

### Brief Summary of Lesson

This 2 day lesson will be used after students have already been instructed in the structure of persuasive writing. They will gain knowledge on child labor through text and copies of photographs. They will be assigned against or for child labor and write a persuasive paper defending their position.

### List of Materials

1. Comprehension Toolkit articles

2. Turn of the 20th Century memo

<http://www.loc.gov/teachers/classroommaterials/lessons/child-labor/pdf/confidentialMemo.pdf>

3. 2005 memo

<http://www.loc.gov/teachers/classroommaterials/lessons/child-labor/pdf/modernMemo.pdf>

4. Child Labor Photographs

<http://www.loc.gov/pictures/item/ncl2004004568/PP/>

[http://www.loc.gov/pictures/item/ncl2004004845/PP](http://www.loc.gov/pictures/item/ncl2004004845/PP/)

<http://www.loc.gov/pictures/item/ncl2004000156/PP/>

<http://www.loc.gov/pictures/item/ncl2004000160/PP/>

5. Magnifying lenses

### Procedure

1. Students will read and discuss articles on child labor during modern times (Comprehension Toolkit by Stephanie Harvey).

2. Teacher will display modern memo on child labor (see materials) for students. A class discussion will follow using the Analyzing Primary Sources generic teacher's guide tool.

3. Students will be divided into 4 groups and given a Lewis Hine photograph copy of children working at the turn of the 20th century. They will use the Analyzing Photographs and Prints tool. Each group will report to the class about their photograph along with a caption/title for it.

4. Teacher will display old memo on child labor (see materials) for students. A class discussion will follow using the Analyzing Primary Sources generic teacher's guide tool.

5. Students will write a persuasive paper for or against child labor. Their position will be assigned by the teacher.

### Evaluation

Persuasive Writing Rubric