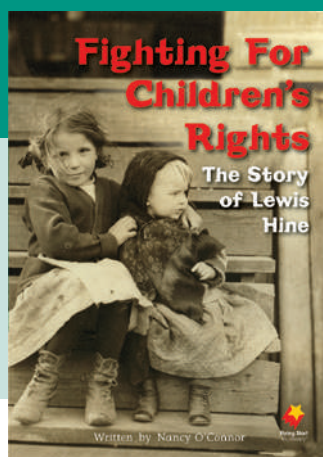


Lesson Plans

Advanced Fluent
Upper Primary
reading stage

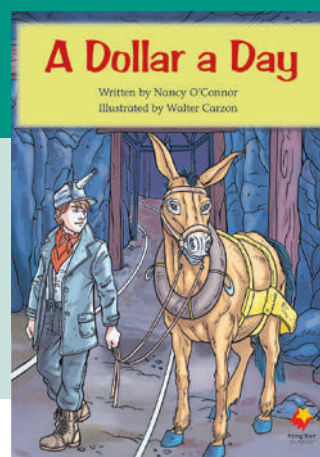
Level U



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 labor laws.

Running words: 2077

Text type: Biography



When his father dies, eleven-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.

Running words: 3360

Text type: Narrative

Content vocabulary

abolish ailments alum cannery
child labour compulsory
declaration of dependence dormitories
employers exhibits exploited factories
illegal immigration industrial labouring
legacy mines orphans oyster shucker
photographer poverty publications
published slums unions

Literary language

Verbs: caked churned nudged piled
plodded scolded thumped tucked

Idiomatic language: pulling his leg
squeezing the life out of him taking the
other's measure

Words related to setting: coal mine colliery
curry combs dandy brush girders headlamp
kerchief liniment mule driver schoolhouse
shaft sprag stablemaster

Reading strategies

Fighting For Children's Rights:

The Story of Lewis Hine

- Inferring the importance of the subject's accomplishment

A Dollar a Day

- Linking character development to events in the plot

Curriculum links

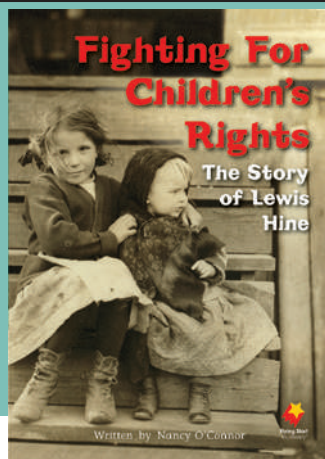
Fighting For Children's Rights:
The Story of Lewis Hine

- History: Cause and effect
- English: Literature – biography

A Dollar a Day

- History: Cause and effect
- English: literature- Historical fiction

Lesson Plan Fighting For Children's Rights: The Story of Lewis Hine



Key concepts

- Child labour was once common in the United States and children were often exploited.
- Lewis Hine used his photographs to help change child labour laws and protect children's rights.

Before reading

Exploring vocabulary

Give each student a copy of *Fighting For Children's Rights: The Story of Lewis Hine*. Have them browse through the book and read the author's note on page 32. Say: *This book is a biography about Lewis Hine's life. What words might be in it?*

★ Provide extra support by saying: *Over 100 years ago, some American children had to work in terrible conditions. Lewis Hine's photos helped to raise awareness around this issue and change the child labour laws. Discuss words that might be in the book.*

Establishing the strategy focus

Say: *Biographies are often about people who have accomplished something special in their lives. As you read, think about the things that Lewis Hine accomplished – what did he do that was worthy and good? When you notice something that he achieved, write it on a sticky note.*

During reading

Reading with teacher support

Have students read the introduction. Discuss: *What does this tell you about children at this time? How does this make you feel? Does it surprise you? Why?*

Have students read Chapters 1 and 2 independently. Say: *Remember to make a note of Lewis Hine's accomplishments as you read. Monitor and support students where appropriate.*

Check for understanding

Ask: *Why is child labour such a bad thing? What did Lewis Hine do to try to stop it? Why was it difficult to stop?*

Have students share their notes about Lewis Hine's accomplishments.

★ Ask: *Why did Lewis start taking photos of working children? What did he want to achieve? Discuss students' ideas.*

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

In pairs, students take turns reading a double-page spread from Chapter 3. Ask: *Which story did you find the most moving? Why?* Students read Chapter 4 independently and continue to make notes about Lewis Hine's achievements. Have them compare notes with a partner.

Students read the conclusion. Ask: *What qualities did Lewis Hine have?* Students discuss his qualities in pairs and then contribute their ideas to a class list.

