**Rationale:**

Students should understand the conditions faced by children both across the United States and around the world. Poverty, war, famine, and disease directly affect the lives of millions of children. Through this cross-curricular unit, students will explore and analyze nonfiction text, graphs, photographs, statistics, and data to examine the ways in which our common views of childhood are at odds with the reality for many children across the world.

The concept of “Stolen Childhood” explores how children are affected by various social problems and how this leads to children finding themselves in adult roles including labor, warfare, homelessness, refugeeism, forced prostitution, and AIDS.

**Audience:**

This unit is designed for use across the 7th grade level. The audience will include approximately 100 heterogeneously grouped students. The students will take part in aspects of this unit in 3 separate classrooms, with a cross-curricular focus on reading, English, and social studies.

Students have limited experience interpreting and analyzing nonfiction text and statistical data.

**Timeframe:**

This unit will be taught simultaneously in multiple subject-area classrooms. The reading and English portions are designed to be taught within a 3-4 week timespan. The social studies component is designed to be taught in a 1-week timespan. Class periods are 42 minutes long and meet 5 days per week.

**Big Ideas:**

Language Arts:

* Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
* Listening provides the opportunity to learn, reflect, and respond
* Information to gain or expand knowledge can be acquired through a variety of sources.

Social Studies:

* Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.
* The enjoyment of human rights and their exercise are dependent upon the community of nations and their citizens maintaining vigilance on governments and their actions.

**Essential Questions**

Language Arts:

* How do we use information gained through research to expand knowledge?
* How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?

Social Studies:

* Why does a citizen have to do more than merely exercise his or her rights?
* Why must the rights of the minority be respected within the rule of the majority?
* Why must all citizens be treated equally before the law?
* Why are ethics integral to the well-being of nations and individuals?
* How can an individual safeguard the sanctity of human rights?
* How can the story of a person on another continent, past or present, influence your life?

**Standards and Eligible Content**

Language Arts:

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| [**1.4.C.B**](http://pdesas.org/Standard/StandardsBrowser#24531) | Write complex pieces that use precise language, employ relevant graphics, use primary/secondary sources, as appropriate and include a variety of methods to develop the main idea.   * Focus: Sharp, distinct controlling point made about a single topic with evident awareness of task and audience. * Content: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details. * Organization: Effective organizational strategies and structures, such as logical order and transitions. * Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. * Conventions: Sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing. |
| [**1.4.C.C**](http://pdesas.org/Standard/StandardsBrowser#24537) | Write persuasive pieces that include a clearly stated position, convincing and properly cited evidence that anticipates and counters reader arguments and a variety of methods to advance the writer’s position.   * Focus: Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience. * Content: Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident. * Organization: Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content. * Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. * Conventions: Sophisticated control of grammar, mechanics, spelling, usage and sentence formation in writing. |
| [**1.5.C.A**](http://pdesas.org/Standard/StandardsBrowser#24551) | Write with a clear **focus**, identifying topic, task, and audience. |
| [**1.5.C.B**](http://pdesas.org/Standard/StandardsBrowser#24558) | Develop content appropriate for the topic.   * Gather, organize, and determine validity and reliability of information. * Employ the most effective format for purpose and audience. * Write fully developed paragraphs that have details and information specific to the topic and relevant to the**focus.** |
| [**1.8.C.C**](http://pdesas.org/Standard/StandardsBrowser#24649) | Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inferences and conclusions drawn from**research.** |
| [**1.9.C.A**](http://pdesas.org/Standard/StandardsBrowser#24664) | Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. |
| [**C.N.1.1.1**](http://pdesas.org/Standard/StandardsBrowser#26130) | Write with a sharp controlling point and awareness of the purpose of the narrative. |
| [**C.N.1.1.2**](http://pdesas.org/Standard/StandardsBrowser#26131) | Use illustrative details to create a strong narrative about an important idea or experience. |
| [**C.E.1.1**](http://pdesas.org/Standard/StandardsBrowser#26106) | Write informative pieces that describe, explain, or summarize information or ideas. |
| [**C.E.1.1.1**](http://pdesas.org/Standard/StandardsBrowser#26107) | Write with a sharp controlling point and an awareness of the audience and expository task. |
| [**C.E.1.1.2**](http://pdesas.org/Standard/StandardsBrowser#26108) | Demonstrate an understanding of the purpose with relevant information, content, and details. |
| [**C.E.1.1.3**](http://pdesas.org/Standard/StandardsBrowser#26109) | Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis |
| [**C.E.1.1.4**](http://pdesas.org/Standard/StandardsBrowser#26110) | Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. |
| [**C.E.1.1.5**](http://pdesas.org/Standard/StandardsBrowser#26111) | Write with control of grammar, mechanics, spelling, usage, and sentence formation. |
| [**C.P.1.1.1**](http://pdesas.org/Standard/StandardsBrowser#26153) | Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. |
| [**C.P.1.1.2**](http://pdesas.org/Standard/StandardsBrowser#26154) | Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints. |
| [**C.P.1.1.3**](http://pdesas.org/Standard/StandardsBrowser#26155) | Organize the argument using effective strategies to develop a strong, well-supported position. |
| [**C.P.1.1.4**](http://pdesas.org/Standard/StandardsBrowser#26156) | Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. |
| [**C.P.1.1.5**](http://pdesas.org/Standard/StandardsBrowser#26157) | Write with control of grammar, mechanics, spelling, usage, and sentence formation. |
| [**R8.A.2.5**](http://pdesas.org/Standard/StandardsBrowser#27255) | Summarize a nonfictional text as a whole. |
| [**R8.A.2.5.1**](http://pdesas.org/Standard/StandardsBrowser#27256) | Summarize the major points, processes, and/or events of a nonfictional text as a whole. |

**Standards and Eligible Content**

Social Studies:

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| [**5.2.U.A**](http://pdesas.org/Standard/StandardsBrowser#22613) | Contrast the rights and responsibilities of a **citizen** in a**democracy** with a **citizen** in an authoritarian system. |
| [**6.1.7.A**](http://pdesas.org/Standard/StandardsBrowser#22841) | Explain how limited **resources**and unlimited **wants**cause**scarcity.** |
| [**6.1.7.D**](http://pdesas.org/Standard/StandardsBrowser#22859) | Explain how positive and negative **incentives** affect behavior. |
| [**6.1.U.A**](http://pdesas.org/Standard/StandardsBrowser#23030) | Analyze how **choices** are made because of **scarcity.** |
| [**6.3.U.D**](http://pdesas.org/Standard/StandardsBrowser#23112) | Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.   * Ethnicity and Race * Working conditions * Immigration * Military conflict * Economic Stability   (Reference History Standards 8.3.9.D.) |
| [**6.5.W.E**](http://pdesas.org/Standard/StandardsBrowser#23170) | Compare distribution of wealth across nations. |
| [**11.1.6.E**](http://pdesas.org/Standard/StandardsBrowser#23439) | Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager. |
| [**13.2.11.E**](http://pdesas.org/Standard/StandardsBrowser#22780) | Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:   * Commitment * Communication * Dependability * Health/safety * Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) * Personal initiative * Self-advocacy * Scheduling/time management * Team building * Technical literacy * Technology |