

# If child labor is harmful to children, then why does it still exist?



Students will explore the topic of child labor, starting with its presence and role in the Industrial Revolution and its continued presence today. Students will begin by asking themselves "What do I know about child labor?" and "If something is harmful to one group, but beneficial to another, should it exist or be eliminated?" They will consider the effects of child labor in their communities and personal lives. This will set the stage for students to deduce how harmful child labor is and then to investigate the different ways to combat child labor. The inquiry will result in the students, in groups, using pictures and words to create a campaign advertising what people in their community can do to stop child labor.

## Supporting Questions

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1. What is child labor?
2. What effects of child labor can we see in our country today?
3. What can we do to combat child labor?

If child labor is harmful to children, then why does it still exist?	
Inquiry Standard	<p>Wisconsin Academic Standards</p> <p>B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin and United States history</p>
Staging the Compelling Question	If child labor is harmful to children, then why does it still exist?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What is child labor?	What effects of child labor can we see in our country today?	What can we do to combat child labor?
Formative Performance Task	Formative Performance Task	Formative Performance Task
This will be a KWL Chart, with the L being what the students learned at the end of the assessment. They will work with their shoulder partner in discussing the things that they discovered and learned about child labor before individually writing down on their chart what they learned and saw important.	After viewing the video on tobacco farming ( <a href="https://youtu.be/0-8TBcea05Q">https://youtu.be/0-8TBcea05Q</a> ), students will engage in research for finding other goods and services they use that are produced by child labor. Each group of students will create a Venn Diagram (included in additional materials) of the effects of child labor during the Industrial Revolution, modern child labor, and any similarities.	Examining different articles and arguments and then discussing those arguments. Who has the power to combat child labor? How can child labor be combated? Afterwards, explaining what they learned and what they can personally do to help, if anything.
Featured Sources	Featured Sources	Featured Sources
Source A: Children at Work Source B: Does Child Labor Help Children in Poverty? Source C: Child Laborers. In America. In 2014.	Source A: Made in the USA: Child Labor and Tobacco	Source A: No One Will Produce What No One Buys... Source B: Causes of Child Labor Source C: 10 Tips for Helping End Child Labor

Summative Performance Task	<p><b>ARGUMENT</b></p> <p>If child labor is harmful to children, then why does it still exist? In small groups, students will answer this question by sharing what they learned about the rules and laws and where child labor is seen in America today.</p>
	<p><b>EXTENSION</b></p> <p>Students will create a visual representation to present in front of the entire class. This visual can be either a powerpoint, poster, sculpture, pre-recorded video, skit, or an idea that is approved by the teacher.</p>
Taking Informed Action	<p><b>UNDERSTAND</b></p> <p>Be able to explain how our daily choices about what we buy affects the people around us and the increase of child labor in the world, as well as ways that people can help put an end to child labor.</p> <p><b>ASSESS</b></p> <p>Be able to explain who benefits from child labor and, and who is hurt by them, in order to fully understand how child labor affects all people in America.</p> <p><b>ACTION</b></p> <p>In a community setting (school board meeting, township hall meeting, local coffee shop etc.), present the visual aid and presentation about Child Labor today in America and the harm it does to children, and ways people can help to make a change in America. The students should be well prepared to speak, and answer questions that people propose and fire back at them.</p>

### Inquiry Description

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Students will explore the topic of child labor, starting with its presence and role in the Industrial Revolution and its continued presence today. Students will begin by asking themselves "What do I know about child labor?" and "If something is harmful to one group, but beneficial to another, should it exist or be eliminated?" They will consider the effects of child labor in their communities and personal lives. This will set the stage for students to deduce how harmful child labor is and then to investigate the different ways to combat child labor. The inquiry will result in the students, in groups, using pictures and words to create a campaign advertising what people in their community can do to stop child labor.

### Structure

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This inquiry will go from teacher-directed to student-directed through guiding and a gradual release of responsibility. It will end in a student-led investigation in the context of the third supporting question.

