

Savage Harvest
Information Sheet

Module Title	Savage Harvest
Module description (overview):	<i>In this module, students will focus their reading and research on contemporary international child labor practices that benefit the American consumer. They will prepare an article for publication in a children's magazine that defines child labor and focuses on the facts about this continuing issue. The module will further challenge them to raise their awareness about the products they purchase, how they are produced and implications for the American consumer. Students will be exposed to multi-media and primary source materials that focus on the topic of child labor. They will work on the skills of determining the purpose for developing materials, cause and effect, and analysis of documents. This module is specifically designed for a reading class. Although the topic is social studies in nature, it is designed to be a hook that motivates students to read various complex text types and engage in discourse and writing. The students focus on vocabulary development, analysis of text structure and features. During the study the students also engage with video, computer based texts and photographs. They are required to use the strategies they have employed with print text to gather and infer information from these non-print examples. The module is written to be part of a series of modules that make up an entire course. The module is designed to last 6 weeks.</i>
Template task (include number, type, level):	Template Task 11B Informational (Explanatory/Definition) <i>After researching _____, (informational text) on _____ (content), write a _____ that defines and explains _____ (content). Support your discussion with evidence from your research. (L2) What implications can you draw?</i>
Teaching task:	<u>After researching nonfiction books, photo journals and articles on contemporary child labor, write an article for a 6th grade news magazine that defines child labor and explains contemporary child labor practices and their impact the American consumer. Support your entry with evidence from your research. (L2) What implications can you draw?</u>
Grade(s)/Level:	Grade 6
Discipline: (e.g., ELA, science, history, other?)	Reading
Course:	Advanced Reading
Author(s):	Juli Baker, Selekia Blake, Sarena Castorino, Suzanne Doanne, Patricia Fisher, Tracie Holman, Carolyn Kunzman, Kate Ramsey, Deirdre Welch, Athena Wilson

Contact Information:	Lory.Reddel@sdhc.k12.fl.us
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Section 1: What Task?

TEACHING TASK

Teaching task:	After researching <u>nonfiction books, photo journals and articles on contemporary child labor</u> , write an <u>article for a 6th grade news magazine that defines child labor and explains contemporary child labor practices and their impact the American consumer</u> . Support your entry with evidence from your research. (L2) What implications can you draw?
Reading texts:	<p><u>Bibliography</u></p> <p>D’Adamo, Francesco, <i>Iqbal</i>. 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print.</p> <p>McMahon, Kate. “Africa: The Dark Side of Chocolate.” <i>Corpwatch.org</i>. CorpWatch 28 Oct. 2005. Web. 2 Nov. 2010. http://www.corpwatch.org/article.php?id=12754</p> <p>Paul, Katie. “Labor Shortage.” <i>newsweek.com</i>. Newsweek, 1 Feb. 2010. Web 2 Nov. 2010.</p> <p>“So you want to change the world? (Feature Story).” <i>Weekly Reader, Senior Edition</i> (including Science Spin) 5 Apr. 2001: 2+. <i>Student Resource Center – Junior</i>. 14 Oct. 2010. Web. 2 Nov. 2010.</p> <p>Sok, Chivy. “What is child labor? (Cover Story).” <i>Faces: People, Places, and Cultures</i> Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.</p> <p>“Missed the goal for workers: The reality of soccer ball stitchers in Pakistan, India, China and Thailand” International Labor Rights Forum</p> <p>http://www.afrol.com/articles/36688 “Child labour in Ivorian cocoa farms still unchecked”</p> <p>http://www.youtube.com/watch?v=t0D6K18wq8A</p> <p><u>Images</u></p> <p>Crozet, M. e2765, <i>caption: Carpet production: child weaver</i>, October 2005, district of Lahore, Pakistan. Web.www.ilo.org. 2 Nov. 2010.</p>

	<p><i>Freeclipart.com</i>. Web 2 Nov. 2010.</p> <p>Saklecha, Ashish. <i>Edutail.com</i> Web 2 Nov. 2010.</p> <p>Sanago, Issouf. <i>Marketplace.publicradio.org</i>. Web 2 Nov. 2010.</p> <p>http://www.btinternet.com/~andy.brouwer/ung.htm</p> <p>www.labor.net.org/news/0000/parker.doc</p> <p>http://www.corpwatch.org</p>
Background to share with students:	Children across the world experience childhood in different ways. In this module we will look at those children who work to make the goods that people around the globe use. Many children your age are working to support families in trades where small fingers and quick movements are an advantage. They lose the benefit of an education to provide goods to consumers around the globe. Although the global community has shunned and out-lawed these practices they continue. Many believe that allowing children to work benefits families and communities; others believe that every child has the right to an education. Our goal is to explore this topic and define what is meant by child labor and attempt to explain how it affects the American consumer.
Extension (optional):	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Sunshine State Standards: Social Studies
NUMBER	CONTENT STANDARDS
1	The student comprehends the wide array of informational text that is part of our day to day experiences.
6	Respond to new vocabulary that is introduced and taught directly.
7	The student uses a variety of strategies to comprehend grade level text.
ss.6.E.21	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.34	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.W.13	Interpret primary and secondary sources.

COMMON CORE STATE STANDARDS

NUMBER	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and the specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10	Read and comprehend complex literary and informational texts independently and proficiently.
NUMBER	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or informational text to support analysis, reflection, and research.

