



Literacy

GRADE 4 LITERACY IN SOCIAL STUDIES: CHILD LABOR AND HUMAN RIGHTS

UNIT OVERVIEW

During the unit, students read a series of articles on the pros and cons of child labor in the US and in countries around the world. The content parallels the NYC Social Studies scope and sequence (p. 6 of NY State’s Core Curriculum, Core Part 1, 1999: the labor movement and child labor) for Grade 4. In addition, this packet contains Common Core–aligned tasks and instructional supports. There are two formative assessments that align with reading standards RI.4.1, RI.4.2, RI.4.10 and RI.4.1, RI.4.9, W.4.2, respectively. The final task is a culminating performance assessment to be administered in the final week of a 5–week unit on the topic of child labor. This final task aligns with W.4.1.

TASK DETAILS

Task Name: Child Labor and Human Rights

Grade: 4

Subject: Social Studies

Depth of Knowledge: 3

Task Description: This task asks students to write an opinion piece, demonstrating knowledge they have gained about the complex issue of child labor. Students will explain why they would or would not buy products made with child labor. Students will support their point of view with reasons and information obtained from the texts used in the unit.

Standards for Assessment Task 3:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly , state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Materials Needed:

The following texts are used to support this task. Due to copyright restrictions, we are unable to reproduce these articles in the bundle. The citations below are provided for your convenience.

About Child Labor. Excerpt: “What Is Child Labour.” International Programme on the Elimination of Child Labour (IPEC), International Labour Association. <http://www.ilo.org/ipec/facts/lang--en/index.htm>

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“End Child Labor,” excerpts from American Federation of Teachers, AFL-CIO, on cocoa, cotton, Firestone, and child farm workers. <http://www.aft.org/about/world/democracy-humanrights/childlabor/>

Russell, T. “Benefits of Child Labor.” June 29, 2010 Edited from <http://www.articletrader.com/science/education/benefits-of-child-labor.html>

“Children and the Global Sweatshop.” Albion Monitor, Issue 21. : <http://www.albionmonitor.com/sweatshop/ss-global.html>

Melnick, Lindsay. “Gasp! The Benefits of Child Labor in the Developing World.” TriplePundit (December 5, 2010). <http://www.triplepundit.com/2010/12/gasp-benefits-child-labor-developing-world/>

“Child Labour.” And “Definition of Child Labour.” UNICEF. http://www.unicef.org/protection/57929_58009.html

“Child Labor” Human Rights Watch, <http://www.hrw.org/topic/childrens-rights/child-labor>

Josephson, Judith Pinkerton. *Growing Up in a New Century, 1890-1914*. Chapter 3, “All In A Day’s Work.” Lerner Publications, 2003.



TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy. Callout boxes and Universal Design for Learning (UDL) support are included to provide ideas around how to include multiple entry points for diverse learners.

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Acknowledgments: The task, the rubric for the culminating assessment, and the unit outline with text sequencing and text-dependent questions were provided by the Institute for Learning (IFL). The unit outline, informed by Wiggins and McTighe’s *Understanding By Design*, with essential questions and enduring understandings, was designed by teachers at PS189 (06M189) and PS/MS278 (06M278). Input was given from the Common Core Fellows.



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PERFORMANCE TASKS

The following section includes three performance tasks. Prior to the final assessment, students complete two formative reading and writing tasks that build in complexity and are sequenced to scaffold student learning for the culminating assessment, in which students write an opinion essay.

The assessments were created by the Institute for Learning at the University of Pittsburgh.

Reading Informational Text and Writing an Opinion Piece: The Issue of Child Labor

Assessment Tasks
Grade 4

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In the following pages, you will find the three grade 4 assessment tasks on informational texts related to child labor. These assessment tasks are keyed to selected Common Core State Standards (CCSS) and assess key content and skills that are addressed in the unit, *Reading Informational Texts and Writing an Opinion Piece: The Issue of Child Labor*.

Assessment Task 1

Assessment Prompt and Standards Alignment

Student Assessment Task 1 (Prompt):

Please read “Child Labor,” by Human Rights Watch Group. After you’ve read the text, identify two main ideas that the author wants us to understand about child labor and write them in the left column of the chart below. Then, in the right column, provide two key details (facts, examples, etc.) that the author uses to support each idea.

Main Ideas that the Author Wants us to Understand about Child Labor	Two Key Details (facts, examples, etc.) that the Author Uses to Support Each Idea

Answer the “Understanding the Assessment Task” questions below to plan your response. Your answers will be collected but not graded. After you’ve written your response, answer the “StepBack After Completing the Task” questions. Your answers to the StepBack questions will also be collected but not graded.

Teacher Note: The “Understanding the Assessment Task” and “StepBack After Completing the Task” listed below should be listed on separate pages.

Understanding the Assessment Task:

1. List what you will do to complete the assessment task.

StepBack After Completing the Task:

1. What was easy about the assessment task?
2. What was difficult about the assessment task?

Standards Alignment: For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.

RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly as well as inferences drawn from the text.
RI.4.2:	<u>Determine the main idea of a text and explain how it is supported by key details;</u> summarize the text.

Assessment Task 2

Assessment Prompt and Standards Alignment

Student Assessment Task 2 (Prompt):

You are talking to your family members and telling them that you have been reading and learning about child labor. They are interested in learning more about child labor in the past and present. You agree to write something for them on the topic.

Write one paragraph in which you state an issue or concern related to child labor that was the same in both the past and present. Then write another paragraph in which you state an issue or concern related to child labor that is different today than in the past. In each paragraph, be sure to state the issue that is the subject of your paragraph and explain the issue with facts and examples from two texts you've read in this unit. Use one text about child labor in the past and one text about child labor today. The texts you may choose from are:

Child Labor in the Past

- "All in a Day's Work," by Josephson
- "Seeing is Believing," by Mary Morton Cowan

Child Labor Today

- "Child Labor," by Human Rights Watch
- "Children and the Global Sweatshop," from Albion Monitor

Your paragraphs should be written in standard English and include your best work for capitalization, punctuation and spelling.

Answer the "Understanding the Assessment Task" questions below to plan your response. Your answers will be collected but not graded. After you've written your response, answer the "StepBack After Completing the Task" questions. Your answers to the StepBack questions will also be collected but not graded.

Teacher Note: The "Understanding the Assessment Task" and "StepBack After Completing the Task" listed below should be listed on separate pages.

Understanding the Assessment Task:

1. List what you will do to complete the assessment task.

StepBack After Completing the Task:

1. What was easy about the assessment task?
2. What was difficult about the assessment task?

Standards Alignment: For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences drawn from the text.
RI.4.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
W.4.2	<p><u>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u></p> <p>a. <u>Introduce a topic clearly and group related information in paragraphs and sections;</u> include formatting, illustrations, and multimedia when useful to aiding comprehension</p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p>
L.4.1:	<u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>
L.4.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Task 3

Assessment Prompt and Standards Alignment

Student Assessment Task 3 (Prompt):

As part of this unit, you have read several texts about child labor. Some texts provide information about child labor in the past and present. Other texts are opinion pieces in which the authors state their own opinions about child labor that they support with reasons and evidence. This final task asks you to write your own opinion piece.

