

**Unit Title: Child Labor during the Progressive Era**

**Subject/Topic Area: History**

**Grade Level(s): 5**

**Designed By:**

**District(s): Seaford School District**

**Candace Whitelock and Kimberlee Zellhart**

**Time Frame: Two weeks**

**Date: October 23, 2009**

**Brief Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

**The goal of this unit is for students to identify the cause-and-effect relationships that led to child labor in Delaware and understand how child labor brought about reform in Delaware. Students will be exposed to primary and secondary sources. Technology integration will also be an important component of this unit.**

### **Stage 1: Desired Results**

**(Determine What Students Will Know, Do and Understand)**

**Delaware History Content Standard** (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

**History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.**

**Big Idea** (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- Role of Child Labor in the Progressive Area
- Child Labor Reform

**Unit Enduring Understandings** (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

- *A historian must logically organize events, explain cause-and-effects, and draw conclusions from a variety of sources.*
- *The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology (time-line) and which will be left out.*

**Unit Essential Question(s)** (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at [http://www.doe.k12.de.us/ddoe/files/pdf/History\\_Clarifications.pdf](http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf) for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- **What role did children play in the work force during the Progressive Era?**
- **How did child labor lead to reform during the Progressive Era?**

**Knowledge & Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document, .)

*Students will know...*

- **Role children played during the Progressive Era**
- **Importance of Child Labor Reform in Delaware and how it came about**

*Students will be able to...*

- **Identify the cause-and-effect relationships that led to child labor and child labor laws in Delaware**
- **Differentiate between primary and secondary sources**

### **Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)**

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

**Suggested Performance Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

**Essential Question Measured by the Transfer Task:**

**How did child labor lead to reform during the Progressive Era?**

Prior Knowledge	Now that you have examined and studied the child labor during the Progressive Era, you are ready to organize the events surrounding child labor reform during the Progressive Era.
Problem	Your school's principal has asked you to set up an exhibit of the Progressive Era, highlighting child labor in the work force and how it led to reform.
Role/Perspective	You will need to include the role that child labor played in the work force and how it led to reform during the Progressive Era in your project which will be displayed in the exhibit.
Product	You are responsible for creating an accordion book or billboard project (foldable). Your project must include at least 8 events in chronological order with illustrations and detailed explanations. You must also include a written summary which describes the cause-and-effect relationships between the events on your timeline.

**Rubrics for Performance Task** (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

**Transfer Task Rubric**

Scoring Category			
This timeline contains ...	Score Point 3	Score Point 2	Score Point 1
Events surrounding child labor in the work force and how it led to reform during the Progressive era in chronological order	This timeline contains <b>8</b> major events in chronological order	This timeline contains <b>6</b> major events in chronological order	This timeline contains <b>4</b> major events in chronological order
illustrations depicting critical events	This timeline contains <b>suitable illustrations</b> depicting critical events	This timeline contains <b>partial illustrations</b> depicting critical events	This timeline contains <b>minimal illustrations</b> depicting critical events
appropriate explanations of the illustrations	This timeline contains <b>appropriate and thorough explanations</b> of the illustrations	This timeline contains <b>appropriate or partial explanations</b> of the illustrations	This timeline contains <b>minimal explanations</b> of the illustrations
a summary describing the cause-and-effect relationships of the events	The summary provides an <b>appropriate and thorough description</b> of the cause-and-effect relationships	The summary provides an <b>appropriate and partial description</b> of the cause-and-effect relationships	The summary provides an <b>inappropriate and/or minimal description</b> of the cause-and-effect relationships
			<b>Total Score: _____</b> <b>Above the Standard:</b>

				<p style="text-align: center;"><b>10 to 12</b>  <b>Meets the</b>  <b>Standard:</b>  <b>7 to 9</b>  <b>Below the</b>  <b>Standard:</b>  <b>7 and below</b></p>
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**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments conclude each teaching strategy as a Check for Understanding.

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

### **Stage 3: Learning Plan** **(Design Learning Activities To Align with Goals and Assessments)**

#### **Key learning events needed to achieve unit goals**

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Include a wide range of research-based, effective, and engaging strategies
- Differentiate and personalize content, process, and product for diverse learners
- Provide ongoing opportunities for self-monitoring and self-evaluation

## Lesson One - Essential Question

**What role did children play in the work force during the Progressive Era?**

### Background



**In 1890, about 18 % of children ages 10-14 were working in industry. These children worked to help their families with expenses. The children often worked in the textile factories because their hands were smaller and could operate the machinery more easily and they did not have to be paid as much as an adult. Many times children were sent to work so mothers could avoid the work force. Tens of thousands worked on the streets or as home workers in the tenement houses.**