TEACHING TASK RUBRIC (NFORMATIONAL OR EXPLANATORY)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
3. Project planning	Ability to plan so that the task is accomplished on time.
SKILLS CLUSTER 2: READING PROCESS	
1 Essential Vocabulary	Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
2. Active, Close Reading	Ability to read purposefully and select relevant information ; to summarize or paraphrase
4. Active, Close Reading 2	Ability to read purposefully to organize relevant information from several sources.
5. Notetaking	<i>Ability to read purposefully and select relevant details</i>
6. Organization	Ability to prioritize and narrow supporting information.
7. Close reading	Ability to paraphrase information from complex text
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging Conversation 2	Ability to transition from reading or researching phase to the writing phase.
SKILLS CLUSTER 4: WRITING PROCESS	
1. Initiation of Task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Development	Ability to construct an initial draft with an emerging line of thought and structure.
3. Revision	Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.
4. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

Pacing	Skill and Definition	Product and Prompt	Scoring (Product “meets expectations” if it...)	Instructional Strategies
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
30 minutes	<u>Bridging Conversation</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns	<i>Complete the anticipation guide and the “What I See... What I Think” after watching the picture montage.</i>	<i>Product meets expectations if students are able to refute or validate their responses on the anticipation guide based on the information they collect from class discussion and the picture montage.</i>	Students begin to complete the left hand of the anticipation guide (Handout I-1) as the teacher facilitates discussion. Directions are also included on Teacher Support I-1 . Students “read” picture montage powerpoint. Using 2-column graphic, “Picture Montage Graphic Organizer” (organizer Handout I-2), students respond to each picture. Directions are included on (Teacher Support Handout I-2). Students complete Picture Montage Graphic Organizer (organizer Handout I-2) by pairing up to share what they have written and what it might mean. Students complete by sharing in large group.
20 minutes	<u>Task Analysis</u> Ability to understand and explain the task’s prompt and rubric	<u>T-Chart</u> <i>Using the t-chart, list what you need to know and do in order to complete the task.</i>	<i>Product meets expectations if the students can explain what the teaching task is requiring them to do</i>	Brainstorm characteristics of an expository piece of writing. Remind students that the process breaks the prompt down into what students have to know and be able to do in order to complete the Teaching Task. Review the Teaching Task rubric with students. Remind students that this is the same writing as in module one and the same rubric will be used. (Teacher Support Handout I-4). Have the Teaching Task available for students to view as you discuss the Teaching Task. On a piece of chart paper, with the students, “unpack” the Teaching Task. This process breaks the prompt down into what students have to know and be able to do in order to complete the task. There is an example provided (Teacher Support Handout I-5 . Teacher distributes cloze passages to students to complete independently, (Handout I-3).

20 minutes	<u>Project Planning</u> <i>Ability to plan so that the task is accomplished on time</i>	<u>Complete a personal calendar that reflects your plan for completing this module.</u>	<i>Product meets expectations if the students' calendar reflects both personal and module-based goals</i>	<p>Discuss the importance of planning. Provide the students with a blank calendar. (Handout I-4) Model school/district activities on calendar.</p> <p>Discuss with students approximately how long each lesson will take and map it out on the calendar. See Teacher Support Handout I-7 for an example. Students personalize calendar with extracurricular activities and other events in their lives. Have students explain the importance of planning on an exit slip. Sample of exit slips in Teacher Resources section.</p>
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SKILLS CL
 CLUSTER 2: READING PROCESS

