 2011 – The Department of Labor proposed new laws regulating child labor on corporate farms. The laws were meant to extend the legal protections already in place for non-farm workers to farm workers.

One reason for these proposed changes was to make working on large farms safer for children. The proposed laws prohibited:

- Children under 16 years of age from operating power-driven equipment.
- Children under 18 years of age from storing, marketing, and transporting raw materials.
- Children under 18 years of age from working in grain elevators, grain bins, silos, feed lots, stockyards, livestock exchanges, and livestock auctions.

According to the National Safety Council, agriculture is the second most dangerous occupation in the United States. These laws would help to protect children from life-threatening accidents related to farming.

Another reason for the proposed changes was to attempt to decrease the high school drop-out rate for children working on farms. In the United States today, one-third of children who work on farms never graduate from high school. New regulations could change this by:

- Changing the starting age for farm work from age 12 to age 14.
- Regulating the number of hours a day children under 15 can work. (3 hours on a school day, and 8 hours on a non-school day).

November 1, 2011 – After the White House reviewed the proposed laws, the public was allowed to share their concerns. Farming groups have remained opposed to the laws for many reasons.

First, many people in the farming industry believe children should be encouraged to do farm work because it teaches them the value of hard work and encourages children to pursue careers in agriculture. They worry restricting children's exposure to farming could threaten our future food supply.

Second, family farmers are concerned they will be restricted from passing their family's heritage and traditions on to their children. They believe parents should be able to control what their children do or do not do on the farm.

In fact, the proposed laws would not threaten family farms because parents can employ their own children with no restrictions.

April 26, 2012 – The Obama Administration made a decision to reject the proposed laws that would extend legal protections to farm workers. The Obama Administration declared a commitment to family farms and rural America.

References:

Communication Research Institute of William Penn University. (2011). Proposed Labor Laws to Restrict Adolescent Farming. *CRI Weekly News*. Retrieved on April 20, 2012, from <http://www.cri-wmpennu.org/component/content/article/37-weekly-news-pkg/933-proposed-labor-laws-to-restrict-adolescent-farming>.

Jamieson, D. (2012). Child Labor Farm Rules Scrapped By White House Under Political Pressure. *Huff Post Politics*. Retrieved on April 30, 2012, from http://www.huffingtonpost.com/2012/04/27/white-house-child-labor-agriculture_n_1458701.html.

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Mini-Lessons

In these lessons...your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least six days for this project.

Suggested Lesson Sequence:

Day 1 – Draft

Day 2 – Continue drafting

Day 3 – Revise

Day 3 – Edit and begin publishing

Day 4 – Continue publishing

Day 5 – Share

Day 6 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

Learning Targets:

Write an expository piece (W 2)

- Persuasive letter
- Opinion piece (W1)

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you...

...that good readers write in order to share their thinking about a book with someone else.

Today we will be starting a formal writing project. You will each be writing a persuasive letter in response to what you have learned about the issue of child labor in the United States. The formal writing prompt will give you an opportunity to form your own opinions and support your opinions with evidence from the book *Kids at Work* and the articles we studied. In addition, you might choose to look at other resources available on the Internet or in the library (for example, a brochure by Human Rights Watch, available at http://www.hrw.org/sites/default/files/reports/crd0510_brochure_low_0.pdf, or articles on farm accident statistics and safety, available at <http://www.hicahs.colostate.edu/Documents/Factsheets/childrenonthefarm.pdf> and <http://deltafarmpress.com/farm-accidents-frustrate-nations-safety-experts>).

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce and hand out the draft sheet. Guide students through reading the introduction to the project and the writing frame. Explicitly state your expectations for the assignment.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.

Introduction to the assignment:

We have been learning about child labor in the United States. We studied what child labor was like during the early 1900s and read about the Fair Labor Standards Act that was signed by Franklin D. Roosevelt in 1938. We also learned that child labor continues to be a concern in the 21st century. It was brought to our attention that child-labor laws are less restrictive when applied to agricultural work—the second most dangerous occupation in the United States. We know that the Department of Labor proposed changes to the rights of agricultural employees but that the Obama Administration decided in April of 2012 to reject those changes.