Quick write

Have pairs meet and share the notes they made about Lewis. Have students share their information with the group. Ask: *Overall, what do you think about Lewis Hine's achievements? Why?* Have students complete Graphic Organiser 1: Lewis Hine's life and legacy. Students then share their responses with a partner.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why were Lewis Hine's photos so successful in helping to change the conditions of child labour?* (Inferential)

Whose biography would you like to read and why? (Synthesising)

What other aspect of Lewis Hine's life would you like to read about? Why? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

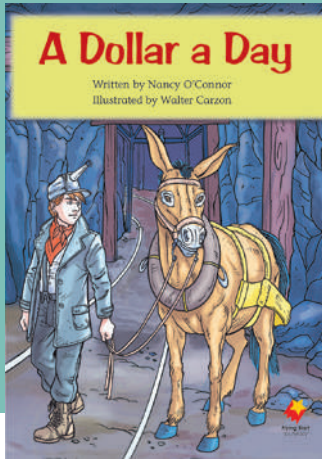
★ Talk about words in the book that are uncommon today, such as box camera, breaker boys and newsies. Say: *The words we use can change over time. Some words are used less and less, and some aren't used again.*

Strategy reflection

Say: *This biography tells of one man's amazing accomplishments. Do you think it is important that we know about these sorts of people?*

Why? Invite students to share their thoughts.

Lesson Plan A Dollar a Day



Key concepts

- Some events can change a character's life.
- A character's development can be shown by how they respond to particular events.

Before reading

Exploring vocabulary

Give each student a copy of *A Dollar a Day*. Read the author's note aloud and then discuss it with students.

Say: *Some words in a narrative relate to its setting. Refer to the glossary and talk through each word.*

★ Before discussing the glossary words, provide extra information. For example, say: *Mule boys were boys who looked after the mules that pulled carts inside the coal mines.*

Establishing the strategy focus

Have students browse through the book. Say: *The main character in this story is eleven when his father dies. He must leave school and work in a coal mine. As you read, think about how the character reacts to challenging events like this.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. As students read, monitor and support them where appropriate. Discuss: *Why did Mickey have to go to work? How was he feeling? How do you think he will cope in this job?*

Have students read Chapter 2 independently.

Check for understanding

Invite students to share their thinking as a group. Ask: *How is Mickey coping with his first day at work? How did he learn what to do? How did he try to fit in?*

★ Say: *Mickey's life is now very different to his school days. How do you think he is feeling about this?*

Working with a partner

Have students read Chapter 3 independently. Say: *Mickey has now finished his first day of work. We are starting to learn more about him. Discuss Mickey with your partner and write down three qualities he has shown.* Have pairs share their lists to create a group list. Discuss the qualities students have identified.

Reading with teacher support

Have students read Chapter 4 independently. Ask: *How is Mickey feeling about his work? What things has he got used to? What is he still afraid of?*

Have students read Chapter 5 independently. Monitor and support them where appropriate.

Check for understanding

Have students reflect on Mickey's actions. Ask: *Were you surprised that Mickey rescued Joe? What does this act tell you about his personality? How did it change their relationship?*

Working with a partner

Have pairs of students list three events that happened in the story. Invite them to share their lists. Discuss how Mickey reacted and/or felt during each event. Say: *The way in which a character reacts to an event in a story tells you something about them.* Have students complete Graphic Organiser 2: Mickey's moments.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Will Mickey ever go back to school? (Inferential)*
In what ways were children viewed differently in the time of this story compared to now? (Synthesising)
Was this story realistic? What made it so? (Critical)
Invite students to ask their own questions.

Vocabulary reflection

★ Have students take turns to use each word from the glossary in a sentence. The sentence should also include something about Mickey.

Strategy reflection

Say: *Throughout the book, we read about how Mickey reacted to different events. These actions, thoughts and feelings tell us about what sort of character he is. How would you describe Mickey? Provide reasons for your answer.*

Synthesising: Talk about the pair

Say: *In the past, it was common for American children to work in terrible conditions in places such as factories and mines. What have you learnt about this?* Have students turn and talk with a partner about what they know. Then have them share their knowledge with the whole group.

Ask: *How do you feel about child labour?* Invite students to share their feelings on this topic.

Ask: *Are there things you would still like to know about child labour?* Have students discuss this with their partner and then complete this Y-Chart.

Name: _____

Child labour: Know, feel, wonder

What do you know about child labour? How does child labour make you feel? What do you still wonder about child labour?

KNOW

WONDER

FEEL

Assessment

Can students reflect on what they have read and learnt?

Graphic Organiser 1: Lewis Hine's life and legacy

Name: _____

Facts <i>What details do you know about his life? What did he do?</i>	Qualities <i>What sort of person was he? What qualities did he have?</i>
Accomplishments <i>What did he achieve in his life? What is his legacy?</i>	Reflection <i>What are your thoughts about his accomplishments?</i>

Graphic Organiser 2: Mickey's moments

Name: _____

Think about each of these events. Write about Mickey's reaction and what this tells us about his personal qualities.

Event	What did Mickey do/feel?	What does this reveal about Mickey?
Mickey goes to work in the coal mine for the first time.		
Mickey is laughed at for having a book in the mine.		
Mickey's watch is almost taken from him by the stablemaster.		
Mickey rescues Joe and offers to teach him to read.		

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