

**Problem:**

How can the use of the Internet teach students the correlation between the Industrial Revolution and current labor issues?

**Learner Characteristics:**

These are regular Modern World History classes of freshmen students, heterogeneously mixed. Special education students included. Most students are familiar with computers, surfing, and email, but have had no major information literacy based projects. Searching skills are basic and not evaluative in nature. Not all students have computers at home, but some research will have to be done on their own.

**Goals:**

To use various websites on the Internet to learn about the effects of the Industrial Revolution on today's labor.

**Objectives:**

1. Students will be able to access Internet sites provided by librarian.
2. Students will be able to locate information on the Internet.
3. Students will be able to evaluate information on the Internet.
4. Students will be able to analyze information found to see relation between past and present.
5. Students will understand impact of Industrial Revolution on labor issues in today's world.

**Learning Methods and Strategies:**

1. Lesson taught by teacher.
2. Cooperative learning
3. Guided learning
4. Problem based learning
5. Analysis
6. Evaluation
7. Technology enhanced

**Materials List:**

1. Computers / Internet access
2. LCD Projector for demonstration
3. List of websites for students
4. Microsoft Publisher / columns / for final project
5. Books for supportive resources

## **Industry in the News**

**Assignment – Create a news magazine that examines the Industrial Revolution and its legacy on the modern world**

This is a group project in which you will receive both an individual and group grade

**Articles** – Each person must write one article chosen from the selections below. Every person must choose a different article.

1. Child Labor – A news article that examines child labor and working conditions from the beginning of the Industrial Revolution to the present. The article should examine the exploitation of children workers in the past and today. This article should also include some ideas as to how the problem may be prevented in the future.
2. Women in the factories – A news article that examines women's labor and working conditions from the beginnings of the industrial revolution to the present. The article should examine the exploitation of women workers in the past and today. This article should focus on unskilled labor, and the garment industry (sweatshops). This article should also include some ideas as to how the problem may be prevented in the future.
3. Editorial – An opinion article that expresses the **positive** aspects of industrialization from its beginning through today's world.
4. Editorial – An opinion article that expresses the **negative** aspects of industrialization from its beginning through today's world.
5. **FOR GROUPS OF FIVE ONLY** – An article that examines the exploitation of workers in a specific industry of business during the Industrial Revolution compared to the exploitation of workers in that industry today. (Think about coalmines, the garment industry, textiles, etc.)

#### **Article Requirements**

- **One page of writing, typed.** Should also include pictures, drawings, graphs or other graphics that help to support your writing. This will make your article longer than one page.
- Creative title and byline

#### **Article Suggestions**

- Be as CREATIVE as possible. There are several different ways to write these articles. Do not feel restricted; be original and different. The more creative and interesting your article the better your grade will be.
- Information must be historically accurate and detailed. Be as specific as possible to earn an "A".
- Write in columns to make your magazine look realistic.
- Write in the perspective of someone not from the United States. This is World History so have a global perspective.

**Magazine Requirements** – to be divided between the four group members (Groups of five must have an additional advertisement)

1. Cover – Design a creative and catchy front page to the magazine. A picture or drawing is suggested as well as an original name for your magazine.
2. Advertisement – A full page, color ad that promotes a new product or service invented during the Industrial Revolution.
3. Advertisement #2 – A full page, color ad that promotes a new product or service invented during the Industrial Revolution.

4. Advertisement #3 – A full page, color ad that promotes a new product or service invented during the Industrial Revolution.

### **Bibliography:**

Brosius, Cathy. Children at Work: 2001 [cited 21 November 2002]. Available from World Wide Web: <

<http://www.arlington.k12.va.us/schools/woodlawn/staff/brosiusc/webquests/childlabor/lesson-template1.htm> >

This site investigates child labor - history and current issues. Developed by an Instructional Technology Coordinator for a district of public schools in Arlington, VA. This includes a lesson plan with some clear essential questions. Links are for Labor History, Labor Issues today (worldwide and US). Includes photographs from Lewis Hines and primary source documents.

