

## *Kids at Work* Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Clarion Books paperback edition of *Kids at Work: Lewis Hine and the Crusade Against Child Labor* published in 1994.

**Unit of Study:** *Kids at Work*

**Genre:** Biography

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Outside Text: “The Domestic System vs. the Factory System”	Vocabulary: <i>monotonous</i>	Focus on building background knowledge. <ul style="list-style-type: none"><li>• Cause and effect T-chart</li></ul>
2	Outside Text: “The Effects of Industrialization in the United States”	Vocabulary: <i>bondage</i>	Focus on building background knowledge. <ul style="list-style-type: none"><li>• Cause and effect T-chart</li></ul>
3		Cause and Effect Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4		Vocabulary: <i>crusade</i>  Use the genre chart to help students understand what to expect from biography.	
5	Chapter 1 pp. 1–5	Mark each quadrant of the text.  Vocabulary: <i>reformers</i>	Search for key story elements in the blurb. <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> </ul> Make a prediction.
6	Chapter 1 pp. 2–5	Vocabulary: <i>abolition</i>	Determine the author’s message.
7	Declaration of Dependence p. 91	Vocabulary: <i>dependent vs. independent</i>	Determine the author’s message.
8		Vocabulary: <i>condemned</i>  Reflection Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
9	Chapter 2 pp. 7–12	Vocabulary: <i>impoverished</i>	Keep track of important events. • Timeline
10	Chapter 2 pp. 12–19		Keep track of important events. • Timeline
11		Retell Summary Writing	
12	Chapter 3 pp. 21–23	Vocabulary: <i>exploitation</i>	Identify the problem and the solution.
13	Chapter 3 pp. 24–29	Vocabulary: <i>concealed</i>	Focus on using clues in the text to infer the main character's traits. • T-chart
14	Chapter 4 pp. 31–38	Vocabulary: <i>compassion</i>	Show empathy for a group of people.
15	Chapter 4 pp. 38–45	Vocabulary: <i>perishable</i>	Show empathy for a group of people.
16		Vocabulary: <i>desperately</i>  Brainstorm lines of thinking. • Evidence collection box	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
17	Chapter 5 pp. 47–57	Vocabulary: <i>testimony</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Add evidence to the evidence collection box</li> </ul>
18	Chapter 6 pp. 54–63	Vocabulary: <i>unregulated</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Add evidence to the evidence collection box</li> </ul>
19	Chapter 6 pp. 63–69	Vocabulary: <i>ignorance</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Add evidence to the evidence collection box</li> </ul>
20	Chapter 7 pp. 71–72	Vocabulary: <i>degradation</i>	Focus on identifying the turning point. <ul style="list-style-type: none"> <li>• Add evidence to the evidence collection box</li> </ul>
21		Vocabulary: <i>convincing</i>  Turning Point Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
22		Vocabulary: <i>monument</i>  Opinion Writing	
23	Read-In: Chapter 7 pp. 74–89  Child Labor Then and Now pp. 93–97		
24	Outside Text: “Employee Rights Under the Fair Labor Standards Act”	Vocabulary: <i>violation</i>	Identify important information. • Compare and contrast
25	Current Event Video: <i>60 Minutes</i> segment: “Children in the Fields”		Identify important information.
26	Outside Text: “Timeline of an Attempt to Change Agriculture Child-Labor Regulations ”		Compare and contrast more than one viewpoint. • T-chart
27– 33		Formal Writing: Persuasive Letter	