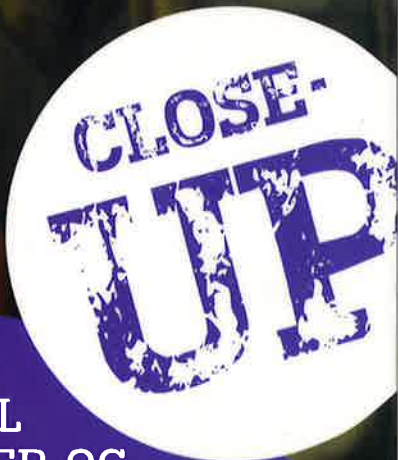


CLOSE-UP HUMAN RIGHTS



CHRISTEL
TAJO-HJENNER OG
TINE JUNGE NIELSEN

HUMAN RIGHTS

GYLDENDAL



Human Rights
af Christel Tajo-Hjerner og Tine Junge Nielsen
1. udgave, 1. oplag 2011

© 2011 Gyldendal A/S, København



Kopiering fra denne bog må kun finde sted på institutioner, der har indgået aftale med CopyDan, og kun inden for de i aftalen nævnte rammer.

Forlagsredaktør: Marie Rehfeld
Grafisk tilrettelæggelse: Karen Christensen Design
Forsidefoto: Alain Evrard, Scanpix

Bogen er sat med Plantin og trykt hos Clemensstrykkeriet.

ISBN 978-87-02-09527-2



GYLDENDAL

www.gyldendal-uddannelse.dk

Close-up består af:

Ads 978-87-02-04873-5

Ads – Teacher Resources 978-87-02-09891-4

City of Dreams 978-87-02-06845-0

City of Dreams – Teacher Resources 978-87-02-09747-4

Human Rights 978-87-02-09527-2

Human Rights – Teacher Resources 978-87-02-11811-7

Terrorism 978-87-02-06846-7

Terrorism – Teacher Resources 978-87-02-09892-1

When Nature Strikes 978-87-02-09893-8

When Nature Strikes – Teacher Resources 978-87-02-11812-4



Questions



Role-play



Discussion



Vocabulary tasks



Free writing

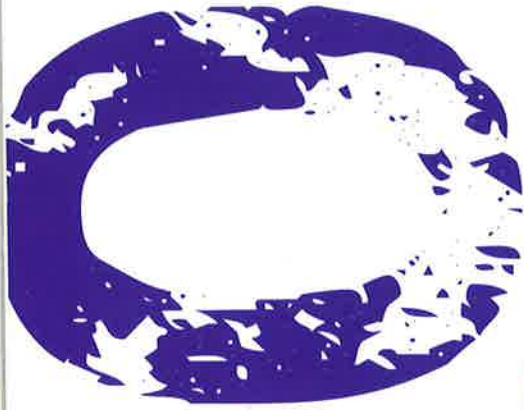


Research and production



01	The Universal Declaration	4
02	The Right to Life	12
03	The Right to Liberty	24
04	The Right to an Adequate Living Standard	38
05	The Right to Desirable Work	50
06	Over to You	62





THE UNIVERSAL DECLARATION

THE DECLARATION OF HUMAN RIGHTS

– abbreviated version

1.
Right to Equality

2.
Freedom from Discrimination

3.
Right to Life, Liberty, Personal
Security

4.
Freedom from Slavery

5.
Freedom from Torture and
Degrading Treatment

6.
Right to Recognition as a Person
before the Law

7.
Right to Equality before
the Law

8.
Right to Remedy by
Competent Tribunal

9.
Freedom from Arbitrary
Arrest and Exile



Pair work: choose three articles and read them thoroughly, so that you understand every word. If you think the wording is complicated, you might want to rewrite them in everyday English. Translate them into Danish. Write each article on a coloured piece of paper, illustrate it, and put it up on the board in class. When all the articles are finished, present them to the rest of the class. Explain why you chose these articles, in particular, and explain which one you think is most important and why.