## Staging the Compelling Question

Compelling Question	If child labor is harmful to children, then why does it still exist?
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### Staging the compelling question

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As a whole class students are asked "If something is harmful to one group of people, but beneficial to another, should it exist or be eliminated?" "Which group is more important?" "How do we decide this?" Students are then asked to think, pair, share with their elbow partner about the ideas that came from the questions that were just asked. After this, they are asked another couple of questions-- "Can you think of an example where a group being harmed is okay because it is benefiting another group?" "What about a time when it was not okay?" They will then share their thoughts aloud as it is recorded on the board in two columns. Once there are a few examples in each column the compelling question will be introduced-- "If child labor is harmful to children, then why does it still exist?" They will be told that this unit is going to consist of exploring this idea-- why something that is so harmful to a large group of people (children) has not been eliminated from society yet.

## Supporting Question 1

Supporting Question	What is child labor?
Formative Performance Task	This will be a KWL Chart, with the L being what the students learned at the end of the assessment. They will work with their shoulder partner in discussing the things that they discovered and learned about child labor before individually writing down on their chart what they learned and saw important.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Children at Work</li><li>● <b>Source B:</b> Does Child Labor Help Children in Poverty?</li><li>● <b>Source C:</b> Child Laborers. In America. In 2014.</li></ul>

Child Labor is a term in which students may not know much about or exactly how it relates to their life.

Before starting the lesson, students will create their own KWL Chart on a lined piece of paper. They will first write down what they know, share with their shoulder partners, and then write down what they want to learn, and then share that as a group and have them each shoulder partner group write one thing on the board that they would like to learn about. Then, they will read an article (Child Laborers. In America. In 2014 (<https://www.hrw.org/news/2014/09/17/child-laborers..> and watch two different youtube videos one called "Does Child Labor Help Children in Poverty?" (<https://www.youtube.com/watch?v=EUDJNwHngVI>) and the other is Called Children at Work (<http://unhcr.org/FutureOfSyria/children-at-work.ht..> and from here they will be able to answer the question of what is child labor? Empasis on giving two different perspectives of ways that Child Labor can be seen as a necessary thing in parts of the world, and why it is seen as a terrible thing. This question will introduce the inquiry lesson and push the students to learn what exactly is child labor and why is it important to learn about it.

### Formative Performance Task

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The students will fill out the KWL chart. Showing what they know, what they want to know, and then what they learned. Therefore, individually at the end of the lesson the students will write down on their own KWL chart, in which they have created on a sheet of paper, the L section of what they learned. They will first work with their shoulder partner to talk and generate a list of what they learned from watching the video and reading the two articles. The articles will be physically given to each student so that they can read and keep to look back for information, and then the video will be watched as an entire class. The information learned will be scaffolded by giving the students time to talk. All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their shoulder partners who are also engaged in the same thought process. This will be after they have shared what they already know and what they want to learn, and hearing the lesson and learning about what child labor is. The "L" part of this section will include their own definition that they have acquired through the two different informative videos, as well as the article about Child Labor today in America including the different laws, what kind of child labor exists in America vs. the world, etc. This is the perfect way to assess the student's understanding of what they have inquired through the videos and articles, and what they view Child Labor as and how this ties into the idea of the compelling question of talking about if Child Labor is harmful to students why does it still exist? As the teacher I will be walking around listening to the groups and making sure they stay on task and are engaging in conversation that is relevant to child labor issues.

## Supporting Question 1

Featured Source A

Children at Work

### Excerpt

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Child labour has reached critical levels. UNICEF estimates that one in ten Syrian refugee children in the region is engaged in child labour.<sup>10</sup> UNHCR and partners said it is one of the most widespread and complex of all child protection problems.

[A recent assessment covering 11 of Jordan's 12 gov.](#) A UNICEF/Save the Children assessment in the Jordan Valley, conducted in April 2013, yielded a similar finding: 1,700 out of 3,500 school-aged children, or nearly 49 per cent, were working.

The prevalence of child labour is likely to be even higher than reported numbers suggest. Many children work intermittently, picking up short-term jobs that may change from day to day. It is difficult to identify working children in both urban and rural contexts because refugee populations are often dispersed.

**Source:**

<http://unhcr.org/FutureOfSyria/children-at-work.ht>.

## Supporting Question 1

Featured Source B

Does Child Labor Help Children in Poverty?

### Excerpt

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Does child labor help the children in poverty who work because they need that extra income to support their families? What are the alternatives? Could the power of free markets eventually raise their living standards? Economics Professor Benjamin Powell offers up a surprising analysis

**Source:**

<https://www.youtube.com/watch?v=EUDJNwHngVI>

## Supporting Question 1

Featured Source C

Child Laborers. In America. In 2014.

