

Topic Title: Child Labor

Grade Level: Grade 9 Regents/Honors

Overview of the learning experience: The students will know and understand the concepts and information in the Middle East, the third unit in Global Studies I. Students will be able to understand the vocabulary, key players, and the underlying political, economic and social concepts throughout the history of the Middle East. Concepts learned in the Middle East will build upon previous knowledge and continue to lay the groundwork for future units. The students will review the concept of human rights. Although there are many different types of human rights violations, students will be focusing on child labor and the circumstances surrounding the issue. Students will define child labor, find reasons why abuses of it still occur, countries that have violated child labor laws as well as what organizations such as the UN and UNICEF have done to end the problem. Although this task encompasses many objectives, the ultimate goal is for students to make an emotional connection in reading about the abuses of child labor and encourage them to buy products that they know are definitely not made by children. Two New York State standards, Standards Two and Three, will be used. For Standard Two, World History, students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. For Standard Three, Geography, students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Specific Learning Objectives:

Content:

- Students will have an understanding of where, why, how and under what conditions child labor occurs.
- Students will understand the reasons why children are forced into labor, and what products are made as a result.
- Students will be able to label countries on a map that have been associated with child labor abuses.
- Students will understand the job of the United Nations as well as UNICEF and evaluate the effectiveness of each group in their ability to end child labor abuses and will identify international documents and organizations that are helping.
- Students will be able to actually see how child labor is evident in finding corporations that use it on an everyday basis.
- All other information should be a review of material previously covered while also trying to make connections to today, 2007.
- Students will make a connection between their decisions as consumers and the cycle of child labor.

Goal: Human rights are a Global Issue that affects the understanding of economic conditions in the Middle East today. Students have already been exposed to human rights in the introductory unit, however we will get more specific by talking about specific nations in the Middle East. This lesson will serve both

as a miniature review of human rights as well as the important information surrounding child labor: the need for child labor and the reason for its existence.

Essential Questions:

- What are the moral issues behind child labor?
- What impact does forced labor on children have on global society?
- How do consumer decisions made by students add to the cycle of child labor?
- Should child labor be banned completely? Why or why not?

Time Allotment: 3 Days

- Day 1: Introduction, Overview and Explanation
- Day 2: Computer Lab work
- Day 3: Summary

Vocabulary List:

- Human rights:
- Import:
- Export:
- Supply:
- Demand:
- Exploitation:
- Emaciated:
- Discrimination:
- Sweatshop:
- Ratification:
- Hazardous Jobs:
- Conventions of the Rights of the Child:
- International Labor Organization:
- First World Nation / Western World:
- Third World Nation:
- Per Capita Income:
- Inherent:
- UNICEF:
- United Nations:
- Universal Declaration of Human Rights:

Materials:

- 3 ring binder/notebook
- Pen (black/blue)
- Worksheets (to be printed out in the computer lab)
- An open mind

What materials/resources are needed by students?

- Guide sheets and blank outline map for web quest
- Extra copies are available on the web quest
- Hand outs for overhead notes
- Pen/pencil
- Computer with internet (school computer)

What materials are needed by teacher?

- Overhead
- Overhead markers
- Overhead sheets
- computer

Process: Day 1 – Lecture and outline notes

- Students will come into the classroom and file into their correct seats and begin the “Do Now” given to them at the door concerning the question: What are human rights?
- First, go over the “Do Now”. Hopefully students will have been able to write down their thoughts in their notebooks to spur some conversation concerning the topic.
- After discussing what Human Rights are, as a class, complete a KWL chart, which consists of three columns: Know, Want to know and Learned.
- Then brainstorm some examples of human rights violations that have occurred in the world and be able to incorporate words such as genocide, and constitutional rights as major vocabulary terms.
- Now that the class has an idea with examples concerning human rights, move on to a discussion of child labor.
- Pass out a notes “outline” that students would fill in as the discussion continued.
- After writing down the definition of child labor, ask students why children are used as labor and fill in the appropriate chart on the overhead.
- This way, when we would go to the computer lab the next day, students would have a background on both human rights violations and child labor.
- The overhead notes will provide the students with a clear outlined discussion of child labor as well as starting to think about how it affects the world we live in today.
- After the rest of the notes have been taken, begin to discuss expectations for behavior in the computer lab the following day.
- Put the web quest on the television set in the classroom and show students what they will have to do upon entering the computer lab so that the transition will be smooth as well as to answer any questions.
- Students will receive the hand outs in advance and in the event of losing the handouts, they can print out extra copies off of the web quest.

Process: Day 2

- Students will file into the computer lab and begin working on the web quest in pairs.
- Students will first log onto the computer and print out the hand outs that go along with the web quest.
- They must use their time wisely to complete the task already explained to them the day prior.
- They will be able to use any notes to help aide them in their quest for answers to child labor.

Process: Day 3

- Students will come into the classroom and file into their correct seats and begin the “Do Now”. Today’s “Do Now” will consist of taking out the hand outs from the web quest the previous day.
- As a class, go over the hand out that was completed in the computer lab.
- Now that the class has an idea with examples concerning human rights and child labor violations, have the kids to complete the final task.
- Before the final task, have the class return to the original hand out and write in some things that they “learned” about child labor and human rights in the KWL chart.

- Students will then be expected to draft a letter to the Mayor of Poughkeepsie, or write an article to the Poughkeepsie Journal about their findings concerning child labor.
- As homework, students will be expected to draft a letter and be ready for further discussion the following day.

Assessment:

- Classroom Discussion
- Write a letter to the New York State governor on feelings about preventing child labor.