

## Appendix I Illustration of a Work Plan

This is the thread of one teacher. The first message is his proposal for his work plan. In [message 1637](#) is his work progress, approximately half of the work. At the end you will find his final work plan. Note how the cultural consultants interact with his emerging project.

**Subject**  
**Global**  
**Issues in**  
**Today's**  
**World**

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### Message no. 426

Posted by **Ben** on Thursday, June 27, 2002 10:33am

#### CONTENT IN MODULES

I will start my work plan by examining the five "Issues" Modules within the five regions. I'll be searching for some of the key human rights and environmental issues present in each of the geographic regions. I'm interested in developing a sense of connection between my insulated 7th grade students and the world, fostering a global perspective in these youth. With this goal in mind I'll also need to find characteristics from the regions that help my students see a connection with the people from these regions, a connection separate from the idea of Americans as the world saviors and protectors. To help achieve this goal I'll search for common threads between cultures in the "Literature, Art & Music" Modules in the five geographic regions. I'm especially interested in music and language as both play such a large role in the development of the youth in my classroom.

#### APPLICATION IN MY TEACHING AND LEARNING

Using the information I obtain I'll develop new lessons to integrate into my 7th grade social studies classes and to encourage individual study on the part of my students. I'll post : (1) three resource reviews, examining particular websites from the Modules and

assessing their value for a 7th grade social studies classroom, (2) six lesson ideas developed using information gathered from the modules and (3) a resource list of web-sites and addresses which my students can examine for study outside of the classroom. These resources will be chosen on the basis of encouraging the children to broaden their study beyond the classroom and become actively involved in the world community.

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**Message no. 429**

Posted by **Merry** on Thursday, June 27, 2002 11:44am

Good ideas, Ben. You can also help us improve the issues modules across the five regions as they were developed by area studies specialists.

For example, if several regions have good resources on environmental issues and one doesn't, then let the Resource Consultant for that region know so he/she can help you find some.

What issues do you have in mind?

Merry

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**Message no. 442**

Posted by **Ben** on Thursday, June 27, 2002 3:03pm

Thanks for the quick feedback, Merry. As far as What Issues I'm looking for those relating to adolescents and the environment in which they live. Ben.

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**Message no. 795**

Posted by **Merry** on Tuesday, July 2, 2002 12:37am

That sounds doable. Let the resource consultants know if you need any help.

Merry

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**Message no. 802**

Posted by **Samani** on Tuesday, July 2, 2002 1:16am

Hello Ben, I'm Samani, the cultural consultant for the

Africa  
region. I find your plan ambitious and I am interested  
in helping with anything you might need from the region.  
I look forward to working with you.

Samani, CC

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**Message no. 765**

Posted by **Marc** on Monday, July 1, 2002 6:03pm

Dear Ben,

Please let me know if I can be of help regarding human rights and environmental issues for the regions of Eastern Europe and the Former Soviet Union. By the way, I would like to suggest that you consider including the dessication of the Aral Sea in your coverage of environmental issues. Its a subject that isn't much discussed, but it is extremely interesting and important. In the "Issues" section of the East European modules there are one or two websites devoted to this subject. The aftermath of the Chernobyl nuclear accident is another great topic, although one that is probably very obvious to you.

As for human rights, I encourage you to consider the issue of the sexual slavery of women. Hundreds of thousands of East European women (especially Russians and Ukrainians) have been subjected to this and this is an especially underreported subject (not to mention the fact that it is a problem with women from other regions, too).

Best regards, Marc, resource consultant for Eastern Europe

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**Message no. 1015**

Posted by **Vladimir** on Friday, July 5, 2002 12:11pm

Ben,

It sounds like you're going to have a pretty interactive course, or several. There is a lot you can do in order to familiarize your students with the world. I posted a website review in "Favorites" called 'Central Asia Interactive'. If you haven't viewed it yet, I suggest you do. The website gives a great overview of the six countries in the region (Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan). The website also contains a list of e-mail addresses of the various experts on, and in the region. In the

"Idea" section of the review, I suggest teachers using the website to try to have their students contacting these specialists with specific, or general questions. That could be an idea for your course. Reviewing Central Asia may also lead to the review of the USSR and what happened to it, "when", "why", "how" and "into what" did it split.

My BBC Special Report website review posted last week could also be helpful to you and your students. Please let me know what you think about all this. Take care,

Vladimir , CC for Russia and Eastern Asia

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**Message no. 1154**

Posted by **Ileana** on Sunday, July 7, 2002 2:51pm

Hello Ben:

Your work plan sounds really interesting. As a CC from Latin America I am available to help you with any question you may have about the region. You're interested in language and music, right? As an English as a foreign language teacher I have had great experiences in middle school teaching the kids English through music. Look at the LA module on literature, art and music,

Regards,  
Ileana CC Latin America

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**Message no. 1260**

Posted by **Susan** on Monday, July 8, 2002 4:55pm

Dear Ben-

I went through the Middle East modules and selected some sites that may be of interest to you and your work plan and listed them below. I hope they are helpful. Please feel free to contact me if you have any questions

1) Center for Muslim-Christian Understanding (Religions of the Middle East) (Georgetown)

<http://cmcu.georgetown.edu/>

Recommended as an academic source of information on Muslim-Christian relations in the West and how this effects their relationship in the Middle East. This site is recommended because it has extensive, in-depth, and academic resources which are recognized world-wide for

their expertise on the topic of Muslim-Christian relations. Strengths of this site -- list of Resources on the Islamic World, faculty members' email addresses available (they do respond to inquiries), and site is up to date and well organized. Be aware that because much of the material is academic, some of it may not be useful in the K-12 classroom, but it is strongly recommended that teachers consult the site when developing teaching units on Islam and teaching about religion in the classroom.

