

### Child Labour in the Industrial Revolution

<b>Lesson Title:</b> Giving Voice to Child Labourers Through Monologues	<b>Grade:</b> 6-8	<b>Subject:</b> Social Studies	<b>Time:</b> Eight, 45 minute sessions plus time for research and presentations	<b>Unit:</b> Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth; Power and Authority	<b>Topic:</b> Child Labour	<b>Cross-Curricular Components:</b> English, Drama
<b>URL:</b> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/giving-voice-child-laborers-289.html?tab=4#session5">http://www.readwritethink.org/classroom-resources/lesson-plans/giving-voice-child-laborers-289.html?tab=4#session5</a>						
<b>Lesson Description:</b> Students learn about child labour, as it occurred in England and the United States during the Industrial Revolution and as it continues around the world today.		<b>Curriculum Outcomes:</b> Outcome: IN6.3 • Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. (b,d,e,f) • Outcome: DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land. • Outcome: PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others. • Outcome: RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors. • Outcome: RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. • Outcome: IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. • Outcome: DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. • Outcome: DR8.3 Assess how historical events in Canada have affected the present Canadian identity				
<b>Materials:</b> → Computer → Internet → Chart paper → Index cards → Journals → LCD projector		<b>Assessment:</b> - Monologue presentation				

#### Procedure (see website for all lessons)

##### Before:

Students learn about child labour, as it occurred in England and the United States during the Industrial Revolution and as it continues around the world today. Selected websites describe the conditions under which children worked during the Industrial Revolution.

##### During:

Each student gathers information at these websites and prepares and presents a monologue in the “voice” of someone involved in the debate over child labour in England.

##### After:

After dramatically assuming that person's point of view on the issue, he or she responds to audience members' questions. Students then explore and discuss the conditions of contemporary child laborers and compare them to those of the past.