10.
Right to Fair Public Hearing

11.
Right to be Considered
Innocent until Proven Guilty

12.
Freedom from Interference
with Privacy, Family, Home
and Correspondence

13.
Right to Free Movement in
and out of the Country

14.
Right to Asylum in other Coun-
tries from Persecution

15.
Right to a Nationality
and Freedom to Change
Nationality

16.
Right to Marriage and
Family

17.
Right to Own Property

18.
Freedom of Belief and Religion

19.
Freedom of Opinion and
Information

20.
Right of Peaceful Assembly
and Association

21.
Right to Participate in
Government and Free
Elections

22.
Right to Social Security

23.
Right to Desirable Work and
to Join Trade Unions

24.
Right to Rest and Leisure

25.
Right to an Adequate Living
Standard

26.
Right to an Education

27.
Right to Participate in the
Cultural Life of the
Community

28.
Right to a Social Order that
Articulates this Document

29.
Community Duties Essential to
Free and Full Development

30.
Freedom from State or
Personal Interference in
the above Rights

Amnesty is a word with several meanings. In this context Amnesty means an official pardon for people who have been convicted of a political offense.



HUMAN RIGHTS

civil rights personal rights of the individual citizen
movement a group of people with a common goal or idea
ensure guarantee
vary differ
ought to should
ratified formally and officially approved
pamphlet small paperback book
distributed handed out

You might have heard about the civil rights movement in the US in the 50s and 60s. The famous African-American, Martin Luther King, struggled to ensure civil rights for all African-Americans in the US, and equal rights for everybody in general. In this book you will not be working with *civil* rights, but with *human* rights. Whereas civil rights protect the citizens of a specific country, and can vary from country to country, human rights protect everyone and are the same all over the world – or they ought to be. After World War II ended, heads of states in the UN wanted to make sure that the terrible crimes committed against innocent people would never happen again. On December 10, 1948, they agreed on a document called the Declaration of Human Rights, which consists of 30 articles that tell you about the rights you have as a human being – that is if your country has signed and ratified the Declaration. A small pamphlet called the Universal Declaration of Human Rights was published, and all member states were asked to make sure it was distributed in their countries, especially in schools and other places

of education. The idea was that everybody should hear about their rights, no matter where they lived or who governed their country.

Some of the overall issues that the Declaration of Human Rights seeks to ensure are:

- that all human beings are treated equally and with dignity.
- that all human beings have the possibility to lead a good life in freedom.
- that all human beings enjoy freedom of speech.
- that all human beings enjoy freedom of expression.
- that no one leads a life in fear or starvation.
- that all human beings are guaranteed these rights regardless of their gender, sexual orientation, nationality, race, religion, etc.

There are several organizations that help us to remember what the Declaration of Human Rights is all about. They try to make sure that we respect these articles and inform us if a country does not. In the following section we will introduce you to one of these organizations, Amnesty International.

Amnesty International is one of the world's largest voluntary organizations working for human rights; it has members in more than 160 countries. Amnesty has three main aims:

1. The immediate release of all prisoners of conscience.
2. Fair and prompt trials for all political prisoners.
3. Prevention of torture and executions.

It may sound odd for an organization, but Amnesty International's wish is actually to stop existing because that would mean that the Declaration of Human Rights was fully respected in every country.

governed ruled
issues topics of interest or discussion
dignity respect, self-respect
lead have
expression communicating an idea
starvation hunger
regardless no matter
gender sex, whether they are male or female
release letting go
prisoners of conscience people who are imprisoned due to race, color, political beliefs etc.
prompt quick
executions killings ordered by a court of law as punishment for a crime



- Has Denmark signed the Declaration of Human Rights, and if so, when was this?
- Has Denmark ever been on Amnesty International's list of countries that have not respected the Declaration of Human Rights?

Use the internet to find out.



Pair work: do you think it is alright for Denmark to disregard the Declaration of Human Rights in certain cases? If so, which? Make up your own mind first, and then discuss it with your partner.



Peter Benenson.

appalled horrified
aware knew
injustice unfairness
witnessed seen, been present at
trials cases, legal processes in courts of law
miscarriages of justice innocent people convicted of crimes they did not commit
intended planned
faced were confronted with
similar very much alike
filing cabinet piece of office furniture with shelves and drawers
spartan simple
barbed wire fence wire, often used for fencing in cattle
affected influenced
in existence being around

HOW IT ALL STARTED

- AMNESTY AND THE PRISONERS OF CONSCIENCE

In 1960, the British lawyer, Peter Benenson, read in a newspaper that two Portuguese students had been arrested on their way to work and sentenced to seven years in prison. Their crime: they had toasted to freedom in a restaurant. Peter Benenson was appalled, even though he was already aware of the fact that injustice was common in some countries. As a lawyer he had witnessed political trials in various countries such as Hungary, Cyprus, and South Africa. Everywhere he had seen miscarriages of justice.