2) The Christian Coptic Orthodox Church of Egypt  
(Religions of the Middle East) <http://www.coptic.net/>

Strongly recommended because it is a comprehensive website about the minority Christian population in Egypt. This site was chosen because it is the official church website. The Copts are the oldest Christian sect in the Middle East; their liturgical language, though written in Greek, is spoken in Pharaonic Egyptian. Site strengths -- additional links explain the origins and beliefs of the church. This information is essential when teaching about religion in the Middle East.

3) Conflicts in the Middle East Virtual Classroom  
(Religions of the Middle East; Ethnic Diversity and Conflict in the Middle East) (Texas)  
<http://www.mrdowling.com/608conflicts.html>

Highly recommended for overview and background of conflicts in the Middle East. This site was created for the classroom. Topics and materials include September 11, Ottoman Empire, Kemal Ataturk & Turkey, Nasser & Arab Unity, Shariah, Terrorism, The Shah and the Ayatollah, Saddam Hussein and Iraq, The Kurds, Israel, Afghanistan, and Americanization. This site is suitable for all grades and attempts to explain events leading up to September 11th, 2001.

4) Ethnic Conflict Research Digest (Ethnic Diversity and Conflict in the Middle East)  
<http://www.incore.ulst.ac.uk/cds/countries/index.html>

Recommended for research into ethnic conflicts around the world. This site was chosen because it outlines the specific ethnic conflicts in the Middle East (Algeria, Turkey, Kurdistan, Iraq, Israel/Palestine, Sudan, and Afghanistan). Strengths of this site -- a searchable map of ethnic conflict all over the world (and region specific) and for each specific country there is an extensive list of resources on the web, newsgroups and NGO's operating in those particular areas.

5) Frontline -- Muslims (Women in the Middle East; Religions of the Middle East)  
<http://www.pbs.org/wgbh/pages/frontline/shows/muslims/>

Strongly recommended for comprehensive information on Islam, social issues surrounding Muslims inside and outside of the Middle East, and themes in Islam. This site was chosen because it is one of the best reports on Muslims and Islam and its relationship with the west. (Videos are available for purchase from PBS). Strengths of this site -- all the links are recommended, the Teachers' Guide is extremely useful. It is recommended that all course participants explore this site at some point during the course.

6) Iran-Iraq War and Waterway Claims (Columbia)  
(Environment, Natural Resources and Water Issues)  
<http://www.american.edu/projects/mandala/TED/ice/IRANIRAQ.HTM#r1>

Recommended for issues of the Iran-Iraq War. Topics and materials include Case Background, Environmental Aspects, Conflict Aspects, Environment & Conflict Overlap, and Related Information. there are links to history, religion, navigation rights and trade. Several maps and links to further information are included. I recommend also visiting their web site on water issues in Gaza at

<http://www.american.edu/projects/mandala/TED/ice/GAZA.HTM>  
where

you will find information in the form of an abstract, description, location, type & level of conflict, type of environmental problem, duration, environment-conflict link, related cases, relevant literature, and relevant web sites. There are maps, charts, photos and further links.

7) Kurdistan Regional Government, KRG (Columbia)  
(Ethnic Diversity and Conflict in the Middle East)  
<http://www.krg.org/>

Recommended for its information on Kurdistan. Topics and materials include News: archives; About KRG: ministry profile, structure & mission, cabinet members, KRG abroad; Get More Info: maps, useful websites, Kurdish culture. I recommend following the Structure & Mission link for background information on KRG. To learn more about Kurdish culture follow the Useful Web Sites link.

8) Middle East Studies -- Minorities (Columbia University) (Ethnic Diversity and Conflict in the Middle East)  
<http://www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/minorities.html>

This site was chosen because it contains a comprehensive list of web resources on the different

ethnic and religious minorities in the Middle East. The site itself is informative because it organizes these minorities by groups and affiliations. Strongly recommended for course participants to at least take a look at the list (and then feel free to visit the links).

9) Middle East Studies - Minorities (Columbia University) (Environment, Natural Resources and Water Issues)  
<http://www.columbia.edu/cu/lweb/indiv/mideast/cuvm/water.html>

This site was chosen because it contains a comprehensive list of web resources and articles on Water issues in the Middle East (which is the most important and controversial natural resources in the Middle East -- even more important than oil reserves). Strongly recommended that course participants visit one or two of the sites listed to get an overview of Water and Desalination issues. Be aware that most of the resources are highly academic and may not be useful in the K-12 classroom, but they are an excellent resource for teachers.

