

Teacher Absent Often:

Building Sustainable Schools from the Inside Out

Youth Edition Literature Support Curriculum

Created and Compiled by: Nicole Stansfield

Version 2.0 -- 2017

Lesson Title: An Introduction to Child Labor

Time: 50 minutes

Learning Targets:

Students will develop a basic understanding of the problem child labor around the world.
Students will learn about the difficult conditions facing children in third world countries.

Materials:

Child Labor articles – there are 3 different articles (A, B & C) with different reading levels & various levels of detail. **Choose the one that will work best for your class.**
“Child Labor World Wide Statistics” math activity page (see below)
Students arranged in groups of 3-4

Vocabulary:

population
percentage
labor

Developing Background Knowledge: (15 minutes)

Put the following prompt in a visible/accessible place:

- *What does the term “child slave labor” mean to you? Explain what it might be and where it might take place*

Give students 4-5 minutes to copy and answer the prompt.

Share out responses when students are finished.

Use a document camera or projector to show the picture of child laborers from around the world on the next page. Explain that these children are their age and that they do not go to school, but work for 9-10 hours/day instead.

Have students look at the pictures silently for about 2-3 minutes

Then have them answer the following prompt:

- *What emotions do you feel when you look at these children?*
- *How are these children like you? How are they different?*

Give students 4-5 minutes to copy and answer the prompt. Discuss in groups.

Guided Reading & Math Activity: (15 minutes)

Distribute the article(s) you chose for your class – differentiate based on reading abilities

Read and discuss together and/or in small groups

Distribute copies of “Child Labor Worldwide Statistics” page

Read and complete with students OR have students complete in small groups and then share



Name: _____

Date: _____

Child Labor Worldwide Statistics

	Worldwide Population of 5- to 17-year-olds		Worldwide Population of 5- to 17-year-olds at work	
Year	2008	2012	2008	2012
World	1,586,288,000	1,585,566,000	305,699,000	264,427,000
Boys	819,891,000	819,877,000	175,777,000	148,327,000
Girls	766,397,000	765,690,000	129,892,000	116,100,000
5-14 years old	1,216,854,000	1,221,071,000	176,452,000	144,066,000
15-17 years old	369,433,000	364,495,000	129,217,000	120,362,000

Source: Global Child Labour Trends: 2008 to 2012,
International Labour Office, Geneva, April 2013

Study the chart about the world's population of 5- to 17-year-olds. Then answer each question by circling A, B, or C and defend/ explain how you arrived at your answer.

1. What happened to the world's population of children ages 5 to 17 between the years 2008 and 2012?

(A) It decreased. (B) It increased. (C) It stayed the same.

- Defend / explain your answer:

2. What percentage of girls between the ages of 5 to 17 were working in 2012?

(A) 17.5% (B) 15.2% (C) 20.3%

- Defend / explain your answer:

3. What percentage of boys between the ages of 5 to 17 were working in 2012?

(A) 22.3 (B) 18.1 (C) 17.6

- Defend / explain your answer:

4. How many fewer children worldwide worked in 2012 than in 2008?

(A) 41,242,000, (B) 41,242, (C) 4,124

- Defend / explain your answer:

5. In 2004, how many more boys worked than girls?

(A) 25,700,000 (B) 41,700,000 (C) 78,000,000

- Defend / explain your answer:

Article A:

"Weaving a new life: Jaya and Sanita"

Peg Lopata.

Faces: People, Places, and Cultures 24.3 (Nov 2007): p19(1).

If you had to make a list of what you do most days, it might be pretty ordinary. Some fun, some work, some time in school. For some children, their daily life is far different. It's all work and no play. For Jaya Bhandari and Sanita Lama, kids from Nepal, their lives were nothing but hard labor: They were "carpet kids."

As "carpet kids," they worked in carpet factories in Kathmandu, Nepal. Jaya made carpets for three years; Sanita started weaving when she was 8 years old, to help pay for medical treatment for one of her sisters. Sanita was paid less than \$1 a month and like many carpet kids endured abusive treatment at the carpet factory such as long work days and poor working conditions. Fortunately, they both were rescued from this all-too-real nightmare by RugMark. The RugMark Foundation is an organization working to end child labor in the carpet industry. It also works to offer education to children in South Asia.



Jaya and Sanita are now both 19 years old and in 12th grade. Today because of their experiences working in the carpet factories, they are teens on a mission. As part of a speaking tour organized by RugMark called "Young Heroes: Voices of RugMark Children," they traveled around the United States in 2007 to tell their stories and describe what life is like for South Asia's 300,000 "carpet kids." Jaya and Sanita are two former "carpet kids" who want to make sure that no other kids suffer as they did.

Source Citation:

Lopata, Peg. "Weaving a new life: Jaya and Sanita. (Brief article)." *Faces: People, Places, and Cultures*. 24. 3 (Nov 2007): 19(1).
Student Resource Center - Junior. Gale. Poudre High School. 9 June 2011

Article B: Child Labor Overview

Cynthia Hatch

Faces: People, Places, and Cultures 22.8 (April 2006): p2(2).

Enduring 10 to 14-hour working days, an estimated 246 million children, worldwide, complete undesirable and dangerous tasks. These children are called child laborers. Read some fascinating facts about child labor.

