

# cobblestone®

## TEACHING OBJECTIVES

- Students will compare life in a specific historical time period to life today
- Students will generate questions about individuals and groups who have shaped significant historical changes
- Students will analyze policies intended to address social issues
- Students will write narratives to examine real or imagined experiences or events
- Students will obtain and communicate information

In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## ISSUE THEME

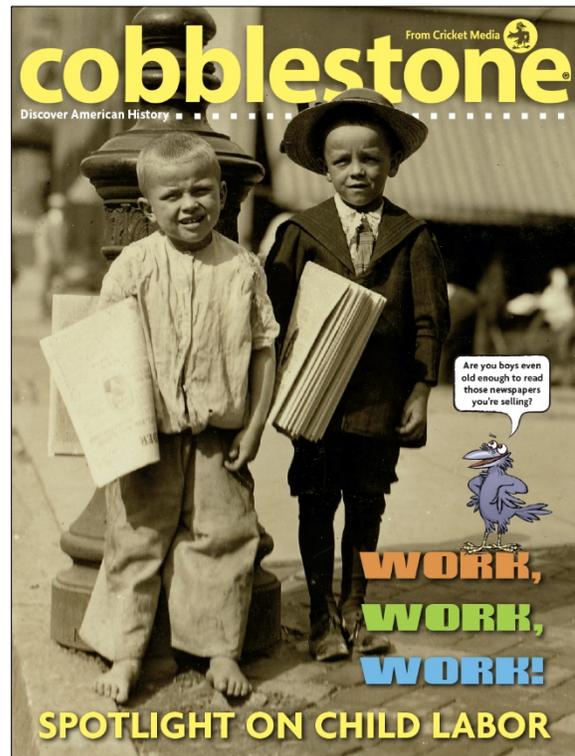
Individuals and groups can work together to shape significant historical changes.

## CONVERSATION QUESTION

How effective were labor reformers' efforts at changing the lives of children in the 19th and 20th centuries?

## ABOUT COBBLESTONE® MAGAZINE

Each issue of this acclaimed classroom magazine brings American history to life with primary sources, lively graphics, historical photographs, and maps. Present-day perspectives allow students to compare and contrast multiple points of view on important topics.



## SELECTIONS

- **Working Days**  
Expository Nonfiction, ~950L
- **Champions for Reform**  
Expository Nonfiction, ~1050L
- **Extra! Extra! Newsboys Strike!**  
Expository Nonfiction, ~650L

## CONNECTING CURIOUS MINDS

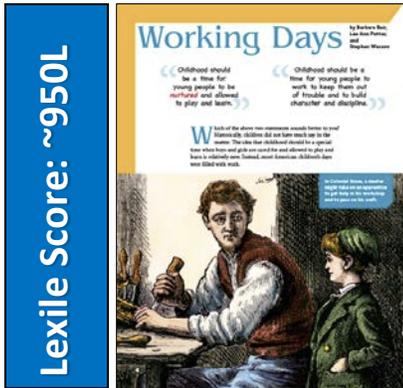
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## Working Days

pp. 4–7, Expository Nonfiction



## THE ARTICLE

This article explains how attitudes toward and laws regulating child labor changed from the Colonial period to the 1930s. Use this article to help students compare the past to the present.

## RESOURCES

- **Help Wanted Ad** (*Cobblestone*, p. 3)
- **Compare Past to Present Organizer**

## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will compare life in a specific historical time period to life today
- Students will analyze policies intended to address social issues

## KEY VOCABULARY

- **Colonial** (p. 5) relating to a period when the part of America that became the U.S. was ruled by Britain
- **industrialization** (p. 5) the process by which a country makes its industries more modern
- **tenement** (p. 6) a large building in a city, containing many apartments

## ENGAGE

**Conversation Question:** How effective were labor reformers' efforts at changing the lives of children in the 19th and 20th centuries?

Before reading the article, distribute the **Help Wanted Advertisement** handout to students. Ask them to discuss the details with a partner. Then, ask the following question: Why do you think reformers wanted to introduce laws to regulate—or control—child labor?

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy the words and then scan the article with a partner to locate them. Using context clues, students suggest definitions. Finally, students look up the words and correct any of their misconceptions.

## READ & DISCUSS

Have students read the article with a partner. Then display the questions below and have partners use them as prompts for discussion.

- Why did a high percentage of children work during the Industrial Revolution?
- Why did reformers believe putting children to work was wrong?
- Why do you think it took many years after reformers began calling for change for a federal child labor law to be passed?

## CONCEPT FOCUS: Compare Past to Present

**INSTRUCT:** After reading the article, have students work in small teams to compare life for children in the past to life in the present. Tell them they will use information in the article to complete the **Compare Past to Present Organizer**. Ask students to be as detailed as possible when completing the organizer.

**ASSESS:** Ask students to imagine a conversation between a child worker from the Industrial Revolution and a child from today who can go to school instead of work. Help students brainstorm ideas about what the children might say to each other and how they might feel about their lives after meeting.

