LESSON TITLE: Let's Take Action!

GRADE LEVELS: Middle School (6-8)

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 10 (42 minutes)

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BRIEF DESCRIPTIVE SUMMARY OF LESSON:
This lesson uses the Convention on the Rights of the Child, as well as clips from the documentaries “China’s African Takeover” by Unreported World and “The Dark Side of Chocolate” as an avenue to introduce violations of child rights. Students will create an action plan to address CRC violations and raise awareness about children’s rights.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

CORE CURRICULUM STANDARDS ADDRESSED IN LESSON:

- [CCSS.ELA-LITERACY.RH.6-8.4](#)
  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-LITERACY.WHST.6-8.7](#)
  Conduct short research projects to answer a question (including a self-generated
question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LITERACY DEVELOPMENT CONNECTIONS:

1. Refinement of student expository writing skills
2. Refinement of student oral communication skills

LESSON GOALS/OBJECTIVES--Students will be able to:

1. Analyze the CRC and identify violations of children’s rights.
2. Connect specific articles from the CRC to a current issue
3. Develop an action plan to raise awareness about the CRC and local human rights issues.

LESSON METHODOLOGY AND PROCEDURES:

Day 1- Introduction to the Convention on the Rights of a Child

1. Prior to the lesson, the students should have been introduced to the Convention on the Rights of the Child (CRC). Students should understand that the CRC was ratified in hopes of creating a world for children free of harm and abuse.

**A great lesson to introduce the CRC can be found on the UNICEF website under their resources. Below is a link to the lesson which is found on pages 10 and 15 of the PDF document. In these lessons students will explore what children need to reach their full potential and draw connections between their needs and rights as children. The teacher will act as a facilitator throughout the activity, guiding student inquiry and discussion on how the CRC in tries to address children’s needs around the world.

Lesson 2 “Introducing the Convention on the Rights of the Child”

Day 2- Introduce examples of CRC violations

1. Begin class with the handout, CRC Violations, answering the Do Now: What rights do all children have?

2. Discuss the do now question and the issue of countries failing to respect the CRC.
   a. Students can write responses on the board, use responses as talking points
   b. Questions to consider... how do you know about your rights? Why is it important to know about your rights?

3. Introduce the essential question: How can we raise awareness about CRC violations?, and the first documentary, “The Dark Side of Chocolate” and briefly explain the journey of chocolate from Mali to Europe and the US.
   a. Show clip from 1:40- 13:00 mins.

4. The students watch the clip and take notes on violations of CRC.

5. Students think-pair-share with a peer their observations.

6. Students discuss in pairs/groups the notes they wrote down from the segment of the clip. Which rights were violated? How do you know?

7. Introduce the second documentary “China’s African Takeover.” Chinese businesses have bought land from Central African countries, specifically Zambia, as a way to access cheap resources and labor.
   a. Show clip from 1:00 – 7:30 mins

8. Students watch and write notes on child rights violations.

9. Students think-pair-share their observations.

10. Students work in pairs to identify the specific articles that are violated based on what they’ve seen in the clip. Students should be able to explain which article is violated using specific examples from the film segments.

11. Students compare/contrast the documentaries.

12. Discuss the issue of forced child labor and child trafficking. Consider the cause and effect of forced child labor/trafficking, the individuals and groups involved in violating these rights, and the local and global impacts of these issues.

13. Assign students the article, “A hard fight to end child labor abuse on West African cocoa farms” adapted by Newsela for homework. *Note: Newsela requires one to create a free account to view their articles.
a. Homework assignment: Students annotate the article looking for key individuals involved in stopping child labor in West Africa and how they are doing it.

**Day 3- Introduction to Action Plan Project (*requires technology)**

1. Students complete the **Do Now:** Take out last night’s homework and discuss with your peers the solutions suggested and implemented in the article. What are the solutions? How effective are they? Explain.
2. Brainstorm ways to improve the solution mentioned in the article that would help raise awareness of child trafficking. Also, challenge yourselves by thinking of a solution that was not mentioned in the article.
3. Connect students to this issue of child trafficking and child labor. Students visit the website, www.slaveryfootprint.org and take the survey.
4. Students discuss the results of the survey with their peers.
   a. What was it like taking the survey?
   b. Which questions stood out to you the most? Why?
   c. What were your results? Did these results surprise you? Why or why not?
   d. How did your results compare/contrast with your peers?
5. Discuss the results of the survey as a large group.
   a. Were you surprised by the results? Why or why not?
   b. How did this affect the way you view the issue of child trafficking and child labor?
   c. How does this make you feel?
   d. What do you think we can do about this?
7. Students may begin brainstorming subtopics on the history of slavery and child slavery in their country, region, state and local communities. These subtopics serve as keywords and categories students can use to help initiate the research process.
   *Note: Brainstorming and research will progress into the next day, so try to stop their research with enough time for the closing activity*
8. **Closing activity:** Students will write a short journal entry on one thing they learned from their class research and one topic or question they will research next class.
**Day 4- Continue research**

1. Students research the history of slavery in the US, their state, region and local neighborhoods.
2. Students research modern day forms of slavery and other CRC violations in the US, their state, region and local neighborhoods.