Do you know who made your fine Persian carpet? In Pakistan, thousands of children toil in the carpet industry. Their tiny fingers can tie finer knots than adults, and this is what makes them so valuable to their employers.



Our trash is another's treasure. The world's poorest children scavenge in dumps for rags, iron scraps, and glass to earn money to buy food. Risking injury and illness by dodging trash trucks or eating rotten food, these children are doomed to short, unfulfilling lives. Imagine children as young as 7 risking poisoning, amputation, and even death on a daily basis.

Agricultural child workers risk skin rashes and being poisoned when they harvest produce treated with pesticides. They drive farm equipment without being able to reach the brakes. They harvest bananas and sugar cane with razor-sharp machetes. Many child workers make do with little food, and little or no training to complete their heavy workloads.



Child labor isn't just a third-world problem. It occurs in the United States, too. Californian and Texan farmers employ thousands of agricultural workers. Often, they work 12-hour days for as little as \$2 an hour. To survive, these families recruit their children to work alongside the adults.

What if there were worse fates than working on a farm for little or no money? Some children are used to promote drugs. Others are forced to fight in war zones. Still others have become untouchable, orphaned by/or stricken, with HIV/AIDS. Find out what the United Nations is doing to stop the spread of HIV/AIDS and extreme poverty across the world.

Source Citation:

Hatch, Cynthia. "High 5.(child labor in carpet industry)(Brief article)." *Faces: People, Places, and Cultures*. 22. 8 (April 2006): 2(2). *Student Resource Center - Junior*. Gale. Poudre High School. 9 June 2011

Article C: What is child labor?

Chivy Sok.

Faces: People, Places, and Cultures 22.8 (April 2006): p8(5).

About 246 million children between the ages of 5 and 17 are engaged in "child labor," according to the International Labour Organization's (ILO) 2000 global estimate. An estimated 73 million of these children are below the age of 10.

What is meant by "child labor"? What kind of work constitutes child labor? And where are these child laborers found? How is child labor connected to us as Americans?

These are very simple questions. The answers, unfortunately, are not so simple.

It has taken many years to come to some kind of agreement on the definition of child labor. While experts continue to disagree on some aspects of the definition, two international human-rights conventions have helped to guide international efforts to eliminate child labor.

The first comes from the 1989 UN Convention on the Rights of the Child. According to Article 32 of this convention, "State Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral, or social development."

A decade later, the ILO adopted a new convention that further defines the worst forms of child labor, the kind of work that is completely unacceptable and needs to be eliminated as soon as possible. The new ILO convention, commonly referred to as the Worst Forms of Child Labor Convention, defines the worst forms this way:

1. all forms of slavery or practices like slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
2. the use, procuring, or offering of a child for prostitution, for the production of pornography, or for pornographic performances;
3. the use, procuring, or offering of a child for illicit activities, in particular for the "production and trafficking of drugs as defined in the relevant international treaties; and
4. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. This last category is commonly referred to as "hazardous work."

In 2000, the ILO conducted a study of the scope and magnitude of child labor. The Asia-Pacific region has the highest incidence of child labor. About 127.3 million children between the ages of 5 and 14 are found in Asia, 73 million in sub-Saharan Africa, and 17.4 million in Latin American and the Caribbean. And about 5 million are found in both developed countries and transition economies. This is only an estimate; it is nearly impossible to accurately measure the problem. But we know that this problem is widespread.



When people hear the phrase "child labor," they often think of problems in faraway places--problems in poor, developing countries. While it is true that the highest incidence of child labor takes place in these poor countries, America has its share of the problem. In fact, American history is filled with abusive forms of child labor, such as children working in mines, sawmills, and sweat-shop factories. Today, some child labor continues to exist in America. We can still find children working on farms under some of the most hazardous conditions. In states such as California and Texas, for example, children are picking onions and other agricultural products that end up in some of our supermarkets and that are eaten by you and me.

As Americans, we are also connected to global child labor, directly and indirectly. About 70 percent of child labor takes place in agriculture. This includes the harvesting of bananas in Central America and cocoa beans for chocolate in West Africa and the picking of coffee beans and tea leaves in Latin America and Africa. Some of these agricultural products end up on our supermarket shelves. For better or for worse, we are connected to some of the most unacceptable forms of child labor.

Besides agriculture, what other forms of child labor exist? The list is long, and we can only cite a few categories, to give an idea of the scope of the problem. Some children are trafficked for forced labor or put into some of the most degrading kind of work. Some are used to promote illicit activities such as the drug trade. Some children are kidnapped and forced to become child soldiers. Others are abducted to perform labor like slavery, such as becoming camel jockeys or working as servants in other people's homes. Other children, especially those orphaned by HIV/AIDS, are left to fend for themselves on the streets. These are the children who labor from dawn until dusk in dangerous conditions and live without knowing where their next meal will come from.

These 246 million children suffer from some of the cruelest human rights violations on a daily basis.