10)BBC News Archive: Israel and the Palestinians  
[http://news.bbc.co.uk/1/hi/english/in\\_depth/middle\\_east/2001/israel\\_and\\_the\\_palestinians/](http://news.bbc.co.uk/1/hi/english/in_depth/middle_east/2001/israel_and_the_palestinians/)

Recommended for teachers and educators conducting research on the recent history of the Israeli/Palestinian conflict. Strengths of this site -- complete and up-to-date information on the conflict, excellent timeline of events, special interest articles include information Israeli/Jewish Bedouins and other information not normally found in the American press. Best to begin with the link entitled Voices from the Conflict for bio's and interviews with both Israelis and Palestinians. Information is presented in an even and unbiased manner.

11) Electronic Intifada <http://www.pna.net/>

Strongly recommended as a primary resource for information on Palestine and Palestinians. Strengths of this site -- excellent resource materials and articles, a Palestinian Fact Sheet, primary source information on the Media, and lots of pictures. Be aware: the opinions and views expressed on this website reflect those of the Palestinian National Movement and its members, not necessarily those of all Palestinians and all Arabs, some pictures may be disturbing and not appropriate for classroom use. Reviewed by Susan, 05/2002

12) Palestinian Youth Association  
<http://www.pyalara.org/>

Strongly recommended for information on the Palestinian youth, education and Palestinian culture. Strengths of this site include information about the organization, strongly recommended that one views the 14 Opinions of Palestinian Young People (this can be used in the K-12 classroom), entire publication available online under the link Youth Times. Excellent primary resource for classroom use.

Take care: Susan , Middle East Resource Consultant

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**Message no. 1396**

Posted by **Brian** on Wednesday, July 10, 2002 4:58pm

Ben,

From what you wrote as a work plan the Latin American Issues module (3.7) would be a good place to start. If you are interested in music you can check out

Canciones De Mi Padre (Songs Of My Father) - Linda Ronstadt "..... Topflight pop singer pays tribute to her heritage on this amazing roots ranchera album that also features excellent backing by the world-famous Mariachi Vargas, all under the experienced hand of master arranger-composer-producer Ruben Fuentes. Everything clicks wonderfully here, but numbers that set a new standard include "Tu Solo Tu," an incredibly harmonic love ode; "Por un Amor," on the price of real love; and "Los Laureles," a song of declaration on which Ronstadt soars unbelievably high.

These are old Mexican classics, played by arguably the world's best mariachi group and sung by one of North America's greatest vocal talents. Extras include performances by another world figure, requinto player Gilbert Puentes, who made trio history when he led Mexico's Los Tres Reyes in the '50s and '60s. In the mariachi-ranchera genre, this CD easily ranks among the very best. --Ramiro Burr".

This site lets you and/or your students listen to tracks too...it does go to amazon.com but make sure to click "listen"

...[http://www.amazon.com/exec/obidos/ASIN/B000002H5C/mexicos\\_tudenttea/104-6390289-5099113](http://www.amazon.com/exec/obidos/ASIN/B000002H5C/mexicos_tudenttea/104-6390289-5099113)

this site came from (Texas title VI site)

Hope this helps...

Brian Latin Am resource consultant

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[Reply](#)[Reply Privately](#)[Quote](#)[Download](#)**Message no. 1637**Posted by **Ben** on Sunday, July 14, 2002 12:07pm

## OVERVIEW

Merry, Attached you'll find 5 of my "lesson ideas" for my work plan. I word process in Appleworks 6 (MAC software), but converted to Microsoft Word so you can read the attachment. Inform me if there's trouble with the attachment.

## DESCRIPTION OF LESSON IDEAS

For this school year my 7th grade social studies class will be studying early U.S. history, geography and study skills. This covers the presence of man in America thru the adoption of the Constitution. It is suspected that that will change at some time as the state approves their proposed plan recommending that 7th grade concentrate on World History - the Classical & Medieval Periods from 500 BCE- 1500 CE. All lessons can be adjusted and applied to the World History curriculum if that plan is adopted by my District in the future. As the outset of this project I thought I would concentrate specifically on human rights and environmental issues throughout the world, but felt that specific lessons addressing just those topics would be an artificial addition to my curriculum. Instead, I think I've developed lessons that allow the children to relate a more global perspective to our class studies while still viewing human rights and environmental interaction throughout the world.

WHAT ARE HUMAN RIGHTS?- Lesson will be used during my study of the Declaration of Independence. Students will become aware that even our view of human rights can be perceived as presented with a western perspective.

CHILD LABOR- Lesson will be used as we look at early colonial development, the role of geography and the role of children in the family. Students will see that even in today's society there are complexities involved in the child labor issue.

EXPLORING CULTURES THROUGH FOLKTALES- Lesson will be used as we look at the indigenous people of the Western Hemisphere. The folktales will allow the children to see similarities between the Nisqually People and other world cultures. If all goes as planned, I'll be able to coordinate this with the Team's English teacher's unit on Greek Myths.

EVALUATING PERSPECTIVES AND BIAS- Lesson will be used as I introduce the students to primary and secondary sources, and perspective and bias in the study of history. I have an in depth study of the Battle of Lexington that looks at these topics and I'll use this lesson as an intro. to that study.

WORLD PERSPECTIVES ON THE NEWS- Lesson will be used as we study early colonial migration and geography. We'll apply this to an Oral History lesson I do where the students interview senior members of the community or their family. We'll be able to compare issues and perspectives not only thru history but also geographically in the modern world. I hope to discuss this lesson with our two foreign language teachers and coordinate this lesson with their study of Spanish, French or Portuguese.