*Note: The “Action Plan” handout provides a basic skeleton for students to take notes and issues/questions to consider. Below are additional websites that may be a good place for students to begin their research.*

* [http://www.gilderlehrman.org/history-by-era/introduction](http://www.gilderlehrman.org/history-by-era/introduction)  
* [http://www.inmotionaame.org/home.cfm](http://www.inmotionaame.org/home.cfm)  
* [http://www.freetheslaves.net/about-us/](http://www.freetheslaves.net/about-us/)  

*Note: These websites offer a variety of lesson plans, websites, documents, etc. This may be overwhelming to students, so you may want explore these sites first and select specific resources you wish to provide students*  

* [http://www.choices.edu/resources/supplemental_slavery.php](http://www.choices.edu/resources/supplemental_slavery.php)  
* [http://www.studentguide.org/great-civil-war-resources-for-k-12-students/](http://www.studentguide.org/great-civil-war-resources-for-k-12-students/)  
* [http://www.civilwar.org/education/students/kidswebsites.html](http://www.civilwar.org/education/students/kidswebsites.html)  
* [http://humaneeducation.org/blog/category/resources/](http://humaneeducation.org/blog/category/resources/)  

3. **Closing Activity:** Leave 3-5 minutes at the end of each class for students to write their Journal. **Journal:** Write 3-4 sentences describing what you have done today in class and what you plan to do tomorrow for your group project.

*Note: Attached is a “Daily Journal- Reflection on Progress and Goals”.*

**Day 5- Identify a specific CRC violation to address.**

1. Students can suggest a local issue they would be interested in exploring further.
2. As a class narrow down to 3-5 options and allow students to choose which issue they would like to take action on.
3. Students will work with their group members on the Action Plan.

**Day 6-8- Continue Research**

1. Students will continue working on their Action Plan.
2. Teacher should speak with students, on individual and group level, about their progress. Things to consider: what have you accomplished thus far for the project? What do you plan to do next? What methods are you using to collaborate with your group members?

3. *Suggestion -- Google Docs are great tools for group projects. Students can share files with each other as well as with you. This allows you to see their progress in real-time, write comments in the margins, and help guide students who may be falling behind.

**Day 9-10- Presentations**

1. Students will present their Action Plans to the class. Students observing the presentation should take notes on the presentations including the goals, methods, and suggestions on ways to improve the action plan. The notes will be returned to the presenting group and may be used to help improve their action plan.

2. Teacher will assess students on their presentation. The teacher may consider assessing the style of presentation, the clarity of the action plan goals and methods, and the use of persuasive techniques to engage the audience.

**ASSESSMENT OF STUDENT PERFORMANCE:**

- **Formative assessment**
  - Student responses during class discussions.
  - Students’ conversations during pair work/group work
  - Student observations during video clips, pair and group discussions
  - Check-in’s with students about their progress/goals for project

- **Summative assessment**
  - Action Plan
  - Daily Journals
  - Presentation

**LEARNING RESOURCES:**
1. Lesson 2 “Introducing the *Convention on the Rights of the Child*”
2. The Dark Side of Chocolate, http://www.thedarksideofchocolate.org/ (1:40-13:00)
3. China's African Takeover,
   https://www.youtube.com/watch?v=6NiM1v2a6xw&list=PLFD9350059C8EA19C&index=3 (1:00 – 7:30 mins)
4. Handouts are attached:
   a. *CRC Violations*
   b. Children’s Rights Action Plan
   c. Daily Journal- Reflection on Progress and Goals

**LESSON EXTENSION RESOURCES:**

1. Speak Truth to Power, RFKcenter.org
2. US Human Rights Network http://www.ushrnetwork.org/members/member-organizations

**MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:**

1. Pair/group students of different ability levels together
2. Provide a highlighter for students to indicate any words in the text they may not know (ESL/ELL)
3. Students can use charts, graphs, organizers to help create their action plan
4. Assign roles to students such as group leader, note taker, and time keeper.
CRC Violations

Essential Question: How can we raise awareness about CRC violations?

Do Now: What rights do all children have?

“The Dark Side of Chocolate”. Take notes on CRC violations you see/hear in the segment. Add any extra notes of interest or questions.

Write down as many specific articles from the CRC that you and your peer see violated in the segment of the documentary.

“China’s African Takeover”, Take notes on CRC violations you see/hear in the segment. Add any extra notes of interest or questions.

Write down as many specific articles from the CRC that you and your peer see violated in the segment of the documentary.
Compare/Contrast the two documentaries.
Daily Journal - Reflection on Progress and Goals

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<th>Journal Entry #</th>
<th>Date</th>
<th>What I finished in class today.... This is how far I progressed in my research of...</th>
<th>What I plan to do for tomorrow.... My goals for tomorrow include...</th>
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Child Rights Action Plan!

Calling all students! We need your help! People around the world fail to know the rights of children, and we can do something about it. Let’s create an action plan to help address this issue and raise awareness about children’s rights in our community and abroad.

Begin by researching the history of slavery and child slavery in the US, our state, region and local communities.
Continue researching on modern day forms of slavery in the US, our state, region and local communities.
The CRC violation we are addressing is...

The articles violated are the following...

Places where these rights are being violated include...

In what ways are these rights being violated...

Individuals and groups involved in violated these rights include...
Ways to take action to raise awareness about this issue include...

Local, state, regional and national organizations that could help assist in raising awareness about this issue are...

Ways to help to get our classmates and peers involved in this action plan are...