	<p><u>Essential Vocabulary</u></p> <p>Ability to apply strategies understanding of a text by locating words and phrases that identify key concepts, facts and information.</p>	<p>Complete a Fryer model graphic organizer using information from the articles explaining your understanding of the term “child labor.”</p>	<p>■ Product will meet expectations if it includes a complete definition of child labor with information from both articles,</p>	<p>Connecting the Teaching Task: Tell students that they will read purposefully and select relevant information to define and explain child labor. Show students an example of a sample magazine article Teacher Support Handout 2-1. Show students the characteristics and text features of a magazine article. <u>DO NOT READ BODY PARAGRAPHS!</u></p> <p>Review the jigsaw steps. Teacher Support Handout 2-2.</p> <p>Teacher will hand out articles for jigsaw activity. Handouts 2-1, 2-2, 2-3. Students read independently and complete jigsaw. Note: Each of the readings is of different length and vocabulary. Students should be grouped accordingly. See Teacher Support Handout 2-2 and explain the directions for carousel brainstorming to the class.</p> <p>Students complete carousel activity using chart paper around the room. The questions on the chart should read:</p> <ol style="list-style-type: none"> 1. What is child labor? 2. Why are children forced to work? 3. What kinds of work do the children do? 4. Why or how does this impact me? <p>At the end of the carousel, one student remains from each group and share all the information on the chart with the whole group.</p> <p>Using the information students have gathered, with the teacher as model, students will develop a definition for “child labor,” using the Frayer model Handout 2-4 as a guide.</p> <p>Sok, Chivy. “What is child labor? (Cover Story).” <i>Faces: People, Places, and Cultures</i> Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.</p> <p>What is Child Labor http://www.btinternet.com/~andy.brouwer/ung.htm www.labornet.org/news/0000/parker.doc</p>
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	<p><u>Active, Close Reading</u></p> <p>Ability to read purposefully and select relevant information ; to summarize or paraphrase</p>	<p>Using the picture and the article complete a <u>Fraye Model graphic organizer</u> and write a cohesive paragraph that explains the idea of being “invisible” in the life of a Restavic.</p>	<p>■ Product will meet expectations if graphic organizer and paragraph includes a complete explanation of the life of a Restevac</p>	<p><i>Students will complete a <u>quick write</u> on “What does it mean to be invisible?” (Students will write freely for one minute about their interpretation of the word and meaning of “invisible” to activate prior knowledge.) Have students share answers with the group. Show “The Invisible Girl.” Show only the picture. See sample of picture in Teacher Support Handout 3-1.</i></p> <p><i>Have students think about the contents of the picture. What do they see? What information have you gained about this picture from their observations? See Teacher Support 3-2 for teacher questions.</i></p> <p><i>After looking at and discussing the primary source photo “The Invisible Girl”, write a new definition of invisible. How has your earlier definition changed? What specific information has caused you to change your original definition.</i></p> <p>Connecting the Teaching Task: Tell student that they will read purposefully and select relevant information to define and explain restavek.</p> <p>As a class, read the article, “Labor Shortage” Handout 3-1. As they read the article, they are going to use the process of selective highlighting to help them build a definition of Restavek. Give students a copy of Handout 3-2. Using gradual release, model writing at least one question from each level of Costa’s Level of Questioning.</p> <p>Have students formulate one question from each level using Handout 3-2 as a guide. Go over the components of the Frayer Model. Tell students they are looking for more than the definition of Restavek. Have students complete Frayer Model and then turn and talk by formulating questions from Handout 3-3.</p> <p>Students may use an optional story frame to a Handout 3-4 <u>OR</u> write a paragraph about Restaveks on notebook paper.</p> <p><i>Reading pictures</i></p> <p>www.labornet.org/news/0000/parker.doc</p> <p>Paul, Katie. “Labor Shortage.” newweek.com. Newsweek, 1 Feb. 2010. Web 2 Nov. 2010.</p>
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	<p><u>Active, Close Reading</u></p> <p>Ability to read purposefully and select relevant information ; to summarize or paraphrase</p>	<p>Use the graphic organizer</p> <p>Analyzing Photographs, to create a <u>series of questions</u> for discussion.</p>	<p>■ <i>Product meets expectations if student generated questions include relevant information from the three pictures and the short film</i></p>	<p>Instruct students that they will be analyzing a “photographic document” (Handout 4-1) .</p> <p>Gallery Walk: Post the three photos of child laborers around the room (Teacher Support 4-2, 4-3, 4-4). Have students use the “analyzing a photographic document” (Handout 4-1) to record answers. (This activity could be done as a silent activity, or students can work in groups to complete the organizer.) Instruct students to choose one picture to create a statement or question If I was in this picture,... (what would we be doing, feeling, hoping, or wondering)? Solicit students responses to the gallery walk Interview Questions (Students may choose to write responses on the back of Handout 4-1). As a class, students are going to create interview questions of “Analyzing a Photographic Document” for one of the child laborers in the Gallery Walk photographs. Example: <i>I wonder where she is taking those drinks?</i></p> <p>Show video “Comparison of Lifestyles” stopping halfway to have students write a prediction about what further information the video will provide (Handout 4-2). Finish showing video and have students confirm or change their prediction.</p> <p>Explain ReQuest Strategy (Teacher Support 4-1) to students. Working in groups of 4-5, students will choose one person to assume the teacher’s role in the ReQuest, one person to record answers on (Handout 4-2) and one person to present their findings to the class. Other group members should participate as students. Have students reflect on how they would feel under these conditions (Handout 4-2).</p> <p>http://www.schooltube.com/video/302c62395bab703d8ec9/Comparison-of-Lifestyles</p> <p>World Bank publication <i>The Fight Against Child Labor</i>, picture, “The Invisible Girl”.</p> <p>Paul, Katie. “Labor Shortage.” <i>newsweek.com</i>. Newsweek, 1 Feb. 2010. Web 2 Nov. 2010.</p>
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	<p><u>Active, close reading2</u></p> <p>Ability to read purposefully to organize relevant information from several sources.</p>	<p><u>Begin to complete the content frame.</u></p> <p>Concentrate on organizing information to use in your final product.</p>	<p>■ <i>Product meets expectations if students are able to synthesize information from various sources.</i></p>	<p>Teacher will handout articles for Jigsaw activity (Handouts 5-1, 5-2, 5-3) please refer to Teacher Support Handout 2-2 for activity directions. Students will complete Content Frame (Handout 5-4) with information discovered during the Jigsaw activity. Refer to the Teacher Support Handout 5-1 for a Content Frame example.</p> <p>Connecting the Teaching Task: Remind the class that they just learned about child labor in Africa and will now learn about child labor in China, Pakistan and India.</p> <p>■ <i>Jigsawarticles</i> http://www.btinternet.com/~andy.brouwer/ung.htm www.labor.net.org/news/0000/parker.doc</p> <p>Child labour in Ivorian cocoa farms still unchecked: http://www.afrol.com/articles/36688 http://www.corpwatch.org/article.php?id=12754</p>
	<p><u>Active, close reading2</u></p> <p>Ability to read purposefully and select relevant information from several sources</p>	<p><u>Research the questions on the Trackstar information sheet</u></p> <p>to acquire additional information on child labor.</p>	<p>■ <i>Product meets expectations if the students are able to use the internet to acquire and synthesize the information on the Trackstar.</i></p>	<p>Students will visit a computer lab in order to participate in the TrackStar activity. Instructions on how to access the website are on the Teacher Support Handout 5-2. Student will complete Handout 5-5 that has a map, Cloze, content frame and various other activities while taking “A Journey Around the World.”</p> <p>Trackstar # 417718</p> <p>■ http://www.trackstar.com</p>