Ben

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**Message no. 1744**

Posted by **Merry (edutl727d\_28su2002)** on Monday, July 15, 2002 8:19pm

Ben, I cannot pull up the attachment. Please email it to me in regular email (not webct).

Your lesson Ideas are fine; however I also need to see your use of resources from modules and ideas from the course within the lessons, please.

Merry

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**Message no. 1752**

Posted by **Ben** on Monday, July 15, 2002 10:26pm

Included here is an addendum to my attachment for "Work In Progress". This page includes details as to which MODULES were used for each lesson I've submitted.

Ben

**A. Lesson - "What Are Human Rights?"**

The resources being used for this lesson come from:

1. the website "BBC News - Israel & the Palestinians" which comes from the MIDDLE EAST - ISRAEL MODULE and was recommended by Arzu Cetin for educators researching the recent history of the Israeli/Palestinian conflict.

2. the website "The United Nation's Children's Fund" from the UNICEF website which was found as a link to "BBC World Service - Children's Rights" which was found as a link to the "Amnesty International" site which I linked from the website "African Human Rights Resource Center of the University of Minnesota" and their "People's Rights" link in the AFRICAN ISSUES MODULE.

## **B. Lesson - "Child Labor"**

The resources being used for this lesson come from:

1. The "Human Rights Watch" website which I found in the LATIN AMERICAN- ISSUES MODULE and found a link to child labor and India.
2. The "BBC News, South Asia - 'India losing child labor battle'" website was another link from the website "BBC News - Israel & the Palestinians" which comes from the MIDDLE EAST - ISRAEL MODULE recommended by Arzu Cetin.

## **C. Lesson - "Exploring Cultures Through Traditional Folk Tales"**

The resources for this lesson come from:

1. The "Lesson Plans" link from the website "Water in Africa: Peace Corps" in the AFRICAN ISSUES MODULE gave me the idea of using Folktales to learn about people's cultures and their environments.
2. The website "The Tiger in the Trap" is a link from the website "Homepage of Korean Folktales" which is in the EAST ASIA - KOREA module and was recommended by Sung Choon.
3. The website "The Rabbit Throws Out His Sandal" was found as a link as I did a search for folktales on the website "Artchive" (Mark Harden's Artchive- Frida Kahlo) in LATIN AMERICAN- LITERATURE, ART & MUSIC MODULE.
4. The story "If Allah is Willing" was found on the website "Nasreddin Hodja" in the MIDDLE EAST - LITERATURE, ART & MUSIC MODULE.
5. The Russian Fairy tale "Old Man Winter" comes from the website "Russian Folk Tales" in the SLAVIC & EASTERN EUROPEAN LITERATURE, ART & MUSIC MODULE.
6. The last resource for the folktale "Loo Wit the Fire Keeper" comes from outside the modules from a book called "Keepers of the Earth".

## D. Lesson - "Evaluating Perspectives & Bias"

The resources for this lesson come from:

\*1. the story "Caught between tradition and the state Violations of the human rights of Chinese women" comes from the website "Human Rights in China" from the EAST ASIAN ISSUES MODULE (\*- I inadvertently mixed up the source of this site at one point in my "Work In Progress" attachment and said it came from the website below. The actual site is also mentioned in my attachment and is:

[http://iso.hrchina.org:8151/iso/article.adp?article\\_id=369&subcategory\\_id=16](http://iso.hrchina.org:8151/iso/article.adp?article_id=369&subcategory_id=16)

2. the story "The basic Characteristics of the Protection of Women's Human Rights in China" comes from the website "China's Human Rights" in the EAST ASIAN ISSUES MODULE.

## E. Lesson - "World Perspectives in the News"

The resources for this lesson come from:

\* 1. I lost my connection for the China newspaper?! (\* As I checked my links I noticed that I copied the wrong web address and will have to drop this possibility from my lesson. There are good alternative links on the "Online Newspapers" site listed below.)

2. "The Nation" comes from the AFRICA - CONNECTIONS - MEDIA MODULE

3. "Granma Internacional" the "Buenos Aires Herald" and the "Online Newspapers" websites all came as recommendations from the Latin America consultants as i was having difficulty finding representatives from this region.

4. The "Afghan Online Press" was a link from the "Online Newspapers" website which was recommended by Brian.

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**Message no. 1805**

Posted by **Merry (edutl727d\_28su2002)** on Tuesday, July 16, 2002 10:33pm

Ben,

I'm beginning to understand. What criteria did you use to select the websites?

Also which modules have you examined at this point?

Merry

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**Message no. 1975**

Posted by **Ben** on Thursday, July 18, 2002 7:55pm

I chose the UNICEF site as it will get the students to realize that questions can exist in the U.S. policies on human rights.

In the Lesson - Child Labor I chose a website that addressed the child labor concerns in India, as it presented info. in such a way that will bring empathy from the students and that country has been addressed by a former Peace Corp volunteer that teaches in our school. The Human Rights Watch site was chosen because it brings the issue to America, again showing that we haven't yet all the answers to the world's problems.

