**LESSON PLAN TEMPLATE**

**Teacher: Alyssa Calhoun Date: 05/16/2022**

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| **Topic/Subject/Grade Level: Grade 8 Social Studies**  **Aim/Objective: What are your specific learning goals in this lesson?** What will the students be able to do at the end of the lesson?   * Students will learn and discuss the working conditions of early 20th century child laborers and how the 1911 Triangle Shirtwaist Fire transformed labor conditions in the United States. |
| **Common Core or State Standard addressed in the lesson:**  **Grade 8: New York State Common Core Social Studies Practices**  **A. Gathering, Interpreting and Using evidence**  **2**. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).  **B. Chronological Reasoning**   1. Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.   . |
| **Essential Questions:** (What are the key questions that students will answer by the end of the lesson?)   * Why were children as young as 5 years old sent to work in the early 20th century? * What were working and living conditions like for child laborers? * What caused the Triangle Shirtwaist Factory Fire? * What workplace safety laws did the Triangle Shirtwaist Fire lead to? |
| **Motivation/Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)   * Show two photographs by Lewis Hine. * Instruct students to take a minute to observe the photographs and write down what stands out to them the most on the Primary Source Analysis Tool. * When do you think they were taken? where do you think they were taken? What might the girl be looking at? * Allow students to share and discuss their observations. |
| **Materials & Primary Sources:** Please list the materials and primary sources you will use.   * Picture of ten-year old Lalar Blanton looking out of mill window <https://www.loc.gov/resource/nclc.01345/?st=image> * Fourteen year old spinner, Lewis Hine, 1913 <https://www.loc.gov/resource/nclc.02873/> * Primary Source analysis tool <https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf> * Video: The Triangle Shirtwaist Factory by History ( Whole video) <https://www.youtube.com/watch?v=FguWSsW21CQ> * Article: Child Labor by History.com   <https://www.history.com/topics/industrial-revolution/child-labor> |
| **Guided Practice:** (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)   * Write down key details from the lesson onto the whiteboard and remind students to include this information in their class notes. * Key details include when the Triangle Factory fire happened, what caused it, living and working conditions for child laborers, and reasons why children were sent to work. * Check students’ understanding by asking students questions during the lesson. * Analyze pictures with students using the Primary Source Analysis Tool. |
| **Independent Practice:** (What will the students do independently to practice the skills being taught?)   * Match definitions to vocabulary terms used during the lesson. * Vocabulary terms will include Child Labor, Sweatshop, Shirtwaist, Reform, Exploitation, Factory, precautions, immigrant, and Hazardous. * Students will write down what career they would like to have when they grow up. They will explain why workplace safety laws passed after the Triangle Shirtwaist Factory Fire are important for that career. |
| **Classroom staffing roles/ grouping:** (What type of groups are the students in and why?)  IEPs:   * Students will be given extra time to complete assignments. * Students will be provided with preferential seating during the lesson. * Students will complete the assignments in a small group with extra support from the teacher and assistant.   ELLs:   * Students that are not yet proficient in written english will be allowed to answer the questions on the assignment orally to demonstrate understanding. * Students will be provided with reading material in their first language. * Key concepts and vocabulary words will be translated to the student’s first language. * Students will be given extra time to complete assignments.   Advanced:   * If students complete their assignments early, they will be given the option to help other students * Students will be encouraged to research any more questions that they have about child labor. For example: Are there places in the world where child labor still exists? If so, what actions can be taken to fight against child labor today? They will then write an essay on what they learned from their additional research. |
| **Formative Assessment:** (How will you determine what students already know?)   * Ask students if any of them has heard the term “Child Labor.” * Ask students if they can name things that are made in factories. * Ask students if they can name countries that commonly manufacture these products. |
| **Share:** (How will students demonstrate mastery?)   * Students will write a one paragraph summary of what they learned from the lesson. * Students will write down what else they would like to learn about the topic. |
| **What questions/problems might the students have about the material being covered?** (Write at least two.)   * I am having trouble matching the definition to a vocabulary term. * Why were children sent to work instead of adults? * Why didn’t parents worry about their child’s safety at work? |
| **Homework:** Students will select a photograph of a child at work from the Library of Congress NCLC Collection and answer the following questions:   * What kind of work is being done in this picture? * How old do you think the child or in the picture is? * List three words you would use to describe the working conditions. * Create a title for this picture.   Students will then create a page one long short story about the child or children in the photograph they choose. They will use their knowledge of early 20th century child labor to describe the child or children’s living and working conditions. Students will add details such as who the child lives with, where they are from, and emotions they feel about their circumstances. |