Write an opinion piece in which you explain why you would or would not buy products made with child labor. In your opinion piece, be sure to:

- Begin by introducing the topic and your opinion about whether or not you would buy products made with child labor
- Provide reasons for your opinion that you support with facts and examples from at least three of the texts listed below
- Use words and phrases that link your opinion and the reasons for your opinion
- Provide a concluding statement or section that relates to the opinion you presented

They texts you may choose from are:

- “Child Labour” and “Definition of Child Labour” by UNICEF
- “About Child Labour,” by ILO
- “Child Labor,” by Human Rights Watch
- “Children and the Global Sweatshop,” from Albion Monitor
- “Benefits of Child Labor,” by terryrussell
- “Gasp! The Benefits of Child Labor in the Developing World” by Lindsay Melnick
- “End Child Labor,” excerpts from American Federation of Teachers (AFT) on cocoa, cotton, Firestone, and child farm workers

Your opinion piece should be at least 4 paragraphs and be written for an audience that is knowledgeable about child labor. Remember to refer to the class chart, “Characteristics of an Effective Opinion Piece” to guide your writing. Your opinion piece should be written in standard English and include your best work for capitalization, punctuation and spelling.

Answer the “Understanding the Assessment Task” questions below to plan your response. Your answers will be collected but not graded. After you’ve written your response, answer the “StepBack After Completing the Task” questions. Your answers to the StepBack questions will also be collected but not graded.

Teacher Note: The “Understanding the Assessment Task” and “StepBack After Completing

the Task” listed below should be listed on separate pages.

Understanding the Assessment Task:

1. List what you will do to complete the assessment task.

StepBack After Completing the Task:

1. What was easy about the assessment task?
2. What was difficult about the assessment task?

Standards Alignment: For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.	
RI.4.9	<u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases. d. Provide a concluding statement or section related to the opinion presented. e. Provide a concluding statement or section that follows from and supports the argument presented.
L.4.1:	<u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>
L.4.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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RUBRIC

Assessment Task 3 was scored using a primary-trait rubric and a secondary-trait rubric.

Primary-trait rubrics focus attention on rating a single trait considered to be the most essential for demonstrating success regarding a particular product or performance. They can be used most effectively by teachers with the ELA model of assessment tasks for several reasons. First, by isolating one component of written discourse to assess, primary-trait scoring allows raters or teachers to focus sharply on that component without being distracted by many other possibilities. The component that is chosen for assessment is not just any component but one that is essential to success on a particular assessment task. The study of the work is focused on the heart of the task. If students are weak on the heart of the task, teachers have sufficient data to plan lessons for re-teaching and/or modifying lessons. Second, because the scoring guide uses language from the task and the Common Core to define its score levels, it allows for greater alignment between the task assigned and the trait or dimension being assessed. At the very least, anyone who looks at the scoring guide rubric should expect to see such a connection. For their specificity and clarity alone, primary-trait rubrics offer important advantages over other means of scoring.

Secondary-trait rubrics identify assessed skills and content from the task that have not been identified in the primary-trait rubric. They accompany, and are used after, primary-trait rubrics.

**Primary Trait Rubric for
Grade 4 Opinion Unit
Informational Text**

Primary Trait: Assessing Written Expression

To be used in conjunction with secondary trait rubric for conventions for total writing score.

Primary Trait: Opinion piece on a topic with reasons supported with facts and examples

Scoring Guide

Score Point	Description
3	<p>Response includes</p> <ul style="list-style-type: none"> • a stated opinion about whether or whether not to buy products made with child labor. • an explanation of the stated opinion with reasons strongly supported by facts and examples from at least three unit texts.
2	<p>Response includes</p> <ul style="list-style-type: none"> • a stated opinion about whether or whether not to buy products made with child labor. • an underdeveloped explanation of the stated opinion with reasons that are only minimally supported by facts and examples from at least two of the unit texts.
1	<p>Response includes</p> <ul style="list-style-type: none"> • a stated opinion about whether or whether not to buy products made with child labor. • no explanation for the stated opinion. Reasons may be given, but are not supported by facts and examples from the unit texts.
0	<p>Additional characteristics for this score point will be finalized after the collection and analysis of student work samples, but the following are some possible characteristics that would warrant a 0:</p> <ul style="list-style-type: none"> • No response is given. • No opinion is stated. • No reasons are given for the opinion. • No facts and examples from the unit texts are used to support reasons. • Response is not written in English. • Response is unintelligible or indecipherable.

**Secondary Trait Scoring Guide for
Grade 4 Opinion Unit
Informational Text**

Secondary Trait- Assessing Organization

To be used in conjunction with primary trait rubric for written expressions for total writing score.

Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinion and reasons

Scoring Guide

Score Point	Description
3	<p>Response includes</p> <ul style="list-style-type: none"> • a clear introduction to the topic. • words and phrases that link the stated opinion and the reasons for the opinion. • a concluding statement or section that relates to the opinion presented.
2	<p>Response includes</p> <ul style="list-style-type: none"> • a clear introduction to the topic. • some words and phrases that link the stated opinion and the reasons for the opinion. • a concluding statement or section that relates to the opinion presented.
1	<p>Response includes</p> <ul style="list-style-type: none"> • an introduction to the topic that is underdeveloped and does not clearly relate to the ideas in the opinion piece. • few or no words and phrases that link the stated opinion and the reasons for the opinion. • a concluding statement or section that may or may not relate to the opinion presented.
0	<p>Additional characteristics for this score point will be finalized after the collection and analysis of student work samples, but the following are some possible characteristics that would warrant a 0:</p> <ul style="list-style-type: none"> • No response is given. • Response is not written in English. • Response is unintelligible or indecipherable.

**Secondary Trait Scoring Guide for
Grade 4 Opinion Unit
Informational Text**

Secondary Trait- Assessing Conventions

To be used in conjunction with primary trait rubric for written expression for total writing score.

Secondary Trait: Opinion piece demonstrating use of standard English

Scoring Guide

Score Point	Description
3	<p>Response includes</p> <ul style="list-style-type: none"> • grade-level command of the conventions of standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. • no errors or only a few minor errors that do not impede meaning.
2	<p>Response includes</p> <ul style="list-style-type: none"> • approaching grade-level command of the conventions of standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. • errors that often limit understanding
1	<p>Response includes</p> <ul style="list-style-type: none"> • below grade-level command of the conventions of standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. • errors that limit understanding
0	<p>Additional characteristics for this score point will be finalized after the collection and analysis of student work samples, but the following are some possible characteristics that would warrant a 0:</p> <ul style="list-style-type: none"> • No response is given. • Response is not written in English. • Response is unintelligible or indecipherable.