Child Labor Through Time:

- 1639 The earliest recorded account of cruelty to a child occurred when a master killed his young apprentice.
- 1790s Child labor rose in the United States during the Industrial Revolution. Eventually laws were passed to limit how much children can work.
- 1904 The National Child Labor Committee was formed in the United States.
- 1909 The first Conference on Children was held at the White House.
- 1912 The United States Congress founded the Children's Bureau.
- 1916 The Keating-Owen Act forbade the sale of any item produced by child labor. The Supreme Court later decided the act was unconstitutional.
- 1938 The United States Congress passed the Fair Labor Standards Act, freeing children under the age of 16 from having to work.
- 1974 The United States Congress created the Child Abuse Prevention and Treatment Act.
- 1989 The United Nations adopted the Convention on the Rights of the Child. The convention asks that all member nations protect their children's rights.
- 1995 Twelve-year-old Craig Kielburger founded Free the Children, an international organization of children who help other children.
- 1999 The International Labor Organization adopts the Convention on the Worst Forms of Child Labor.
- 2000 The Harkin-Engel Protocol is adopted to address child slavery in the chocolate industry. The United Nations adopts the Millennium Development Goals (MDG).
- 2001 The international global movement *Say Yes for Children* began to gain millions of members worldwide.

2002 More than 400 child delegates attended the United Nations General Assembly special session on children.

2004 The first Children's World Congress on child labor is held in Florence, Italy. A follow-up session is held in India the following year.

2006 As many as 250 million children are being held in bondage and working as slaves around the world. Chivy Sok is a human rights advocate and consulting editor of this issue.

Source Citation:

Sok, Chivy. "What is child labor?(Cover story)." *Faces: People, Places, and Cultures*. 22. 8 (April 2006): 8(5). *Student Resource Center - Junior*. Gale.

Gale Document Number:

A147745973

What Makes a School?

Content Objective: This activity will challenge students to consider what makes or defines a “school”. It will also ask students to compare and contrast their school with schools found in other parts of the world.

Time: 30 – 40 minutes

Vocabulary: Compare and Contrast

Materials /Special Notes:

You will need one copy of each of the “What Makes a School?” student page for each student.

You will need to project a copy of the student page using a document camera or an overhead projector to facilitate discussion and model procedures.

You will need a copy of the “What Makes a School” Power Point and/or Photo Document – should be shown to students using a document camera/overhead or projected from your computer.

Activity:

Read the objectives of the lesson with students

Arrange students in groups of 3-4

Have students complete question 1 on the student sheet **on their own**.

- Give them approximately 3-4 minutes to complete this

Have student groups share their responses with each other. Inform them that they will be asked to share thoughts/ideas with the class when they are done with their group discussion.

Ask groups to share out their responses – record responses so that everyone can see them

Inform students that they will now look at some pictures of schools from around the world. Tell them that they can jot down notes or visuals in the box under number 3 on their student page as they look at the pictures (show them the Power Point or the Photo Doc)

When you have finished looking at the pictures of schools around the world, have students complete section 4 of the student page on their own.

- Keep the “What Makes a School” Power Point or Photo Doc available so that students can reference it.

Students can share their responses with their group and then with the class

Finally, have students complete the Venn Diagram that asks them to compare their school with the Schools they saw in the pictures.

- This can be done as a whole class activity if you are running short on time

Name: _____

Date: _____

What Makes a School?

Objectives:

1. To consider what makes a school a “school”.
2. To compare and contrast your school with other schools found in the world.