**According to the census in Delaware in 1890, 17% of children in Delaware were wage earners who worked both indoors and outdoors. In the summer they worked in canneries and on farms. Others, however, worked all year in factories doing dirty jobs, polishing shoes, or selling newspapers on the streets.**

**America had the highest accident rate in the industrialized world in mills, mines, and railroads. Diseases plagued factory workers as well. Therefore, conditions were extremely dangerous for children during the Progressive Era. Thousands of young men worked as coal breakers bent over double with coal dust filling their lungs and bleeding fingers from separating coal from slate. Boys working in a mill had 50% less of a chance to reach the age of 20 compared to a boy who did not work in a factory. Girls had even greater odds of surviving to the age of 20.**

## Instructional Strategies

### Strategy One - Gathering Information: Anticipation Guide

Anticipation guides help students generate prior knowledge at the beginning of new units. New learning should be built on the foundation of previous learning. The guide may also “hook” students’ interest, particularly if opinion-based questions are included. In addition, both teachers and students can understand the misconceptions that the students have about the upcoming content or concept.

A well-constructed anticipation guide requires students to answer not only yes/no or agree/disagree types of questions/statements focused on concepts students are expected to understand, but the guide also requires students to explain why they answered the question the way they did.

Have students complete the anticipation guide individually and then compare the responses with a partner.

#### Anticipation Guide:

**Think** about the following statements and then **write a letter** in the line next to the statement to show **how much you agree or disagree** with the statement. **Explain why** you think so in the space beneath the statement.

A Agree Strongly	a Agree a little	d Disagree a little	D Disagree Strongly
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\_\_\_1. **Children as young as three years old worked to earn money.**

\_\_\_2. **All children had to attend school before the Progressive Era.**

\_\_\_3. **People who worked as children usually had better paying jobs as adults.**

\_\_\_4. **Having children work eight hours a day or longer was beneficial for them.**

### **Check for Understanding**

- What word or words in the Anticipation Guide do I understand well?
- What word or words in the Anticipation Guide do I understand a little bit?
- What word or words in the Anticipation Guide do I not understand well?

### **Rubric**

**1** – This response gives a valid word(s).

**0** – This response does not give a valid word(s).

Note: If the teacher would like a two-point rubric, the question “why” will need to be added to each question.

**2** – This response gives valid words with accurate and relevant evidence of why they were chosen.

**1** – This response gives valid words with an inaccurate, irrelevant, or no explanation of why they were chosen.

### **Strategy Two – Extending and Refining: 4 – Fold Activity**

Have students work in groups of 3-4.

Each group should fold a large piece of paper in half twice, and then bend down the upper left corner. When the paper is opened, the creases in the paper have created four rectangular quadrants and a diamond-shaped area in the center.

#### **Steps:**

1. Have students write “Children at Work” in the center of the diamond.
2. For 4-5 minutes, each student in the group should write a short phrase (something they know) about child labor.
3. Each group should present their ideas with the rest of the class.

This strategy requires all students to participate since each must write on the paper.

### **Check for Understanding**

What role did child labor play in the work force during the Progressive Era?

#### *Rubric*

- 2** – This response gives a valid response with an accurate and relevant explanation.  
**1** – This response gives a valid response with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

### **Strategy Three – Application – Newscast**

Students in groups of 3 should construct a brief newscast that would demonstrate understanding of the role child labor played in the worked force during the Progressive Era. Each newscast should last approximately two-three minutes. Students should use the information that they have gathered thus far.

### **Check for Understanding**

#### **Rubric**

- 2** – This response gives valid information with accurate and relevant evidence of why they were chosen.  
**1** – This response gives valid information with an inaccurate, irrelevant, or no explanation of why they were chosen.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

## **Lesson Two Essential Question:**

**How did child labor lead to reform during the Progressive Era?**

## **Background**

**How did child labor lead to reform during the Progressive Era?**



**Children often had to work to help their families pay rent and buy food. Children worked indoors and outdoors. Many children worked year round in factories doing hard, dirty work, some polished shoes, or sold newspapers on street corners.**

**Children who worked rarely went to school. Therefore, they barely knew how to read or write. They also did not know arithmetic. This meant they usually did not get good jobs when they older.**

**Some people wanted to help children who worked. They wanted the government to pass laws that would make sure children did not get hurt or sick from working in factories. They also wanted to make sure these children were given the chance to get an education.**

**A law was passed in Delaware that helped children who worked in factories. The law stated that children under age fourteen could not work in factories. They had to go to school. Children who were fourteen to sixteen could work only fifty-four hours per week. Children over sixteen could work as long as**

**adults could.**

**This law, however, did not help children who worked on farms or in canneries. They still worked all summer for as many hours as their parents needed them to.**

## **Instructional Strategies**

### **Strategy One – Gathering Information – ABC Graffiti Activity**

#### **How did child labor lead to reform during the Progressive Era?**

This strategy groups students together to reach an understanding of a concept by either accessing prior knowledge at the beginning of a unit or accessing learned knowledge at the end of a unit.

