Historical Investigation

Child Labor in Maryland

Grades: 3

Time: 30-45 minutes

Materials:
- Graphic organizer, one per student
- Primary source packet, one per pair

Common Core Standards for Literacy, Informational Text:
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

College, Career, and Civic Life: C3 Framework for the Social Studies

Dimension 1: Asking Compelling Questions and Constructing Inquiries
- D1.2.3-5 Identify disciplinary concepts and ideas associated with a compelling question that is open to different interpretations.
- D1.4.3-5 Explain how supporting questions help answer compelling questions in an inquiry.

Dimension 2: Apply Disciplinary Concepts & Tools – History
- D2His.4.3-5 Explain why individuals and groups during the same historical period differed in their perspectives.
- D2His.10.3-5 Compare information provided by different historical sources about the past.
- D2His.11.3-5 Infer the intended audience and purpose of a historical source from information within the source itself.
- D2His.17.3-5 Use evidence to develop a claim about the past.
Dimension 3 Evaluating Sources & Using Evidence

- D3.2.3-5 Use distinctions among fact and opinion to determine the credibility of multiple sources.
- D3.3.3-5 Identify evidence that draws information from multiple sources in response to compelling questions.
- D3.4.3-5 Use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions & Taking Informed Action

- D4.13-5 Construct arguments using claims and evidence from multiple sources.

Primary Sources:


Procedure:

1. **Engage the Students**

   - As a class, brainstorm the answers to the following questions, recording student answers:
     - A list of jobs or work that the students themselves do (chores, etc.)
     - A list of jobs that older children (teenagers) they know do
     - A list of words that describe the types of work that children do today
   - Tell students that they will be analyzing some primary source photographs from about 100 years ago to answer today’s compelling question:
     - How are attitudes about children’s work different today from 100 years ago?
   - Ask students to predict how attitudes about children’s work might have been different 100 years ago from attitudes today.

Educational materials developed by the Maryland Historical Society, 2014.
II. Conduct the Investigation

- Provide students with a graphic organizer that includes the following questions:
  - What does this photo show us?
  - Where do you think the photo was taken? Why?
  - How old are the children in the photo?
  - What sorts of work are the children doing?
  - How would you describe the work the children are doing?
  - What questions do you have about this photograph?

Guided Practice

- Show students the first photograph. As a class, analyze the first photo and fill in the graphic organizer.

Independent Practice

- Have the students work in pairs or trios to analyze the remaining photos and fill in their graphic organizers.

III. Discussions

- Lead a class discussion of the photos, completing a class copy of the graphic organizer.
- Next to the list of words describing modern children’s work created during the beginning of the lesson, have students brainstorm a list of words that describe children’s work 100 years ago.
  - As a class, debate the answer to the compelling question: How are attitudes about children’s work different today from 100 years ago?
- Ask students to hypothesize some reasons why attitudes about children’s work would have been different 100 years ago. Why would people have thought this kind of work was okay for children?

IV. Report the Findings

- Tell students to imagine that they are a Maryland citizen in 1910 who is concerned about child workers.
- Have students write a letter to their Congressman stating their opinions about the problems of child labor, citing evidence and details from the photographs.
- Have students close their letters by suggesting a new law that should be passed to protect child workers.

Educational materials developed by the Maryland Historical Society, 2014.
**Extension**

- Show students excerpts from the State of Maryland Employment of Minors Fact Sheet ([http://www.dllr.state.md.us/labor/wages/minorfactsheet.shtml](http://www.dllr.state.md.us/labor/wages/minorfactsheet.shtml))
- Discuss:
  - How do laws limit the types of work children can do today?
  - Why do you think those laws were enacted?
  - Are these laws good or bad?
  - Are there other laws that should be passed to protect child workers?
**CHILD LABOR IN MARYLAND LONG AGO**

*Compelling Question:* How are attitudes about children’s work different today from 100 years ago?

*Directions:* To help answer the Compelling Question, analyze the primary sources and complete the chart below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Primary Source A</th>
<th>Primary Source B</th>
<th>Primary Source C</th>
<th>Primary Source D</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the photo show?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where was the photo taken? How do you know?</td>
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<tr>
<td>About how old are the children?</td>
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<tr>
<td>What work are the children doing?</td>
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<tr>
<td>How would you describe the work they are doing?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What questions do you have about this photo?</td>
<td></td>
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</tr>
</tbody>
</table>

Educational materials developed by the Maryland Historical Society, 2014.
Primary Source A


Educational materials developed by the Maryland Historical Society, 2014.
http://www.loc.gov/pictures/item/ncl2004001695/PP/

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