

Comparing Child Labor in Africa and America



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Two of the tiny workers, a raveler and a looper in Loudon Hosiery Mills.
Location: Loudon, Tennessee
http://lcweb2.loc.gov/service/pnp/nclc/02000/02006_150px.jpg. N.p., n.d.

Child labors, including indentured servitude, child slavery and forced military service, have existed throughout the world. Unfortunately, because they are vulnerable, children were often preferred as workers, because they were viewed as more manageable, cheaper, and less likely to protest. While growing opposition in America led to laws protecting children, this has not been the case in other parts of the world, most notably in Africa.

Overview Back to Navigation Bar	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> Analyze child labor issues in Africa and early 20th century America Analyze teacher selected videos and photographs depicting the problems children face in current Africa and problems children faced in early 20th century America Demonstrate their awareness and knowledge of child labor problems that still exist in Africa today and examine possible solutions Demonstrate their knowledge of the issues above by creating a poster.
Recommended time frame	3 to 4 class periods (55minutes/class)
Grade level	7 th
Curriculum fit	Social Studies
Materials	<ul style="list-style-type: none"> Source list from the Library of Congress (<i>*see "Primary Source Table" page</i>) Images and video clips Primary Source analysis sheets for images and video clips to be used during teacher-provided PowerPoint presentation Writing assessment handout with rubric(s) included
Michigan State Learning Standards Back to Navigation Bar	
	<p>G6 Global Issues Past and Present (H1.4.3, G1.2.6) Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.</p> <p>G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4) Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core</p>

	<p>disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>Contemporary Investigation Topics Children in the World – Investigate issues affecting children such as health, labor, and war.</p>
Procedures	Back to Navigation Bar
	<p>Day One:</p> <ul style="list-style-type: none"> • Present YouTube Video “Hazardous Child Labor in Africa” to provide students with an overview of hazardous child labor practices in Africa. • Read and discuss the Junior Scholastic article “In the Coffee Fields of Kenya.” This article documents hazardous conditions and reasons why children must work (poverty, AIDS, etc.) <p>“Hazardous Child Labor in Africa, “ http://www.youtube.com/watch?v=-5hvaQyQUZg&safe=active Junior Scholastic, “Child Labor in Kenya, November 1, 2002, vol. 105, no. 6 Available online through local libraries http://connection.ebscohost.com/c/articles/8570087/child-labor-kenya</p> <p>Day Two</p> <ul style="list-style-type: none"> • Continue presenting images. • View pictures of children picking coffee in Kenya. Using the photo analysis sheet, students will analyze this photo. • View pictures of children holding gun in the Sudan. Using the photo analysis sheet, students will view first the upper portion of the photo and then the entire photo. • Provide explanation of why children are a source of labor as soldiers. <p>Day Three</p> <ul style="list-style-type: none"> • Transition to America. This problem once existed in the United States. • Show photos depicting child labor in early 20th century America. For each picture, students will fill out a photo analysis sheet – one analysis sheet for newsboys and textile workers; one analysis sheet for

	<p>field workers; one analysis sheet for protesters.</p> <ul style="list-style-type: none"> • Picture of newsboys • Picture of textile workers • Picture of mill overseer who will not let his children work in the mill. • Picture of field workers • Picture of women protested child slavery. <p>http://www.loc.gov/pictures/resource/nclc.03221/</p> <p>http://lcweb2.loc.gov/service/pnp/nclc/02000/02006_150px.jpg</p> <p>http://www.loc.gov/pictures/resource/nclc.01409/</p> <p>http://www.loc.gov/pictures/resource/nclc.00048/</p> <p>http://www.loc.gov/pictures/resource/ppmsca.06591/</p> <p>Day Four</p> <ul style="list-style-type: none"> • Through discussions and think-pair-share, identify why there is still a child labor problem in Africa today. • Explain assessment. Students will create a poster to show their awareness of child labor problems in Africa and some possible solutions. • Students will work in pairs for two days and will present their findings to the class.
Evaluation	Back to Navigation Bar
	<ul style="list-style-type: none"> • Using a rubric, teacher will evaluate the poster assignment.
Extension	Back to Navigation Bar
	<ul style="list-style-type: none"> • Students may want to visit the International Labor Rights Fund (www.laborrights.org) for more information.

Historical Background

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United States

In the late 1700's and early 1800's, power-driven machines replaced hand labor for the making of most manufactured items. Factories began to spring up everywhere, first in England and then in the United States. The owners of these factories found a new source of labor to run their machines — children. Operating the power-driven machines did not require adult strength, and children could be hired more cheaply than adults. By the mid-1800's, child labor was a major problem.

Children had always worked, especially in farming. But factory work was hard. A child with a factory job might work 12 to 18 hours a day, six days a week, to earn a dollar. Many children began working before the age of 7, tending machines in spinning mills or hauling heavy loads. The factories were often damp, dark, and dirty. Some children worked underground, in coal mines. The working children had no time to play or go to school, and little time to rest. They often became ill.

By 1810, about 2,000,000 school-age children were working 50- to 70-hour weeks. Most of them came from poor families. When parents could not support their children, they sometimes turned them over to a mill or factory owner. One glass factory in Massachusetts was fenced with barbed wire "to keep the young imps inside." The "young imps" were boys under 12 who carried loads of hot glass all night for a wage of 40 cents to \$1.10 per night.

<http://www.scholastic.com/teachers/article/history-child-labor>

Africa

Even though child labor rates have fallen in recent years – for most parts of the world- it has actually been an increasing problem in Sub Saharan Africa. It particularly affects children between the ages of 5 to 14 and harms their physical and mental development and their education.

http://www.unicef.org/protection/57929_58009.html

Putting kids in danger is a crime in any society, yet that hasn't stopped certain dictators and warlords from capturing boys and girls as young as ten years old and throwing them into battle.

