

Teacher: Frances Solorio	
Title: Child Labor	Subject: Labor Laws
Topics:	Grade: 9-10
Lesson Duration:	School: P. W. H.S.
<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	In this lesson plan there will be teaching of how children were forced to go to work at a very early age without any say in the matter. Economic at this time forced families to send their children to work so they can help support the family. This teaching tool is very good to show and teach the students how times have changed and why the children accepted the fact it is Ok to work at a very early age. A good lesson for cause and effect, and to make comparisons at what age the children go to work in this day and age. Students can learn that hard work and what it represents to work for a living means to each one.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 6</a>  <b>Standard 1:</b> How the rise of corporations, heavy industry, and mechanized farming transformed the American people  <b>Standard 3:</b> The rise of the American labor movement and how political issues reflected social and economic changes
<b>Standard(s):</b> <i>State, Local or National</i>	<b>Predicate how data and experience may be interpreted by people from diverse cultural perspectives and frames of reference.</b>
<b>Themes/Concept:</b>	The interactions of ethnic, national, or cultural influences in specific situations or events'
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	What were the labor laws? What were the wages being paid to the employees? How did the parents of these children react because they were so young? When did these laws come into effect and for how long have they been in force.
<b>Elements</b> <i>(What you want the students to understand)</i>	Be able to know why there were no labor laws as the age of going to work. Working conditions and the hours the children had to work. The children accepted the fact that they had to go to work because of certain working conditions.
<b>Launch Activity (Hook)</b>	Read materials of this period in time. Bring in pictures of factories and show how the children were suppose to be able to go ahead and accept the fact that it's OK. Video from youtube. Articles on child labor in India.
<b>Knowledge &amp; Skills</b>	<u>Vocabulary</u> Some of the reasons of why it is so
	<u>Skills</u> <b>Ven Diagram</b>

<i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	necessary to hire children to do the work of an adult. employment unemployment union wages tension institutions		
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Discussions, Debates, quizzes			
<b>Portfolio Assessment</b>			
Read with understanding, understand notes that were taken and be able to choose the most important facts that were necessary for the Child Labor laws to take affect at the present time.			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
Debates, power point, expository writings to assess their knowledge.			
<b>Student Self-Assessment</b>			
Identify examples of the working conditions. Cause and effect of child labor.			
<b>Differentiation Associated with this unit</b>			
<b>Resources and instructional tools:</b> ( <i>Including Video Sources, Text Resources, Research Strategy</i> )			
Books, videos, journals, tapes, articles. Video from youtube. Video from the third world on child labor in India which still exists today.			