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ANNOTATED STUDENT WORK

Annotated student work in this section contains student work at a range of score points. The student work shows examples of student understandings and misunderstandings of the task. The work is annotated against the standards cited for the task. The summaries explain how each example was scored against the Common Core-aligned rubric, and the next steps suggest possible instructional moves a teacher could take with each student.

Grade 4 Literacy in Social Studies: Child Labor and Human Rights Annotated Student Work

Student A: Level 4

Millions of children are forced to work and make products, and we never think about all the trouble children go through to make these products. Child labor is defined as work that deprives children on their childhood, their potential and their dignity, and that is harmful to their physical and mental development. As far as I'm concerned, buying products made by child laborers supports that child labor should still exist that's why I wouldn't buy products made by child laborers.

Comment [NS1]: The writer includes a clear topic ("Child labor is defined [sic] as...") and states an opinion ("...I wouldn't buy products made by child laborers.") in paragraph 1. The opinion identifies the point of view in the rest of the piece. [W.4.1a]

Products made with child labor should not be bought due to the dangerous jobs done by children. As stated in Albion Monitor children work producing matches and fireworks. Children take the risk of getting burned or causing an explosion. It has been documented in the article Albion Monitor that children work deep-sea fishing. These children take the risk of drowning. In addition, children working in ceramics and glass factory industries work in temperatures of 1500-1800 degrees Centigrade. These temperatures cause burns and lacerations. Furthermore, about 218 million children are working using dangerous equipment. As stated in "Global Efforts to Eradicate Child Labor" children work using machetes to cut and harvest sugar cane can cut themselves while cutting sugar canes". This is a problem because the machetes may be too heavy and pointy. Proving that children work in dangerous jobs.

Comment [NS2]: The writer uses words and phrases to link facts that support his/her reasoning. [W.4.1c]

Comment [NS3]: The writer cites details about the risks and the hazards of child labor from the *Albion Monitor* and "End Child Labor"; this supports the statement that child labor can be dangerous. [RI.4.1]

Another important reason I wouldn't buy products made with child labor is that children are being kept out of school and put to work. According to the Human Rights Watch Group nearly 218 million children around the world are engaged in child labor. Their work is harsh violates their rights to health and education. While some believe that children involved in child labor help support their families, who is supporting them? Who is considering the education and future of these children?

Comment [NS4]: The writer provides reasons that are supported by facts and details to support his/her statement that jobs done by children are dangerous. [W.4.1b]

When we buy products made by child laborers we don't think about the hardship these children have to endure. Such as, long hours, dangerous, machine, illnesses, and even lack of schooling. That's why I wouldn't buy products made with child laborers. Would you?

Comment [NS5]: The writer provides a conclusion that summarizes the details presented in the piece and extends the thinking of the reader with the question "Would you?" [W.4.1d]

Summary:

Criterion and Score Point	Evidence	Instructional Next Steps
<p>Primary Trait: Opinion piece on a topic with reasons supported with facts and examples (Score Point 3)</p>	<p>The writer states an opinion whether or not to buy products made from child labor in the first paragraph of the essay. Facts and examples cited from three different texts in paragraphs 2 and 3 support the author's opinions.</p>	<p>The writer could provide more context about the identified texts. Additionally, the writer could include additional details to support the second reason (paragraph 3) as effectively as the first reason. For example, teacher could facilitate student practice with linking claims and evidence through identifying the underlying assumption that connects evidence to claims. The student could analyze the claims in model texts by completing a graphic organizer, with columns for Claim, Evidence, Rule (Warrant), and Conclusion. He/she would then see how the authors linked claims and evidence through reasoning. Having analyzed these models, the student could then practice further developing their reasoning.</p>

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Annotated Student Work**

<p>Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinions and reasons</p> <p>(Score Point 3)</p>	<p>The writer incorporates words and phrases that link the stated opinion and the reasons for the opinion, for example, “in addition” and “furthermore” in paragraph 2.</p> <p>Use of words from the texts such as <i>deprives, harmful, dangerous, harsh, violates, and hardship</i> strengthens the writer’s argument that child labor is wrong.</p> <p>In the concluding paragraph, the writer restates the opinion and summarizes the reasons for the opinion. The writer’s use of a question related to the opinion is effective because it invites the reader into the piece. The writer makes reference to one reason (specifically “long hours”) that has not been explored in the body of the essay.</p>	<p>The writer could be encouraged to re-read and to revise as necessary their concluding paragraph to ensure that the reasons that are listed have been addressed in the body of the essay.</p>
<p>Secondary Trait: Opinion piece demonstrating use of standard English</p> <p>(Score Point 2)</p>	<p>There are several sentence fragments in the piece: “Proving that children work in dangerous jobs” (paragraph 2) and “Such as, long hours, dangerous, machine, illness, and even lack of schooling” (paragraph 4). The writing has not fully demonstrated command of the conventions of English grammar and sentence structure.</p>	<p>The writer could use peer support to help identify sentence fragments and to make the needed corrections. Peer support could also help the writer in identifying and correcting spelling errors (for example, “difined” in paragraph 1 and “endoor” in paragraph 4).</p>

Grade 4 Literacy in Social Studies: Child Labor and Human Rights Annotated Student Work

Student B: Level 3

Child labor can be a good thing and a bad thing according to the ILO work done at home is a good thing and factory work is a bad thing. I agree that children should not be working in factories or agriculture but we will need the products they make.

Child laborers make products that I would use because I need cloth, shoes and food but in the process they are getting hurt. I eat chocolate and some child laborers work with cocoa fields picking beans for us to enjoy. According to End Child Labor it says that "children must climb trees with machetes to cut down cocoa pods they handle and apply dangerous pesticides, they burn brush and carry heavy loads." It's very sad that children do this work and get hurt. Instead of us not buying the products we should find ways to help them survive.

In the article Benefits of Child Labor Terry Russell says that "child labor helps a child to learn the value of a dollar which he or she earns after working." I agree that children should know the value of a dollar but if they are not getting paid what their work is worth then we're hurting them not helping them. So buying their products can help these children support our needs but not theirs.

Would you buy products made with child labor or would you not? I would keep using things made by child labor because I want to support the children but I want to bring awareness to the problem.