Today, you will begin a writing project in which you will write to President Obama or a federal representative about this issue. You will share your beliefs about child-labor laws and give ample evidence from both history and the present time to support your beliefs.

Persuasive Letter (Student Sample):

May 2, 2012

Dear President Barack Obama,

My name is _____, and I am a fifth-grader at _____ Elementary School in the state of _____. In my classroom, we have been learning about child labor in the United States. We learned that in 1938, Franklin D. Roosevelt approved the passage of laws that would protect children from working in hazardous conditions and also limit the number of hours they could work in a day. Did you know the laws are not the same for children who work on farms? It is true that 300 children die each year in farming accidents. It is also true that one-third of children who do farm work never graduate from high school. I am writing to urge you to reconsider approving the changes proposed by the Department of Labor that would make farm work safer for kids. I believe this is important because children should not have to work in hazardous conditions. Also children should be encouraged to stay in school and get a good education.

I believe the first problem with the current farm labor laws is that they do not protect children from the dangers of farming. If the new child-labor laws were approved, children under 16 would not be able to operate power equipment. They would also not be able to work in dangerous places such as grain elevators and silos. Franklin D. Roosevelt understood that children needed to be protected from operating heavy equipment in factories. What about the children who work on farms? Shouldn't they be protected too? Tractors are the leading cause of farm fatalities in the United States. Half of the deaths on farms are caused by tractors. It is clear, twelve-year-olds should not be allowed to drive tractors. It is your responsibility to help make sure there are laws to protect children from the dangers of farm work.

I believe the second problem with the current farm labor laws is that they do not protect children from toiling in the fields for long hours in the hot sun. In 1913, Lewis Hine took shocking pictures of children picking cotton in the fields. One picture shows children as young as four carrying heavy bags of cotton in the hot sun. Their feet are bare. The children look overworked and hopeless. Many children today still suffer from long hours of hard work in the fields. They can work as many as 12 hours a day in the hot summer sun. Shouldn't kids be allowed to be kids? Sometimes kids have to work so hard in the fields that they drop out of school. I thought you believed that every child deserves a good education! It is time to protect children from having to work long hours in the fields.

In summary, I believe you were wrong to not give your full support to the proposed changes to child labor laws, because these changes would protect children from the injustices of child labor! Again, I urge you to protect children from exploitation. I know the farmers are worried that kids won't learn the value of hard work. I think children deserve to be protected from hard work until 14. Isn't that early enough to start making a living? Would you want your own daughter, Sasha, to have to work 12 hours in the fields in order to pay for food and clothing? I don't think so! In conclusion, it is time to take a stand against child labor in the United States.

Sincerely,

Supplementary Materials for Social Studies Connections

I suggest that, as you conduct this unit of study, you take advantage of your students' interest in the historical topics and current events that relate to the story *Kids at Work* and make social studies connections to the subject matter. There are an incredible number of resources available to you online, in local libraries, and in your community. I encourage you to seek out these resources and possibly even plan a field trip that would extend student learning in topic areas related to the text. I also offer a list of suggested titles to incorporate into your classroom library and teacher library.

Classroom Library Suggestions:

Industrial Revolution:

McDaniel, M. (2011). *The Industrial Revolution*. Cornerstones of freedom. New York, NY: Scholastic.

Price, S. (2007). *Smokestacks and spinning jennys*. Portsmouth, NH: Heinemann.

Stanley, J. (1996). *Big Annie of Calumet: A true story of the Industrial Revolution*. New York, NY: Knopf Books for Young Readers.

Child Labor:

Atkin, S. B. (2000). *Voices from the fields: Children of migrant farmworkers tell their stories*. Boston, MA: Little Brown and Company.

Bartoletti, S. C. (1999). *Growing up in coal country*. Queensland, NY: Sandpiper.

Freedman, R. (1995). *Immigrant kids*. New York, NY: Puffin Books.

McCully, E. A. (1996). *The bobbin girl*. New York, NY: Dial Books.

Slavery:

Feelings, T. (1995). *The Middle Passage: White ships/black cargo*. New York, NY: Dial Books.

