

SERVICE LEARNING ASSIGNMENT

Rationale: You want your education to mean something be purposeful and exciting. Child labor is an important issue all around the world that is relatable to your age and activism can make a difference.

Audience: The students of local schools, parents, administration and community members that we feel need to know about this important issue!

Our class has read, *Listen to Us: The Worlds Working Children* By Jane Springer and as a school you have been experiencing a curriculum based around this social issue. Your social studies classes have taught you the historical link between Child Labor and developing Countries, you created a visual art exhibit on the horrors of child labor after a screening of the movie, "**Stolen Childhoods**" in your art class, and you designed a child labor free shopping trip in your computers class through online research and excel spreadsheet use.

Now that you are well versed in the issues surrounding the cause your class has decided you would like to educate more local children about this issue by organizing a 'peer workshop' with another school. You have decided the best way to do this is to show clips from the movie "Stolen Childhoods" (with an active discussion of the film), Perform a *role play exercise*: (In pairs, play the roles of a child laborer and an employer.

Imagine that you could do anything you wanted to if you were that person and watch each others dramas unfold), and to have a couple students speak at the event about what have learned. Since you are all so passionate about the issue we have decided to have every student write a speech and share them in small groups at the peer workshop.

Your speech should include the following:

Three facts you have learned about child labor and its history or its current status in the world. Two quotes from the novel *Listen to Us: The Worlds Working Children* By Jane Springer, which can also count as two of your three facts on child labor statics. What is one thing you and your audience can do to help solve the problem of child labor? The **one** thing you most want your audience to **take away** from this workshop. Why is this issue is important to you and your classmates-why did you decide to have this workshop?

I will also be looking for **TWO** of the following categories of rhetoric we have discussed as a class:

- Retelling - a fable or a poet or historian's work
- Amplification - proverb
- Commonplace - confirmation of a thing admitted
- Comparison - of things or people
- Impersonation - speaking or writing in the character of a given person
- Description - vivid presentation of details
- Laws- arguments for/against the law
- Thesis- argument for/against an answer to a general question (not involving individuals)

Your speeches should be 5 minutes in length or 1 to 1 and half pages! Don't Forget you will be giving them at the "Peer Workshop" so please be ready to read your speech aloud to the class on the day it is due for an in class peer review! Please feel free to use your notes from the Martin Luther King Jr speeches we annotated while writing your speeches (or ask for help) if you are struggling with any of the categories of rhetoric)

DUE March 15, 2012

Good LUCK! Feel free to ask questions! Here are some more resources if you need them:

Book Review:

Gr. 7[^]-12. More comprehensive than Parker and Engfer's *Stolen Dreams*, this stirring photo-essay looks at the hazardous work children do in developing and industrialized countries, in agriculture, industry, the home, the military, on the street, and in sex work. Springer draws on her extensive experience abroad in India, Nepal, and Mozambique, working with organizations such as UNICEF. She also discusses child labor in North America: in families, fields, stores, and fast-food chains. A fascinating history of childhood shows how recent are terms such as *preschooler* and *teenager* and how little relevance they have in poor countries, where about 140 million children work as much as adults and never attend school. Springer shows that it is nearly always harder for girls, who are educated less and do mostly unpaid work at home. There are easy-to-read sidebars, charts, and maps, but it is the personal accounts that have the most authority. The pictures of small brick-makers, garbage pickers, migrant workers, and bonded laborers are heartbreaking, and the voices are authentic, whether the speaker is a Mexican American farmworker in Pennsylvania, a 10-year-old carpet weaver in Nepal, a soldier in Mozambique, or a sex worker in Toronto. Although Springer is never simplistic about boycotts and sanctions, she quotes contemporary American teenagers who work with human rights organizations and with child labor and consumer groups to try and change things. Her book is a call to action. *Hazel Rochman*

QUOTES:

“When he was barely seven-years-old, Shiv was lured away from home by a man who had promised him chocolate. The man took him 600 kilometers away from his home to the Varanasi district in India, where he worked in a carpet factory for five years around the clock for no pay. He was abused and beaten by his employer. "Have you ever realized that carpets are made by children like me?" Shiv asked. Since he worked for no pay and was not allowed to leave the factory, Shiv was considered to be a bonded laborer.

"The work was hard," Shiv said. He worked 16 hours a day from 4:00 a.m. to 9:00 p.m., seven days a week with an hour for lunch at 1 p.m. He used to get up at 4:00 a.m. and go to bed at 10:00 p.m. He did not go to school.”

“Now, Rebecca is fine, but she is sad for some of her girl friends, who are still working on the streets, as prostitutes. Rebecca never worked as a prostitute. She is enrolled in eighth grade. She wonders why she received help to leave the streets and resume school, while her friends are still working there. She dreams of someday being able to help other street girls.”

RUBRIC:

___/60	Excellent	Competent	Emerging
Length ___/5	The speech takes up 5 or more minutes to orate (or is 1-1 ½ pages)	The speech takes up 3 to 4 minutes to orate (or is less than 1 page in length)	The speech takes up less than 2 minutes to orate (or is less than half a page in length)
Clarity of performance ___/5	The speech was given with clear conviction, purposeful pauses and mindful gestures	The speech was given with adequately clear conviction, purposeful pauses and mindful gestures	The speech was given with unclear conviction, pauses and gestures that distract from the meaning. Several

	to enhance the meaning and convey the theme and expresses how service learning differs from volunteering	to enhance the meaning and convey the theme and conventions of service learning. 1-2 questions remain regarding how service learning differs from volunteering.	questions remain how service learning differs from volunteering.
Categories of Rhetoric ___/10	The speech uses two or more strategies of rhetoric to convey well the theme and expresses how service learning differs from volunteering.	The speech uses two strategies of rhetoric to convey adequately the theme and politics of the service learning issue. 1-2 questions remain regarding how service learning differs from volunteering.	The speech inadequately uses less than two strategies of rhetoric to convey the theme. Several questions remain how service learning differs from volunteering.
Facts or Quotes ___/5	The speech includes three facts you have learned about child labor history/ current status and/or two quotes from the novel <i>Listen to Us: The Worlds Working Children</i> By Jane Springer.	The speech includes less than three facts you have learned about child labor history/current status and/or less than two quotes from the novel <i>Listen to Us: The Worlds Working Children</i> By Jane Springer.	The speech fails to include facts you have learned about child labor history/current status. And/or does not quote the novel <i>Listen to Us: The Worlds Working Children</i> By Jane Springer.
Plan of Action	The plan of action offered for the issue deals	The plan of action offered for the issue adequately deals	The plan of action offered for the issue deals

<p>___/15</p>	<p>with global and local concerns for child labor. A clear, direct, easy-to-follow plan is spelled out for the listener.</p>	<p>with global and local concerns for child labor. An adequate plan is suggested, but may be vague, unclear, indirect, or hard to follow in 1 or 2 places.</p>	<p>inadequately with global and local concerns. An inadequate plan is suggested, that is vague, unclear, indirect, or hard to follow in 3 or more places</p>
<p>Take-Away and Importance.</p> <p>___/20</p>	<p>The 'take-away' and self-reflection in the speech explains well what you learned about service learning and how it connects to the bigger picture.</p>	<p>The 'take-away' and self-reflection in the speech explains adequately what you learned about service learning. It adequately connects to the bigger picture but still 1-2 questions remain</p>	<p>The 'take-away' and self-reflection in the speech explains inadequately what you learned about service learning. It inadequately connects to the bigger picture but still Several questions remain regarding how service learning differs from volunteering</p>