	<p><u>Note taking</u> Ability to read purposefully and select relevant details</p>	<p>Complete your literature circle note taking sheets.</p>	<p>■ Product meets expectations if the chosen information is focused and appropriate to the task.</p>	<p>Instruct students that they will be reading the docu-novel, <i>Iqbal</i>, by Francesco D’Adamo, and completing Literature Role Sheets. Re-introduce the essential question “What does it mean to be invisible?” Allow students to discuss the ideas they have accumulated (this could be done on a large chart so that students can add to it as you go through the remainder of the module). Read novel daily in pre-determined sections. The teacher will have to gauge the speed of the student reading based on the class and level. The teacher can stop periodically and ask text-dependent questions to gauge student understanding. Students will complete a Literature Role Sheet either in groups or individually (let the students choose their role as long as they do not choose the same one two days in a row). (Handouts 6-1, 6-2. 6-3, 6-4, 6-5) <i>Literature circles</i> D’Adamo, Francesco, <i>Iqbal</i>. 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print.</p>
	<p><u>Note taking</u> Ability to read purposefully and select relevant details (optional lesson for additional practice or clarification)</p>	<p>Develop two discussion questions for our seminar on how child labor affects you.</p>	<p>■</p>	<p>Explain to students they will be reading additional text to begin thinking about the implications of child labor on the American consumer. Teacher places the article “All Work and No Play” Teacher Support Handout 9-1 under the ELMO and reads aloud the information Teacher gives each student a copy of the article “The Fight Against Fakes” Handout 9-1. Teacher reads aloud the article while students take notes in the margins and selectively underline the text, thinking about the following questions: 1. What is important to know about child labor? 2. How does child labor impact you? Teacher reviews the seminar procedure with students Teacher Support Handout 9-2. Students participate in a teacher-led seminar discussion using questions on Teacher Support Handout 9-3. http://www.today.com/id/28571321/ns/today-today_style/t/fight-against-fake-designer-goods-isnt-frivolous/#.U8fbjGjdXTo</p>

	<p><i>Close Reading</i></p> <p><i>Ability to paraphrase information from complex text</i></p>	<p><i>Rewrite the “Rights of the Child” in your own words.</i></p>	<p>■ <i>Product meets expectations if the student captures the meaning and spirit of the document</i></p>	<p>Begin by explaining to the students that this module has allowed us to see and use many primary source documents. Using the elmo, project the definition of primary source documents and discuss with the students which of the artifact that they have used fit the definition and why. Continue discussing the difference between using first-hand evidence and fiction studies.</p> <p>The definition used is:</p> <p>Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.</p> <p>Connecting the Teaching Task: Tell the class that we are going to look at a primary source. We are going to divide the section into groups. Each group will have one or two sections of this primary source to paraphrase/summarize and will share with the class. We are going to create a class poster declaring “Rights of the Child.”</p> <p>Give students Handout 7-I. Paraphrase/summarize article 1 for the students. Paraphrase/summarize article 2 as a class. See Teacher Support Handout 7-I for help. Divide the students into groups and divide the remaining articles among the groups.</p> <p>Students work on paraphrasing/summarizing their assigned articles in Handout 7-I. Once the class is done, have one person per group share their paraphrasing/summarizing with the class.</p> <p>Class creates a poster for “Rights of the Child” on bulletin board paper.</p> <p><i>Unicef Rights of the Child:</i> http://www.unicef.ca/sites/default/files/imce_uploads/DISCOVER/OUR%20WORK/ADVOCACY/DOMESTIC/CHILDREN%27S%20RIGHTS/uni812rightsdoc_en.pdf</p>
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SKILLS CLUSTER 3: TRANSITION TO WRITING

	<p><u>Bridging Conversation</u></p> <p>Ability to transition from reading or researching phase to the writing phase</p>	<p>Revisit the anticipation guide to record text support for original responses</p> <p>Take notes from the Inside Outside Circle to describe what you want to put into your article and record on an <u>exit slip</u>.</p>	<p>Product meets expectations when student has enough information to complete the writing of the article</p>	<p>Review problem and solution with students. Instruct students that they will be looking for “problems” while watching the “Iqbal” video and to look for “solutions” while reading the article “So You Want to Save the World” (Handout 8-2) Have students Think-Pair-Share about the types of child labor they have learned about thus far and what implications that has for Americans. Watch the “Iqbal” video in its entirety (5 minutes) without discussion. Provide students with the problem and solution graphic Organizer (Handout 8-1). Then have students watch video a second time and list “problems” on their graphic organizer As a class, discuss the problems they have encountered that they witnessed in the video. Provide students with a copy of the article “So You Want to Save the World” (Handout 8-2). Have students read the article independently and complete the “solution” side of the graphic organizer. Have students meet in pairs or triads and discuss their solutions. Have one student from each group share their response. Collect Problem and Solution Chart for a grade.</p> <p>Have students create and Exit Slip after working through the Problem and Solution Chart (optional EXIT Slips on Handout 3-3) http://www.youtube.com/watch?v=t0D6K18wq8A</p> <p><u>So You Want to Save the World</u>Weekly Reader, Senior Edition (including Science Spin) COPYRIGHT 2002 Weekly Reader Corp.</p>
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SKILLS CLUSTER 4: WRITING PROCESS

