

Lesson Plan

School:	Normal Park Museum Magnet	Author(s):	Katherine Blake
Lesson Title:	Child Labor	Grade Level(s):	5
Standard:	5.35 Describe child labor and working conditions in factories.	State:	Tennessee
Content Area:	Social Studies	Time Duration:	1 hour
Learning Target:	Students will understand and describe child labor and working conditions in factories.	Materials:	Car piece templates, construction paper, scissors, glue, fake money
Key Vocabulary:	Assembly line	Technology Connection:	video

Engage Now: Opening	Provide students with a photo of children working in a factory (pictures available at http://www.archives.gov/education/lessons/hine-photos/). In groups, have students work to answer the questions Who?, What?, Where?, When?, and Why? about what they believe is happening in the photo. Allow groups to share their observations with the class.
Teach Now: Mini Lesson	Watch the brief video at http://www.history.com/topics/child-labor/videos/the-fight-to-end-child-labor to give students background on child labor conditions during the late 1800's and early 1900's.
Explore Now: Independent Practice	<p>Assembly Line Simulation: As the owner of a factory (mustache optional), you have hired your class as workers. Each worker will have a job and will be paid at the end of the workday. Students must produce enough cars (or whatever product you choose to build) for the entire class to have one. As owner, you should march around and act mean. Fire inefficient workers and be sure they know that you have plenty of people who would be happy to have their job. You can have a sign in one part of the room for unemployed students to gather. It helps to turn off lights and turn off heat/air conditioning in order to "save money" and make the conditions uncomfortable and unappealing. Students should not get breaks and should be paid very little for their time.</p> <p>If you choose to have your students build cars, you will need stations for:</p> <ul style="list-style-type: none"> -Tracing the frame of the car (students are in charge of tracing the frame onto the correct color of construction paper and passing it on to the cutters) -Cutting out the frame of the car (students should cut the frame and pass it on to the students in charge of assembling the pieces) -Tracing the tires (students are in charge of tracing the tires on black paper and passing the them to the cutters) -Cutting the tires (after cutting the tires, students should pass them to the students in charge of assembling the pieces) -Assembly/Glue (students are in charge of putting parts together and gluing it all together) -Foreman (this student is in charge of quality control and has the power to fire students and/or give raises to hard workers) <p>As students get fired, they may or may not think about going on strike. If they don't, you might step out of character and quietly encourage one to take the lead in organizing a strike (you can provide rulers, paper, and markers for them to create signs). As striking students encourage workers to join them, workers will have to consider whether or not their families can afford for them to lose their jobs. This is always an interesting aspect of the simulation.</p>
Closing:	Once the simulation is over, pay the students and have them discuss what they experienced. Revisit the photos from the beginning to add any new understandings. Be sure to focus the discussion on what it would be like in real life for a child and how it differs from their own experiences as children.

<p>Show Me Now: Assessment</p>	<p>Have students write a letter to the editor of the local newspaper calling for child labor laws. Their ideas should be backed up by evidence from the picture, video, and simulation.</p>
<p>Differentiation Opportunities:</p>	<p>Students should be placed in roles that they are best suited for. It is best to have a strong, loud, bossy student as the foreman. Usually the best students for unemployment weed themselves out naturally and get fired by the foreman, but try to make sure someone who can lead a strike gets fired.</p>