

Unit 4 Social Studies

Sample

Student Materials¹

¹ A resource list at the end of the unit plan contains other resources to research and consider for this unit.

Lesson #	Student Material
1-5	Human Rights Images
6	Images of Taino and Sugar Workers Compare-Contrast Organizer
17	Images of Child Farmers
18	Role Play Perspectives
19	Debate Organizer

**Clean Drinking Water and Sanitation are Essential Human Rights:
United Nations Resolution 64/292
What is your source of water?**



Clean Drinking Water and Sanitation are Essential Human Rights:
United Nations Resolution 64/292
How Do You Get Water?



Clean Drinking Water and Sanitation are Essential Human Rights:
United Nations Resolution 64/292
Is your drinking water clean?



[http://commons.wikimedia.org/wiki/File:NRCSMO02005_-_Missouri_\(4737\).tif](http://commons.wikimedia.org/wiki/File:NRCSMO02005_-_Missouri_(4737).tif)
(NYCS Photo Gallery).tif

Everyone has the right to Education: Article 26: Universal Declaration of Human Rights
How do you get to school?



Everyone has the right to Education: Article 26: Universal Declaration of Human Rights
What does your classroom look like?



Everyone has the right to Education: Article 26: Universal Declaration of Human Rights
What does your school building look like?



Everyone has the right to life, liberty and security of person
Article 3: Universal Declaration of Human Rights
What do you do during the day?



Everyone has the right to life, liberty and security of person
Article 3: Universal Declaration of Human Rights
How do you have fun?



http://commons.wikimedia.org/wiki/File:Children%27s_Playground,_Caernarfon_-_geograph.org.uk



<http://www.fox.com/2013/06/05/children-creating-water-play-area-outdoors/>

Everyone has the right to life, liberty and security of person
Article 3: Universal Declaration of Human Rights
Do you have enough food?



http://commons.wikimedia.org/wiki/File:Malnourished_children,_weakened_by_hunger.jpg



Everyone has the right to life, liberty and security of person
Article 3: Universal Declaration of Human Rights
Do you have security?