In the Lesson - Exploring Cultures Through Traditional Folk Tales. The websites were chosen that had folktales that discussed the environment or social relationships in the representative Modules.

In the Lesson - Evaluating Perspectives and Bias. Websites were chosen that showed diverse views of conditions for women in China.

in the Lesson- World Perspectives on the News. The different news services were chosen as representative of different cultures and perspectives in the world from that which we presently read in my classroom.

I've centered on the Issues and Literature, Art & Music Modules in all 5 regions and have examined all the sites in these modules, some with more interest than others.

I've started to also look at the Overview sections as well as recommendations from the cultural assistants and from people's ideas in the Favorites and discussions sections.

Hope this helps to clarify things. Ben

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**Message no. 2144**

Posted by **Merry (edutl727d\_28su2002)** on Sunday, July 21, 2002 11:06pm

Ben, this helps me.

Given your own definition of global ed, in what ways do the websites address elements of global education?

Merry

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**Message no. 2235**

Posted by **Ben** on Tuesday, July 23, 2002 1:45pm

Merry,

The chosen websites allow the students to see more than just their own country and the history of their own country with occasional examples of diverse people thrown in for good measure (the textbook method I so often have used in the past - ex. mention a Muslim individual and you covered the topic). They will be able to connect events at home with events in other parts of the world.

These lessons are just representative of what I hope to expand upon. My next step will be to have individuals present their perspectives themselves, whether thru primary source written material or actual visitations between the students and representatives from the diverse cultural regions. Again, to help the students make connections between their world and the global world.

Ben

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**Message no. 1832**

Posted by **Merry (edutl727d\_28su2002 )** on Wednesday, July 17, 2002 11:24am

There are a number of good resources on child labor.

The Child behind the Label is a video; also see Bill Bigelow's new book **Rethinking Globalization** from Rethinking Schools.

Merry

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**Message no. 1930**

Posted by **Merry (edutl727d\_28su2002 )** on Thursday, July 18, 2002 9:54am

Ben,

I went through all your work. It all looks good.

My only concerns are related to getting diverse perspectives of people in the countries into the lessons.

For example, the one on women in China. As the largest country in the world, China's women cannot be reduced to two or three categories as the differences are complex and their lives vary so much from rural to urban, by class, education, ethnicity, etc.

What can you do to teach the diversity of their experiences, status, accomplishments. Teach about girls the same age as your students who are going to school just as they are. Girls who believe they have opportunities to become what they want to become?

Merry

Merry, Sorry about the trouble. Here's The body of my work. Also, as you've requested I've saved a copy in "Rich text format" and attached it. Keep me informed as to how this one went. Ben

I've attached my "Work In Progress" Plan to this e-mail. After reading your last e-mail I've also added at the end of the attachment, an addendum that more clearly identifies the resources I've used from the course for each lesson idea.

## **Lesson - What Are Human Rights?**

Objectives students will:

a. compare the phrase from the Declaration of Independence about unalienable rights "that among these are Life, Liberty and the pursuit of Happiness" with modern and global perspectives.

b. see and respect the fact that various parts of the world might view human rights differently.

### **Task 1**

Students will view the beginning of the Declaration of Independence and reflect upon their understanding of Jefferson's words describing "unalienable rights". In a whole class discussion students will list what they think human rights are.

### Task 2

Students will read a copy of the website: WHAT ARE HUMAN RIGHTS? (

[http://news.bbc.co.uk/hi/english/world/europe/newsid\\_1678000/1678895.stm](http://news.bbc.co.uk/hi/english/world/europe/newsid_1678000/1678895.stm)

). This site is a link from the Middle East Modules site which was recommended by Arzu Cetin for educators researching the recent history of the Israeli/Palestinian conflict. (

[http://news.bbc.co.uk/hi/english/in\\_depth/middle\\_east/2001/israel\\_and\\_the\\_pale](http://news.bbc.co.uk/hi/english/in_depth/middle_east/2001/israel_and_the_pale)

stinians/ ). Students will be asked to define the two different covenants of the Universal Declaration of Human Rights

### Task 3

After reading the information the students will discuss the two covenants a. Economic, Social and Cultural Rights b. Civil and Political Rights and how they evolved.

Questions will be posed such as:

Why might some people disagree on a definition of human rights?

Why might Malaysia's Prime Minister Mahathir Mohamad feel this document is unsuited for Asia?

Why might the U.S. not have ratified the Convention on the Rights of the Child?

For further details about the Convention on the Rights of the Child students will be directed towards the info provided by UNICEF at:

<http://www.unicef.org/crc/crc.htm>

## **Lesson - Child Labor**

### Objectives

Students will: a. recognize the complex issues surrounding child labor throughout the world b. realize the roles that poverty, education and government action play in people's lives.

### Task 1

The teacher will introduce the lesson on global child labor by reading the following quote: "I work in a house that has five family members. I'm the only servant. I'm very busy all day working, washing, cleaning and preparing food. The children in the family go to school, but I don't get to go. They can also watch television, but I'm not allowed. I'm not allowed to play with the children. I'm always working. I sleep on the floor in the dining room. I've never been home to visit since beginning this work. My parents came to visit me twice, and collected some money from the family, but I don't know how much."