40 minutes	<p><u>Initiation of task</u></p> <p>Ability to establish a controlling idea and consolidate information relevant to the task</p>	<p>Create an opening paragraph that establishes a controlling idea and consolidates information.</p>	<p>■ Product meets expectations if the paragraph states a definition of child labor and has a controlling idea</p>	<p>Teacher reviews the procedure for completing the anticipation guide Handout I-1. Students re-visit and complete the right hand side of the anticipation guide. They then compare their answers with those they gave at the opening of the module. Teacher reviews 1-2 questions from the Anticipation Guide as a brief whole-class discussion.</p> <p>Teacher reviews the prompt with students:</p> <p>“After researching nonfiction books, photo journals, and articles on contemporary child labor, write an article for a children’s magazine that defines and explains child labor practices and how children around the world are impacted. What implications for the American consumer can you draw?”</p> <p>What would you want to include in an article written for students about international child labor, and what are the implications on the American consumer?</p> <p>Have students return to their notes and highlight their definition of child labor. Give students time to construct a paragraph to define the topic and narrow their examples to three they would like to include in their article.</p> <p>Teacher tells students to pull together all of the notess that they have written during this module (What is Child Labor, Haiti’s Restaveks, Pakistan’s Carpet Weavers, Africa’s Cocoa Bean Pickers. Have them go through and highlight the information from the three examples they have chosen to focus on. Have them staple the papers in order for easy access.</p>
20 minutes	<p><u>Development</u></p> <p>Ability to construct an initial draft with an emerging line of thought and logical order</p>	<p>Draft a <u>logical series of information paragraphs</u> that focus on what you have learned in the unit</p>	<p>■ Product meets expectations if the student is able to create a series of paragraphs focusing on different aspects of child labor.</p>	<p>Teacher reviews the prompt with students:</p> <p>After researching <u>nonfiction books, photo journals and articles on contemporary child labor</u>, write an article for a 6th grade news magazine that defines child labor and explains contemporary child labor practices and their impact the American consumer. Support your entry with evidence from your research. (L2) What implications can you draw?</p> <p>Explain to students they will write the final draft of the Teaching Task during this lesson.</p>

	<u>Revision</u> <i>Ability to apply strategies to refine the development of information or explanation including line of thought, clarity, language and conventions</i>	<i>Revise your article</i>	<i>Students magazine article defines child labor and gives 3 examples illustrating and explaining. The final paragraph explains the affect on the American consumer.</i>	<p>Teacher reviews the prompt with students:</p> <p>After researching <u>nonfiction books, photo journals and articles on contemporary child labor</u>, write an <u>article for a 6th grade news magazine that defines child labor and explains contemporary child labor practices and their impact the American consumer</u>. Support your entry with evidence from your research. (L2) What implications can you draw?</p> <p>Teacher reminds students that the revision process helps the writer improve and polish their essay. This is the stage where students read their essay and make changes before writing the final draft.</p> <p>Teacher displays the grading rubric for the Teaching Task under the ELMO and briefly shows students the requirements in the “Advanced” column (Teacher Support Handout 10-1). The teacher gives each student a copy of Handout 10-1. The teacher places a copy of Handout 10-1 under the ELMO reviews the checklist with students, and asks student feedback to fill-in the last three rows of the checklist.</p>
	<i>Editing</i> <i>Ability to apply editing strategies and presentation applications.</i>	<i>With a partner, edit each other’s paper.</i>	<i>Students will peer edit using the proofreading sheet.</i>	<p>Teacher gives students a copy of Handout 10-2 and reviews proofreading symbols with the class, the directions for Peer Editing. Students will peer edit their draft with two different students.</p>

MATERIALS, REFERENCES AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
<u>Bibliography</u> D’Adamo, Francesco, <i>Iqbal</i> . 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print.	Bibliography D’Adamo, Francesco, <i>Iqbal</i> . 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print. McMahon, Kate. “Africa: The Dark Side of Chocolate.” Corpwatch.org.

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"So you want to change the world? (Feature Story)." *Weekly Reader, Senior Edition* (including Science Spin) 5 Apr. 2001: 2+. *Student Resource Center – Junior*. 14 Oct. 2010. Web. 2 Nov. 2010.

Sok, Chivy. "What is child labor? (Cover Story)." *Faces: People, Places, and Cultures* Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.

"Missed the goal for workers: The reality of soccer ball Stitchers in Pakistan, India, China and Thailand"
International Labor Rights Forum

<http://www.corpwatch.org>

Images

Crozet, M. e2765, caption: Carpet production: child weaver, October 2005, district of Lahore, Pakistan.
Web.

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Freeclipart.com. Web 2 Nov. 2010.

Saklecha, Ashish. *Edutail.com* Web 2 Nov. 2010.

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Sok, Chivy. "What is child labor? (Cover Story)." *Faces: People, Places, and Cultures* Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.

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Web.

www.ilo.org. 2 Nov. 2010.

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Saklecha, Ashish. *Edutail.com* Web 2 Nov. 2010.

<p>Sanago, Issouf. <i>Marketplace.publicradio.org</i>. Web 2 Nov. 2010.</p> <p>World Bank <i>The Fight Against Child Labor</i>, is entitled, “The Invisible Girl”.</p> <p>http://www.btinternet.com/~andy.brouwer/ung.htm www.labornet.org/news/0000/parker.doc</p>	<p>Sanago, Issouf. <i>Marketplace.publicradio.org</i>. Web 2 Nov. 2010.</p> <p>World Bank <i>The Fight Against Child Labor</i>, is entitled, “The Invisible Girl”. http://www.btinternet.com/~andy.brouwer/ung.htm www.labornet.org/news/0000/parker.doc</p>
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Section 4: What Results?

