



Unit Plan

Child Labor

Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page (see suggestions in manual)
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies in the manual)

Learning Goals

Cultural Literacy: moving for jobs, factory work, canning food, children working in factories, getting hurt on the job, child labor laws, coal mining work, health hazards of mining, assembling items, newspapers

Geography: concept of differences between rural and city life

Vocabulary: rural, assembling, canning, mine

Speech and Listening: classroom discussions about farmers, cities, factory jobs, dangerous jobs, selling newspapers, coal miners and assemblers, canning fish and laws. Exposure to vocabulary windmill, smoke, chimney, machines, crutches, newspaper, snow, hair bows, food that comes in cans, lids, etc.

Social Studies Standards:

Strand 1, Concept 1 PO1: Maps, charts, graphs, tables charts time lines

S1, C7, PO 3 Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).

S1, C7 PO5 Analyze the impact of industrialization on the United States: a. rural to urban migration b. factory conditions



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Rural page 1	Farmer page 2	Factory page 3				
Summary	Moving page 2	Factories page 4	Newspaper page 5	Coal Mines page 6	Assembling page 7	Canning page 8	
Map Activity	Page 2						
Coloring Page	Moving p 2	Hurt p 4	Newspaper boy p 5	Lungs p 6	Assembling p 7	Canning Fish p 8	School p 9
Presentation	Cans and Jars Pg 8	Rural and Urban Pg 1					

	Words and page
Reading Match	newspaper, children, farmer, factory page 5
Vocabulary	Page 8

	Concept and Page		Concept and Page
Sorting	newspapers page 5	Wh Questions	Where – End of book
Classification	cans page 8	Book Exam	End of Book
Pattern	Page 6	Sentence Scramble	End of book
EZ Summary	End of Book	Question and Answer	End of book
Opinion	Page 8	Fill in the Blank	End of book
Short Answer	Page 6	Reading Assessment	End of book
Grammar	Worked page 9	Vocabulary Assessment	End of book



Unit Plan

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How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Before the industrial revolution, most people were farmers. Farms are in rural areas. Rural means “in the country.” People lived in rural areas. (Show the following video so that students can have a visual understanding of “rural”) <https://youtu.be/izJVqUMZrUM>

Pointing Questions: windmill, people, horse, animals, house

Short Answer: What job did most people have before the industrial revolution? Where did people live?

Yes/No: Did most people live in the city before the Industrial Revolution? Does rural mean city? Does rural mean country? Did most people live in rural areas?

Sharing opinion/experiences: Have you ever visited a rural area? Would you rather live in the city or in a rural area? Why?

Peer to Peer Interaction: After you read Page 1, ask students, “What job did most people have before the Industrial Revolution?” The answer is the main idea card “farmers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Presentation: Rural and Urban

Vocabulary Focus: Point to the word **rural** in the book. Rural means in the country. Farms are in the country. Farms are in rural areas. Farmers live in rural areas. They live in the country. Find the **rural** flashcard and its matching definition.

Assignment Options: Word Scramble Rural (L)



Unit Plan

Page Two:

Talking Points: Factories started to be built in cities. Farmers left their farms to go to the cities and work in factories. (Show the following video so that students can see what the cities looked like during the Industrial Revolution) <https://youtu.be/tkrvm9DEin>

Pointing Questions: buildings, windows, smoke, chimneys

Short Answer: What type of jobs were in the city? Why did farmers want to move to the city?

Yes/No: Did farmers want to stay in rural area? Did they want to move to the city? Did they want factory jobs?

Sharing opinion/experiences: Would you prefer a job as a farmer or working in a factory? Farmers moved to the city? Have you ever moved before? What do farmers do? Do you know any farmers?

Peer to Peer Interaction: After you read Page 2, ask students, "What type of jobs were in the city?" The answer is the main idea card "factory." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Presentation:

Assignment Options: Word Scramble Farmer (L), Map Activity, Summary Moving



Unit Plan

Page Three:

Talking Points: The factory jobs were hard! Adults and children worked in the factories. They did not get paid a lot of money. (Show the following video which has photographs of children working during this time period.)