Have a group of 2–4 students draw a rectangular box at the top of a sheet of paper. Give the following directions to each group:

- Write the question, “How did child labor lead to reform during the Progressive Era?” in the box.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the right side.

Directions might include: Brainstorm together as a group reasons “How did child labor lead to reform during the Progressive Era?” and record them alphabetically A to Z.

Once students have written terms for each column, have each group agree on their top three reasons. Ask the group to circle the top three and share them with the class.

As a variation, students can complete the A-B-C Graffiti independently followed by each student sharing his/her top word. As students are sharing with each other, listeners can add, delete, or modify their original thinking.

## **Check for Understanding**

**Name at least three reasons why**

**Explain your answer.**

## **Rubric**



relevant reasoning.

**1** – This response gives a valid difference between two of the three with inaccurate, irrelevant, or no reasoning.

### **Strategy Three – Application – Accordion Book/Billboard Project (Foldable)**

#### **Accordion Book Steps:**

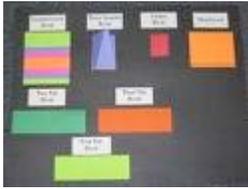
- 1. Fold the selected paper into hamburgers.**
- 2. Cut the paper in half along the fold lines.**
- 3. Make sure to fold one side of the paper half an inch shorter than the other side. This will form a tab that is half an inch long.**
- 4. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper. (The opposite way)**
- 5. To form an accordion, glue a straight edge of one section into the valley of another section's tab.**

#### **Billboard Project Steps:**

- 1. Fold all pieces of the same size of paper in half like a hamburger.**
- 2. Place a line of glue at the top and the bottom of one side of each folded billboard section and glue them edge-to-edge on a background paper or project board. If glued correctly, all doors will open from right to left.**
- 3. Pictures, dates, words, etc., go on the front of each billboard section. When opened, writing or drawings can be seen on the inside left of each section. The base, or the part glued to the background, is perfect for more in-depth information or definitions.**

**With both of these foldables, students must include at least 8 events in chronological order with illustrations and detailed explanations. They must also include a written summary which describes the cause-and-effect**

**relationships between the events on the timeline.**



**Check for Understanding**

**Summarize one major event**

**Rubric**

**2** – This response gives valid information with accurate and relevant evidence of why they were chosen.

**1** – This response gives valid information with an inaccurate, irrelevant, or no explanation of why they were chosen.

For administration of formative assessment see **Student Self-Assessment and Reflection**

*Did you consider the following unit design principles?*

*IP – International education perspective*

*IL – Information Literacy*

*WR – Workplace readiness / 21<sup>st</sup> century skills*

*FA – Formative assessment, used to check for understanding*

*DI – Differentiated Instruction*

*UDL – Universal Design for Learning*

*TL – Technology Literacy*

**Resources & Teaching Tips** (Consider the two questions below when completing this section.)

○ **What text/print/media/kit/web resources best support this unit?**

- Benson, Barbara and Carol Hofferker. The Delaware Adventure. Salt Lake City: Gibbs Smith, 2007.
- United States. Orlando: Harcourt Brace, 2002.
- Brady and Roden. Mini-Q's in American History-Volume 2: 1877-Present. Illinois: DBQ Project, 2009.
- Brinkley. American History – A Survey Volume 2: New York: McGraw Hill, 2009
- Greenwood. The Gilded Age: New York: Oxford University Press, 2000.
- Freedman, Russell. Kids At Work- Lewis Hine and the Crusade Against Child Labor. New York: Clarion Books, 1994.
- Marten, James. Childhood and Child Welfare in the Progressive Era: Boston and New York: Marquette University, 2005.
- Gould, Lewis. America in the Progressive Era: 1890-1914. London: Pearson Education, 2001.
- Brown, Don. Kid Blink Beats the World. Connecticut: Roaring Brook Press, 2004.

○ **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

**Differentiation** (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of ALL students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

Differentiation is embedded throughout this unit in the instructional strategies. For example, using graphic organizers, cooperative learning, and peer discussions take place throughout the unit.

## **Technology Integration**

Useful websites are embedded within the lessons. Student use of computers for some strategies is encouraged.

## **Content Connections**

**ELA 1.3 (4-6): Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.**

**ELA 2.3c (5-12): Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text – use a graphic organizer or other note taking technique to record important ideas or information.**

**ELA 3.1a2 (2-12): By the completion of the grade, students will be able to identify, locate, and select sources of information relevant to a defined need by developing and using procedures to gather information and ideas; developing and following a process for research completion.**