“What can I do to help these people?” he thought. He decided to set up a campaign only intended to last a year and call it: *Appeal for Amnesty, 1961*. It would include all prisoners who were in prison because of their political views, religious beliefs, race, or sexual orientation. He decided to call these people “prisoners of conscience.” He wanted to help people in prison who had not had a fair trial, and he wanted to help prisoners who faced the death penalty.

He discussed the idea with his friend, Eric Baker, and in 1961, Peter Benenson’s article *The Forgotten Prisoners* was printed in the British newspaper, *The Observer*. At the same time, a similar article was printed in the French newspaper, *Le Monde*, and that is how *Appeal for Amnesty, 1961* began.

In the beginning, Peter Benenson and Eric Baker worked at Benenson’s office in Mitre Court, London, which became their headquarters. With only a desk and a filing cabinet, it was quite spartan. They decided on the three main aims and agreed it was important to have a powerful symbol. They chose a burning candle surrounded by barbed wire. This was meant to symbolize Amnesty’s struggle to keep the light of hope shining when there was still injustice in the world.

Apparently, the articles in the newspapers had affected many people because when a meeting was set up in a café in Luxembourg, people from as far away as Belgium, France, the UK, Switzerland, the US, Germany, and Ireland came. As the interest was so great, it was decided that the movement, which was only supposed to last a year, should become permanent.

After being in existence for only one year, there were already 11 Amnesty groups worldwide, and by February 1963 there were 180.



Activists from Amnesty in Washington D.C.

The Amnesty groups had a high rate of success. One of the prisoners mentioned in the article in *The Observer*, the former Archbishop of Prague, Josef Beran, was set free in 1964 with help from Amnesty.

Today, Amnesty continues the fight for release of all prisoners of conscience. The activists make sure that as many Amnesty supporters as possible write letters to the individuals responsible for putting these prisoners behind bars.

However, there are other human rights organizations besides Amnesty International. FIDH (the International Federation for Human Rights) was founded in 1922 and is the oldest international human rights organization worldwide. The headquarters of FIDH is located in Paris, France, and like Amnesty International, FIDH is independent of any government. FIDH is especially known for their focus on children's and women's rights. The president of FIDH, Souhayr Belhassen, is a Tunisian woman, a famous human rights activist, and a journalist. Later in this book, you will read examples of how children's and women's rights are violated today.

On Fifth Avenue in New York lies the headquarters of another big human rights organization called Human Rights Watch. Human Rights Watch was one of the six organizations who formed the Coalition to Stop the Use of Child Soldiers in 1998. Their goal is to stop the recruitment and use of boys and girls as soldiers. Every year they provide detailed reports with information on the recruitment and use of children in armed conflicts by government forces. They also supply the UN Committee on the Rights of the Child with reports and research. You will read more about child soldiers later in this book.



Pair work: go online and see if you can find Peter Benenson's article. It was published on May 28, 1968 in *The Observer*.

- In the article, Peter Benenson has included the definition of a prisoner of conscience. What is it?
- Do you know of any prisoners of conscience today?
- Where are the prisoners, and why are they imprisoned?

high rate of success were very successful

founded started

coalition group, association

violated disregarded

imprisoned in prison



Go to the website of Amnesty, Human Rights Watch or FIDH and find an example from an English-speaking country of how a basic human right has been violated. Write a few keywords about the case and present it to the class.

Martin Niemöller (1892-1984) was a German Lutheran pastor who lived and worked in Germany during the Second World War. At the beginning of Hitler's regime, he supported Hitler. However, when he understood that Hitler wanted power over the churches, Niemöller withdrew his support. Niemöller was imprisoned in Sachsenhausen and Dachau concentration camps from 1937 to 1945. He barely survived imprisonment and escaped execution. When he realized the catastrophic nature of Hitler's regime, he wrote the famous lines that you are about to read.

