

## Child Labor in India

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| Grade Level (Req.): 9th-12th grade  | Content Area (Req.): World Geography, Human Geography, Mathematics, English/Reading  | Unit (Opt.): |
| Connections to Other Disciplines (Opt.):  |  |              |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>   |  |              |
| Time Frame (Req.): One class period   | Goal (Req.): Students will learn about difficulties of being a child in India.   |              |
|   | Objective (Req.): Students will be able to convert rupees to US dollars and vice versa. Students will be able to get a feel for poverty and strife that exists in India. Students will be able to see how basic necessities are considered luxuries for some people. |              |
| Materials Needed (Req.):  | New Vocabulary (Opt.):   |              |
| <ul style="list-style-type: none"> <li>• Calculator</li> <li>• Newspaper or Internet – to check conversion rates</li> <li>• Internet – to print off child labor article</li> <li>• “Free the Children” by Kielburger and Major (a great optional complementary book)</li> <li>•</li> <li>•</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>  |              |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): List three things you would really like to buy today. Pick your favorite item. How much will that one item cost? Now, what is your favorite place to eat? How much does it cost for you, your parents, and your siblings to eat there?   |  |              |
| Instructional Sequence/Procedure (Req.):  |  |              |
| <ol style="list-style-type: none"> <li>1. Pretend you are a street child from Kolkata (beggar, child laborer, bonded laborer, etc). You help earn money for your family. Your family consists of a mother, father and 4 children. What you earn will determine what or if your family eats that day. Today you earned 100 rupees. Have the students answer the questions on the worksheet.</li> <li>2. Now suppose: <math>\frac{3}{4}</math> of the money you earn is given to your parents to help pay for your family’s housing, food, and necessities. Now that you only get to keep <math>\frac{1}{4}</math> of the money you earn, how long will it take you to buy your favorite item?</li> <li>3. Next, have your students read the article entitled “Child Labor in India” by Chad Olson. After the students have read the article, have them write a reaction about what they have discovered today. Have the students use the following questions for guidance.</li> <li>4. How would your life be different as a child in India? How would it feel to not have enough money to buy basic necessities? What would life be like without the luxuries that you take for granted here in the USA (such as your favorite item in question 2 on the worksheet)? What would life be like working 6-7 long days a week as an 8 year old child? What other means would</li> </ol> |  |              |

you undertake in order to make ends meet (assuming you fail to make a sufficient amount of money each day)? How would it feel to not have enough money to go to school, college, buy a car, buy a house? What will your life be like when you are an adult? How will you be making ends meet? Will your kids be working?

5. Also, teacher can model during the lesson by bringing in a portion of an entrée that represents what they would have been able to purchase with their earnings for that day (for example: 1/5 of a hamburger, ¼ a piece of pizza, etc).

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Formative Evaluation (Req.): Class discussion

Assessment (Req.): Worksheet

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- The characteristics, distribution, and migration of human population on Earth's surface
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| Five Themes of Geography Used (Req.): <ul style="list-style-type: none"><li>• Place</li><li>• Human-Environmental Interaction</li><li>•</li><li>•</li><li>•</li></ul> | School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |
| 21 <sup>st</sup> Century Universal Constructs (Opt.): Critical Thinking, Complex Communication  |  |
| Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>  |  |
| Other Essential Information (Opt.):   |  |
| Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>   |  |

# WORKSHEET

| Question   | Answer |
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| Convert the 100 rupees you earned today to US dollars, how much did you earn today?  |        |
| How many rupees will it take to buy your favorite item?  |        |
| How many days will it take to earn enough rupees to purchase your favorite item?   |        |
| With the money you earned was your family able to eat at your favorite restaurant today? How long will it take to earn enough to take your family out to eat?  |        |
| Pick among a car (15k), house (100k), or college education (25k). How long will it take you to save up for the luxury you chose?   |        |
| Now suppose: $\frac{3}{4}$ of the money you earn is given to your parents to help pay for your family's housing, food, necessities, etc. Now that you only get to keep $\frac{1}{4}$ of the money you earn, how long will it take you to buy your favorite item? |        |