Part I. What Makes a School? Brainstorm and Pictures

1. In the box below, list all the things that make a school a “school”.

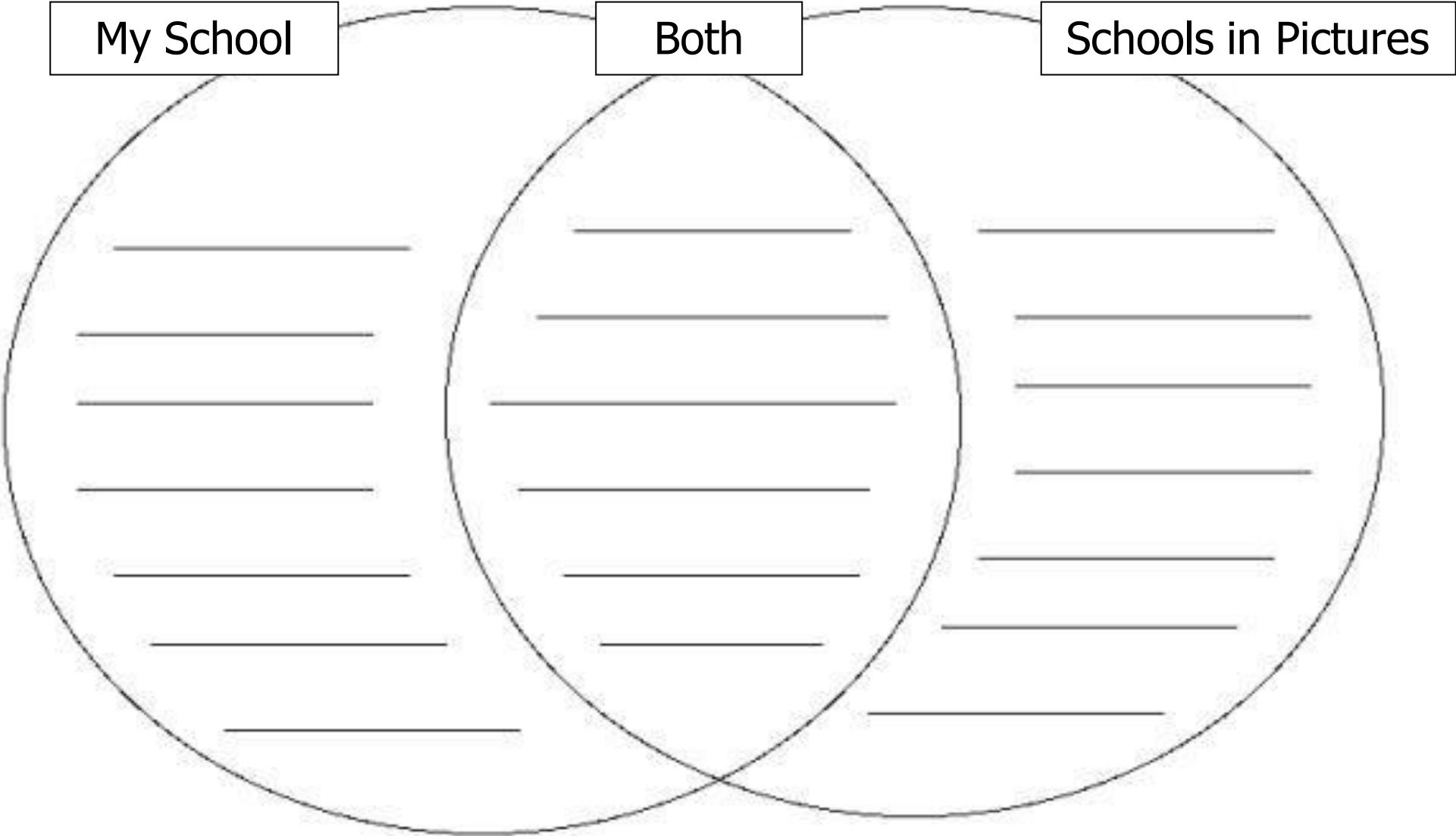
2. Share your answers with your group. Add any new thoughts / ideas if necessary.

3. Look at the UNICEF pictures of schools from around the world. Take notes or jot down things you find interesting from the pictures in the space below:

4. After looking at the pictures, share your notes and reaction to video with your group and answer the following question. Everyone in your group should be prepared to share their answers.

What surprised you the most about the schools that you saw in the pictures? Why?

Part II. Compare and Contrast: in the Venn Diagram below, compare and contrast your school to the schools that you saw in the UNICEF Photos.



The following information and photos can be found on the UNICEF website: <http://www.unicef.org/voy/index.php>

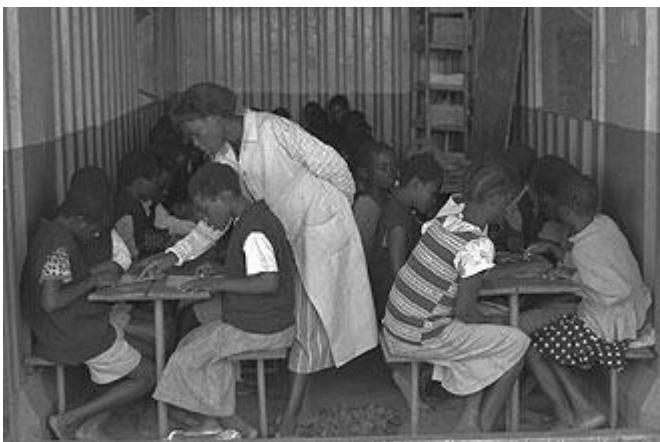
Have you ever thought about what makes a school a school? Is it having a teacher? More than one student? Four walls? A chalkboard or even better a digital SMART board? Desks?



Tents act as schools for Kosovar children (children from the Yugoslav province of Kosovo), in the Cegrane refugee camp in north-west Macedonia, the largest refugee camp in the Former Yugoslav Republic of Macedonia.



For this boy and girl, at the Lileu Sagrada Esperança School in the northern town of Malange, Angola, their school starts out in a box of materials, called „school in a box“ provided by UNICEF.



A teacher helps students in a class in a train container in rural Zambia. The train container is an alternative for students who cannot afford school fees, or cannot travel the long distance to the formal school. Many of the children are orphans.



The Kampong Prahok floating school is part of a cluster of schools on the Tonle Sap lake in Battambang Province, Cambodia. When the villagers float their homes to more sheltered waters at the start of the rainy season, they tow the school with them.



In the middle of a large boulevard in the eastern city of Lahore, Pakistan, an older man holds informal classes for a group of neighborhood children, while also tending his nearby store.



In Zambia, children sit at desks in Nthombimbi Primary School, a community school with no roof and incomplete walls.



In Nigeria, three small girls seated at a shared desk are helped with their schoolwork in a primary school class in Ibadan, capital of the south-western state of Oyo. Their school has four walls, a roof, and rooms for each class.



Children from the Ashaninka indigenous group sit at desks made of logs, or sit or lie on the floor while studying at the Cutivireni mission school in the central department of Junin, Peru.



In the south-central town of Baidoa in Somalia, first grade students sit on the floor in a roofless building because their school has too many students to fit everyone in the main building.



Children sit outside on benches as their teacher points to a chalkboard during a mathematics class at a community school in the village of Nkausu, near the town of Ndola in central Zambia.