STUDENT WORK SAMPLES

Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	<p>(L2) What implications for the American consumer can you draw?</p> <p>New Articles for the task</p> <ul style="list-style-type: none"> ▪ “Child Labor Used To Make Soccer Balls” Oct 16, 2008 by Debra Myers ▪ “Missed the goal for workers: The Reality of Soccer Ball Stitchers in Pakistan, India, China and Thailand” International Labor Rights Forum <p>All information gathered throughout the unit may also be used to complete the prompt.</p> <p>📄 Notes for the teacher:</p> <p>L2 students: In order to qualify for a level 2, the conclusion <u>must</u> be <i>“Implications for the American consumer.”</i></p>
Background to share with students (optional):	
Reading texts:	<ul style="list-style-type: none"> ▪ “Child Labor Used To Make Soccer Balls” Oct 16, 2008 by Debra Myers ▪ “Missed the goal for workers: The Reality of Soccer Ball Stitchers in Pakistan, India, China and Thailand” International Labor Rights Forum

INFORMATION/EXPLANATION CLASSROOM ASSESSMENT RUBRIC

[SPW: Need to add revised edition]

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix
See attached

Unpacking the Task

After researching nonfiction books, photo journals and articles on contemporary child labor, write an article for a 6th grade news magazine that defines child labor and explains contemporary child labor practices and their impact the American consumer. Support your entry with evidence from your research. (L2) What implications can you draw?

What do we need to know?	What do we need to be able to do?
<ul style="list-style-type: none">✓ What is child labor?✓ Why is child labor a contemporary issue?✓ What role do national organizations (ex, UNICEF) play in the debate on child labor?✓ Why is a bibliography important?✓ Why does the United States have labor laws?	<ul style="list-style-type: none">✓ We need to be able to evaluate primary source documents.✓ We need to be able to analyze information from text and non-text features (ex. Graphs, charts, maps, photos)✓ We need to be able to incorporate primary source information into our writing of the task.✓ We need to be able to correctly cite magazine and newspaper articles, nonfiction books, and online sources.

Analyzing a Photographic Document

Analyze the photographs in the Gallery Walk, recording responses in the boxes provided.

What I see	
What I think	
What I wonder	
What I feel	

If I was in this picture,...(what would I be doing, feeling, wondering, hoping?)

Teacher Support Handout 1-1

DIRECTIONS TO THE TEACHER

Anticipation Guide

- Read through each statement and mark whether you agree or disagree.
- The *Anticipation Guide* statements will direct you to important changes as you read, watch, or listen to new information.
- Afterwards, revisit the *Anticipation Guide* to see if you agree with your original decisions about the statements.
- Discuss the information with the students in your class.



***Teachers must reproduce 1 copy per student. As this will be revisited later in the unit, it needs to be kept in a safe place or hole punched and placed in student binders. Initially, this should be done as an independent activity. Only the left hand side is done at first, the guide will be completed after reading.**

Student Name: _____ Period _____ Date _____

Anticipation Guide

AGREE	DISAGREE	STATEMENT	AGREE	DISAGREE	JUSTIFY
		Children who work want to work.			
		Children who work make a living wage.			
		Child labor exists only outside the U.S.			
		I use products made by child laborers.			
		Children work so their families can eat.			
		Children work so they can have the “extras”.			
		Parents “loan” their children into servitude to factory owners, sometimes for years.			

DIRECTIONS: Students fill out the left side by agreeing or disagreeing with each statement prior to reading. After reading, students revisit the guide, record their responses to the statements on the right side, and justify their new resp

Student Name: _____ Period: _____ Date: _____

Frayer Model

Definition	Characteristics
Examples	Non-Examples

CHILD LABOR

Author:

Page 2

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the far left edge, there is a vertical black line, possibly representing a binding or margin. The overall appearance is that of a standard piece of notebook paper.

Picture

Caption:



Picture

Caption:

What is child labor?

Picture

Caption:

Author:

Page 2

[illegible]



Implications for the American Consumer

Picture

Caption:

Student Name: _____ Period: _____ Date: _____

Fraye Model

Definition

Characteristics

RESTAVEK

Examples

Non-Examples

Costa's Level of Questioning

***Students need to fill-in the blanks. If the question stem includes “which statement...”, the student has to provide at least two statements.**

Introduction to Knowledge Level One – basement – Defining	Practice knowledge learned Level Two – the ground floor – Analyzing	Demonstrate mastery of knowledge learned Level Three – the penthouse – Applying a Principle
<p>How are _____ and _____ alike? How are _____ and _____ different? How is _____ both similar to and different from _____? To what does the author compare a _____? Why does the author make a comparison _____ between _____? Explain how the author's comparing of _____ to _____ give the reader a better understanding? What is the effect of comparing _____ to _____? How does the author's comparison of _____ to _____ help you understand _____? What causes _____ to _____? What is the effect of _____? Why does _____ happen? What effect did _____ have on _____? How did _____ affect _____? Why did _____ change after _____? What is the result of _____? As a result of _____, _____ will _____. As a consequence of _____, _____ has _____. Describe how _____ reacts to _____. Which sentence best states the author's purpose? Which sentence best describes what the author probably thinks about _____? How does the author express this</p>	<p>According to the (article, passage, lesson) which statement is the most accurate? Which statement from the text provides the best evidence of _____? Which factor has contributed most to _____? Explain how the new information in the article invalidates the old information. How does the new discovery invalidate the old theory? How could someone who did not understand _____, use the information in this article to better understand _____? What details in the article support the claim that _____? How accurate do you think the (statement) (passage) (article) about _____ is? If you were a _____, how could you use this information in the article to _____? How does the author ensure the reliability and accuracy of information contained in this passage? How does the author use statistics to support the position that _____? Based on the information in this article, would you reach a conclusion similar to the one the author outlines in the final paragraph? Based on the information gathered from the text, which statement is the most accurate?</p>	<p>What does the author mean when he writes _____? What point does the author make in this article? What is the author's point of view _____ toward _____? What is the author's purpose in saying _____? Why did the author write this passage? What would the author say about _____? What is the author's attitude toward _____? Why does the author pose this question: _____? What is the purpose of the illustration on page _____? Considering what is stated in the article, which of these statements could you discredit? Considering what is stated in the article, which of these statements is most accurate? Discuss the main weakness of the _____ argument that _____. What can you conclude about the effects of _____? Discuss the main strengths of the _____ argument that _____.</p>

