

Lesson Plan

One-Sentence Summaries

Book: *Children in the Industrial Revolution*

Series: Children in History

Level: Voyager

Objective

To help students practice objectively summarizing the information in a text.

Supplies

- *Children in the Industrial Revolution*
- Paper and pencils

Before the Activity

Have students read *Children in the Industrial Revolution* before class.

Activity

Ask students to write the numbers 1 through 7 down the left side of a sheet of paper. Beside each number, students should write a one-sentence summary of the information in each chapter of *Children in the Industrial Revolution*.

Do a quick review of the components of a good summary, explaining that good summaries are concise, accurate, and objective:

- A summary should include only the key ideas, not small details or minor supporting points. By focusing on the main points and using as few words as possible, writers make their summaries concise.
- A summary should condense, or shorten, the main text's information without changing its meaning. By presenting information in the same order it appears in the main text, writers help make their summaries accurate.
- A summary should be written in your own words, but it should not include your own opinions or ideas. By focusing on facts and categories instead of emotions or judgments, writers help make their summaries objective.

Evaluation

Collect students' summaries. Give each student up to 21 points, or 3 points for each sentence:

- 1 point for being concise
- 1 point for being accurate
- 1 point for being objective

Students' answers will vary, but they should be similar to the following sample answers:

- Chapter 1: During the Industrial Revolution in the late 1700s, manufacturing grew rapidly, and workers (including children) moved to cities to work in factories.
- Chapter 2: Many children, even very young children, worked in textile mills, where their small size and lower pay rate appealed to employers.
- Chapter 3: Children often risked injury on the job, especially children who worked in the coal industry or the food industry.
- Chapter 4: Sweatshop workers, who worked in tenements instead of factories, performed jobs such as sewing and sorting for low pay.
- Chapter 5: Other children worked on the street, selling newspapers or performing, but many still struggled to make a profit or support themselves.
- Chapter 6: In an attempt to reduce the number of neglected children, CAS sent children from cities on Orphan Trains to join families in the Midwest.
- Chapter 7: In the early 1900s, activists called for reforms to child labor, and working conditions slowly began to improve, though child labor still exists today.

Standards

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 6 (RI 6.2).