Summary:

Comment [16]: Student introduces the topic by acknowledging the complexity of the issue: "a good and a bad thing." However, the definition of "good" child labor demonstrates an incomplete understanding of the referenced text. [W.4.1a]

Comment [17]: Student seems to be asserting that child labor is necessary as the focus for his/her essay. [W.4.1a]

Comment [18]: Student provides reasons for his/her opinion by acknowledging the dangers but at the same time calling for an alternative solution. [W.4.1b]

Comment [19]: Student concludes with statement supporting opinion. [W.4.1d]

Criterion and Score Point	Evidence	Instructional Next Steps
Primary Trait: Opinion piece on a topic with reasons supported with facts and examples (Score Point 2)	The student attempts to make a nuanced and complex case for child labor: "We will need products they make. . . . [W]e should find ways to help them survive. . . . I would keep using . . . but I want to bring awareness to the problem." While the student should be applauded for the ambitious focus of the essay, he/she needs more practice with introducing his/her topic and opinion clearly, and providing reasons that are supported by facts and details.	The teacher could provide the student with graphic organizers to help the student understand how to analyze and cite evidence from a text. Filling in columns relating to "They say," "I say," and "This makes me think" will help the student to learn the difference between directly quoting, paraphrasing, and inferring or extrapolating.
Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinions and reasons	Student organizes similar ideas by paragraph. For example, paragraph 2 addresses the dangers of child labor and paragraph 3 addresses the potential positive effects of child labor. However, the student does not	Teacher could facilitate student practice with linking claims and evidence through identifying the underlying assumption that connects evidence to claims. The student could analyze the claims in each speech by completing a graphic organizer, with columns for Claim, Evidence, Rule (Warrant), and

**Grade 4 Literacy in Social Studies: Child Labor and Human Rights
Annotated Student Work**

(Score Point 2)	effectively organize the pros and cons of child labor in a way that supports an overall opinion. For example, if children were to get paid for their labor, would this make it ok?	Conclusion. He/she would then see how the authors linked claims and evidence through reasoning. Having analyzed these models, the student could then practice developing his/her own reasoning to support claims and debunk counterclaims.
Secondary Trait: Opinion piece demonstrating use of standard English (Score Point 2)	Student shows emergent skill in using complex sentences. However, the writing still reflects too many run-on sentences.	Student could practice combining and separating phrases into simple and complex sentences. Student could also circle complex and simple sentences in mentor texts, identifying when simple sentences vs. complex sentences are better to convey meaning (e.g., short sentences are more direct and can emphasize important points; complex sentences link ideas together to create better flow and transitions; run-on sentences can make thinking look disorganized and unsure).

Student C: Level 3

Children everywhere are involved in child labor. They make lots of things in hazardous conditions. I am convinced that I shouldn't buy products made by child labor.

Children make a lot of products on dangerous machinery. They get hurt while working. They work in hazardous situations or conditions as it states in child labor and the definition of child labor by Unicef. The machines bring out fumes that give children illnesses. These children are getting hurt while on the job.

Kids work in fields or are involved in agriculture. These children are picking fruits in the scorching heat. They don't have a choice if they want to be there or not. Children climb trees with machetes to cut down cocoa pods. On the way up they could cut themselves or even lose a body part. That has been documented by the AFT (American Federation of Teachers). According to Terry Rusell child labor helps children to come forward and fight to live in such an aggressive and selfish world. I feel that is something that should never be said about child labor because children shouldn't be working to protect themselves.

Children get hurt while doing their job. Why should I buy products made by child laborers then? Children work their butts off and hardly get paid. I believe that I shouldn't buy products made by child labor.

Comment [I10]: Student introduces topic and provides some context as well as an opinion. [W.4.1a]

Comment [I11]: Student supports his/her opinion that child labor involves hazardous conditions, by providing a quotation from a text. The lack of capitalization and quotation marks for the quotation makes the section a bit confusing. [W.4.1b]

Comment [I12]: This paragraph further elaborates on the focus of hazardous conditions and cites additional evidence from texts. Student introduces a counterclaim and attempts a compelling rebuttal but does not support his/her rebuttal with developed reasoning, e.g., why should students never have to protect themselves? [W.4.1b]

Comment [I13]: Concluding statement relates to the opinion, however the conclusion seems to argue that if children were better paid, it would be acceptable to buy products made by them. This does not relate to the overall argument that labor is dangerous for children. [W.4.1d]

**Grade 4 Literacy in Social Studies: Child Labor and Human Rights
Annotated Student Work**

Summary:

Criterion and Score Point	Evidence	Instructional Next Steps
<p>Primary Trait: Opinion piece on a topic with reasons supported with facts and examples</p> <p>(Score Point 2)</p>	<p>The writer states a clear opinion and provides reasons with evidence from three different texts. The writer, however, provides only one main claim (hazardous conditions) and does not explicitly connect the claim with evidence from the texts by providing a detailed analysis or reasoning. For example, the writer does not explain the underlying assumption behind the statement “children shouldn’t be working to protect themselves.”</p> <p>Student demonstrates an emerging ability to address counterclaims, which is a Grade 7 Common Core expectation.</p>	<p>Teacher could facilitate student practice with linking claims and evidence through identifying the underlying assumption that connects evidence to claims. The student could analyze the claims in model texts by completing a graphic organizer, with columns for Claim, Evidence, Rule (Warrant), and Conclusion. He/she would then see how the authors linked claims and evidence through reasoning. Having analyzed these models, the student could then practice further developing his/her reasoning.</p>
<p>Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinions and reasons</p> <p>(Score Point 2)</p>	<p>The writer provides an organizational structure by grouping similar ideas by paragraph. However, student could use practice with including linking words and phrases to connect paragraphs and ideas.</p>	<p>The teacher could have the student underline transitional phrases in model essays and circle what the phrases are clarifying or linking. The student could then compile a glossary of transitional phrases and their uses that he/she could adopt in his/her own writing. Students may also benefit from engaging in a protocol that has students practice using transitions by building their ideas off of others’ ideas: “While I agree with you, I also think . . .”</p>
<p>Secondary Trait: Opinion piece demonstrating use of standard English</p> <p>(Score Point 2)</p>	<p>The writer makes a few mistakes with spelling and grammar that do not inhibit understanding on the part of the reader.</p>	<p>While the writer uses complete sentences, he/she could practice developing more complex sentences and varied structures. Work with incorporating transitional words and phrases would help with this.</p>

Grade 4 Literacy in Social Studies: Child Labor and Human Rights Annotated Student Work

Student D: Level 2

Child labor is something that kids are engaged all over the world. Child labor robs kids from their school time. I am against that happening to the kids.

Comment [I14]: Student introduces the issue and his/her opinion. [W.4.1a]

As far as I am concerned I will stop buying products that the children make. In the article End Child labor the kids separate the chocolate beans in the extreme heat. But in the article Benefits of child labor the author thinks it's okay.

Comment [I15]: Student cites evidence from a text but does not explain how this evidence supports a claim. Student needs to explain the assumption behind the statement "kids separate the chocolate beans in the extreme heat" and how this relates to "school time." [W.4.1b]

Child labor is a bad situation. I am one of those people that will stop buying the cloth that they make. The article child labor writing by the Human rights group knows that children get hurt. They are trying to bring notice to the world. The children are getting hurt to make us stuff we need. I will stop buying products that children make because the article states the kids don't get supervision.

Comment [I16]: Student attempts another citation. However, linking/clarifying phrases are needed to help the reader understand whether the author of "Benefits of Child Labor" thinks separating chocolate beans, or child labor, is OK. [W.4.1c]

On the other hand Benefits of child labor states that we need all the stuff. Tarry Russel thinks it is okay because they learn.

