

ECET - Lesson Idea Florida - Dawn Norris - Child Labor & The American Consumer Program Transcript

Dawn Norris (Interview):

Today's Common Core standards that we're working on is for my students to be able to read text, cite explicitly from their text, and draw inferences from it. We're reading a text today about soccer balls. They're talking about what is child labor, what are some facts or details that explain what child labor is, and their end goal is to write a magazine article that identifies what child labor is and implications that it has on the American consumer.

Norris:

So remember, our objective is, we're highlighting text, we're selectively highlighting, we should be able to use that to justify our answers in our paragraph, that paragraph being about child labor practices in the world. Okay? So as we're reading today, I want you to be looking at questions 1 through 3 that's in that research packet. Questions being, what is child labor, what does it tell us about child labor. So we'll highlight anything that has to do with child labor and what it is. Also, how does it impact us? 'Cause again, that leads back to our writing task for the day. How is child labor impacting us? So start with paragraph 1. You follow along, it's a shared reading, so you follow along, and if you see something that relates back to one of those three questions, you need to highlight it. We're gonna stop and talk. So, the story of one child, Gurmeet Kumar, a ten-year-old boy. Gurmeet lives in one of India's poorest areas. Because his baby brother became ill earlier this year, and needed medicine...

Norris (Interview):

As I am reading I'm gonna stop occasionally. I'm gonna ask them questions occasionally and make them think about what we're reading, and the purpose behind what we're reading. And then we only highlight what our actual purpose was.

Norris:

Are there any facts, any details that we might want to highlight? Eric?

Eric:

They will never go to school, never be allowed to be a child.

Norris:

They will never go to school, never be allowed to be a child. Absolutely. Zachary.

Zachary:

His freedom was used for a loan.

Norris:

Yeah, his freedom was used for a loan. Think about it. It may end up passing onto his grandchildren. He may never work off that debt. So remember last week when we talked about cause and effect? Isn't this an effect of something that's a long-term effect? So I'm gonna do a little-- I'm gonna mark my text over here and say long-term effect.

Student 1:

The one that says Gurmeet's children...

Norris:

It's passed onto his children and grandchildren. Yes, that's good. That's showing me the effects.

Norris (Interview):

The next part of our lesson is moving into the all write consensus. Um, the whole point of the all write consensus is for the students to be able to have a discussion in a small group, focused on one question at hand.

Norris:

I want you to come up with your definition to child labor, and I think at this point you should have a very specific definition to child labor.

Norris (Interview):

To run the all write consensus, what you have to have is a group of four. You have specific questions that, everybody in the group is going to come to the all write consensus with an answer to. Then every single person in the group answered that question, so that nobody had to feel like they had to overpower the conversation, they all had an equal input into it. And what-- I think, I saw some of them realize is that, a lot of them came with the same answers in mind, which is the whole point of the activity.

Student 2:

I put that, um, Gurmeet will try and work off the debt, and that the debt might be passed onto his children and grandchildren.

Student 3:

I put that the child is working with little or no pay and have their debt passed down to other family members.

Norris:

Use the evidence from your text to support yourself. Pull in, not just the article that we read today, but if you want to pull an article from something else, absolutely. Do that. That's when you get to the level three question. When it's not directly answered from something, but you're pulling it from different spots. Okay?

Zachary:

...the Cambodia article. It's telling about the stories of, um, the two kids that never stopped working, and with little pay.

Student 4:

The character in the passage, his little brother died because he didn't get enough pay to feed him. So, that's a big problem. You know? Someone just died using child labor. That's a real serious thing.

Norris:

Turn your page to the exit slip. So the first thing that your group is going to do, is your group's going to come up with a title to this section. Think about the video that I showed you, the Nike video, with the boy making the shoe. You can use that visually as an example in your writing as well.

Student 5:

When the boy was getting out of school, he was eating a little bowl with bread. They were just in a circle. They didn't really have anything. So, our topic sentence is gonna be how children are impacted.

Norris:

Go ahead and switch to your independent writing, and you write on your own, pulling your evidence, your support from your article. So remember, you gave me the example. You gave me characteristics, but now show it to me. Show that person doing that for me, okay? Remember while we're citing, while we're getting our information, remember you need to tell me where'd you get it. What article did it come from?

Norris (Interview):

I believe that the common core made me become a better teacher. I've been able to focus more on specific skills, and what can I do to take those kids to the next level in that skill, instead of just kind of creating some cute lesson plans that went along with one topic. I actually now can pull apart different strands and actually have them focus on specific skills that they need.