

Writing for Understanding
Writing Task Conceptual Planner

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Time: last week of unit on Child Labor in the 3rd quarter of Fourth Grade

Grade: 4
School: South Royalton School
Elementary Assignment

Topic/Subject/Text

_____ **Child Labor as depicted in "Declaration of Dependence", 1913** _____

Central Ideas

(Choose only one in each category. Write out the whole standard.)

Content Standard: H & SS 3-4:9 History
Students connect the past with the present by describing ways of life in VT has changed and stayed the same over time.

CC Reading Standard: Literacy.R1.4.8
Explain how an author uses reasons and evidence to support particular points in a text.

CC Writing Standard: Literacy.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade: 4

Title of Text(s): Declaration of Dependence, 1913

Observations on Text Complexity: *Where will students need support?*

<p>Meaning Questions for class discussion: What rights do they claim? In what way are the children "in bondage"? What are the child laborers asking for? Why is it called the "Declaration of Dependence"?</p>	<p>Structure: The first two statements begin with "Whereas," and the last three statements begin with "Resolved." What is the difference between these 2 kinds of statements?</p>
<p>Language: Vocabulary to review and learn whereas, resolved, declared, bondage, toil, wages, endowed, inherent, inalienable, dependent, hereby, appeal, restoration, abolition, rights</p>	<p>Knowledge: What was going on in 1913 that caused this declaration to be written?</p>

Writing Task Conceptual Planner Elementary

Grade(s):4

Title of Text(s): "Declaration of Dependence" **Writing Standard (W1,W2,W3): W2**
FOCUSING QUESTION:What does this document tell us about the life of a child laborer in America in 1913?
FOCUS STATEMENT:The "Declaration of Dependence" tells us that the life of a child laborer was hard and unfair.

EVIDENCE

What the document says	What this tells us about child labor
"in bondage"	they have to work without a choice
"forced to toil the long day or the long night"	they had to work really long hours
"no control over... health or safety or hours"	there weren't good laws which kept the workers safe
"childhood is endowed with... inalienable rights"	child laborers missed out on things all children need
"the right to normal sleep"	child laborers didn't get enough sleep because of work
"the right to an education"	they didn't get to finish their education

Plans to Gather and Record Evidence

Highlight or underline all that apply.

- Evidence will be recorded by: **FULL GROUP**
full group small group individual student
- Evidence will be recorded on : **GRAPHIC ORGANIZER**
chart graphic organizer whiteboard other: _____
- How and when** will evidence be gathered? **EVIDENCE WILL BE GATHERED AS A WHOLE CLASS ACTIVITY ON THE THIRD READING OF THE TEXT.**

Oral Processing

Understanding of evidence will be built through...*(choose and describe briefly, you do not need to choose more than one)*

Discussion: AFTER VOCABULARY WORK, RESTATE THE DECLARATION IN UNDERSTANDABLE LANGUAGE
Drama/Pantomime: GROUP PANTOMIMES EXAMPLES OF CHILD LABOR
Drawing: DRAW EXAMPLES OF GRIEVANCES AND WISHES IN THE DECLARATION
Sorting/Sequencing: SMALL GROUPS SORT GRIEVANCES FROM WISHES
Activity: *(This comes before the first reading of the Declaration of Dependence.)* STUDENTS LOOK AT LEWIS HINE PHOTOS FROM VERMONT AND DISCUSS WHAT IT WOULD BE LIKE TO LIVE THAT CHILD'S LIFE.

Writing

Understanding of writing craft will be built through...*(choose and describe briefly)*

Structures: Flexing Painted Essay to have one proof paragraph
Models: small group practice on elaborating (with rings)
Mini Lessons: How to provide context for historical document
Activity: class discussion where students articulate opinions, impressions, thoughts on the issue of child labor with model sentences recorded on whiteboard so that they have material to add to their conclusions.

Test Drive:

Title : The Hard Life of Child Laborers in 1913

Back in 1913 many children in the United States were laborers and held jobs instead of going to school. These jobs were hard work and took long hours each day. Many people felt that the children were being deprived of their rights as children so the National Child Labor Committee wrote, "The Declaration of Dependence" in 1913. We know from what this declaration says that the lives of child laborers were hard and the work they were forced to do was unfair.

Child laborers in 1913 lived hard, unfair lives. The Declaration of Dependence tells us the kids were, "forced to toil the long day or the long night." This means that the kids didn't have a choice in the work and that they worked very long hours. We also learn in this document that their work was unsafe when it says that they had, "no control over... health or safety" in their work. The children's lives were so hard that they were deprived of basic rights like the right "to normal sleep," and the right "to an education." Their lives were so hard that they said that they were "in bondage" almost like slaves.

Child laborers in 1913 had such hard and unfair lives that they asked for the right, "to play, and to dream," in the Declaration of Dependence. How can children have to ask for the right to play? It is amazing to me that the adults around these children thought it was OK for the kids to leave school and work all the hours of the day. I know they did it to make money for their families but they didn't make very much money at their jobs. No wonder the end of this declaration asks for an end, an "abolition," of child labor in America. I am glad I didn't grow up then.

Notes/Observations

Anticipated student need	Instructional support
setting the context for a historical document	give prompts to create structure: when was this written? why was it written? what can we conclude from it? write a sample introduction together
elaborating using details from the text	hand paragraph with rings with whole group and then in small groups
writing a thoughtful conclusion	teach structure what? restate thesis so what? how do you feel about this?
vocabulary	classwork with dictionaries and thesaurus to find more accessible language in definitions and synonyms.
Writing will be assessed by: checking all students essays for context and thesis in the introduction, detailed examples in the proof paragraph, and a restatement of the thesis with a reflection in the conclusion.	
Plans for gradual release of responsibility: On the next essay assignment, students will be expected to elaborate on their detail sentences independently.	