And yet that's why child labor robs the kids from school time and why child labor is a horrible situation.

Comment [I17]: Student provides a concluding statement but the statement is not related to the information presented in the body paragraphs. The introduction and conclusion suggest that child labor "robs kids from their school time," however, the body paragraphs of the essay focus on the dangers of child labor. [W.4.1d]

Summary:

Criterion and Score Point	Evidence	Instructional Next Steps
Primary Trait: Opinion piece on a topic with reasons supported with facts and examples (Score Point 1)	The student states his/her opinion that child labor "robs kids of school time." However, the claims in the body paragraphs seem to support the opinion that child labor is instead dangerous.	The teacher could provide the student with graphic organizers to help the student understand how to analyze and cite evidence from a text. Filling in columns relating to "They say," "I say," and "This makes me think" will help the student to learn how to directly quote, paraphrase, and reason.
Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinions and reasons (Score Point 1)	The student introduces claims ("children get hurt, kids don't get supervision"), but only one piece of evidence ("kids separate chocolate beans in the extreme heat") is given to support these claims. Additionally, this claim and evidence is not clearly linked.	Student could benefit from the use of a tree structure graphic organizer that starts with the argument and branches into claims, with branches for each claim containing evidence and reasons. Teacher could support student in transferring this organizational structure into paragraph writing.
Secondary Trait: Opinion piece demonstrating use of standard English (Score Point 1)	The student makes many errors with grammar, punctuation, and spelling that inhibit comprehension on the part of the reader.	Student would benefit from frequent and varied writing activities, peer editing, assignments that include revising drafts to help with fluency of conventions. Student could also benefit from direct instruction on punctuation.

Grade 4 Literacy in Social Studies: Child Labor and Human Rights Annotated Student Work

Student E: Level 1

I would not buy a product made by child labor. I would buy a product made by child labor because kids who are working in factory's are really poor and they don't get to sleep so I would like to give to the poor kids food and money to have a place to live in.

Comment [I18]: Student's opinion is unclear. [W.4.1a]

And they should not be good because they could cut there hand with sharp knives they could die like that. And the person who started this it is bad. So please do not put these poor kids in danger. The police would take you to prison please can you stop please thank you very much.

Comment [I19]: This contradicts the introductory paragraph that seems to suggest there could be some benefit to child labor if it provides them with food and "money to have a place to live in." [W.4.1b]

An estimated of 158 million children aged 5-14 are engaged in child labor. One in six children in the world. So that's why I would like to help kids from child labor.

Comment [I20]: Student cites data but does not link to claims and inserts in the conclusion rather than in the body of the essay. [W.4.1d]

Summary:

Criterion and Score Point	Evidence	Instructional Next Steps
Primary Trait: Opinion piece on a topic with reasons supported with facts and examples (Score Point 0)	The student does not introduce a clear opinion and resorts to emotional appeals rather than textual evidence to support claims.	Student may be struggling with reading comprehension and accessing the complex texts needed to write the essay. Teacher could conduct a running record with student to more specifically identify reading level and comprehension challenges. If student is below grade level with fluency in reading, he/she may benefit from more practice with mentor texts that are less complex.
Secondary Trait: Opinion piece demonstrating organization and use of words and phrases to link opinions and reasons (Score Point 1)	Each paragraph introduces a new argument and does not link to the preceding or succeeding paragraphs.	
Secondary Trait: Opinion piece demonstrating use of standard English (Score Point 1)	Student writing contains errors that limit understanding.	



GRADE 4 LITERACY IN SOCIAL STUDIES: CHILD LABOR AND HUMAN RIGHTS

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include:

1. A unit outline with formative assessments and suggested learning activities. The unit outline format was informed by Wiggins and McTighe's *Understanding By Design*.
2. A Text and Tasks Set with suggested text-dependent questions.

Teachers may use these supports as described, integrate parts into a currently existing curriculum unit, or use as a model or checklist for a currently existing unit on a different topic.

Unit Outline-Grade 4 Literacy in Social Studies

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.*

Grade 4 Literacy in Social Studies: Child Labor and Human Rights

UNIT TOPIC AND LENGTH:

During the unit, students read a series of articles on the pros and cons of child labor in the US and in countries around the world. The content parallels the NYC Social Studies scope and sequence (p. 6 of NY State’s Core Curriculum, Core Part 1, 1999: the labor movement and child labor) for Grade 4. In addition, this packet contains Common Core-aligned tasks and instructional supports. There are two formative assessments that align with reading standards RI.4.1, RI.4.2, RI.4.10 and RI.4.1, RI.4.9, W.4.2, respectively. The final task is a culminating performance assessment to be administered in the final week of a 5-week unit on the topic of child labor. This final task aligns with W.4.1.

COMMON CORE LEARNING STANDARDS:

Standards for Final Performance Task:

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Additional standards addressed in unit:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- Complex issues require us to read from a variety of sources in order to develop our own conclusions.
- Writers write for a particular purpose and audience.
- Opinion pieces explain a particular point of view about an important issue using evidence and data to support the opinion.
- Politics, economics, geography, and culture around the world affect our individual lives.

ESSENTIAL QUESTIONS:

- Should all child labor be abolished around the world?
- Is there a difference between child labor in the past and child labor today?
- Are there any situations where child labor might benefit children and the community they live in?
- What are the characteristics of effective opinion pieces?

CONTENT:

Students will know:

- How texts are crafted according to the values, views, and interests of the writer.
- The writer's purpose when creating a text, and that texts influence people's lives.
- The pros and cons of child labor as described in informational texts read in class.
- The definition of an opinion.
- The characteristics of opinion writing.

SKILLS:

Students will be able to:

- Clearly express a purpose for writing in the introduction of an essay.
- Cite evidence directly from texts to support ideas.
- Synthesize and interpret information from informational texts.
- Identify explicit and inferential evidence to support their opinion on a topic.
- Create an organizational structure in which related ideas are grouped to support their purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases.
- Provide a concluding statement.

VOCABULARY/KEY TERMS:

Most of the articles used in this unit contain many general academic words. Depending on students' specific language skills and prior knowledge, teachers may need to support students in understanding and using key vocabulary from the articles when reading, listening, speaking, and writing.

Sample general academic vocabulary from "Child Labor" by Human Rights Watch Group: hauling, pesticides, violates, inadequate, psychological, entrapped.

ASSESSMENT EVIDENCE AND ACTIVITIES:**ASSESSMENT TASK 1**

Formative: DOK 2 Basic Application – Written Informative

Please read "Child Labor" by Human Rights Watch Group. After you've read the text, identify two main ideas that the author wants us to understand about child labor. Then, provide two key details (facts, examples, etc.) that the author uses to support each idea.