<https://youtu.be/YPw4jTDKYbg>

Pointing Questions: women sitting, woman standing, dresses, hats, chairs

Short Answer: What was hard work? Who worked in the factory jobs?

Yes/No: Was it easy to work in a factory? Was the work hard in a factory? Did children work in factories? Did the workers get paid a lot of money?

Sharing opinion/experiences: Have you ever done a chore that was hard? What chore do you do at home that you think is hard?

Peer to Peer Interaction: After you read Page 3, ask students, “What type of jobs were hard work?” The answer is the main idea card “factory jobs.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Presentation:

Assignment Options: Word Scramble Factory (L)



Unit Plan

Page Four:

Talking Points: Many of the machines in the factories were dangerous. Some children got hurt from the machines. Some children died. Some got hurt and used crutches. (Show the following video starting at 2:00 to see examples of children who got hurt) <https://youtu.be/j-fbnS6sSZA?t=2m>

Pointing Questions: machines, boys standing by the machines, hat, crutches, boy with crutches

Short Answer: What was dangerous in the factories? What sometimes happened to the children working in the factories? What do people use to help them walk if they hurt their leg?

Yes/No: Were the machines in the factories safe? Did children sometimes get hurt? Did children sometimes get killed?

Sharing opinion/experiences: Have you ever gotten hurt before? What happened? Do you know anyone who had to use crutches?

Peer to Peer Interaction: After you read Page 4, ask students, "What was dangerous in the factories?" The answer is the main idea card "machines." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Presentation:

Assignment Options: Coloring Page Hurt, Summary Factories



Unit Plan

Page Five

Talking Points: Some children sold newspapers. Newspapers have stories about what is happening that is interesting. The stories are the news. They worked long hours selling newspapers! They worked 12-14 hours a day. There are 24 hours a day, so they spent over half of the day working. That is longer than the time you are in school every day. (Show the following video so that students can see children selling newspapers).

<https://youtu.be/od5NFKhmyY>

Pointing Questions: boys, newspapers, hats, snow

Short Answer: What did some children sell? How many hours did the children work?

Yes/No: Did the children sell books? Did the children sell newspapers? Did they children work two hours a day? Did the children work 12-14 hours a day. Is 12-14 hours a long time to work?

Sharing opinion/experiences: What is in newspapers? What is news? Do you know anyone who likes to read the newspaper? Who? Do you know anyone who has been in the newspaper? Have you ever sold something?

Peer to Peer Interaction: After you read Page 5, ask students, "What did some children sell?" The answer is the main idea card "newspapers." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Optional Activity: Bring in newspapers and have kids look through them and cut out stories and look at pictures. Lead a discussion regarding what they find. Summarize what sorts of things are in a newspaper as a class.

Assignment Options: Reading Match (L), Summary Newspapers, Coloring Page Newspaper Boy, Sorting Newspaper



Unit Plan

Page Six:

Talking Points: Children worked in coal mines. Working in coal mines is dangerous. The air was dusty and air got in their lungs. Everyone has lungs. (Show where the lungs are). When dust goes into your lungs, people can get sick. It is hard to breathe when a lot of dust goes into your lungs. (Show the following video so that the students can see children working in a coal mine) <https://youtu.be/Y7e6a-8VfWQ>

Pointing Questions: boys with dirty faces (It is very dusty and dirty in a coal mine), hats, jackets, buttons, shovel, coal

Short Answer: Where did some children work that was under the ground? How was the air in the coal mines?

Yes/No: Did children work in the coal mines? Was the air clean in the coal mines? Was the air dirty in the coal mines? Was the coal mine bad for their lungs.

Sharing opinion/experiences:

Peer to Peer Interaction: After you read Page 6, ask students, "Where did some children work that was under the ground?" The answer is the main idea card "coal mines." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Vocabulary Focus: Point to the word **mine** in the book. A mine is a place underground where people work. Some people work in coal mines. They work under the ground to get the coal. Find the **mine** flashcard and its matching definition.