### Excerpt

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Three years ago, the U.S. Department of Labor proposed a draft regulation that included working in tobacco among the hazardous tasks prohibited for children under age 16. But the administration later withdrew the regulation after intense lobbying by [agricultural interest groups](#). The administration has been virtually silent on the subject ever since.

Even some in the tobacco industry have been more proactive than the Obama administration, in response to reports on the risks to child tobacco workers. In July, the Kentucky-based Council on Burley Tobacco, which represents 5,000 tobacco growers in four states, adopted a new policy stating that it “does not condone the hiring of anyone under the age of 16 for work in tobacco anywhere in the world.”

**Source:**

<https://www.hrw.org/news/2014/09/17/child-laborers..>



## Supporting Question 2

Supporting Question	What effects of child labor can we see in our country today?
Formative Performance Task	After viewing the video on tobacco farming ( <a href="https://youtu.be/0-8TBcea05Q">https://youtu.be/0-8TBcea05Q</a> ), students will engage in research for finding other goods and services they use that are produced by child labor. Each group of students will create a Venn Diagram (included in additional materials) of the effects of child labor during the Industrial Revolution, modern child labor, and any similarities.
Featured Sources	<ul style="list-style-type: none"><li>• <b>Source A:</b> Made in the USA: Child Labor and Tobacco</li></ul>
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-dev/u/a/c/3/b/3246/ac3b9825c4ceb0e92b09f78b3f8b393d60827f86.pdf">Venn Diagram.pdf</a> (<a href="https://s3.amazonaws.com/idm-dev/u/a/c/3/b/3246/ac3b9825c4ceb0e92b09f78b3f8b393d60827f86.pdf">https://s3.amazonaws.com/idm-dev/u/a/c/3/b/3246/ac3b9825c4ceb0e92b09f78b3f8b393d60827f86.pdf</a>)</li></ul>

Child labor is not just an issue of the past, during the Industrial Revolution, in the United States. Today, child labor still exists, even in America. We might not personally know child workers, however, we benefit from their work. Today, in America, child labor is present in agricultural settings, where primarily Latino workers populate the workforce. Families are often given no other option but to have young children, some as young as eight, work alongside other family members. Students will watch a short YouTube video about tobacco farming and modern child labor. <https://youtu.be/0-8TBcea05Q>

After viewing the video students will experience viewing the devastation of modern child labor in the United States.

### Formative Performance Task

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In groups of 3-4, students will explore and learn about the production of goods they use, like clothes or food. Each student will research the same topic; each contributing to all three sections in the Venn Diagram. Students should produce a minimum of two points per section, citing where they found their information.

After students complete their Venn Diagrams, each group will present their research findings to the class, then participate in a large group wrap-up discussion.

Wrap-Up Discussion Questions:

What were you surprised to learn about child labor?

How would your life be different had you been born into this situation?

What effects of child labor can we see today?

## Supporting Question 2

Featured Source A

Made in the USA: Child Labor and Tobacco

### Excerpt

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This video examines the use of child labor in the United States on tobacco farms in particular. Agriculture lends itself to have child labor, as families are left with very little choice in the matter. Children will either be left alone at home, or go to work in the fields with their families. The working conditions are unhealthy and unsafe. Child labor still occurs in other countries, but it is surprising that this is still happening in America.

**Source:**

"MADE IN THE USA: Child Labor & Tobacco." *YouTube*. N.p., 13 May 2014. Web. 11 May 2017.

## Supporting Question 3

Supporting Question	What can we do to combat child labor?
Formative Performance Task	Examining different articles and arguments and then discussing those arguments. Who has the power to combat child labor? How can child labor be combated? Afterwards, explaining what they learned and what they can personally do to help, if anything.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> No One Will Produce What No One Buys...</li><li>● <b>Source B:</b> Causes of Child Labor</li><li>● <b>Source C:</b> 10 Tips for Helping End Child Labor</li></ul>

Students examine different articles and arguments for how to combat, and ultimately eliminate, the use of children for cheap labor from society and talk as a small group, and eventually a whole class, about possible ways their class, families, and community could participate in this fight.

