**Name and school:** John Alden, University of Iowa

**Lesson Grade Level:** 9-12

**Lesson Title:** Child Labor in the United States

**Essential Question:** What should US law say about child labor?

**Lesson Abstract:**
This lesson addresses child labor in the contexts of Iowa history, US history, and contemporary migrant labor. Students will use primary and secondary sources to form conclusions about child labor and answer the lesson’s essential question.

(Possible unit contexts for this lesson include units on the Great Depression, 20th century Iowa history, supply and demand for workers, and migrant labor. This lesson should take two to four periods, depending upon how many stages of its webquest are assigned.)

**Learning Objectives:**
- Students will demonstrate an understanding of what child labor is and its modern history in the US and Iowa.
- Students will examine primary documents related to child labor and draw evidence from them.
- Students will explain why child labor existed historically and why it continues to exist today.
- Students will compose written arguments answering the lesson’s essential question.

**Iowa Core Standards:**
**Economics:**
- Understand long-term unintended consequences of economic choices made by individuals, businesses, and governments.
- Understand how economic self-interest influences economic decisions.

**Geography:**
- Understand the impact of human migration on physical and human systems.

**History**
- Understand the ways groups, societies, and cultures have addressed human needs and concerns in the past.
- Understand how economic issues have influenced society in the past.
- Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

**Political Science/Civic Literacy**
- Understand the purposes and functions of law.
- Understand the processes by which public policy concerning a local, state, or national issue is formed and carried out.
- Understand issues concerning the relationship between state and local governments and the national government.
Materials/Equipment/Websites:

- projector+screen for a video
  - http://youtu.be/BYEmolAeBmU (7:28)
- computer access for students for a webquest
- webquest worksheet (deliver to students digitally if possible, in hardcopy if necessary)
  - sites for the webquest are given on the worksheet

Detailed Procedures/Questions/Activities:

1. Tap and assess prior knowledge about what child labor is and whether it exists today. Journaling, think-pair-share, exit slips (collected in a prior class), and similar activities are all appropriate.

2. Show the trailer to The Harvest (7:28), linked above. Pause the video occasionally, such as when important text is on the screen. Check in with the class at these points to see if there are questions, but do not get bogged down in tangents.

3. Conduct a follow-up activity (again your choice) that pairs with the opening assessment of prior knowledge. Ask students how the trailer changed or added to their understanding of child labor in the US. Ask what questions they have that are still unanswered.

4. Introduce the idea of a webquest. Explain what the child labor webquest will involve. It is recommended that you assign all four stages of the webquest, but stages two, three, and four are less central than stage one. The webquest can be assigned as individual or group work depending upon teacher preference.

5. Scaffold and model the webquest.
   1. Stage one of is standard information gathering. Show the students the website, explain what it is, and what parts of it they will be using. Tell them that the webquest questions about this site occur in the same order as the pages they will be using.
   2. In stage two, students will be using primary sources. Model how to find descriptive details about the sources. Show them how to zoom in on an article to read it and how they can switch to the “Text” tab to read a typed version of the article.
   3. Stage three is pretty straightforward. Talk about the archive and who Lewis Hines was. Model how to answer the questions on an example photograph.
   4. Stage four asks students to synthesize what they have learned and apply it to the lesson’s essential question. Identify the expectations that you have for the quality and length of writing.

6. Have the students start working on the webquest. Monitor their progress, help as needed.

7. This lesson will occur over several periods and so it may help to repeat the modeling above to preempt confusion

8. Some students will inevitably finish before others. If you don’t already have a policy for these ragged edges, have these students who finished early do additional research and answer stage four’s prompt for international law.

9. At the end of the lesson or the start of the next class, ask for volunteers to share their answers for stage four.
Assessments

- formative assessments before and after the video and during the webquest
- summative assessment in the form of the webquest worksheet that includes short answer questions and a closing writing prompt