

Unit: Lowell and the Industrial Revolution

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Lesson Topic: Child Labor

Grade Level: Elementary

Class Time:

Objectives:

- Students will understand how people in a community can influence their local governments by speaking out and participating in meetings
- Students will be able to view a historical picture and written work from a time period and extract information about this historical era
- Students will see how people lived and reacted to certain situations brought forth to them as they lived and worked to survive

Materials:

- *The Bobbin Girl* by Emily Arnold McCully
- Pictures of child labor from the following website:
<http://www.historyplace.com/unitedstates/childlabor/>

Procedure:

1. Talk to the students about jobs they may have around the house. They may make their beds, pet sit, or help with younger siblings. Ask students how they feel about this at their young age, do they get an allowance for chores?
2. Read the story The Bobbin Girl by Emily Arnold McCully.
3. After finishing the above book, ask students how they felt about the Bobbin Girl. Would they want to leave home to help their families get needed money? What choice would they have? Is this fair for a young child?
4. Show several pictures from the child labor website:
<http://www.historyplace.com/unitedstates/childlabor/>
5. The teacher may read captions from the website after students have a chance to formulate their own thoughts. Take feedback from the above viewing of pictures. How do the children look in these photos? What are they wearing? Are they happy? Hungry? Angry?
6. Tell students they are going to create a sensory poem based on The Bobbin Girl and the child labor photos they just viewed. Explain what senses we use when we describe something (eyes, ears, nose, hands). Students will use the sensory poem attachment to create this special poem. In their writing journals, students will compose a rough draft of the sensory poem, starting with a word splash of feelings. Then, they will write a sensory poem in their journals.
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8. The teacher will quickly circulate around the room to assess quality and correct use of senses for

this child labor topic.

9. The teacher will pass out the sensory poem sheet (attachment 13). Students will fill in the blanks where indicated. At the bottom of the page is a box for students to illustrate a feeling they show in the poem. This could depict a child, a design, or a vision they are thinking of.
10. The sensory poems will be posted on a class bulletin board titled: "Working in a Mill: From the Eyes of a Child."

Assessment

Discussions on the Caldecott Award and the Child Labor issues in the mills will be processed for understanding. The finished sensory poems product will be viewed for overall understanding and individuality.

Mill Worker Sensory Poem by _____

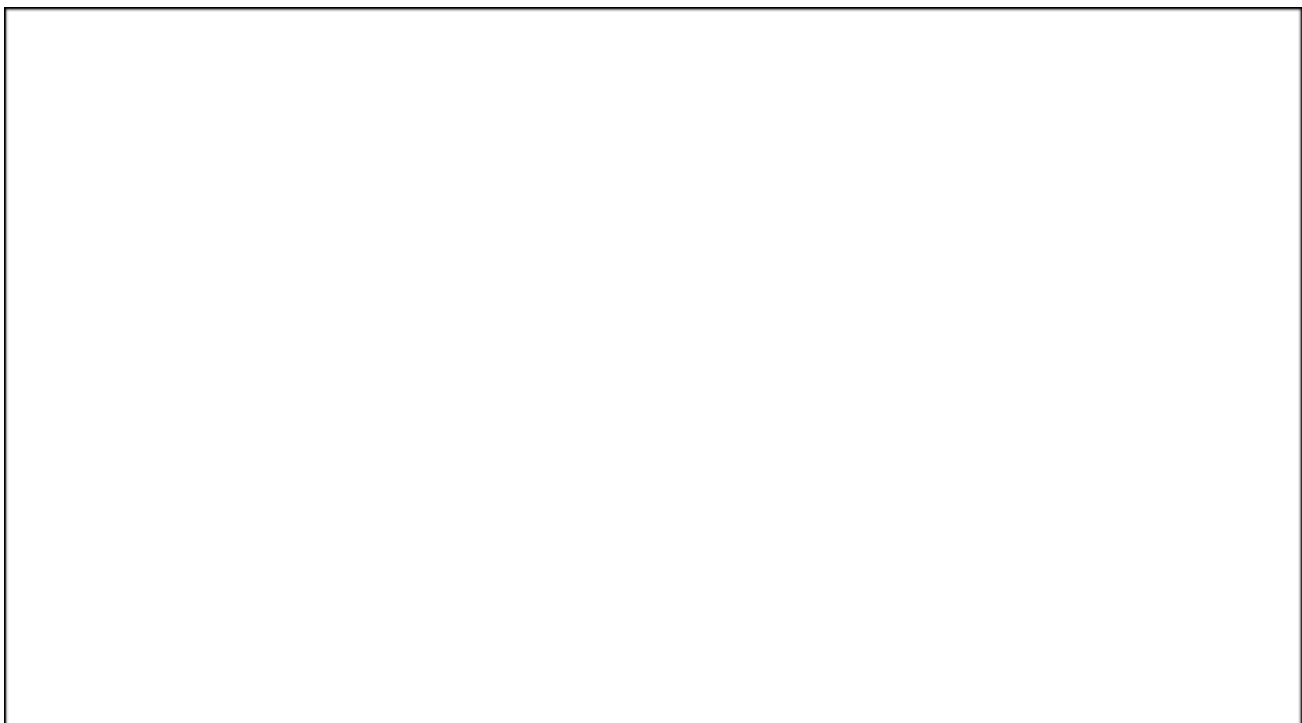
I see _____

I feel _____

I hear _____

I smell _____

I touch _____

A large, empty rectangular box with a thin black border, occupying the bottom half of the page. It is intended for a student to draw a picture related to their sensory poem.