Thousands of children are being forced to serve as soldiers around the world, particularly in Africa.

In some countries, hunger and poverty drive parents to sell their children into service. What's more, children are often considered the perfect weapon: They are easily manipulated, intensely loyal, fearless, and, most important, in endless supply.

<http://thecable.foreignpolicy.com/category/topic/sudan>

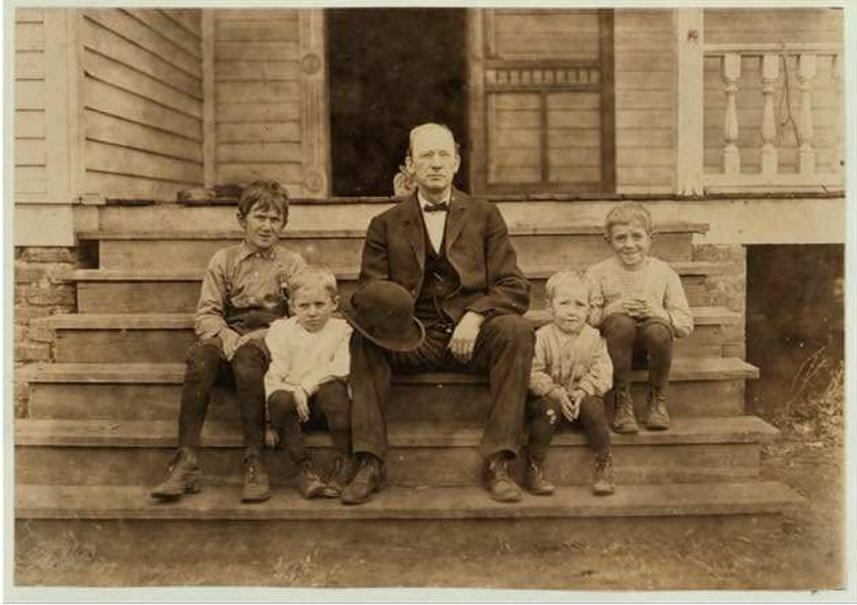
Primary Resources from the Library of Congress

Image	Description	Citation	Perm URL
	<p>Indianapolis newsboys waiting for a special baseball edition,. Location: Indianapolis, Indiana.</p>	<p>http://www.loc.gov/pictures/resource/nclc.03221/. N.p., n.d. Web. 18 Jan. 2013.</p>	<p>http://www.loc.gov/pictures/resource/nclc.03221/</p>
	<p>Two of the tiny workers, a raveler and a looper in Loudon Hosiery Mills. Location: Loudon, Tennessee</p>	<p>http://lcweb2.loc.gov/service/pnp/nclc/02000/02006_150px.jpg. N.p., n.d. Web. 18 Jan. 2013.</p>	<p>http://lcweb2.loc.gov/service/pnp/nclc/02000/02006_150px.jpg</p>
	<p>Mr. Smith, overseer in Wylie Mill, Chester, S.C. He will not let his children work in the mill. Says it is no place for them. Plenty of children below 12 in his mill. He said that it is a common practice all through the South for employers in cotton mills to evade the child labor law by allowing young</p>	<p>http://www.loc.gov/pictures/resource/nclc.01409/. N.p., n.d. Web. 18 Jan. 2013.</p>	<p>http://www.loc.gov/pictures/resource/nclc.01409/</p>

	<p>children to help their older sisters or brothers. The name of the small child is not on the books. "That is the way we manage it." Nov. 28/08. Location: Chester, SC</p>		
	<p>This photograph depicts three generations of women working in the field. This photo shows what their future might have been if child labor laws had not been enacted.</p>	<p>http://www.loc.gov/pictures/resource/nclc.00048/. N.p., n.d. Web. 18 Jan. 2013.</p>	<p>http://www.loc.gov/pictures/resource/nclc.00048/</p>
	<p>Photograph shows half-length portrait of two girls wearing banners with slogan "ABOLISH CH[ILD] SLAVERY!!" in English and Yiddish, one carrying American flag; spectators stand nearby. Probably taken during May 1, 1909 labor parade in New York City</p>	<p>http://www.loc.gov/pictures/resource/ppmsca.06591/. N.p., n.d. Web. 18 Jan. 2013.</p>	<p>http://www.loc.gov/pictures/resource/ppmsca.06591/</p>

Images of American Child Labor





Images of African Child Labor



Rubric

Name: _____ Date: _____ Hour: _____

Child Labor Poster Rubric

- _____ /30 Content - Factual, appropriate and interesting information on child labor issues in America and Africa
- _____ /10 Action Plan - poster shows awareness of child labor problems and possible solutions
- _____ /10 Use of graphics - Enhances the poster, appropriate to topic, creative, neat
- _____ /10 Grammar, spelling, and punctuation all used correctly
- _____ /10 Appropriate amount of information - A minimum of two paragraphs
- _____ /70 TOTAL POINTS

Comments:

Handouts

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Photo Analysis Worksheet

Step 1. Observation																																																					
A.	Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.																																																				
<div style="background-color: #e6f2ff; height: 30px;"></div>																																																					
B.	Use the chart below to list people, objects, and activities in the photograph.																																																				
	<table border="1"><thead><tr><th>People</th><th>Objects</th><th>Activities</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	People	Objects	Activities																																																	
People	Objects	Activities																																																			
Step 2. Inference		Limit response for each question to 5 lines of text																																																			
	Based on what you have observed above, list three things you might infer from this photograph.																																																				
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Step 3. Questions																																																					
A.	What questions does this photograph raise in your mind?																																																				
B.	Where could you find answers to them?																																																				
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