Salani Radnayaka, a ten-year-old girl working as a live-in domestic servant for a family in Colombo, Sri Lanka from the site:  
<http://www.hrw.org/campaigns/crp/promises/labor.html>  
Human Rights Watch.

#### Task 2

Students will read the following examples of child labor in India from the testimonials page at  
<http://www.hrw.org/reports/1996/India3.htm>

Vennila, a fifteen-year-old girl, had been working in the silver industry for five years when Human Rights Watch interviewed her. Twenty-five people worked in her factory (enough to bring it under the provisions of the Factories Act). The workers ranged in age from five to fifteen and earned between five and twenty-five rupees a day. She herself earned twenty rupees a day.

She and her brother were bonded at the same time in exchange for a 10,000 rupee advance. Her parents needed the money to pay off a loan from the local moneylender, who charged an interest rate of 20 percent. She worked from 8:00 a.m. to 7:00 p.m., six days a week. She planned to stop working when she married, leaving her brother to repay the total debt.

We lost all our chances at an early age. When I'm working in the shop, I can see the children going by to school. I wish I were with those school-going children.

Dhanraj, a nine-year-old, showed us the burn scars on his arms. He began working at the age of six. Dhanraj was bonded together with his three siblings after his father fell ill from emphysema. The four children together netted an advance of 14,000 rupees.

Ramchandran, working in silver since the age of five, was fifteen years old when interviewed by Human Rights Watch. He earned twenty rupees a day, working eleven hours a day, six days a week. He was taken to his first master by his father, who received 100 rupees in

exchange. In late 1995 he owed 4,000 rupees, which he was paying back at the rate of 300 rupees a month-half of his salary. He hated the work but knew he could not leave until the debt was cleared.

Papu claimed to be seven but had the body of a four-year-old. He worked eleven hours a day, for which he earned two rupees. He knew that his father received some money when Papu was first taken to the master, but he did not know how much it was.

Shabnam, a thirteen-year-old girl, had been working in the silver factories for eight years. She worked all day, with a half-hour for lunch, and earned thirteen rupees. She was pledged together with her brother for an 8,000 rupee advance. If the master had applied but one and a half rupees per day of work toward liquidation of their debt-an amount that would have still left him with the lion's share of unpaid market-rate wages-both she and her brother would have been freed after eight years. Instead, she told Human Rights Watch that they could see no end in sight to their bondage.

Selvakumar, a twelve-year-old boy, was sent by his parents to the silversmith at the age of eight because he was "not studying properly." They received a 3,000 rupee advance for their son; his mother later approached the employer for additional loans, which he gave her. Selvakumar's work schedule varied according to the season. During the months leading up to the holiday of Diwali, the workers are driven at a furious pace, and Selvakumar worked from 7:30 a.m. until midnight or 1:00 a.m. the following morning. After the holidays, the demand for silver drops, and the silver shops return to an 8:00 a.m. to 8:00 p.m. schedule. At the time he left the shop, Selvakumar was earning 350 rupees a month.

He described the work as very difficult and very hot. His job was to solder small decorative flowers to the jewelry and solder screws on to earrings. "Very small pieces have to be placed in very small and precise spots. We used a small wire for this job, like a bicycle spoke. Sometimes the owner would beat me with this hot wire if he thought I wasn't working properly. He would take the wire and beat me on the arms."

After three years, Selvakumar ran away from the factory. The first time he ran away, an older brother found him and brought him back. The second time, the owner found him at a shelter for street children, but the shelter's director refused to turn him over to the man. His mother then came and took him back to the factory, but he did not last long. He ran away a third and final time. Selvakumar did not return to his parents' house and assumed that they had to pay back the original loan. Selvakumar was interviewed by Human Rights Watch at a

shelter for street children.

Manojan, also twelve, could not remember when he began working, only that it was a long time ago. When Human Rights Watch interviewed him, he worked as a solderer, sitting in one spot all day long, from 8:00 a.m. until 8:00 at night. He worked with a crude blowtorch, welding together the tiny silver links and decorations of bracelets and necklaces. He had no mask to protect him from the flame, and his eyes teared continuously from staring at the junction of flame and fine metal pieces. He earned ten rupees a day.

Manojan's four brothers also worked in the silver smithies. His sister, the eldest child, also worked in silver, until she married. Then she left the industry and a young brother was brought in to assume her duty of debt. Manojan became bonded for a 2,000 rupee advance, his sister for one of 3,000 rupees. She was bonded eight years ago. Despite her eight years of work for wages one-third of the average minimum wage, her debt to the bondmaster was never reduced; when her younger brother took her place, he inherited her full original debt.

Manojan sang a song, which he learned at the non-formal education center:

My mother is crying;

I'm working in a silver smithy at the age of six.

When I went to school the teacher opposed me-"You can't study here! Go home!"

Now I am as if blind.

You send me to the factory because we are poor. But we will always be poor.

You send me to the factory to earn a regular income. But instead of regular income, I carry the heavy burden of a loan.

This loan burden is my poison.

### Task 3

a. A short class discussion will ensue about the conditions of child laborers. b. The question will be posed: "Why might these countries allow this to happen?"

c. Members of the class will read and discuss the article "India Losing Child Labor Battle" from [http://news.bbc.co.uk/1/hi/english/world/south\\_asia/newsid\\_1970000/1970708.stm](http://news.bbc.co.uk/1/hi/english/world/south_asia/newsid_1970000/1970708.stm)

which explains the roles that poverty, education and government inaction play.