ASSESSMENT TASK 2

Formative: DOK 3 Strategic Thinking – Written Informative

Write one paragraph in which you state an issue or concern related to child labor that was the same in both the past and the present. Then write another paragraph in which you state an issue or concern related to child labor that is different today than in the past. In each paragraph, be sure to state the issue that is the subject of your paragraph and explain the issue with facts and examples from two texts you've read in this unit. Use one text about child labor in the past and one text about child labor today.

ONGOING INSTRUCTIONAL TASKS

Oral: Discussion

Various questions, from basic comprehension to interpretive and analytic, should be asked around each text. Students can discuss in pairs or groups.

FINAL PERFORMANCE TASK:

Write an opinion piece in which you explain why you would or would not buy products made with child labor. In your opinion piece, be sure to:

- Begin by introducing the topic and your opinion about whether or not you would buy products made with child labor
- Provide reasons for your opinion that you support with facts and examples from at least three of the texts listed below
- Use words and phrases that link your opinion and the reasons for your opinion
- Provide a concluding statement or section that relates to the opinion you presented

See p.11 in the Task section of the bundle for the complete version of this task.

LEARNING PLAN AND ACTIVITIES:

In addition to this unit outline, a Text and Tasks Set with suggested text-dependent questions is included on page 31.

Additional Supports

Ideas for supporting [English Language Learners](#) and [Students with Disabilities](#) for this and any bundle can be found in the “About the Tasks” section of the Common Core Library.

RESOURCES:

In addition to the informational texts and sources for students listed below, the following teacher resources are included:

1. A teacher resource from the *Institute for Learning* that explains the difference between an “Instructional Task” and an “Assessment Task” in ELA.
2. Text Supports for “Child Labor” by Human Rights Watch Group.

Texts for Task:

The following texts are used in this unit. Due to copyright restrictions, we are unable to reproduce these articles in the bundle. The citations below are provided for your convenience.

1. *About Child Labor*. Excerpt: “What Is Child Labour.” International Programme on the Elimination of Child Labour (IPEC), International Labour Association.
<http://www.ilo.org/ipec/facts/lang--en/index.htm>
2. “End Child Labor,” excerpts from American Federation of Teachers, AFL-CIO, on cocoa, cotton, Firestone, and child farm workers.
<http://www.aft.org/about/world/democracy-humanrights/childlabor/>
3. Russell, T. “Benefits of Child Labor.” June 29, 2010 Edited from
<http://www.articletrader.com/science/education/benefits-of-child-labor.html>
4. “Children and the Global Sweatshop.” Albion Monitor, Issue 21. :
<http://www.albionmonitor.com/sweatshop/ss-global.html>
5. Melnick, Lindsay. “Gasp! The Benefits of Child Labor in the Developing World.” TriplePundit (December 5, 2010).
<http://www.triplepundit.com/2010/12/gasp-benefits-child-labor-developing-world/>
6. “Child Labour.” And “Definition of Child Labour.” UNICEF.
http://www.unicef.org/protection/57929_58009.html
7. “Child Labor” Human Rights Watch, <http://www.hrw.org/topic/childrens-rights/child-labor>

8. Josephson, Judith Pinkerton. *Growing Up in a New Century, 1890-1914*. Chapter 3, "All In A Day's Work." Lerner Publications, 2003.

Additional Teaching Texts:

1. Wasserman, Miriam. "Eliminating Child Labor." *Regional Review* (Quarter 2, 2000), a journal of the Federal Reserve Bank of Boston.
<http://www.bos.frb.org/economic/nerr/rr2000/q2/kidlabor.htm>
(this article contains some "pro" arguments)
2. "Child Labour: The Arguments For and Against." *The Week* (June 24, 2008).
<http://www.theweek.co.uk/26643/child-labour>
3. Cowan, Mary Morton. "Seeing is Believing." *Cobblestone Magazine* (April 2011): 15–17. <http://www.highbeam.com/publications/cobblestone-p409233/april-2011>

Video

ABC News: "Aren't 'Sweatshops' Exploitive?"

<http://abcnews.go.com/2020/video?id=4577446>

John Stossel asks people from Kenya and India and they say sweatshops improve the economy in those countries.

Political Cartoons

Political Cartoons About Child Labor in the Early 20th Century

<http://www.loc.gov/pictures/collection/nclc/>

Hine, Lewis Wickes. (c. 1914). "An Awful Blot."

<http://www.loc.gov/pictures/item/ncl2004000340/PP/>

McCay, Winsor. (c. 1913). Cartoon shows crowds of children being plunged into the water on water wheel. <http://www.loc.gov/pictures/collection/nclc/item/ncl2004002838/PP/>

TAD. (c. 1913). Cartoon shows poor child carrying a heavy load followed by wealthy industrialists with mills in the background.

<http://www.loc.gov/pictures/item/ncl2004002840/PP/>

Palmer, Fredrikke. *Women's Journal* (1916). Cartoon shows a spider labeled "child labor" catching a child in its web.

