

11-12 Grade American Government – Law making and Federalism

Can juvenile workers' rights and financial needs both be protected?

Standards and Content Ohio American Government Model Curriculum	TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws. CONTENT STATEMENTS: 12. Law and public policy are created and implemented by three branches of government; each function with its own set of powers and responsibilities. TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments. CONTENT STATEMENTS: 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.
Staging the Compelling Question	In a class discussion ask the following discussion questions. How many hours a week can a minor can work? Are parents entitled to any of the take home pay of minor children? What kinds of jobs can minor perform, not perform? Ask students what are some of the hardest or scariest tasks they have been asked to perform on the job.

Supporting Question 1 What were labor conditions like for children prior to the Great Depression?	Supporting Question 2 How has the Congress and the Ohio General Assembly addressed Child Labor Issues?	Supporting Question 3 Why would a youth work a job that could harm them mentally, physically, or expose them to hazardous situations?
Formative Performance Task Create a chart that outlines the experiences of child laborers in the textiles mills or coal mines.	Formative Performance Task Write a paragraph comparing how the federal government and the Ohio state government have addressed child labor.	Formative Performance Task In a paragraph describe how family conditions and dynamics impact a child's participation in child labor.
Featured Sources Source 1: The Story of my Cotton Dress- eHistory The Ohio State Source 2: Mr. Coals Story- eHistory The Ohio State Source 3: Gallery of Images from The Child Labor Bulletin Source 4: Child Labor- The Ohio History Connection	Featured Sources Source 1: Child Labor- Ohio History Connection Source 2: Bing Act-Ohio History Connection Source 3: Ohio Minor Labor Laws Poster Source 4: Other Child Labor Laws	Featured Sources Source 1: The Boys in the Breakers

C3 TEACHERS

Summative Performance Task	ARGUMENT Can juvenile workers' rights and financial needs both be protected? Construct an argument (5 paragraph essay) that addresses the compelling questions using specific claims and relevant evidence from historical sources while acknowledging competing views
	EXTENSION. Interview two family members or friends, one between the ages of 30-50 and the other 60-80. Ask both individuals the same set of 4-5 questions. Same set questions will be development as a class. Your questions should address what child labor was like during their youth. Use the evidence you collected to help create your questions. Share your findings with the class
Taking Informed Action	UNDERSTAND Understand the time requirements and school policies governing Senior Advance Placement by reading your student handbook and talking to current seniors on early placement. ASSESS Self-assess your eligibility and or ability to apply for Senior Advance Placement - Think about your current academic habits, available transportation, extracurricular activities, and mental health. ACT If planning on applying for Senior Advance Placement work to remedy any roadblocks then begin exploring possible employment opportunities.

**Featured sources are suggested. It may be that these resources are no longer available, and we apologize in advance for the inconvenience.*

*Can juvenile workers' rights and financial needs both be protected?***Overview****Inquiry Description**

This inquiry explores the history of child labor as well as its impact on the children and families involved. Using the Constitutional principles of federalism students will see how the State of Ohio and Congress has addressed child labor issues.

Structure of the Inquiry

In addressing the compelling question, can juvenile workers' rights and financial needs both be protected? Students work through a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while also acknowledging competing perspectives.

Staging the Compelling Question

In a class discussion ask the following discussion questions. How many hours a week can a minor can work? Are parents entitled to any of the take home pay of minor children? What kinds of jobs can minor perform, not perform? Ask students what are some of the hardest or scariest tasks they have been asked to perform on the job.

Supporting Question 1

The inquiry begins with Supporting Question 1, What were labor conditions like for children prior to the Great Depression? This provides the students with background information about child labor conditions prior to the Great Depression and Ohio and federal child labor laws. This background information is needed to be able to be understand why Ohio and the federal government needed to create child labor laws.

Supporting Question 2

The inquiry continues with Supporting Question 2, How has Congress and the Ohio General Assembly addressed Child Labor Issues? This question allows students to explore the concept of federalism by looking at how the State of Ohio and the federal government has dealt with child labor issues since the Great Depression. Students are asked to compare how Ohio and the federal government has addressed child labor issues.

Supporting Question 3

The inquiry concludes with Supporting Question 3, Why would a youth work a job that could harm them mentally, physically, or expose them to hazardous situations? This question helps students understand the role family conditions and dynamics played in child labor practices. Students can examine how educational opportunities, general health and mental health could be negatively impacted by child labor to help a family overcome hardships.

Summative Performance Task

Can juvenile workers' rights and financial needs both be protected? Construct an argument (5 paragraph essay) that addresses the compelling questions using specific claims and relevant evidence from historical sources while acknowledging competing views

Students' arguments will likely vary, but could include any of the following:

- Historical overview of child labor in Ohio as well as at the federal level.
- Examples from Ohio minor mining, agricultural, and or textile workers prior to the enactment of child labor laws.
- The possible negative mental and physical and impacts of child labor on the youth involved.
- How family conditions and dynamics impacted the need for child labor in Ohio and the rest of the nation.

As an extension task, students may interview two family members or friends, one between the ages of 30-50 and the other 60-80. The students should ask both individuals the same set of 4-5 questions, which will be development as a class. The questions should address what child labor was like during their youth. Students should use the evidence they collected through the inquiry to help create your questions. Findings will be shared with the class

The Taking Informed Action task prompts students to think about the impact of juvenile labor on their own lives with a focus on their decision to participate in a school internship program, Senior Advance Placement. First, students should research the time requirement and school policies government Senior Advance Placement by reading the student handbook and talking with current seniors on early placement. Then students should self-assess their eligibility (e.g., do you meet the requirements) and ability (e.g., do you have access to reliable transportation) to apply for Senior Advance Placement. Lastly, students should decide if they will apply for Senior Advance Placement, determine a plan for addressing any roadblocks, and begin researching possible placement sites.

Supporting Question 1: Featured Sources

Source 1: The Story of my Cotton Dress- eHistory The Ohio State
<https://ehistory.osu.edu/exhibitions/childlabor/cottondress>

Source 2: Mr. Coals Story- eHistory The Ohio State
<https://ehistory.osu.edu/exhibitions/childlabor/mrcoal>

Source 3: Gallery of Images from The Child Labor Bulletin
<https://ehistory.osu.edu/exhibitions/childlabor/gallery/default>

Source 4: Child Labor- The Ohio History Connection
https://ohiohistorycentral.org/w/Child_Labor

Supporting Question 2: Featured Sources

Source 1: Child Labor- Ohio History Connection
https://ohiohistorycentral.org/w/Child_Labor?rec=1569

Source 2: Bing Act-Ohio History Connection
https://ohiohistorycentral.org/w/Bing_Act_of_1921

Source 3: Ohio Minor Labor Laws Poster
https://com.ohio.gov/static/documents/laws_MLLPoster.pdf

Source 4: Other Child Labor Laws
<https://www.dol.gov/agencies/whd/youthrules/other-child-labor-laws>

Supporting Question 3: Featured Sources

Source 1: The Boys in the Breakers
<https://ehistory.osu.edu/exhibitions/gildedage/content/breakerboys>