Columbus landing on Hispaniola, Dec. 6, 1492



http://en.wikipedia.org/wiki/File:Columbus_landing_on_Hispaniola_adrioz

Modern Day Migrant Workers



http://en.wikipedia.org/wiki/File:Haitian_revolution.jpg

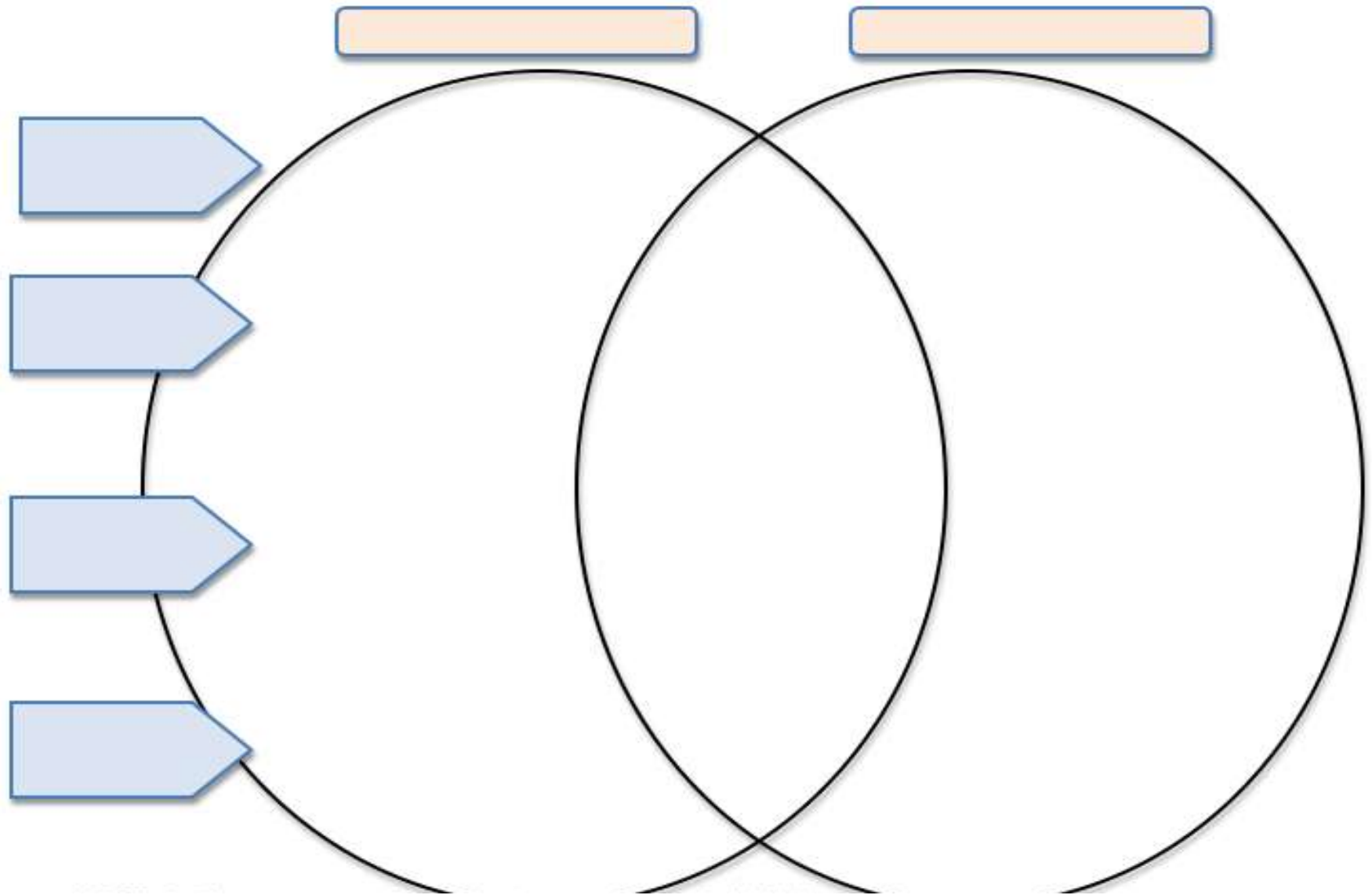
Taino Slave Workers

Modern Day Migrant Workers

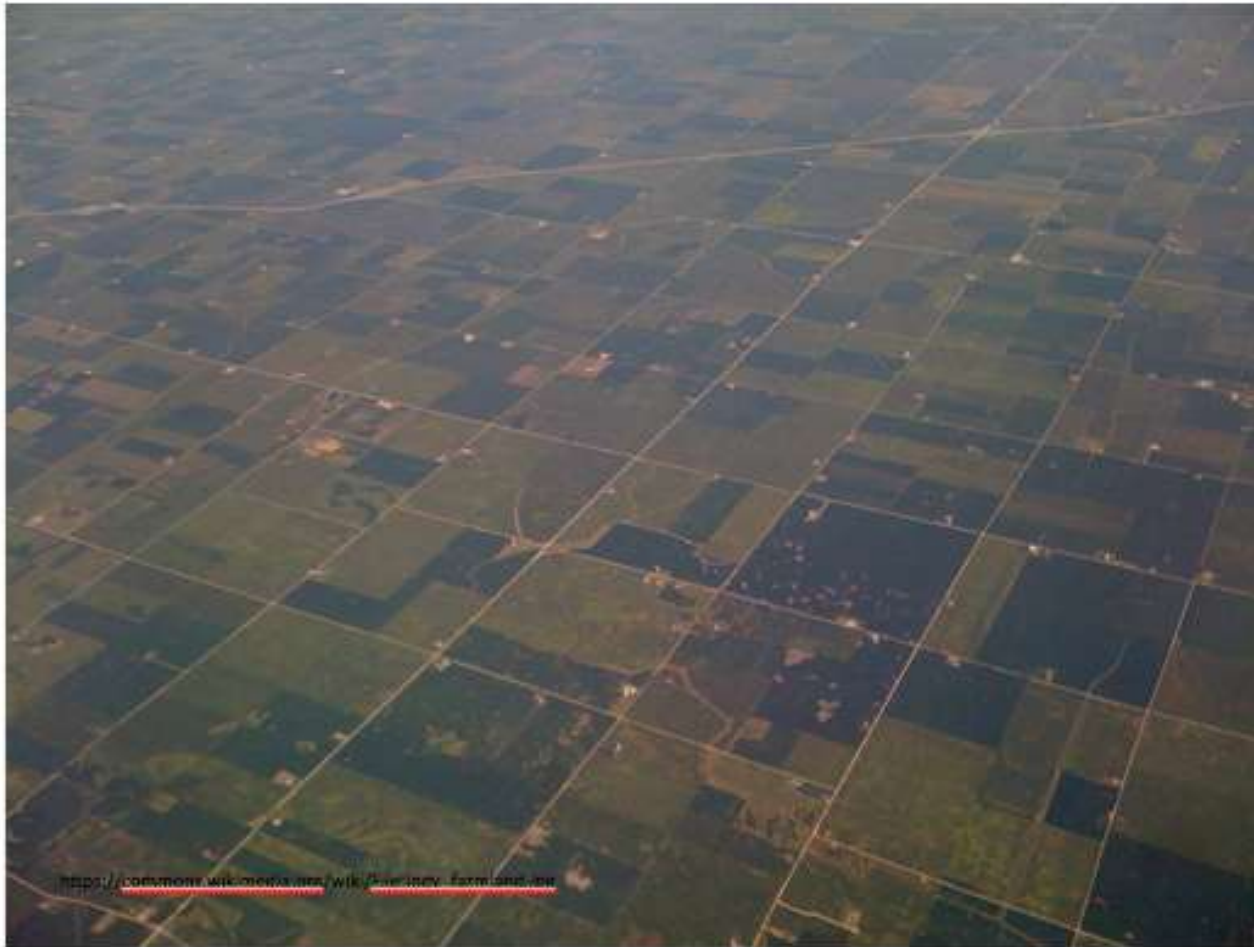


Taino Slaves

Compare and Contrast



Areas of Commercial Farms



A Commercial Farm



https://commons.wikimedia.org/wiki/File:A_milk_farm.jpg

Large Commercial Farm



Small Independent Farmer





Large scale commercial
milk production

Small scale milk production



ROLE CARDS

Roles Description Worksheet

Voices of children, parents, farmers, and activists:

"I really didn't have a childhood, and I don't want [my own children] to go through what I did. You're a kid only once. Once you get old you have to work."

- 17-year-old boy who had been cutting Christmas trees, picking tomatoes, and working in other crops since age 12 in North Carolina²
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-

"[When I was 12] they gave me my first knife. Week after week I was cutting myself. Every week I had a new scar. My hands have a lot of stories."

- 17-year-old boy who started working at age 11 in Michigan¹
-

"You're put to work every day; you hardly get a break unless it's raining. Kids get so happy [when it starts to rain] that they're screaming."

- 15-year-old boy who works in Michigan during the summer¹
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² <http://www.hrw.org/news/2010/05/05/us-child-farmworkers-dangerous-lives>

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"Here there are a lot of chemicals in the field. . . .You can smell them. [Recently] the plane sprayed, sprayed the cotton. . . .I felt dizzy. I covered my face and kept working. No one told us to get out of the field."