Has all, Paul. Harriet Robinson: Lowell Mill Girls. 1997. [cited 06 December 2002] Available from World Wide Web: <<http://www.fordham.edu/halsall/mod/robinson-lowell.html>>

Firsthand account of life as a mill girl written by Harriet Robinson. Originally published in 1883.

History Place, The. Child Labor in America 1908-1912. 1998. [cited 07 December 2002]

Available from World Wide Web: <<http://www.historyplace.com/unitedstates/childlabor/>>

Photographs from Lewis W. Hone.

Illinois Labor History Society. A Curriculum of United States History for Teachers: n.d. [cited 21 November 2002]. Available from World Wide Web: <

<http://www.kentlaw.edu/ilhs/curricul.htm#contents> > I love the way this site is organized.

Under Contents one can see all the time periods they are covering, from the Colonial Period to the present. Years are given as well as names for each time period. Timeline is given of important events. Links to primary source documents. Includes bibliography and list of possible people to research.

International Labor Organization. Child Labor. 1997. [cited 07 December 2002]. Available from World Wide Web: <<http://www.us.ilo.org/ilokidsnew/whatis.html>>

A reputable organization, who's mission is to promote decent work for men and women, explains what child labor is on this page.

Mautz, Nancy B. Age of Industry. 2000. [cited 25 November 2002]. Available from World Wide Web: <<http://www.history.evansville.net/industry.html>>

Created by an educator with emphasis on the art of history, Nancy Mautz has created a long list of links with pertinent information. Different sections of industry are covered but I'm most interested in the Textile and Agriculture. Additional Industrial Revolution sites are included.

Smithsonian Museum. Between a Rock and a Hard Place. n.d. [cited 06 December 2002]

Available from World Wide Web: <<http://americanhistory.si.edu/sweatshops/>>

Literally an exhibit from the museum about the history of sweatshops from 1820-1997. Info is brief, given in little paragraphs, but factual. Good for students who say they don't like to read. Pictures are available.

Spartacus School Net. Textile Industry: n.d. [cited 25 November 2002]. Available from World Wide Web: <<http://www.spartacus.schoolnet.co.uk/Textiles.htm>>

Spartacus is a great website focusing on British History. The information is thorough, includes pictures, links to details or definitions included in the Spartacus website.

This is only a partial list of resources. A complete list, in non-ISO citation, is available from <<http://www.wths.net/edresources/oplaine/industry%20in%20the%20news.htm>>.

**Activities:**

1. Teacher will introduce lesson.
2. Students will be put into groups.
3. Librarian will demonstrate website access
4. Librarian will teach website evaluation.
5. Students will gather information, each with an area of concentration for their group; teacher and librarian will facilitate.
6. Students will find one website on own and evaluate it.
7. Students will collaborate on content and formation of end project.
8. End project will be a newspaper with different articles written by each student.

Rubric used to Evaluate Websites:

1.) Author or Publisher

Who wrote this? What are his/her credentials? Is there a name of an organization on the page? Are there headers, footers, etc. to show this site to be part of an official academic site or is this an individual's site?

2.) Fairness & Adequacy

Is the purpose clearly stated? What type of point of view? Is there any bias? Could there be any political or philosophical agendas? Do they go into details and depth? Is there a bibliography? Are there links to other resources?

3.) Currency

Is there a date for when first published? Is there a date for when last updated? Is there a copyright date?

4.) Efficiency & Organization

Can you find what you need relatively quickly? Is the information organized in a logical and easy to follow format? Do graphics take too long to load?

Each criterion in the rubric has a point system of 1 – 4. Minimum total score needed for a good site is 12.