FIRST THEY CAME FOR

BY MARTIN NIEMÖLLER



First they came for the Communists, and
I did not speak out
Because I was not a Communist.

pastor priest
regime method or government
that rules a country
withdrew stopped
imprisoned put in prison
execution being killed
catastrophic terrible
speak out speak up, stand up
for
trade unionists members of a
trade union

Then they came for the Trade Unionists, and
I did not speak out
Because I was not a Trade Unionist.

Then they came for the Jews, and
I did not speak out
Because I was not a Jew.

Then they came for me, and
There was no one left to speak for me.



Pair work: go to YouTube.com and listen to the poem being read aloud. You can find the poem being used in many different ways. Choose one and write three headlines that explain why you chose this clip. Show the clip to your class and read your headlines aloud.



Pair work: why did the author do nothing when they came for the communists, the Jews, or the trade unionists? How is the poem related to human rights? Find articles from the Declaration of Human Rights that fit the message of the poem.



THE RIGHT TO LIFE

"#3 Everyone has the right to life, liberty and security of person"

DEATH PENALTY

Perhaps you have heard about death row, inmates, and the electric chair. Or maybe you have watched movies such as *The Green Mile* or *Dead Man Walking*. Both films deal with the death penalty. A death penalty means the execution of a prisoner ordered by a court of law as punishment for a serious crime, most often murder. The death penalty is not a new phenomenon. It has existed for thousands of years in communities all over the world. The first recorded death penalty laws were from Babylon about 1800 years BC. Back then, death sentences were carried out by such means as crucifixion, drowning, beating, burning, or impalement.

In the 10th century, hanging became a common way of executing people, but later on 'more innovative' methods were used, for instance, boiling people or burning them at a stake. By the 1700s, offenses such as stealing or cutting down trees were punished with death in England. During the reign of Henry VIII, the number of executions in England rose. About 72,000 people were sentenced to death, and the king himself got rid of two of his six wives by beheading them.

In Denmark, the last execution in peace time took place in 1892, and the death penalty was legally abolished in 1930. In the aftermath of the Second World War, capital punishment was reinstated in Denmark to punish war criminals. Ib Birkedal Larsen, who had collabo-

death row the part of a prison where those sentenced to death are kept

inmates prisoners

execution killing

communities societies

BC Before Christ

means methods

crucifixion death by being nailed to a cross

impalement death by being pierced through the body with a sharp piece of wood

burning them at a stake

burning them alive

offenses crimes

beheading cutting off the head

abolished ended

in the aftermath as a result, outcome

reinstated put into effect again

collaborated worked together

American prisoner strapped into an electric chair, late 1800s.



rated with the Germans during the war, was executed by a firing squad in 1950. Since then, Denmark has not used capital punishment.

CAPITAL PUNISHMENT IN THE US

You might ask yourself why capital punishment still exists in a country like the US, since the US is part of the UN and has signed the Declaration of Human Rights. In our attempt to answer this question, we have to look back in time to see what happened when the US was formed as a nation.

In the 16th century, British settlers came to America and brought the practice of capital punishment with them. The first recorded execution was that of Captain George Kendall in the colony of Virginia in 1608. Kendall was shot by a firing squad for being a spy for Spain. In 1612, the Governor of Virginia, Sir Thomas Dale, passed laws which imposed the death penalty for even minor crimes such as stealing grapes, killing chickens, and trading with Indians.

In colonial times, the abolitionist movement gained strength all over the world, including America. The abolitionists were against slavery and the death penalty. They claimed that the death penalty increased criminal conduct in the country as a whole, and in the 19th century, many states reduced the number of capital crimes.

Until the 19th century, executions were carried out by shooting, but in 1924 Nevada wanted a more humane way of executing its inmates. As a consequence, the use of cyanide gas was introduced. Gee Jon was the first person executed by this lethal gas. The state tried to pump cyanide gas into Jon's cell while he slept, but this proved impossible, and consequently a gas chamber was constructed.

From the 1920s to the 1940s, there was a revival in exercising the death penalty. There were more executions in the 1930s than in any other decade in American history, an average of 167 per year. In the 1950s, many developing countries either abolished or limited the death penalty. This had an impact on the US, and the number of executions dropped dramatically. Whereas there were 1,289 executions in the 1940s, there were 715 in the 1950s, and only 191 from 1960 to 1976. In the US, a nation with over 300 million people, the number of death sentences has been steadily declining from 300 in 1998 to 37 in 2008.