- 18-year-old youth who had worked from age 8 or 9 hoeing cotton in Texas alongside other children¹

"I don't remember the last time I got to school registered on time. . . . I'm afraid it's going to hold me back on my education. . . . I got out of math because I was a disaster. I would tell the teacher, 'I don't even know how to divide, and I'm going to be a sophomore.' I'm going from place to place. It scrambles things in my head, and I can't keep up."

- 15-year-old girl hoeing cotton in Texas¹

"My son, he needs his playtime. He can't work 30 hours a week. He can work three to four hours a few times a week. . . . As an employer you can't say 'I'll hire 13-, 14- year olds.' No! I don't support that."

- Farm operator whose 12-year-old son works on his farm in Michigan¹

"I tell my daughter, 'I'm so sorry I stole your childhood from you.'"

¹ <http://www.hrw.org/news/2010/05/05/us-child-farmworkers-dangerous-lives>

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-Mother whose 11-year-old daughter worked hoeing cotton and caring for her younger brothers¹

“They are coming to us looking for jobs, so we are doing them a favor.”

-Farmer CMCE

“It is a great job to be able to work outside each day and not have to be at a desk.”

-Farmer CMCE

“Child farmworkers risk their education, their health, and their childhood working in the fields.”

-Activist, CMCE

“The United States needs to change its laws and not allow any child age under age sixteen to legally work in the agriculture fields.”

-Activist, CMCE

<http://www.hrw.org/news/2010/05/05/us-child-farmworkers-dangerous-lives>

Lesson 19- Debate Planning Sheet

¹ <http://www.hrw.org/news/2010/05/05/us-child-farmworkers-dangerous-lives>

Group Name: _____

The Main Objective Desired:

We want _____ because _____

Opening Statement (three sentences):

1. _____

2. _____

3. _____

Key Questions / Points to be raised during discussion:

1. _____

2. _____

3. _____