#### Task 4

The students will be told to "Listen for clues as you try to guess from which country the following testimonials came."

As they read the testimonials from <http://www.hrw.org/campaigns/crp/farmchild/testimonies.htm>

"When I was fourteen I worked in the fields for two weeks, chopping the weeds around the cotton plants. I woke up one night, I couldn't breathe; I was allergic to something they were spraying in the fields. I stopped breathing. I tried to drink water but I couldn't so I ran into my mom's room because I didn't have no air in me and I was like [wheezing gasps] trying to get air in there but I couldn't. At the hospital they said I was allergic to something out there something they were spraying. They sprayed the fields in the morning. We'd be out there when they were doing it, or when they were leaving, or we could see them doing other fields. They'd spray by plane."

"Richard M., seventeen years old

"I pitched watermelons. Now that's some hard work. You throw it down the line, one to the other, standing about five feet apart. That's when I was fourteen. I worked pitching watermelons from about 4:00 to 8:00 p.m. Because in the morning I was doing other work. I chopped cotton from four or five in the morning until noon. Then they make you go home and rest. Then watermelon. So it was like, eight hours in the morning, then four hours at night. Cotton and watermelon is hard work. I'd get home about eight, go to sleep around ten, then get up at four. It's hard. You can faint. You have to drink lots of water."

"Dean S., sixteen years old

"We had to share water from one big jug. It wasn't enough. You couldn't drink as much as you wanted. Maybe

twice a week we would run out of water completely. An old man took us there [to the field] in the morning, set us up, then would come back in the afternoon to pick us up. If you ran out of water, if you passed out, tough."

â€"Ricky N., seventeen years old

"I was working at the plant for two weeks before the poisoning. For the whole two weeks I was having headaches; by after lunch it would be pretty badâ€" The last day me and my friend went to the little store and got pills because we had bad headaches. Everyone was like "me too," so I gave some other people some of the pills. A couple of hours after lunch this girl who was working by us fainted. . . . A couple of hours later another girl fainted, a high school girl; she was probably sixteen. . . After her then a bunch of people were fainting. The manager told us to keep working, wouldn't let us leave. Finally our supervisor told us to leave. These kids [workers] were jumping on the doors to tear the tape off, open the doors so we could get outside. . . . I was all shaky and cold and trembling. I passed out. I still get really bad headaches. They seem like a part of life now. They come every day. . . . I remember what happened and I feel really bad about what could have happened . . . That's the worst thing that's ever happened to me. It scared me a lot and still does. I'm scared of being in a place that's shut. . . . Sometimes I start crying because I still remember." â€"Flor Trujillo (her real name), poisoned by carbon monoxide at a packing plant when aged fifteen

Task 5 a. Students will discuss their guesses then find out that the accounts were from child farm workers in the United States. b. Comparisons will be made between conditions and reasons that child labor has been allowed to exist in the U.S. and in other countries. The following quote from <http://www.hrw.org/wr2k/Crd.htm#TopOfPage> (refer to the section on Child Labor) will be read to the class:

â€"Some (leaders) believed that work plays an important and positive role in children's lives and in their relations with their families. (They) sought reform, but not an end to child labor. In tackling the issue of child labor, consideration of the immediate and direct consequences for children and their families could not be underestimated. The removal of children from the workforce had devastating results for some children when not accompanied with nuanced adjustment programs

for their rehabilitation and education, and direct assistance. Children discharged from work found themselves on the street in prostitution or crime, or working in even worse conditions and for less pay.

c. Discussion will evolve to "What can we do?" (Some options are listed at the site:

<http://www.hrw.org/campaigns/crp/farmchild/action.htm> )

[http://news.bbc.co.uk/hi/english/world/south\\_asia/newsid\\_1970000/1970708.stm](http://news.bbc.co.uk/hi/english/world/south_asia/newsid_1970000/1970708.stm)

is a link from the Middle East Modules site which was recommended by Arzu Cetin for educators: (

[http://news.bbc.co.uk/hi/english/in\\_depth/middle\\_east/2001/israel\\_and\\_the\\_pale](http://news.bbc.co.uk/hi/english/in_depth/middle_east/2001/israel_and_the_pale)

stinians/ ).

## **Lesson - Exploring Cultures Through Traditional Folk Tales**

Objectives

students will:

a. read a traditional folktale from a culture different than their own. b. make comparisons between cultures. c. view traditions and the environment as insights into a people's culture.

Task 1

The class will be divided into six groups (approximately 4-5 students per group). Each group will be assigned a folk tale to read, interpret and present to the whole class. Groups will be told to: a. decide what the "moral" of their folktale is and to make sure that moral is introduced in their presentation. b. Inform their audience as to the area of origin of their folktale.

Task 2

Groups will present their folktale to the whole class. Possible methods of presentation are puppet shows, plays, videos, children's books... During the presentations the audience members will be asked to record the morals of each folktale.

Task 3

The whole class will discuss the various folktales, making comparisons between them. Students will be asked to consider the environmental and social concerns presented in the folktales. Students will also be asked to compare these traditional tales with the folktales they've heard in their households and the Greek Myths they're studying in their English class.