Presentation:

Assignment Options: Patterns, Coloring Page Lungs, Summary Coal Mines, Short Answer



Unit Plan

Page Seven:

Talking Points: Assembling means putting things together. Some children had job assembling things. They might have had to assemble toys. They might have had to assemble furniture. (Show the following video that shows how dolls are assembled) <https://youtu.be/bcr-CSdgmUk>

Pointing Questions: girls, bows in hair, table, chair, doll, doll arm and legs, doll eyes, doll mouth, doll nose

Short Answer: What was another job children did? What is it called when you put something together? What did some children get paid to do? Why didn't children have a lot of time to play?

Yes/No: Did children have a lot of time to play? Did some children have to work putting things together? Does assemble mean putting things together?

Sharing opinion/experiences: A lot of times when we buy a toy or a piece of furniture, it comes in a box with a lot of pieces. It has to be assembled. It has to be put together. Have to ever bought a toy that needed to be assembled? Who assembled your toy for you? Do you know someone who has a job? Tell us about it. Do you know anyone who plays with dolls? Tell us about it.

Peer to Peer Interaction: After you read Page 7, ask students, "What was a job where children had to put things together?" The answer is the main idea card "assembling." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Vocabulary Focus: Point to the word **assembling** in the book. Assembling is when you put things together. Find the **assembling** flashcard and its matching definition.

Activity Extension: Use the Coloring Page Assembling worksheet to mimic an assembly line. Kids stand in a line at a table and each person glues on one part of the bear. At the end of the line it is complete.

Assignment Options: Coloring Page Assembling, Summary Assembling



Unit Plan

Page Eight:

Talking Points: Some children had to work canning fish. Canning fish is when you put cooked fish in cans for people. Tuna fish comes in a can. Sardines come in a can. Canning fish was a hard job. It was also very smelly! The factory smelled like fish. <https://youtu.be/YPw4jTDKYbg> discuss the video, point out the knickers.

Pointing Questions: fish, can, lid, children, hats, girl, dress, bow in hair, window

Short Answer: What job did some children have? What type of food did they have to put in cans? How did it smell? Where did they put fish?

Yes/No: Were the children canning fruit? Were the children canning fish? Did it smell good? Did it smell awful? Does awful mean bad? Was it easy work to can fish? Was it hard work to can fish?

Sharing opinion/experiences: Tuna is a fish that comes in a can. Do you like to eat tuna fish? What other foods come in a can?

Peer to Peer Interaction: After you read Page 8, ask students, “What is a job where you put fish in a can?” The answer is the main idea card “canning fish.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Vocabulary Focus: Point to the word **canning** in the book. Canning is when you put food in a can. Tuna fish is in a can. Find the **canning** flashcard and its matching definition.

Presentation: Cans and Jars

Activity Extension: teach students how to use a can opener. Another would be to make tuna salad as a group)

Assignment Options: Coloring Page Canning Fish, Summary Canning, Opinion, Vocabulary, Classification Cans



Unit Plan

Page Nine:

Talking Points: Child labor laws stopped a lot of the problems that children were having. Labor means work. Child labor means kids working. Children could no longer work long hours. The law said that they had to go to school. There are laws that say kids can't work in factories because they might get hurt. The kids also need to go to school to learn how to read and write.

Pointing Questions: students, teacher, windows

Short Answer: What law said that children had to go to school?

Yes/No: Could children still work long hours? Did the child labor laws stop a lot of the problems? Did children have to go to school?

Sharing/experiences: The labor laws said that children could not work long hours anymore. Children needed to go to school. Do you like going to school? What is your favorite thing to do at school?

Peer to Peer Interaction: After you read Page 9, ask students, "What laws said that children had to go to school?" The answer is the main idea card "child labor laws." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Presentation:

Assignment Options: Grammar, Coloring Page School