“Education Gives them a Voice” Reading Comprehension

Time: 40 minutes

Overview: this reading activity can be done before, during the reading of the book or after its completion. It will provide students with some background knowledge about the book’s author and the work she does for students in Cambodia.

Learning Targets:

- Students will respond to a piece of text and understand the use of a metaphor
- Students will read for information and understanding.

Materials:

“Education Gives them a Voice” reading page

Directions

Ask students to reflect on what they have learned thus far about child labor and educational access around the world by copying and answering the following prompt:

- *Share three things that you have learned about child labor and educational opportunities for children in third world countries.*

Discuss with students the meaning of a metaphor. Provide them with a definition and some examples.

Have students develop or share some metaphors

Have students read the reading page alone or in small groups

When all students are done, ask them to explain the reading page title, “Education Gives them a Voice” in terms of a metaphor.

- Students can share ideas out loud or respond to question in a writing prompt

Education gives them a voice



When the Khmer Rouge regime destroyed the entire Cambodian education system during its four-year extreme Maoist revolution in the late 1970s, education itself was the enemy and all educated people were targets. It is not surprising that an educated person today would still fear for his life when an ex-Khmer Rouge commander moves into his village to conduct massive illegal logging. Illiterate former soldiers can work in an illegal trade at a wage five times what a teacher makes.

At our partner school in Aural District of Kampong Speu Province that serves children from the Souy hilltribe, a culture dependent on the forest for survival, students started dropping out of school to help parents chop down trees; bribes were paid to policemen right in front of the school as the children entered the gates; water resources started to dry up and children skipped school to haul water.

The parents were distressed but afraid to speak out. Fear dominates community life in Cambodia, an ongoing legacy of the Khmer Rouge genocide.

I asked the parents to write a letter but no one wanted to do it for fear of “the power man.” Finally, a woman came forward. Tau Soka was 20 years old and pregnant with her fourth child. She had learned to read and write at the school we support. Her letter said everything. Her husband had been a corrupt policeman taking bribes from the woodcutters but together they had decided to stop. She had specific demands. She wanted the policemen to enforce the law and stop taking bribes from the drivers of the oxcarts hauling logs. She was concerned about what the children learned from this. She wanted the teachers to show up every day and to explain the lessons well. She wanted the school to teach morality.



Her letter inspired other community leaders, teachers, monks and minority villagers to write letters -- or, if illiterate, affix their thumbprint to letters they dictated to neighbors who could write. All told, we sent 177 letters to media, conservation groups and human rights groups in Phnom Penh and around the world to call attention to the forest destruction problem. The students and teachers were interviewed by telephone from Washington, D.C. and featured on Voice of America Khmer Service, a broadcast widely heard in Cambodia. The attention brought 100 primary student drop-outs back to school.

A small show of law enforcement followed and although it had little long-term effect on the illegal logging problem, it had a powerful effect on the community. They had spoken together with one voice and something happened. No one felt threatened and they knew they been heard. "We not afraid of the power man anymore," the school director said, "because we have a voice to the world." With the school as a foundation for community solidarity, they understood that education gave them a voice.

These events changed the scope of our education vision realizing that a school is an integral part of the community it serves, and a natural community center in a remote rural village where it is the only permanent structure. We need to be a different kind of education organization, one that forges a partnership with the communities we serve by involving them in the education of their children and supporting their aspirations to sustain their school without us. We learned that to be an effective partner, the most important thing we could do was to help people make sense of and work to transform their historical, social, political and economic situations. We learned that in order to transform



those situations, they must learn to trust in each other and pursue change together.

SSI is committed to promoting and strengthening community trust, partnership, diverse leadership, and empowerment. Implementing this ambitious approach begins by creating an organization with the human capacity and resources to make a 5-10-year commitment to each community toward education sustainability. Sustainable Schools International is born of this commitment.

Lesson Title: Riels to Dollars

Time: 30 minutes

Learning Targets:

Students will use basic math skills to convert Cambodian currency to American dollars

Materials:

“Riels to Dollars” Student handout copies (see below)

Vocabulary and Background Knowledge

Economic System	A country’s system of production, distribution and consumption of goods and services. Different economic systems have different forms of currency or money with which consumers can purchase goods.
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Discuss and explain the idea of an “economic system”. Have students identify different goods that our country produces and uses

Ask students what currency we use in America – the dollar

Explain that in Cambodia the currency used is the Riel (symbol KHR – from the Khmer Rouge)

Assist students as necessary with the math problems

Name: _____

Date: _____

Riels to Dollars

Currency Fact:

One US Dollar equals 4055 Riels

\$1.00 = 4025.00 KHR



Use the currency fact to answer the following questions:

1. If a child in Cambodia earns 1 riel for a day's labor, how much does she/he earn in U.S. dollars?
2. With ten U.S. dollars (\$10.00) a child in Cambodia can buy a school uniform and school supplies for the year at the Grady Grossman school. How much money is that in Cambodian Riels?
3. A teacher at the Grady Grossman School earns approximately 201,250 KHR in one month. How much is that in U.S. dollars?

Critical Thinking Literature Response Questions

Time: 20-30 minutes depending on how many questions are answered and discussed.