Task 4

For homework the students will record the environmental and social concerns presented in each folktale and consider what those concerns tell us about the past people who are represented by that traditional tale.

**LESSON FOLKTALES**



[tanzania/waterculture.htm](http://www.peacecorps.gov/wws/water/africa/countries/tanzania/waterculture.htm)  
<http://www.peacecorps.gov/wws/water/africa/countries>

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**Message no. 1978**

Posted by **Ben** on Thursday, July 18, 2002 8:33pm

Merry,

In relation to your question "What can you do to teach the diversity of their experiences, status, accomplishments. Teach about girls the same age as your students who are going to school just as they are. Girls who believe they have opportunities to become what they want to become?"

You've raised some good points here. I'm so centered on my 10 item task for my Work Plan I've not yet had the chance to develop each task to its fullest. From my notes what comes to mind is possibly using the video Jing, A Chinese Girl. This is the story of a fifth grade student In Hangzhou, China. It was in the East Asia - China module and was Recommended for its glimpse of everyday life for elementary/middle school. Another possibility is the movie Through Chinese Women's Eyes also from the East Asia - China Module. This sounds like a better video for understanding the conditions of diverse women in China but I'll need to review it first as its recommended for an older audience than the middle school kids with which I work. Ben

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**Message no. 2006**

Posted by **Merry (edutl727d\_28su2002 )** on Friday, July 19, 2002 12:49pm

Thanks Ben, I'll ask the CCs to help you with East Asian resources.

Merry

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**Message no. 2046**

Posted by **Hunsuk** on Saturday, July 20, 2002 1:15am

Hello Ben,

Your lesson plan is really excellent.

Regarding to your choice of Korean folktale, I would like to express my opinion. As a MORAL teacher in Korea, I like your choice of 'Tiger in the Trap' and morals in this story. But if you give me a chance of expressing my opinion about this story, I would like to recommend you to use other story starred by tiger.

In KOREA module, you can find a story titled as ``A Faithful Tiger" in Korean Folktales website.

<http://story.lg.co.kr:3000/english/story/index.jsp>

The reason why I recommend this story is the theme in this story. As you already know, 'filial devotion' or 'love to their parents' has the most priority among all morals in Korea. And there are Korean sayings which stress the importance of this. "Filial devotion is the basis of human conduct." And " Filial piety is the source of all virtues." These sayings are originated from Confucianism. If you would like to introduce Korean folktales to your students, I would like you to find the fundamental moral or virtue in my country. In my opinion, no other words can substitute FAMILY and FILIAL DEVOTION in Korea.

Although this story is written and narrated in English, the sentences are fit to elementary students. I am trying to find this story written in English, but until now I couldn't find it. At once I find this, I will send it to you as soon as possible.

Ben, I don't mean your choice is not as important as what I am recommending. But if I am supposed to introduce one folktale to other culture, I would like to use 'a faithful tiger.' You could use both stories in you class.

I really like your work plan.

Hunsuk (Cultural consultant for East Asia group)

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**Message no. 2077**

Posted by **Ben** on Saturday, July 20, 2002 5:22pm

Hunsuk Once again, Thank you for your thoughtful recommendation. I will use your recommended folktale and hope you can find the translation you're looking for. Your help is greatly appreciated, Ben

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**Message no. 2157**

Posted by Hunsuk on Monday, July 22, 2002 1:37am

Hello Ben,

How are you? Although I have tried to find a script for 'A faithful tiger,' unfortunately I couldn't do it. During my websurfing, I became very upset to see my country's efforts to introduce Korean folktales to

other cultures. And I also envied Japanese global education efforts very much. If I call myself as an unskillful person in finding web materials, can I excuse my country?

Instead of finding a real script, I found other print material titled as 'WOODCUTTER AND TIGER BROTHER' which is the same story. If you click this following URL you can see a brief explanation on this story.  
<http://www.shinwonagency.co.kr/ehome/titlesfor/children/woodcut.htm>

Very unfortunately, there is no book available at Amazon internet bookstore now. I am really sorry for not helping you. But I will not give up finding this script. And if I find this, I will send you as soon as possible.

Hunsuk, cultural consultant

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**Message no. 2065**

Posted by Keiko on Saturday, July 20, 2002 3:49pm

Hello Ben,

I am impressed with your lesson plans. They have been well organized and involved various materials. To be honest, although I tried to find something that I can suggest or recommend you about your work plan, I could not do that. Sorry.

So if there are East Asian materials that you need but cannot find for your work plan, please feel free to post your requests in East Asia module. I will be glad to help you. And you can also ask questions about this region, too.

I look forward to hearing from you.

Keiko (Resource Consultant for East Asia)

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**Message no. 2386**

Posted by Ben on Thursday, July 25, 2002 1:55pm

Merry,

Considering the problems we had in getting my "Work In Progress" data to you, I've arranged my Final Work on a website. I've made some adjustments to my original work and marked "NEW" on the items that hadn't been submitted in the "Work in Progress" stage. Please

contact me if there are any problems with the webpages.

FINAL WORK URL:

<http://orr.mec.edu/html>

Thanks again for the opportunities provided by this class,

Ben

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