Site Name	Author/Pub.	Fairness/Adeq.	Currency	Efficiency/Org.	Total

## Project Rubric:

Criteria				
<b>2 Articles</b>	<b>30-40 points</b>	<b>20-29 points</b>	<b>10-19 points</b>	<b>0-9 points</b>
	Articles are written clearly with proper grammar and punctuation. Articles are creatively written with an imaginative title and byline. Information is accurate and detailed. A very good understanding of the effect of the Industrial Revolution on a current labor issue is shown. Graphics are included.	Articles are written clearly with mostly proper grammar and punctuation. Articles are fairly creative with an imaginative title and byline. Information is mostly accurate and detailed. A good understanding of the effect of the Industrial Revolution on a current labor issue is shown. Graphics are included.	Articles are written somewhat clearly with some proper grammar and punctuation. Articles are slightly creative with a title and byline. Information is not very accurate and detailed. A fairly good understanding of the effect of the Industrial Revolution on a current labor issue is shown. Graphics are included.	Articles are written ambiguously with poor grammar and punctuation. Articles are not creative. Information is not very accurate or detailed. A poor understanding of the effect of the Industrial Revolution on a current labor issue is shown. Graphics have not been included.
<b>Group magazine items</b>	<b>30-40 points</b>	<b>20-29 points</b>	<b>10-19 points</b>	<b>0-9 points</b>
	Creative, colorful, relevant to the time period.	Mostly creative, colorful, & relevant to the time period.	Somewhat creative, colorful, & relevant to the time period.	Poorly put together. Not very creative, colorful, or relevant to the time period.
<b>Group Effort</b>	<b>9-10 points</b>	<b>7-8 points</b>	<b>5-6 points</b>	<b>3-4 points</b>
	Groups' willingness to work together was high. Group used class time very productively.	Groups' willingness to work together was moderate. Group used class time mostly productively.	Groups' willingness to work together was fair. Group used class time fairly productively.	Groups' willingness to work together was low. Group used class time poorly.
<b>Citation / Evaluation</b>	<b>9-10 points</b>	<b>7-8 points</b>	<b>5-6 points</b>	<b>3-4 points</b>
	Citation and	Citation and	Citation and	Citation and

	evaluation form shows thought and uses correct form.	evaluation form shows some thought and uses correct form.	evaluation form shows little thought and uses mostly correct form.	evaluation form shows little thought and does not use correct form.
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### Mid-continent Research for Education and Learning

- World History Standard 33: Understands the causes and consequences of the agricultural and industrial revolutions from 1700 to 1850
- Working with Others Standard 1: Contributes to the overall effort of the group

### National Educational Technology Standards

- Standard 3-1: Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Standard 3-2: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Standard 5-1: Students use technology to locate, evaluate, and collect information from a variety of sources.
- Standard 6-1: Students use technology resources for solving problems and making informed decisions.
- Standard 6-2: Students employ technology in the development of strategies for solving problems in the real world.

### Information Literacy Standards

- Standard 1: The student who is information literate accesses information efficiently and effectively
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

### Illinois State Board of Education Illinois Learning Standards

- Goal 16 A4a: Analyze and report historical events to determine cause-and-effect relationships.
- Technology Goal: Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

### Warren Township High School District 121 Standards and Goals

Our district standards use NETS verbatim with a link to their page.

Our lesson does support a district goal as well:

- Goal 3: Implement learning practices that utilize technology for the purpose of increasing opportunities for engaged learning for students.

## IMSA Standards

- I.D: Students evaluate the soundness and relevance of information and reasoning.
- IV.A: IMSA students construct and support judgments based upon evidence.

### Summary of Teaching Results:

December 6, 2002

Students were introduced to topic and project by teacher in class.

December 9, 2002

Students came to library for brief lesson on searching for and evaluation of web sites. Evaluation rubric was handed out. Students began research. Their requirements were to use at least 3 resources off the resource list, and then to locate one on their own. Most students did not seem to have difficulty with this. They felt comfortable with searching, and seemed to follow my lead on feeling safer with .edu, .gov, and .org sites. The teacher chose to not allow printing this day so the students needed to take notes (by hand, no less!), which I think is a good thing. That seems to promote more thinking, because of the time it takes, versus randomly hitting “print” anytime something remotely looks good. I always ask students, “Are you finding what you are looking for?” and most of the responses were “yes”. I had a little bit of a problem with a last minute change the teacher had on the assignment sheet. He had added an option to look at an industry, and I was prepared for textiles or mills, but not coal. So I needed to do some hands on, impromptu searching help with those few that had chosen that track.