http://filipspagnoli.files.wordpress.com/2008/05/child_labor.jpg

READING INFORMATIONAL TEXT AND WRITING AN OPINION PIECE: THE ISSUE OF CHILD LABOR								
Given what we've learned from these texts, how should we respond to the issue of child labor in our world today?								
What are the characteristics of an effective opinion piece?								
Texts 1 & 2	Text 3	Text 4	Text 5	Text 6	Text 7	Texts 8	Text 9 & 10	Text 11
<p>"Child Labour" & "Definition of Child Labour" by UNICEF "About Child Labour," by ILO <i>Focus: Contemporary Issues</i></p>	<p>"All in a Day's Work," by Judith P. Josephson <i>Focus: Historical Issues</i></p>	<p>"Seeing is Believing," by Mary Morton Cowan; photographs by Lewis Hine <i>Focus: Historical Issues</i></p>	<p>Set of historical political cartoons about child labor <i>Focus: Historical Issues</i></p>	<p>"Child Labor," by Human Rights Watch <i>Focus: Contemporary Issues</i></p>	<p>"Children and the Global Sweatshop" from Albion Monitor (abridged) <i>Focus: Contemporary Issues</i></p>	<p><i>Teacher or student-created model of an opinion piece that meets W.4.1</i> OR "Natural Habitats," from <i>Should There be Zoos?</i></p>	<p>"Benefits of Child Labor," by Terry Russell "Gasp! The Benefits of Child Labor in the Developing World" by Lindsay Melnick <i>Focus: Contemporary Issues</i></p>	<p>"End Child Labor," excerpts from American Federation of Teachers (AFT) <i>Focus: Contemporary Issues</i></p>
<p>Access Prior Knowledge & Build Background: What is child labor? What do you already know about child labor, here or in other countries? Why is child labor an important issue?</p> <p>Comprehension (for each text): What main ideas does each of the authors want us to understand about child labor? What key details (facts, examples, etc.) support the author's main ideas?</p> <p>Comprehension Across Texts: What information is the same in the two texts? What information is different or additional? Based on the information in these two texts, how would you define child labor?</p> <p>Structure: How is each text structured? How does each text mix paragraphs with bullets, and for what purpose?</p> <p>Author's Methods: Introduction: Reread the introduction from "About Child Labour": What is the relationship between the introduction and the information that follows?</p>	<p>Access Prior Knowledge & Build Background: What does the phrase, "turn of the century" mean? What do you already know about this time period (late 1800s and early 1900s)?</p> <p>Comprehension: What main ideas does the author want us to understand about child labor? What key details (facts, examples, etc.) support the author's main ideas?</p> <p>Read Across Texts: Reread "About Child Labour," by ILO and "All in Day's Work" by Josephson. Which class(es) of children – wealthy, middle, or poor – engaged in work the ILO would categorize as child labor? Which class(es) engaged in work the ILO would describe as "something positive"? Use evidence to support your response.</p> <p>Structure: How is this chapter structured? How does this structure help you, as a reader, understand the information that the author wants you to learn?</p> <p>Author's Methods: Quotations: Identify two places where the author uses quotations. What do you think the author wants us to think/feel when reading these quotations?</p>	<p>Comprehension "Seeing is Believing": Identify two main ideas that the author wants us to understand about Lewis Hine. For each main idea you identify, provide key details (facts, examples, etc.) the author uses to support the idea.</p> <p>Comprehension: Historical Photos by Lewis Hines: What do you think Lewis Hines wanted people to understand about child labor through these photographs?</p> <p>Significance: Which photograph do you find most powerful in conveying an issue related to child labor? Explain the issue and what makes your chosen photograph powerful in conveying that issue.</p> <p>Looking Across Photographs: How does this collection of photographs add to your understanding of child labor?</p>	<p>Build Background: Political cartoons</p> <p>Comprehension (for each cartoon): What specific opinion about child labor does this political cartoon convey?</p> <p>Significance: Which political cartoon do you find most powerful in conveying an issue related to child labor? Explain the issue and what makes your chosen political cartoon powerful in conveying that issue.</p> <p>Comparing Texts to Form an Opinion: In your opinion, are the photographs or the political cartoons more effective at conveying issues related to child labor? Explain your thinking. Begin to generate a class criteria chart: "Characteristics of an Effective Opinion Piece."</p>	<p>Assessment Task #1: Read "Child Labor," by Human Rights Watch. Identify two main ideas that the author wants us to understand about child labor. For each main idea you identify, provide two key details (facts, examples, etc.) that author uses to support the idea.</p> <p>Vocabulary Study: Context clues—definition and restatement</p>	<p>Comprehension: What main ideas does the author want us to understand about child labor? What key details (facts, examples, etc.) support the author's main ideas?</p> <p>Author's Methods: Painting a Picture with Words: What words and phrases does the author use to create a picture of child labor in the minds of readers? How does this method convey the author's opinion?</p> <p>Author's Methods: Supporting Opinions with Facts: How does the author use facts to support the stated or unstated opinion about child labor?</p> <p>Assessment Task #2: Write one paragraph in which you explain an issue related to child labor that is the same in the past and present. Then write another paragraph in which you explain an issue related to child labor that is different today than in the past.</p> <p>Comparing Texts: "Child Labor" by Human Rights Watch Group and "Children and the Global Sweatshop" both provide information about the kinds of work that children are expected to do as child laborers. What are the similarities and differences between the two texts in the facts that they provide about the reasons child labor exists?</p>	<p><i>Questions for "Natural Habitats"</i></p> <p>Comprehension: What is the writer's opinion? How do you know? What reasons does the writer give for his opinion? What details does this writer provide to support his opinion?</p> <p>Teacher Note: While engaging students in the instructional tasks that follow, add to the chart, "Characteristics of An Effective Opinion Piece."</p> <p>Author's Methods: What aspects of this opinion piece do you find effective? Explain.</p> <p>Structure: How is this text structured? Is this structure effective? Why or why not?</p> <p>Author's Methods: Introduction and Conclusion: How does the opinion piece begin? Do you find it effective? Why or why not? How does this opinion piece end? Do you find it effective? Why or why not?</p> <p>Author's Methods: Supporting Opinions with Facts: How does the author use facts to support his opinion about zoos?</p> <p>Language: Linking Opinion to Reasons What words and phrases are used to link opinion and reasons supporting that opinion? How do those words function?</p>	<p>Comprehension (for each text): What is each writer's opinion on child labor? How do you know? What reasons does each writer give for his/her opinion? What facts does this writer provide to support his/her opinion?</p> <p>Teacher Note: While engaging students in the instructional tasks that follow, add to the chart, "Characteristics of An Effective Opinion Piece."</p> <p>Significance: Which reason for child labor do you find most convincing? Why? Use evidence to support your response.</p> <p>Author's Methods: Anticipating Disagreement (Counterarguments): How does each author anticipate readers' possible disagreement with their opinion? How do they respond to these possible disagreements? What impact does this anticipation and response have on the effectiveness of the opinion piece?</p> <p>Comparing Texts to Form an Opinion: Both texts, "Benefits of Child Labor" and "Gasp! The Benefits of Child Labor..." offer opinions in support of child labor. Which text is more effective in persuading a reader to consider child labor as something beneficial? What, specifically, does the writer do that makes his/her opinion piece effective? (Focus on introductions and conclusions, linking opinions with reasons, use of facts, evidence, and other details from the texts.)</p>	<p>Build Background: American Federation of Teachers (AFT) Access Prior Knowledge: Why would a professional teacher organization care about the issue of child labor?</p> <p>Comprehension: What opinions about child labor does this text convey? How do the details in each section support these opinions?</p> <p>Teacher Note: While engaging students in the instructional tasks that follow, add to the chart, "Characteristics of An Effective Opinion Piece."</p> <p>Author's Methods: Introductions and Conclusions: How does each section of this text begin? Which introduction do you find the most effective? Why?</p> <p>Language: Linking Opinion to Reasons: What words and phrases are used in this text to link opinion and reasons supporting that opinion?</p>
<p>Culminating Assessment: Write an opinion piece in which you explain why you would or would not buy products made with child labor. In your opinion piece, begin by introducing the topic and your opinion about whether or not you would buy products made with child labor; provide reasons for your opinion that you support with facts and examples from at least three unit texts; use words and phrases that link your opinion and the reasons for your opinion; and provide a concluding statement or section that relates to the opinion you presented.</p>								



GRADE 4 LITERACY IN SOCIAL STUDIES: CHILD LABOR AND HUMAN RIGHTS

ADDITIONAL SUPPORTS

To supplement the instructional supports in the previous section, the following section includes a teacher resource from the Institute for Learning that explains the difference between an “Instructional Task” and an “Assessment Task” in ELA.