Learning Targets:

Students will apply their knowledge of what they have read in new ways

Materials:

Notebook paper

Journal Response prompts

Directions

Choose one or more of the prompts below and write it/them on the board.

Read journal prompt(s) with students. Clarify what it is asking.

Have them copy journal prompt(s) on paper and answer

Journal Prompts:

Part One – Adopting Cambodia:

1. Fate can be defined as “the invisible force or power that is believed to determine future events.” How did Kari and George know that *fate* was directing them to adopt a child from Cambodia? Use at least two examples from the book to defend your answer. (pp. 3-6)
 - a. This question asks students to *Analyze and Infer Meaning* with support.
2. Write a journal entry that describes a job you’ve has or house chores you’re responsible for. How do your responsibilities compare to the boy and girl who work at the Heng Neak restaurant where Sovann took George and Kari to try Khmer food? (pp. 13)
 - a. This question asks students to “compare and contrast” – suggest a Venn diagram or a T-chart to organize thoughts/ideas.

Part Two – A Child of the Khmer Rouge:

1. Why was it important to Kari and George to have a Cambodian friend after they returned to Wyoming with their new baby, Ratanak (Grady).
 - a. This question asks students to *Infer Meaning and Defend* their thoughts/ideas
2. Amanda’s childhood required her to be a strong, brave, risk-taker in order to survive. Identify three examples from part 2 of the book (chapters. 6 – 16) that demonstrates this.
 - a. This question asks student to show basic *Comprehension and Knowledge* of text
3. On page 26, Kari describes the traditions of food preparation for a Cambodian wedding feast. Describe a traditional celebration that you family participates in or that you have experienced and tell about the food that is a part of the celebration tradition.
 - a. This question asks students to *Make Connections* between the text and their personal experiences.
4. Read the following quote from page 29: *Kari asked Grady to “sompeah”, to bow with his hands together, to show respect toward Amanda. Respect for elders is a Cambodian value she felt Grady should know.* Are elders shown respect in our country? How does your culture or family show respect for elders?
 - a. This question asks students to *Make Connections* between the text and their personal experiences.

5. In chapter 9, Amanda and her family have to flee their home in Pailin, Cambodia as the soldiers of the Khmer Rouge invaded their city. Imagine that you had to flee your home and you could only take three things that you can carry with you. Explain what three items you would take and why.
 - a. This question asks students to *Apply* experiences from the story to their own personal life and use their *Imagination* to create a solution to a problem.
6. On the bottom of page 39, Amanda explains that under the Angka's rules for the new society, "Money and education became the enemy and all foreign influence was banned." Explain why Angka and the Khmer Rouge soldiers would make "education" an enemy in the new society of Cambodia?
 - a. This question asks students to *Analyze* information in the text.
7. In Chapter 13 Amanda tells about the funeral feast for an old woman who lived next to her family. On page 49 Amanda says that "I couldn't wait for the next person to die, so I could eat." How does this statement make you feel? Do you think you would feel the same way and/or said the same thing if you were experiencing what Amanda experienced? Why or why not.
 - a. This question requires students to *Synthesize* the text and view possible experiences through their own lens.
8. Chapter 16 describes the experience of Amanda's family in the Philippines in 1982 "learning how to function in a modern world." Re-read page 60 and pretend that you are Amanda or her brother Dani. Write a diary entry about how you would feel and all of the "modern day" conveniences that you would have experienced on your first few days in the Philippines after living in the prison camp in Cambodia and the refugee camp in Thailand.
 - a. This question asks students to make *Text to Self Connections*.

Part Three – Teacher Absent Often

1. What was symbolic about Charuk Tiek Village and the location that Kari and George choose to build their first school in Cambodia?
 - a. This question asks students to *Analyze* information in the text and make inferences.
2. On page 67, the author describes the primary school in Charuk Tiek village. Read the description of the school and pretend that you are a 5th grade student in the school. Describe what a typical school day would look like, sound like and feel like.
 - a. This question asks students to make *Text to Self Connections*.
3. Chapter 17 tells us that the Grady Grossman School was built on the edge of the Cardamom Mountain range. Aural Mountain is the tallest mountain in Cambodia at 1,700 meters. Mt. Elbert, in Colorado where Kari lives, is the highest mountain in the state at 14,440 ft. Which mountain is taller?
 - a. This question asks students to *Apply* basic math computational knowledge to the text.
4. In chapter 18, Kari learns that providing a school building alone will not improve the educational access for the children of Charuk Tiek village. List and describe three other obstacles that Kari must overcome to create a successful school environment.
 - a. This question asks students to *Comprehend* information in the text and Identify supporting details.
5. On the bottom of page 93, the author explains that many countries contacted Sustainable Schools International in response to the idea that "education is the out of poverty". Do you agree with this idea? Why or why not?
 - a. This question asks students to *Analyze* information in the text.
6. In chapter 21, Kari decides that it is time for her to part ways with her friend and supporter, Sovann. Why did Kari make this decision? Do you agree or disagree with her decision to end her working relationship with Sovann? Explain and defend your answer.
 - a. This question asks students to *evaluate* the text and *defend* their thinking.