December 10, 2002

Classes came for their 2<sup>nd</sup> day of research. This day they could print, and many were printing pictures for their articles or advertisements. Two out of the 3 classes did very well with using their time effectively, as well as working cooperatively in a group. One class didn’t do so well in that area. I had some questions as to finding information and I could easily direct them to another site. By the second day, many had already “forgotten” my list of resources for them at <http://www.wths.net/edresources/oplaine/industry%20in%20the%20news.htm> So, I would direct them back to our resource page and they’d be appreciative at what was there. I sat with a few who had questions on evaluating a site. Like, “How do I find the author again?” and, “What if there isn’t an author?” Sometimes the answer was as easy as scrolling down to the bottom of the page.

December 13, 2002

Projects were due. Class periods were shortened due to an early release day. Mr. Ringa gave them the class period to put their project together with their group members. (Actually he gave this time only to the 2 classes who used their time wisely. The 3<sup>rd</sup> class had to turn theirs in at the beginning of the class period. A lot of last minute color printing was happening. But many of the projects were looking good. I reviewed all the projects before the teacher did. The web site evaluation sheets overall were completed pretty well. Most took a critical eye with their sites, and were wary of bias. The projects themselves were very colorful and fairly creative. Some students really understood the “advertisement” part and were really trying to sell a

product. Those were actually humorous. Like: “Tired of the hours it takes to spin cloth? Check out our new Spinning Jenny. Spins cloth faster than you’ve ever seen!” Others advertised train travel as faster and more convenient. Of course, there were other advertisements that were really just mini reports – these students missed the “selling” aspect.

The most alarming thing about the projects was the amount of plagiarism. I can’t say I was surprised that it happened, but I was surprised at how many didn’t seem to think anything about taking direct paragraphs from sources and putting it in as their own. It was easy for me to spot because I had researched all the websites and was familiar with the content and the verbiage even. It was easy to do searches in Google for exact wording if I couldn’t remember the exact site. One actually came from a “Free Essays” site. I printed out original pages and included them with the reports as I turned them in to Mr. Ringa. I didn’t know how he’d handle it, and didn’t want to interfere that way, but at least I pointed it out. What he did do was talk seriously about plagiarism to his classes the next day (Monday). He scared them pretty good and then told them if they thought they had a problem, they could re-write their article and turn it in by Wednesday. I appreciated his solution, because, obviously, many students, freshmen especially, are still clueless about plagiarism. So, that was pretty interesting.

Not wanting to end on a dismal note, I was impressed with many of the articles I read about child and women labor. Many students did get the idea of looking at the issues then and comparing them to issues now and it was exciting to see this. There was some comprehension on that level and that was what we were aiming for. Even the editorials on the positive and negative aspects of the Industrial Revolution I enjoyed. Especially the ones who took the harder side (negative aspects) and carried those thoughts into today’s world. It was apparent these students were thinking. And the creativity of the project did give that outlet to those that needed it. The color and pictures and extra touches students took showed that they cared about these projects. Most were done well.

I would definitely take more time to go over citation information beforehand and I would like more time to look at “bad” sites to give students a good comparison basis when it comes to evaluation. We were rushed with this project because the end of the semester crept up on us pretty fast, and they have so much material to cover. That was why we had to modify the project a bit. The project rubric was good as it gave specifics for the students to look at and see where they stood. I think I would have liked a post project discussion with the class on their thoughts and ideas about what they liked about the project and what they didn’t, but there truly wasn’t time this time. I look forward to working with other teachers similarly, but I still feel that for it to happen on a school-wide system, it has to come from the top down. This was a good project, though, and I was glad to have the opportunity to work with a creative and open teacher.



