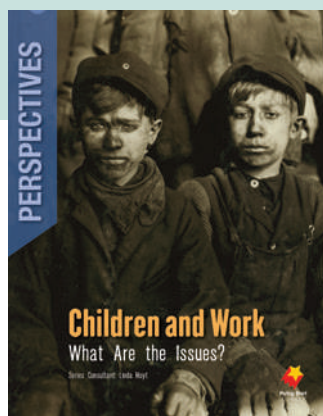


Lesson Plan

Advanced Fluent
Upper Primary
reading stage

Levels T-V

PERSPECTIVES

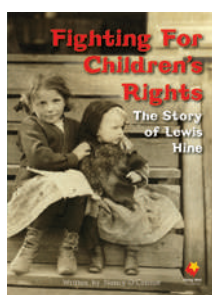


Children and work: is there a simple answer?

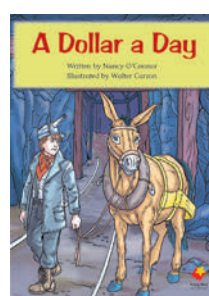
Contents

- Childhood lost
- Kids fight back
- Rights of the child
- Chocolate from children
- Family helpers or child farmers?

Paired connected texts



Fighting For Children's Rights: The Story of Lewis Hine describes Lewis Hine's work taking photographs of children working in terrible conditions, and how he used them to help change child labour laws.



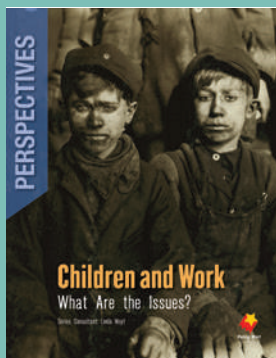
When his father dies, 11-year-old Mickey has to leave school and start work in a coal mine to support his family. He faces many challenges underground in the dark.

Content vocabulary

administrative campaigned economic exploitation employer enforcement hazardous income labour laws legislative minimum penalties pesticides petitions power-driven machines protested regulations sanctions slaves wages

Key concepts

- All people have rights, and children have a particular set of rights.
- The global community has a responsibility to uphold children's rights.



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Children and Work: What Are the Issues?*

Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images and talk about what you notice. Discuss the question posed: Is there a simple answer to the issue of children and work? Record at least two of your comments on sticky notes and attach them to the images.*

Invite students to share their comments with the whole group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and record them on sticky notes.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: Issues and opinions. Say: *It is important to “wonder” together. Before reading the book, we are going to think about the issues surrounding children and work. When is it OK and when is it not OK for children to work? What are some reasons for children working? What are some reasons against children working?*

Students work with their partner to record one or two statements in the “for” and “against” columns on the graphic organiser.

Thinking and talking circle

Call the group together to share the ideas they have recorded on their graphic organisers. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about children and work. Each article attempts to persuade you to think about the issue in a particular way. Have students browse through the book.*

Say: *As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about children and work.*

Independent partner work

Students read the articles “Childhood lost”, “Kids fight back” and “Rights of the child” to themselves, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Say: Now read “Chocolate from children” and “Family helpers or child farmers?” As you read, think about the question: When is it OK for children to work? Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students revisit the Graphic Organiser: Issues and opinions.

Say: With your partner, complete your graphic organiser by adding further statements in the “for” and “against” columns and writing your opinion.

Thinking and talking circle

Students discuss their completed graphic organisers with the whole group.

Say: Reflect on how your ideas and opinions may have changed. Invite students to share their ideas.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say: As you reread the article, imagine that you are leaning in close with a magnifying glass – notice more and think deeply. Think about the author’s point of view. What is their perspective? What is their message? Write down words and phrases that show what the author believes.

Independent partner work

Students reread their chosen article, this time noting language that reveals the author’s point of view. In pairs, students discuss the author’s perspective on the issue and how they know this.

Thinking and talking circle

Students bring their articles and examples of language showing the author’s point of view. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: Authors of persuasive texts use a range of devices in order to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.

Introduce the Graphic Organiser: Persuasive text devices.

Discuss the persuasive text devices on the graphic organiser.

Say: Revisit the articles in the book and record examples of persuasive text devices that the authors have used.

Students share the features of persuasive texts they have identified.

Independent partner work

Say: Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so a reader knows exactly what you think.

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Children and Work: What Are the Issues?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind the students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: Issues and opinions

Children and work		
Arguments for ... <i>When is it OK for children to work?</i>	Arguments against ... <i>When it is NOT OK for children to work?</i>	Conclusion and justification <i>What is your opinion? Why?</i>

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Cluster of three Cold, hungry and vulnerable ...	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/paragraphs We can stop this.	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Children and Work

Conduct a survey

- Write five statements about children and work.
- Ask 10 classmates to respond to each statement by ranking it from 1 to 5 (1 is “strongly disagree” and 5 is “strongly agree”).
- Compile the results and present them as a graph.

2 Children and Work

Create a photo display

- Use your research skills to find photos of child workers from the past and today.
- Print the photos and make a visual display.
- Include headings and captions.

3 Children and Work

Write a letter

- Imagine you are a child worker from the 1900s.
- Write a letter (using the “voice” of your character) to a fictitious government official, pleading for child labour laws to be changed.
- Provide reasons and use persuasive devices such as emotive language.

4 Children and Work

Design a logo

- Develop a logo (a visual symbol) to place on products that have been manufactured without the use of child labour.
- Make your logo simple, eye-catching and relevant to the message you want to get across.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Children and Work: What Are the Issues?* © 2018 EC Licensing Pty Ltd.

© 2018 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark “Flying Start to Literacy” and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: “© 2018 EC Licensing Pty Ltd”, provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76067-541-7



9 781760 675417