Next, have students write a short speech (about 30 seconds) from the perspective of the working child. Explain that they should include at least three interesting details that highlight the differences in the lives of the two children. Give students 20 minutes to write their speeches and then have them deliver their speeches to the class.

## EXTEND

**Economics** Have students research today's laws regulating child labor for a person their age: <https://www.youthrules.gov/know-the-limits/index.htm>. Ask students to use the information to determine which jobs they are legally allowed to perform at the current time.

# NOTICE

## WORKERS NEEDED

No education necessary!  
On-the-job training available!

Must work 10–14 hours a day  
Must work 6 days a week (most Sundays off)  
Must be at least 5 years old

**Conditions Are Dangerous!**

Be prepared for:

- poor air quality
- maimed or lost body parts from machinery accident
- weakened eyesight from poorly lit sweatshop
- bad back or joints from sitting or standing all day
- general fatigue resulting from working all day

**If injury occurs, job will be terminated**

Also must be willing to lie to inspectors  
about age and reason for working

# Apply Within

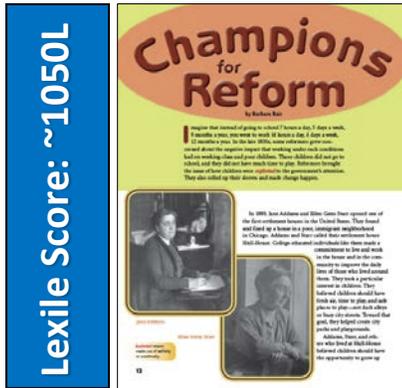
We hire children because they are small,  
are easier to control, and can be paid less

## Compare Past to Present

Use the chart below to compare children's lives during the Industrial Revolution with children's lives today. Use the topics to guide you. In the first column, record details from the article about children's lives in the past. In the second column, record your own ideas about children's lives today. These will be ideas that you have gained from your own experiences and observations.

	Children in the Past	Children in the Present
<b>Topic:</b> people's ideas about children		
<b>Topic:</b> educational opportunities		
<b>Topic:</b> working conditions and regulations		

## Champions for Reform pp. 12–16, Expository Nonfiction



### THE ARTICLE

This article explains the actions reformers took to support and improve children's lives in the late 19th and 20th centuries. Use it to teach students how to generate questions about a topic.

### RESOURCES

- **Generate Questions Organizer**

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will generate questions about individuals and groups who have shaped significant historical changes
- Students will write narratives to examine real or imagined experiences or events

### KEY VOCABULARY

- **immigrant (p. 12)** a person who comes to live permanently in a foreign country
- **textile (p. 13)** a type of cloth or woven fabric
- **union (p. 15)** an organized association of workers formed to establish and protect their rights and interests

### ENGAGE

**Conversation Question:** How effective were labor reformers' efforts at changing the lives of children in the 19th and 20th centuries?

Before reading the article, have students share people they consider to be heroes—from the past or present. Ask them to explain their reasons for perceiving them as heroes. Then explain that this article is about individuals and groups who took heroic actions to effect change in the lives of others.

### INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy the words and then scan the article with a partner to locate them. Using context clues, students suggest definitions. Finally, students look up the words and correct any of their misconceptions.

### READ & DISCUSS

Have students read the article with a partner. Then display the questions below and have partners use them as prompts for discussion.

- What motivated Jane Addams to work on behalf of children?
- How did Mary Harris Jones try to change the balance of power between employer and employee?
- Why was the Keating-Owen Child Labor Act controversial?

### CONCEPT FOCUS: Generate Questions

**INSTRUCT:** After reading the article, ask students to share questions they have about the individuals and groups mentioned in the article and how they helped change children's lives. Next, distribute a copy of the **Generate Questions Organizer** to each student and have them work in small teams to complete Part One. Encourage students to jot down any questions or ideas that come to mind as they work on this task.

**ASSESS:** Tell students to imagine that they have an opportunity to interview a famous historian about the individuals and groups they read about in the article. Continue by telling students that to conduct a successful interview, they need to ask meaningful, relevant questions about the topic. Then have them work independently to complete Part Two of the **Generate Questions Organizer**. Finally, tell students to share their questions with a partner and revise them based on feedback they receive.

### EXTEND

**Language Arts** Have students look at the photographs on pages 20–23 and pages 26–29. Then instruct students to write a letter from the perspective of one of the children in the photos to one or more labor reformers, asking for their help.

**Generate Questions**

**Part One:** To conduct a successful interview, it is necessary to learn how to ask meaningful and relevant questions about the topic you are studying. In the chart below, record details about the individuals and groups mentioned in the article and how they helped create significant historical change in children’s lives. Also jot down any ideas you find interesting and want to know more about.

**CREATING SIGNIFICANT HISTORICAL CHANGE**

<b>Individuals and Groups from the Articles</b>	<b>What did these individuals and groups do?</b>	<b>Ideas I Want to Know More About</b>

**Part Two:** Imagine that you are going to interview a famous historian about the people, actions, and ideas you recorded in the chart above. Use the information in the chart to help you generate five interview questions. Write your questions on the back of this page.