### Formative Performance Task

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Students will be put into groups of three. Each group will be given three articles, which they will divide up amongst themselves. Each student in the group should read one article and become an expert on it. Once they are all done reading, each group member will teach the other two students what they learned from their article. Afterwards, as a group, they will talk more about what they learned

research that solution and find out if there is anything they personally (or their family, their class as a whole, etc.) can do to help this solution.

## Supporting Question 3

Featured Source A

No One Will Produce What No One Buys...

### Excerpt

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Child Labour continues to be a concern in this day and age but because of the efforts of labour groups, governments, companies and ordinary people like you and me, the number of companies employing child labour is going down.

What can be done to stop child labour completely? How can we as a civilization come together and solve this injustice being done to our young generation? There are many ways to help and every action that discourages this inhuman practice, no matter how small, will go a long way.

**Source:**

<http://www.theworldcounts.com/stories/How-to-Stop-..>

## Supporting Question 3

Featured Source B

Causes of Child Labor

### Excerpt

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Child labor persists even though laws and standards to eliminate it exist. Current causes of global child labor are similar to its causes in the U.S. 100 years ago, including poverty, limited access to education, repression of workers' rights, and limited prohibitions on child labor.

**Source:**

<https://www.continuetolearn.uiowa.edu/laborctr/chi.>

## Supporting Question 3

Featured Source C

10 Tips for Helping End Child Labor

### Excerpt

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Have you recently purchased a soccer ball? Something embroidered? Something made from cotton? Chocolate? Clothes? Produce? If so, there's a good chance you've purchased something made from child labor. Child labor and slavery are so entrenched in the production of goods and services from so many countries, that it can be an enormous challenge to avoid it.

**Source:**

<https://humaneeducation.org/blog/2010/10-tips-for-..>

## Summative Performance Task

Compelling Question	<b>If child labor is harmful to children, then why does it still exist?</b>
Argument	If child labor is harmful to children, then why does it still exist? In small groups, students will answer this question by sharing what they learned about the rules and laws and where child labor is seen in America today.
Extension	Students will create a visual representation to present in front of the entire class. This visual can be either a powerpoint, poster, sculpture, pre-recorded video, skit, or an idea that is approved by the teacher.

### Argument

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Students will then get into their assigned small groups (3 people in each) and discuss this over-arching question. Using from what they learned about what child labor is, the effects of child labor in the country, and what they can do to combat child labor, they will create a visual representation to show in front of the class. Each student will have a role there will be a Historian, Editor, and Presenter. The Historian will be in charge or creating a timeline of the history of child labor. The purpose of the timeline is to present readers with an overview of the issue of child labor as it relates to industrialization. The Editor is in charge or finding a child labor issue and specific example from today in America to put on the visual aid and present to the class. This will show the class and give them a visual or what child labor really looks like today. The Presenter is in charge of overseeing the whole project, and creating their definition of child labor and the effects we see on the country today and then propose ideas to the class on ways that their class and community can begin to help end child labor. This way all the people within the group have roles and can portray their knowledge of child labor in from of the class.

### Extension

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This visual representation will show their understanding of what child labor is, what ways child labor affects America today, and ways in which they can help to make child labor known in their community. It will help to show their class and the teacher what they learned about child labor and how they can make an effect on the issue and help children their age across the country.

## Taking Informed Action

Understand	Be able to explain how our daily choices about what we buy affects the people around us and the increase of child labor in the world, as well as ways that people can help put an end to child labor.
Assess	Be able to explain who benefits from child labor and, and who is hurt by them, in order to fully understand how child labor affects all people in America.
Action	In a community setting (school board meeting, township hall meeting, local coffee shop etc.), present the visual aid and presentation about Child Labor today in America and the harm it does to children, and ways people can help to make a change in America. The students should be well prepared to speak, and answer questions that people propose and fire back at them.

Students will take their visual aids to at least 2 various community events. These can vary between a school board meeting, town hall meetings, or the local coffee shop. As a class they will choose the best day in which they can go to a community spot and reach the most people to talk about the problems with child labor and their generated idea of how they can put a stop to it. The teacher must approve this date and be in attendance to keep the meeting going and make sure the students are on track. Here they will share what they have learned about Child Labor and all the facts of what it is and why it still occurs even when it is harmful to children. They will first inform their audience before they propose their solution. This will facilitate questions by people about child labor, the laws in America, and places where it still occurs.

