

CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#1



CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#2



CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#3



CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#4



CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#5



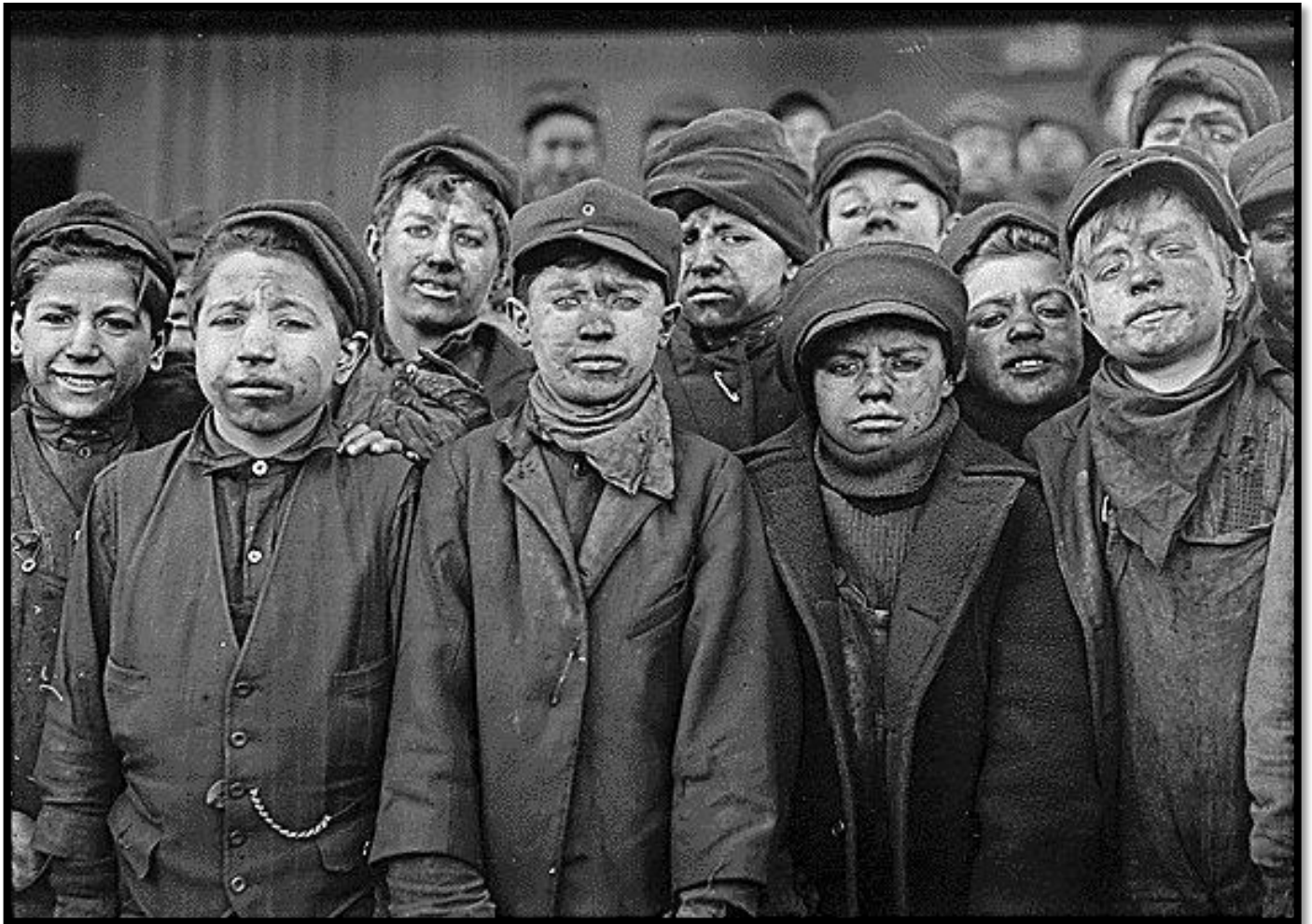
CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#6



CHILD LABOR IN THE INDUSTRIAL REVOLUTION

#7



INDUSTRIAL REVOLUTION IMAGE ANALYSIS CHART

Directions: Complete the following chart based on the images in the activity.

	<i>What type of job does the child appear to have? Explain your reasoning.</i>	<i>What age does the child (or children) appear to be?</i>	<i>What stands out the most or concerns you the most from this image? Explain.</i>
#1			
#2			
#3			
#4			
#5			
#6			
#7			

INDUSTRIAL REVOLUTION

CREATIVE STORY

Directions: Complete the following story activity after viewing the child labor images.

For this activity, students will write a short creative story about the life and working conditions of a child during the Industrial Revolution. Students will use one of the seven included images as a "starting point" and write a short story about the type of life and work that the child in the image likely lived. Examine one of the images and imagine what kind of conditions the child likely worked under and how their life was.

Your story needs to contain:

- Details about how the child's life would have been lived and what they likely experienced at home, work and in their daily life
- What kind of injuries or dangers they would have faced
- How they would have felt about their work and their workplace managers
- You may want to consider how the child might be seriously injured or die in your story.
- A short narrative with different characters and interactions (Be Creative!)



Social Studies

Name: _____

Written Response Evaluation

		EXPLANATIONS AND SUPPORT (8 marks)		COMMUNICATION (2 marks)
Excellent E	8	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.	2	The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	6.4	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.	1.6	The writing is straightforward and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	4.8	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.	1.2	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	3.2	Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.	0.8	The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	1.6	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.	0.4	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Insufficient INS				

Mark: _____ /10