<p>point of view?</p> <p>What is the author's position, and how does he address opposing points of view?</p>	<p>Which fact from the article provides the best evidence of _____?</p>	
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Handout 4-2

“Comparison of Lives” ReQuest

Choose one person in your group to assume the teacher’s role in the ReQuest strategy, one person to record answers on this sheet, and another person to present your findings to the class. Other group members should participate as students. Use the back of the sheet to record additional questions and answers.

6. After viewing the first part of the video “Comparison of Lives”, students ask the question of the “teacher”. The “teacher” asks for clarification as necessary and answers the questions.

Q: _____

A: _____

Q: _____

A: _____

Q: _____

A: _____

2. The “teacher” now asks questions of the students. Students can ask for clarification if they don’t understand a question and are expected to give evidence for their ideas.

Q: _____

A: _____

Q: _____

A: _____

3. Write your predictions about what further information the video will provide.

4. After viewing the rest of the video, record your group’s responses to information in this category on the back of this sheet. How would you feel under these conditions? What would you like to see done about these conditions?

Analyzing a Photographic Document

Analyze the photographs in the Gallery Walk, recording responses in the boxes provided.

What I see	
What I think	
What I wonder	
What I feel	

If I was in this picture,...(what would I be doing, feeling, wondering, hoping?)

Handout 5-5

Student Name: _____

Period: _____

TrackStar # 417718

1. **MAP:** Mark the areas you will be visiting. (Africa, China, Pakistan, India.)

2. **Côte d'Ivoire Article Title:** _____

- Make a prediction about what you think the article will be about, after **previewing** the title:

- CLOZE paragraph: As you read the first two paragraphs of the article, fill-in the missing pieces of information in the following paragraph.

The problem of children working on cocoa plantations in Côte d'Ivoire keeps going on _____

despite repeated promises by the _____

_____.

Since 2001 the Chocolate Manufacturers Association (CMA) and the World Cocoa Foundation (WCF) have _____

to fight the extensive use of _____

In Côte d'Ivoire, _____ research shows.

- Read through the rest of the article and write 3 additional examples from the article that shows Côte d'Ivoire still heavily depends upon child labor.

1. _____

2. _____

3. _____

3, 4, & 5 As you visit **China, Pakistan, and India** through a series of interactive maps and photographs, closely observe the similarities and differences you notice in the daily lives and environment of each country and its people to your daily life and environment of each country and its people to your daily life and environment. Complete the compare/contrast chart on the back as you explore each country.

	2 Cities Visited	2 Similarities to my life and/or environment	2 Differences to my life and/or environment	1 Interesting Observation I Made
CHINA				
PAKISTAN				
INDIA				

6. Youth Rules: U.S. Department of Labor

Read the notes in the heading of this track star site. Complete the following information.

Click on “what hours you can work”

If I am 14 or 15, I can work outside school hours after _____ and until _____ but, over the summer I can work until _____. I can only work _____ on a school day and _____ on a non-school day.

If I am 16 or older, I can work _____

Describe one difference between U.S. Labor Laws and what you have observed or read about child workers in other countries: _____

Click on “what jobs you can work”

If I am 13 or younger, I can work as: _____

If I am 14, I can work as: _____

When I am 16, I can work: _____

At no time under the age of 18 am I allowed to work in a job that is considered _____

Handout 5-5 (Continued)

Look at the list of hazardous jobs. Are there any jobs listed that you have seen or recently read about children in other countries performing these jobs?

List them:

-
-
-
-
-

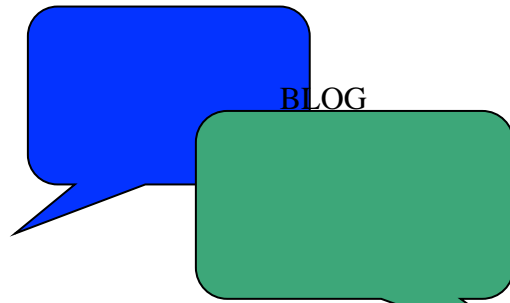
	Why is it dangerous for children to harvest cocoa beans?	Why are children harvesting cocoa beans?	Why hasn't the law against child labor in the cocoa fields been effective?	What is a possible solution?
“Is it Fair to Eat Chocolate?”				
“Slaves to Chocolate”				
“The Dark Side of Chocolate”				

Literature Circle Role Sheets

Handout 6-1

Name: _____ **Period:** _____ **Date** _____

Blogger



As the Blogger, it is your job to report the key events of the scenes you read today. You should relay who, what, when, where, and how so that you cover all of the important events in the story. You will then create a short blog that sums up the events of the scene. Be sure to include a title!

Who?	What?	When?	Where?	Why?

Blog:

Handout 6-2

Name: _____ **Period:** _____ **Date** _____

Commentator



As the commentator your job is to search for new words that have important meaning in today's reading selection. You may choose words because they are unfamiliar, funny, repeated, used in an unusual way or simply stand out. You must then "comment" on your reason for choosing each particular word.

Word	Page	Definition	Reason for Choosing

Name: _____ Period: _____ Date _____

The Chatterbox



As the Chatterbox you have the task of identifying the most interesting scenes of the novel and establish why the author included it in the novel. You are responsible for “chatting” about the key scenes with everyone else.