Kamma, A., & Johnson, P. (2004). *If you lived when there was slavery in America*. New York, NY: Scholastic.

Weatherford, C. B. (2006). *Moses: When Harriet Tubman led her people to freedom*. New York, NY: Hyperion Books.

Possible Book Club Titles:

Avi. (2011). *City of orphans*. New York, NY: Atheneum.

Denenberg, B. (2003). *So far from home: The diary of Mary Driscoll, an Irish mill girl, Lowell, Massachusetts, 1847*. Dear America. New York, NY: Scholastic.

Paterson, K. (2004). *Lyddie*. New York, NY: Puffin Books.

Paterson, K. (2008). *Bread and roses, too*. Queensland, NY: Sandpiper.

Winthrop, E. (2007). *Counting on Grace*. New York, NY: Yearling.

Teacher Library Suggestions:

Hine, L. (1977). *Men at work*. Mineola, NY: Dover Publications.

Hine, L., Kaplan, D. (Ed.), & Abbott, B. (Fwd.) (1992). *Photo story: Selected letters and photographs of Lewis W. Hine*. Washington, DC: Smithsonian Institution Press.

Isecke, H. (2009). *Child labor and the Industrial Revolution: The 20th century*. Building fluency through reader's theater. Westminster, CA: Teacher Created Materials.

Langer, F. (2001). *Lewis W. Hine: The Empire State Building*. New York, NY: Prestel Publishing.

Mooney, C. (2011). *The Industrial Revolution: Investigate how science and technology changed the world with 25 projects*. Build it yourself series. White River Junction, VT: Nomad Press.

Additional Lessons and Activities

The following optional lessons and activities are suggestions I am offering you. There is certainly a wealth of materials available, and you may have access to materials or curriculum that is even stronger than what I have outlined here. Feel free to use these ideas, but do not feel limited by them. The most important thing is to listen to your students' questions and offer opportunities for them to answer those questions through extended learning!

Famous Inventions Research Project:

As a suggestion, I am outlining a research project in which students would work in groups of 2–4 to research and present information about a significant invention and how it changed the way Americans live.

Inventions students might research include:

- Reliable Steam Engine
- Flying Shuttle
- Spinning Jenny
- Cotton Gin
- Interchangeable Parts
- Submarine
- Steamboat
- Telegraph
- Camera
- Typewriter
- Sewing Machine
- Telephone
- Phonograph
- Incandescent Light Bulb
- Diesel Engine
- Gas Motor Airplane
- Model T Ford
- Movie Camera

A final project might include the following information about its subject:

- Description of the invention
- Labeled diagram of the invention
- Information about the inventor
- A description of how the invention changed the way Americans live

Suggested Research Projects: A variety of projects would be appropriate for this activity, including but not limited to:

- a written research report
- an advertisement or newspaper article
- a tabletop display that incorporates written text and visual support
- a presentation that utilizes technology, such as a PowerPoint presentation, a brochure, or a video.

Oral Presentation: So that students can practice presenting knowledge and ideas as outlined in the Common Core State Standards, I suggest asking them to make an oral presentation of their final projects to the class. Require students in the audience to take notes during each presentation. Their notes will serve as evidence of their ability to paraphrase information presented orally and through diverse media (SL 2).

The Assembly Line:

Students can learn about the power of the assembly line as a means of mass production by designing, constructing, and testing their own assembly line! This lesson is available at www.tryengineering.org.

To learn about modern-day assembly lines and the use of robots to increase production, students can view a video showing the iPad assembly line, available at <http://www.nbcbayarea.com/blogs/press-here/New-Video-Takes-Users-to-iPad-Assembly-Line-147185265.html>.

The history.com video at the link given below shows the progress of the assembly line toward the use of robots: <http://www.history.com/videos/history-of-the-holidays-the-story-of-labor-day#history-of-the-holidays-the-story-of-labor-day>.

The Newsboys Strike:

Children who sold newspapers on the streets of New York City in the late 1800s are often referred to as “newsies.” The way they have been depicted in movies and cartoons over the years has given glamour to a not-so-glamorous life. Read about what life was like for young children who sold newspapers on New York’s streets. Learn about the Newsboys Strike of 1899. Then watch the Disney musical *Newsies* (2002) and analyze its depiction of this group of people and these events in history. How accurate is Disney’s portrayal of these real-life people and events?

