

LESSON PLAN

Child Soldiers and the Global Portrait

FOUNDATION: *UNIT V. International Human Rights in the Domestic US Context*

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LENGTH

2 –3 days

NEBRASKA SOCIAL STUDIES STANDARDS

World History: 12.2.10

McREL NATIONAL STANDARDS

World History: 44.5, 44.6, 45.3

OBJECTIVES

1. Students will investigate the prevalence of child soldiers on a global scale.
2. Students will research different countries for current conflicts and their history and how it has led to the use of child soldiers.
3. Student will create a diary of a child soldier from a selected country.

TERMS

Child Soldiers
Convention on the
Rights of the Child.
(CRC)

MATERIALS

- Paper, pens, and markers
- Websites:
Human Rights Watch: Facts about Child Soldiers
<http://www.hrw.org/en/news/2008/12/03/facts-about-child-soldiers>
CRC (Convention on the Rights of the Child) (additional site)
<http://www2.ohchr.org/english/law/crc.htm>

Day One:

- I. Introduce students to the issue of child soldiers and engage them in a discussion about the phenomenon. Have them speculate on what factors would lead to a reliance on child soldiers and what international concerns exist about the practice.
- II. Introduce students to the above website on Child Soldiers and have them create a global map that highlights which parts of the world use child soldiers.
- III. Have them write a short essay that explains what human rights are being violated by this practice and what efforts are being made to stop it.

Day Two:

- IV. Have students share the results of their previous day's work.
- V. Have students select one of the countries listed on the UNESCO site that uses child soldiers. Have them research the current conflicts and their history and how it led to the use of child soldiers.
- VI. Based on the information they discover, students are to create a diary of a child soldier from a selected country. The entries need to combine the historical information of the country's conflict and its impact on one child. Students may select an actual child as referenced in the website or create a fictional child based on the general information provided through their research.

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- VII.** Encourage students to use poetry, drawings, rough sketched maps, etc. as diary entries along with general written pieces. It should include descriptions of the country's terrain, way of life, and any personal information about the child that is relevant. Explain the diary should serve as the "story" of one child's life as it is played out through the country's current conflict.