When I Read...	Why did the Author Include This?...

Name: _____ Period: _____ Date _____

Gold Digger



As the Gold Digger you are to describe how scenes from the novel connect to your own life or the world. You are responsible for “finding the gold” by providing others with understanding of the text connection.

Scene	Connection to Self or World	What Did You Understand	Author’s Purpose

Name: _____ Period: _____ Date _____

Paparazzi



Draw a picture of one of the scenes you just read about. For example, you may draw about a character, the setting, or an important event in section you read today. It can be a sketch, cartoon, diagram, or stick figure scene.

What part of the P.I.E. is this? (persuade, inform, entertain and why?)

Child Labor: Problem and Solution Chart

Problem	Solution

Inside-Outside Circle (class building, mastery, thinking, information sharing)

In concentric circles, students rotate to face new partners and answer questions.

- a. 1. Have students count off 1-2; 1-2 until all students are either a 1 or 2.
- b. Students who called number 1 will stand in a circle shoulder to shoulder facing out (towards the walls/windows of the class)
- c. Students who called number 2 will form a circle outside of the 1-circle, facing the inside circle – make sure everyone is facing a partner.
- d. For this Inside-Outside Circle, the teacher asks a question. The inner circle (1) answers first, explaining their answer to the person (2) facing them using the information from the article as support. The outer circle is going to listen attentively. when the first person is finished, the outer circle partner will give their answer with support (from the article). They may agree or respectfully disagree with their partner.
- e. After the first question is answered by both the inside and outside circle, the teacher will indicate it is time to rotate (inner circle turns left; outer circle turns right, walks until the teacher stops the groups).
- f. The teacher will ask another question. Same procedure. Inner circle answers first, Outside circle also answers the same question. Both partners must support their answers with information from the article.
- g. ***Model using simple questions (What is your favorite color and why? What is your favorite ice cream flavor and why?)***

Questions for Inside-Outside Circles

“The Fight Against Fakes”

1. What is your favorite color?
2. If you could be anywhere in the world right now, at this moment, where would you like to be and why?
3. What is your favorite childhood toy/gift? Who gave it to you?
(this could be a purchased gift from the store or a homemade gift that a relative/friend made)
4. Who do you think made the toy/gift?
(if this is a homemade gift, the student will obviously know who made the gift)
5. Define child labor.
6. What is one law about child labor that you know?
7. What child labor facts are important to include in your magazine article? Why?
8. What is one item from the article that has been reported having fake copies of it being sold?
9. Why do companies make fake items to sell?
10. How does the fake item affect the company making the *real* version of the item?
11. Why are there laws protecting against selling fakes?
12. Define child labor laws, yes again. Do you have anything to add to your definition?
13. Why do people in other countries choose to use child labor?
14. How does child labor in other countries affect the United States?
15. How does child labor affect you?

Reference Sheet for Writing a Bibliography

Plagiarism means *kidnapper*, in Latin. When you kidnap someone's words without giving them credit, you are doing something illegal. Consequences for plagiarism can result in poor grades or worse. Borrowing another author's words is very common. Properly recording your source is essential. These examples, of how to properly record your sources, come from the MLA Handbook for Writers of Research Papers. Pay close attention to punctuation and font style. If you have more than one source, organize the list in alphabetical order by the author's last name. This may be different from other ways you have seen sources cited. Make sure you are using the bibliography style your teacher has requested. The format may change over time. As guidelines change and more information is available electronically, you will need to update the way you cite sources.

Book:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, 6th edition. New York: MLA, 2006.

Photo:

Camerat, Guy. Picture of Carpet Weaver. 2006. Web Images: Photos of Child Labor, Boston. 30 June 2011 <<http://www.webimages/childlaborcollection/photo.html>>

Website:

Welch, MaryAnn. "Global Warming." National Geographic for Kids on the Web 11 September 2010.< <http://www.natgeoforkids.com2010/html>>

Chart or Map:

"Dallas, Texas." Map. U.S. Mapmaker Report. US Census Bureau. 7 February 2003
<http://factfinder.census.gov/servlet/ReferenceMapFrameset>

Student Author: _____ Period: _____ Date: _____

Student Revision Checklist












Directions: Peer edit your essay with at least TWO different students. Ask students to write comments for each topic on the checklist in the “Comments” column. Revise your essay using the checklist below. Mark a check in the column on the right as you double-check and correct your essay for each of the topics listed.

TOPICS:	COMMENTS	<input checked="" type="checkbox"/> CHECK
Controlling Idea: Make sure that each body paragraph discusses the child labor in that part of the world.		
Complete Sentences: Are all of your sentences complete thoughts? Correct any run-ons and all fragments in your essay.		
Varied Sentences: Are your sentence lengths varied for interest and emphasis?		
Verbs: Do your sentences contain vivid verbs?		
Adjectives: Do your sentences contain descriptive adjectives?		
Pronouns: Do your pronouns make sense? Do your pronouns stay consistent throughout your paragraph/essay?		
Development: Do your sentences contain relevant facts for each topic?		
Quotations: Do each of your paragraphs contain 1-2 quotes from the relevant text? Did you explain each quote and how it relates to the topic?		

Peer
Editor #1: _____

Peer
Editor #2: _____

Common Proofreading Marks

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know it in fact, everyone knows it. ;
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence .
	delete	The elephant's trunk is is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only three# friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. ¶ "I thought so," she replied.
	no paragraph	"I knew it, she said. No ¶ "He's no good."