7. In chapter 22 we are introduced to Paul Chuk. Paul had an amazing impact on the students, teachers and principal of the Chrauk Tiek school. Describe three things that Paul did that made the Charuk Tiek school and community a stronger and better place.
8. Read the following quote of a Charuk Tiek villager from page 119, “We were in the dark....Kari brought us the Lantern”. Explain what the man meant by using this metaphor. Who has “brought a lantern” to your life?
 - a. This question asks students to *Analyze and Synthesize* information in the text.
9. In chapter 26, Kari takes on the challenge to help three neighboring schools improve. She is able to achieve success at these new schools at a faster rate. Give three reasons to explain why success was easier this time.
 - a. This question asks students to *Analyze* information in the text.
10. “Sustainability is about helping people in the way they want to be helped.” This is the opening statement for chapter 27. Explain this statement in your own words.
 - a. This question asks students to *Analyze* information in the text.
11. Chapter 28 introduces us to Charuk Tiek’s first college graduate, Kong. Read Kong’s speech to the Bontey Pranak Middle School students on page 145. Pretend that you were one of the students who heard Kong’s speech. Write a diary entry describing what you heard and how it made you feel.
 - a. This question asks students to make *Text to Self Connections*.

Writing Activities that can be Implemented throughout the Reading of the Book

- I. **Four Square**- this is a powerful activity that will take a small amount of preparation before class. This activity works best with passages/ parts of the story that will provoke a strong response or with parts of the story that students seem especially engaged in.

Students are arranged in groups of 4.

Four different passages are copied on 4 different pieces of paper.

- Each group will receive a set of 4 papers, each with a different passage from the text.

Each student takes a paper, reads the passage, and posts a comment on the paper. When all students have commented, in writing, papers are passed to the left. When students receive a new passage, they read the passage and peer comment, and write their own comment, responding either to the peer comment or the text.

Papers are passed, read and commented upon in this manner until everyone in the group has had a chance to read to and respond to all four passages.

- II. **Gallery Walk**- This activity is similar to the Four-Square activity, but allows for student movement around the room.

The Gallery Walk is intended to be a “silent conversation” about the reading.

Passages that **the teacher selects** from the book are posted on chart paper around the room.

Students, each with a marker, move around the room and write comments, responding either to the passage or to a peer’s response to the passage.

- III. **Personal response journal entries**- To encourage students to make **self-to-text connections** and think more deeply about the main character’s stories, choose one of the following sentence starters and have students write a personal response to a chosen portion of the text. The following are some possible examples:

If I were in Kari’s shoes in this situation, I would

If I were Amanda’s mother, I

If I lived in rural Cambodia.....

One thing that surprised me was..... because I expected that.....

I wonder if Kari / Grady/ Sovann ever thinks about.....

I wonder why.....

Lesson Title: Where's the Evidence?

Overview: use this exercise to help students make inferences and support them with evidence. This can be done with specific portions/chapters of the book or on-going during the reading of the book.

Materials:

Teacher Absent Often book

"Where's the Evidence?" student page

Directions:

Explain to students that even though the text does not always state it specifically, we can make the inference that many of the characters in the book were in danger and suffered great hardships in order to achieve personal success.

As students read, have them keep a list of as many things that they can find to support the inference that characters in the book were in danger and/or suffering great hardships using the "Where's the Evidence?" student sheet. Have students make other inferences and support them with evidence as they read.

Differentiation:

- teacher may provide the inference and help students identify the facts/details from the story that support it
- based on student ability, teacher can provide inferences or students can be challenged to develop them.

Name: _____

Date: _____

Where's the Evidence?

Even though the text does not always state it specifically, we can make the inference that many of the characters in the book were in danger and suffered great hardships as they attempted to find personal success

As you read Teacher Absent Often, create possible inferences that show that Kari, Amanda, Sovann or other characters were in danger or experiencing hardships on their journey to personal success.

Use the facts and details as evidence to support your inferences

Character	Possible Inferences	Facts and details from the story that support this inference (include page number)

Lesson Title: Help or Hindrance

Overview: use this exercise to help students make inferences and support them with evidence. This can be done with specific portions/chapters of the book or on-going during the reading of the book.

Materials:

Teacher Absent Often book

“Help or Hindrance” student page

Directions:

Explain to students that throughout the book, Kari encounters many different people – some who help her reach her dreams, others who hinder her from reaching success.

Guide students to complete Part I of the handout on their own and as a class to develop solid definitions of the words “help” and “hinder”

As students read various portions or chapters of the book, ask them to use the agreed upon definitions to identify people who are both helpers and those that hinder Kari in her work. They will have to provide evidence from the book to support their choices.

Students will also be asked to make inferences about the people they choose.

This activity can be implemented throughout the reading of the book.

Differentiation:

- based on student ability, teacher can provide examples and allow students to find supporting details.

Name: _____

Date: _____

Help or Hindrance?

Part I. Understanding Help and Hinder

Throughout the text, Kari meets many people who either **help** her reach her goal and build schools in Cambodia, or who **hinder** her from reaching her goal to build schools in Cambodia.

Work on your own AND as a class to develop definitions for what it means to **help** or **hinder** a person

Term	Definition in your own words	Class agreed upon definition
Help		
Hinder		

Part II. Identifying Helping and Hindering in the Book

As you read, keep a list of who helps and who hinders Kari in the appropriate column.