Have each student write a book review or a letter to the director in response to watching this movie.

Art/Writing Connection—Photography:

Lewis Hine believed that a picture can tell a powerful story. Have each student select one of the pictures from the book *Kids at Work* and write a journal entry from the perspective of one of the people in the photograph, using evidence from the text to help make the journal entry believable.

One newspaper reporter commented that Lewis Hine's photos spoke far more eloquently than written work. Ask your students to think of photographs they have seen that spoke to them. What stories or messages did the photographs convey? Have each student find and print a personally significant image or describe the image, then write about why he or she selected this image and the message it conveys.

To find famous historical photographs visit:

http://www.listzblog.com/top_ten_influential_and_famous_photographs_list.html

<http://www.usefulcharts.com/history/most-famous-photographs-of-all-time.html>

Knauer, K., & Editors of *Time* magazine. (2010). *Time. History's greatest events: 100 turning points that changed the world: An illustrated journey*. New York, NY: Time.

Editors of *Life* magazine. (2005). *Life. 100 events that shook our world*. New York, NY: Life.

Note: Do not let students search for images on their own. Images on these sites are graphic and some are inappropriate for young children to view. Instead, choose a select group of pictures for students to look through.

Music Connection:

Read the lyrics to the song titled "Babies in the Mill," by Dorsey Dixon. Have students analyze the author's message and consider whether they think the song is an accurate description of what life was like for working children in the 1900s.

Students can then write their own song lyrics, set to a well-known tune, describing life in the factories, mines, mills, or fields.

Prefix List

PREFIX	DEFINITION
anti	against
con, com, col	together
de	opposite of
dis	not / opposite of
em	cause to be
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
pre	before
re	again
semi	half
sub	under, to yield
super	above
sur	to give up
trans	across
un	not / opposite of

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	jur, jus	law
auto	self	liber	free
bio	life	man	hand
cap, capere	to take	monu, monere	remind
ceal, celare	to hide	phon	sound
chrono	time	photo	light
cur	to run	port	bring or carry
dict	say	pover, povre	poor
dign	worthy	regula	rule or pattern
fer	carry	render	to give, to yield
fix	fasten	rupt	break
flict	strike	scope	see
form	shape or form	sect	cut or divide
fus(e)	flow	struct	build
gen	give birth	tele	far off
geo	earth	testi	evidence or witness
graph	write	tract	pull / drag
ignore	not know or be unaware	tort	twist
ject	to throw		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ion	act / process
ade	makes the word a noun	ing	verb form / present participle
age	noun form	ious	possessing the qualities of
al	having characteristics of	ish	adjective form
ance	makes the word a noun	ition	act / process
ant	serving in the capacity of	itive	adjective form of a noun
ate	Verb, adjective, or noun form	ity	state of
ation	act / process	ive	adjective form of a noun
ative	adjective form of a noun	less	without
ed	past tense	ly	characteristic of
en	made of	ment	action / process
ence	makes the word a noun	mony	noun form
ent	noun form	ness	state of / condition of
eous	possessing the qualities of	or	person connected with
er	person connected with	ous	possessing the qualities of
er	comparative	s	plural
es	plural	ship	a condition or circumstance
est	comparative	tion	act / process
ful	full of	ty	state of
ial	having characteristics of	ure	act of, process of
ible	can be done	y	characterized by
ic	having characteristics of		

Vocabulary: Making Connections

Target Word:

monotonous

Context:

“Working in an assembly line is a monotonous task.”
 (“The Domestic System vs. the Factory System,” paragraph 6)

“ ‘Let me tell you right here,’ declared Hine, ‘that these [jobs] involve work, hard work, deadening in its monotony, exhausting physically...the worker’s only joy [is getting paid].’ ” (p. 22)

“ ‘The sunshine in the cotton fields had blinded our eyes to the monotony, overwork, and hopelessness in their lives,’ wrote Hine.” (p. 67)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)