Comparison of Instructional Tasks and Assessment Tasks

Instructional tasks in ELA:	Assessment tasks in ELA:
<ul style="list-style-type: none"> assist learners to use content knowledge, skills and habits of the discipline 	<ul style="list-style-type: none"> assess content knowledge, skills, and habits of taught curriculum
<ul style="list-style-type: none"> assist learners to accomplish an activity, project, or to solve a problem in reading, writing, and/or reasoning 	<ul style="list-style-type: none"> assess individually-completed work on activities, projects, or solutions to a problem in reading, writing, and/or reasoning.
<ul style="list-style-type: none"> assist learners to “do” the subject matter under study, usually with others, in ways authentic to the discipline of English studies 	<ul style="list-style-type: none"> assess individual performance of content new to students, yet within the scope of studied subject matter as part of the discipline of English studies
Instructional tasks in ELA:	Assessment tasks in ELA:
<ul style="list-style-type: none"> include different levels of scaffolding depending on learners’ needs 	<ul style="list-style-type: none"> include tasks that assess what students know and what teachers need to re-teach and assist further as part of the unit of study.
<ul style="list-style-type: none"> include open-ended, text-based questions and complex texts for reading, writing, and language standards; and open-ended, higher-level thinking questions for solving writing problems not related to reading standards or involving a read text(s) 	<ul style="list-style-type: none"> include open-ended, text-based questions and complex texts that relate to ongoing instruction and align to instructional standards; and for tasks requiring solving writing problems not related to reading standards have open-ended, higher-level thinking questions but not necessarily an identified text(s)

Despite their connections, one of the most obvious distinctions between instructional tasks and assessment tasks involves their overall emphases. Instructional tasks are focused on assisting students’ learning through different means of scaffolding such as modeling, direct instruction, peer and teacher guidance whereas assessment tasks are focused on checking the progress of that learning, particularly in relation to an individual learner’s ability to demonstrate what s/he has learned without support. In this respect, there is a performance element to assessment tasks, but when these tasks are embedded into instruction, they are designed to inform upcoming instruction rather than to serve as evaluations.



GRADE 4 LITERACY IN SOCIAL STUDIES: CHILD LABOR AND HUMAN RIGHTS

TEXT SUPPORTS

The following text supports include an analysis of the text complexity for “Child Labor” by Human Rights Watch Group. This text is a core text that supports students in writing the culminating performance task for this unit.

Protocol for Analyzing Text: Use the following protocol to evaluate the overall complexity of texts to be used for instruction.

Name of Text: “Child Labor” by Human Rights Watch Group

Informational

1. Identifying **Quantitative** Complexity

Use lexile.com to find the quantitative measure of the text named above. Use the chart below to determine the grade band alignment for the quantitative measure of the text.

1250 L

CCLS Grade Band Alignment (not applicable for K-1)	
2-3	450L-790L
4-5	770L-980L
6-8	955L-1155L
9-10	1080L-1305L
11-CCR	1215L-1355L

2. Identifying **Qualitative** Complexity

- A. Read through the text. Jot down ideas or vocabulary or other characteristics of the text that might make this text difficult to read.

Jottings: background knowledge of the topic, some vocabulary words, inferential details, drawing conclusions from some of the details in the text

- B. Use the Gradients in Complexity rubric that corresponds to the text type (literature/informational text). Read through all the traits of the Gradients of Text Complexity Rubric. Highlight those indicators that represent the complexity of the text you’ve just read.



3. Use the information from steps 1-3 to make the following judgments.

A. What instructional strategies would help to facilitate student access to this text without degrading the text’s complexity? The chart below may help you brainstorm strategic use of strategies for instruction with this text.

Somewhat Complex Texts	Complex Texts	Very Complex Texts
Identify any trait(s) that fit within this complexity category	Identify any trait(s) that fit within this complexity category	Identify any trait(s) that fit within this complexity category
Trait: Layout Trait: Structure Trait: Language features	Trait: Purpose and meaning Trait: Knowledge demands	Trait: Trait:
Brainstorm instructional strategies to address this aspect of complexity	Brainstorm instructional strategies to address this aspect of complexity	Brainstorm instructional strategies to address this aspect of complexity
Stop at the sentence and paragraph level for clarification and discussion around meaning and vocabulary	Have discussions around the concepts that require us to draw conclusions Have discussions around the implications of purchasing/not purchasing goods made with child labor and why?	

Gradients in Complexity: Informational Texts

	Simple Texts	Somewhat Complex Texts	Complex Texts	Very Complex Texts
Layout	Consistent placement of text, regular word and line spacing, often large plain font	May have longer passages of uninterrupted text, often plain font	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print
	Graphics and pictures that directly support and help interpret the written text	Graphs, pictures, tables, charts that directly support the text	Essential integrated graphics, tables, charts, formula (necessary to make meaning of text)	Extensive, intricate, essential integrated tables, charts, formulas necessary to make meaning of text
	Simple indexes, glossaries	Indexes, glossaries, occasional quotes, references	Quotes, concluding appendices, indexes, glossaries, bibliography	Abstracts, footnotes, citations and detailed indexes, appendices, bibliography
	Supportive signposting and enhancements	Reduced signposting and enhancements	Minimal signposting and/or enhancements	Integrated signposting conforming to disciplinary formats. No enhancements
Purpose and Meaning	A single or simple purpose conveying clear or factual information	Purpose involves conveying a range of more detailed information	Purpose includes explaining or interpreting information	Purpose may include examining/evaluating complex, sometimes theoretical and contested information
	Meaning is clear, concrete with a narrow focus	Meaning is more involved with a broader focus	Meaning includes more complex concepts and a higher level of detail	Meaning is intricate, with abstract theoretical elements
Structure	The organization of the text is clear or chronological and/or easy to predict	The organization of the text may include a thesis or reasoned explanation in addition to facts	The organization of the text may contain multiple pathways, more than one thesis and/or several genres	The organization of the text is intricate or specialized for a particular discipline
	One text type is evident	May include different text types	May include different text types of varying complexity	May include sustained complex text types and/or specialized, hybrid text types
Language Features	Mainly simple sentences	Simple and compound sentences with some more complex constructions	Many complex sentences with increased subordinate phrases and clauses or transition words	Mainly complex sentences, often containing multiple concepts
	Simple language style, sometimes with narrative elements	Increased objective style and passive constructions with higher factual content	Objective/passive style with higher conceptual content and increasing nominalization	Specialized disciplinary style with dense conceptual content and high nominalization
	Vocabulary is mostly familiar	Vocabulary includes some unfamiliar, context-dependent words	Includes much academic vocabulary and some domain specific (content) vocabulary	Includes extensive academic and domain specific (content) vocabulary
Knowledge Demands Informational	General topic is familiar, with details known by reader	General topic is familiar, with some details new to reader	General topic is somewhat familiar but with many details unknown to reader	General topic is mostly unfamiliar with most details unknown to reader
	Simple, concrete ideas	Both simple and more complicated, abstract ideas	A range of recognizable ideas and challenging abstract concepts	Many new ideas and/or complex, challenging, abstract and theoretical concepts