Support your choice with evidence (facts/details) from the book.

Finally, use information from the text, along with your own thinking, to infer why these characters act the way they do.

People Who <i>Help</i> (support with evidence)	People Who <i>Hinder</i> (support with evidence)
Why do you think these people helped Kari? (make an inference)	Why do you think these people hindered Kari? (make an inference)

Lesson Title: Give One, Get One

Time: 15 minutes

Learning Targets:

Students will critically analyze what they have read using thinking strategies
Students will collaborate with a peer to ensure comprehension

Materials

Copies of Teacher Absent Often for each student
“Give One, Get One” student page

Directions:

Make copies of “Give One, Get One” student page for each student

After completing and identified reading selection have students respond to the prompts on the “Give One, Get One” handout.

Use the “Stand-up, Hand-up” strategy to have students find a random partner

- All students stand-up and walk around the room with their right hand held high until teacher says “pair-up!” Students “high-five” the person closest to them at that time and introduce themselves to their new partner.

Students will trade papers read the original responses from their peers and share their own answers in the appropriate column

Students return to seats and read peer’s responses

This lesson can be implemented throughout the book.

Name: _____

Date: _____

Give One, Get One

Prompt	Your Thoughts / Ideas	A Peer's Thoughts / Ideas Name:
Something that the reading inspired you to think about today.		
A question you have or a clarification you need as a result of today's reading.		
Something you want to learn more about because of today's reading.		

Lesson Title: Did Kari Achieve Success? -- Making Text-to Text Connections

Time: 40 minutes

Overview: Students will make connections between two different text formats – the book Teacher Absent Often and the poem What is Success. This lesson would be an appropriate as a summative activity when students have finished reading the book.

Learning Targets:

Students will be able to make connections between two different text formats and support their ideas/answers with evidence.

Materials:

Teacher Absent Often copies for each student

Copies of the poem, What is Success by Ralph Waldo Emerson and the Success text – to – Text Connections” graphic organizer for each student

Directions:

Have students respond to the following writing prompt:

- *How do you define success? How do you know when you are successful?*

Tell students, “We are going to make text to text connections as we discuss whether or not you think Kari achieved success if measured against Emerson’s criteria for success in his poem. But, before you express your opinion, I want you to examine the text for specific supporting evidence.”

Read the poem aloud as a class – provide any necessary clarification or discussion to ensure that all students understand the meaning of individual words or phrases and overall meaning of poem.

Break students into groups of 4-5

Have them read and discuss the poem again as a small group. They should use Part I of the “Success text – to – text Connections” graphic organizer to record their thoughts and discussion.

Students should then complete Part II of the “Success text – to – text Connections” graphic organizer.

When all groups are done, have them organize themselves into new groups of 4-5 so that they can share and discuss their answers.

Alternative format:

Post each stanza on its own piece of chart/butcher paper and post these in various places around the room. After reading the poem and setting the purpose for the lesson, divide students into working groups and have them each spend 5 or so minutes with a stanza, looking for textual support and writing their answers on the butcher paper. After an appropriate amount of time, have groups rotate to the next paper. This format allows all students to respond to each stanza, may provide deeper thinking as students work to come up with more examples, and it gets students out of their seats. It takes more time and more classroom management than the first format.

What is Success?

To laugh often and much;

To win the respect of intelligent people
and the affection of children;

To earn the appreciation of honest critics
and endure the betrayal of false friends;

To appreciate beauty;
To find the best in others;

To leave the world a bit better, whether by
a healthy child, a garden patch
or a redeemed social condition;

To know even one life has breathed
easier because you have lived;

This is to have succeeded.

Ralph Waldo Emerson

Name: _____

Date: _____

Text – to – Text Connections Graphic Organizer:

Part I: In the space below, explain what Emerson’s poem, What is Success? means to you:

Part II: Use the table below to make connections between Emerson’s poem about success and Kari’s journey to build sustainable schools in Cambodia:

Stanza from Poem	Example that shows or supports this from <u>Teacher Absent Often</u> – provide excerpt from book and page number
To laugh often and much;	
To win the respect of intelligent people and the affection of children;	
To earn the appreciation of honest critics and endure the betrayal of false friends;	
To appreciate beauty; To find the best in others;	

To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition;	
To know even one life has breathed easier because you have lived;	
This is to have succeeded.	

Lesson Title: Sequencing Events of the Story

Time: 40 minutes

Overview: this is a summative activity should be done at the completion of the book

Learning Targets:

Students will demonstrate understanding of how to identify and sequence important events from a story.

Materials:

“Sequencing of Events” graphic organizer student page

Directions

- Explain to students that a non-fiction story such as Teacher Absent Often depicts important events that take place over an extended period of time
- During this exercise students will be asked to identify and chronologically sequence the main events of the story.
- The teacher might want to scaffold this exercise by brainstorming main events with students and then have them put them in chronological order.

Name: _____

Date: _____

Sequencing of Events: use the graphic organizer below to sequence the main events of the story

1st Event	• Name & Describe
2nd Event	• Name & Describe
3rd Event	• Name & Describe
4th Event	• Name & Describe
5th Event	• Name & Describe
6th Event	• Name & Describe
7th Event	• Name & Describe
8th Event	• Name & Describe

