

8th Grade US History - Industrial Revolution

How has child labor impacted the people of Kentucky?	
Standards and Content	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in US history. Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in US history.
Staging the Compelling Question	Class discussion of students' preconceptions of about child labor and where they believe it occurred in Kentucky.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is the definition of child labor?	Has your family been impacted by child labor?	Where and when did child labor exist in Kentucky?	What labor laws have impacted child labor in Kentucky?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
create a definition of child labor that distinguishes "labor" from "chores"	write a paragraph describing how a family member was impacted by child labor	create a map and timeline that depicts when and where child labor has occurred in Kentucky	discuss how child labor policies affect factories versus farms.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: What is Child Labor?	Source A: student conducted interviews	Source A: KY Child Tobacco Field Source B: Children Tobacco Field Source C: Children Stripping Tobacco Source D: Children Working Cornfields Source E: Mattie Mack Oral History	Source A: Child Labor Timeline Source B: US Federal Child Labor Law

Summative Performance Task	ARGUMENT: Compare today's labor laws for children with those of the past. Determine how these changes have impacted your family.
	EXTENSION. Evaluate the current child labor laws, and create suggestions for laws need to be created to protect children?
Taking Informed Action	UNDERSTAND Review current labor laws regarding child labor. ASSESS Interview peer and ask about current labor laws for teenagers. Use this data to evaluate which child labor laws are not well known to your peers. ACT Create public service announcement posters, informing the student body of the US Labor Laws that pertain to students.

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

How has child labor impacted the people of Kentucky?

Overview

Inquiry Description

This inquiry prompts students to examine, “How has child labor impacted the people of Kentucky?” Students will examine primary and secondary sources that show evidence of child labor in Kentucky and how it impacted citizens of Kentucky. This inquiry focuses on the practice of working with evidence and analyzing evidence. This inquiry will take two or three class periods. Students will need to interview family members to help answer the inquiry questions.

Structure of Inquiry

In addressing the compelling question, “How has child labor impacted the people of Kentucky?” 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.

Many believe that child labor did not impact Kentucky, because our state has not been known for manufacturing. Students will see evidence of child labor, not in factories, but in agriculture settings. Students will also discover that, many of the law created to stop child labor, had exemptions for labor in agriculture and on family farms. Because of these exemptions, children were impacted in agriculture settings, for a much longer time period than those who worked in factories.

Staging the Compelling Question

To introduce the inquiry teachers may guide students to discuss what they believe they already know about child labor and where they believed it occurred in Kentucky.

Supporting Question 1

The supporting question, “What is the definition of child labor?” will direct students to the need to create a definition of child labor that distinguishes “child labor” from “chores”. Students will use the website from the University of Iowa: Labor Center which gives the established characteristics of what is considered to be “child labor”. Students will then used this information to create their own definition that distinguishes “chores” from “child labor”.

Supporting Question 2

The next question the students need to address is, “Has your family been impacted by child labor?”. As a class, students will create interview questions to ask family members. Students will then be given the assignment to interview 2-3 family members (preferably grandparents or older family members). Students will then write a paragraph describing how their family members were impacted by child labor.

Supporting Question 3

Students will need to answer the question, “Where and when did child labor exist in Kentucky?”. Students will evaluate and discuss several photographs taken by Lewis Hines in Kentucky. There are hundreds of these images on the Library of Congress website, a few selected images will be evaluated and discussed. Students will also listen to an oral history posted on the University of Kentucky’s website that describes farm life and picking cotton in Kentucky. Using the information students will create a map showing where each example of child labor existed in Kentucky. Students will then create a timeline showing when child labor existed in Kentucky.

Supporting Question 4

In order to completely answer the compelling questions, students will need to answer, “What labor laws have impacted child labor in Kentucky.?” Students will review the history of child labor laws on the University of Iowa’s Labor Center website. As students read and research, they will see that the current US Labor Laws have exemptions for agricultural workers and for children who work in a family business. In fact, there is an entirely different section of laws for those working in agriculture. As students compare this information to the timeline they have created, they will see that children in Kentucky were exempt from many labor laws because they worked on the family farm and helped with the family’s production of tobacco, corn, cotton and many other agricultural products.

Summative Performance Task

At this point in the inquiry, students have examined, “How did child labor impact the people of Kentucky?” Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “How did child labor impact the people of Kentucky?”

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

- Child labor was common in Kentucky, especially on farms.
- This work on farm, meets today’s definition of child labor, because many children were kept out of school in

order to work on the family farm. Thus, the child's education was hindered.

- Even today, there are many agricultural exemptions to child labor laws, the include both children working on family farms, and migrant children working on farms.

After evaluating all sources and answering each supporting question, students will be able to determine how their families have been impacted by child labor. Students will write about this impact. Next, students will evaluate current child labor laws, and suggest changes that need to be made to these laws to protect children.

As an extension task, students will interview their peers and determine their understanding of the current federal and state child labor laws. Students will use the data from these interviews to determine which labor laws are widely unknown to their peers. Students will then create public service announcement posters informing the student body about these laws, thus protecting their peers from unfair labor practices in our community.

Supporting Question 1: Featured Sources

Source A : [What is Child Labor?](#) University of Iowa Labor Center Website

Supporting Question 2: Featured Sources

Source A: interviews conducted by students

Supporting Question 3: Featured Sources

Source A: [Children Working Tobacco in KY](#)

Source B: [Children Worming Tobacco in KY](#)

Source C: [Children Stripping Tobacco- During School Hours](#)

Source D: [Children Working in Corn-Missing School 6 Weeks](#)

Source E: [Oral History- Mattie Mack- Cotton Fields](#)

Supporting Question 4: Featured Sources

Source A: [Child Labor History- Timeline](#)

Source B: [Current Child Labor Laws](#)