American prisoner in a gas chamber, 1944.

firing squad a group of soldiers ordered to shoot to carry out a death sentence

capital punishment death penalty

imposed meant, ordered

colonial times between the early 1500s and late 1700s

abolitionist movement group of people who supported the abolition of slavery

conduct behavior

humane sympathetic

revival comeback, upturn

exercising using

impact effect

declining becoming less, decreasing

circumstances situation



Pair work:
make a timeline of the death penalty based on the information from the text.



- In which decade were the first recorded death penalty laws enforced?
- Which British king executed two wives, and how did he do it?
- When did Denmark stop executing its citizens, and what were the circumstances?

CHALLENGING THE DEATH PENALTY

unconstitutional inconsistent with the constitution (the supreme law of the US)

Supreme Court the highest court in the US judicial system

reinstate reintroduce, return to

adopt choose, accept

lethal deadly

means method

implemented put into use

abbreviated shortened

proclaims recognizes

absolute fashion undeniable way, unquestionable way

abolition termination, ending it

In the US in the early 1960s, it was suggested that the death penalty was a “cruel and unusual” punishment, and therefore unconstitutional under the Eighth Amendment.

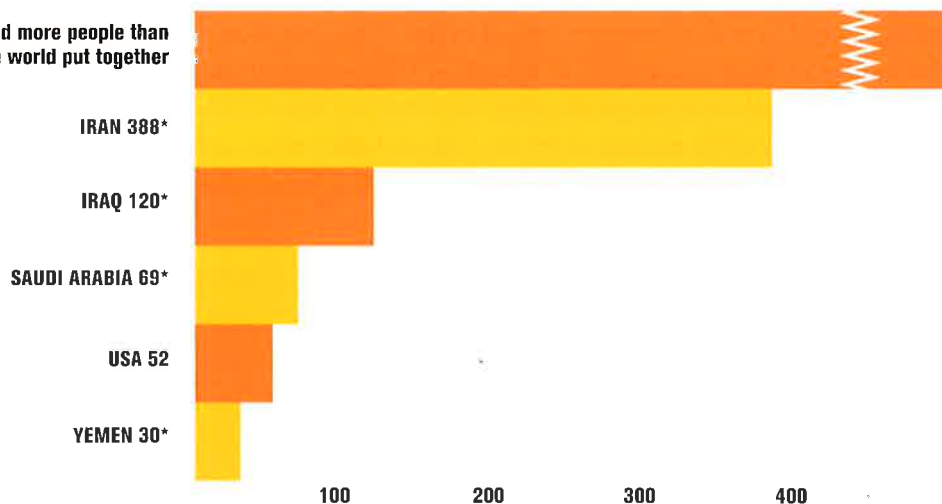
In 1972, the Supreme Court ruled that the death penalty was unconstitutional. However, this did not last long. Several states re-wrote the death penalty law in order to reinstate capital punishment.

Execution methods developed as well, and in 1977 Oklahoma became the first state to adopt lethal injection as a means of execution. This method was implemented in 1982, when Charles Brooks became the first person to be put to death by lethal injection in Texas.

In 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights. You have read an abbreviated version on page four and five. The declaration proclaims a “right to life” in an absolute fashion. Many nations throughout Western Europe stopped using capital punishment in the following years, and abolition became the norm in Western Europe by the 1980s. In the US, however, the death penalty was still used.

COUNTRIES WITH THE HIGHEST NUMBER OF EXECUTIONS IN 2009

CHINA executed more people than the rest of the world put together



* Indicates that there were executions (at least more than one in the given country but it was not possible to specify a figure). Source: Amnesty International.

The Death Penalty in the US

- Since 1973, more than 115 people in 25 states have been released from death row because they were innocent.
- Nearly 70% of prisoners on death row are Black or Hispanic.
- Women have constituted only about 3% of US executions.
- The overwhelming majority of death row defendants (79%) have been executed for killing white victims, even though African-Americans make up about half of all homicide victims.
- FBI data show that the 14 states which do not have capital punishment had homicide rates at or below the national rate in 2008.
- Dozens of prisoners have been executed despite suffering from serious mental illnesses.
- Since the US Supreme Court reinstated the death penalty in 1976, 80% of all executions have taken place in the South (37% in Texas alone).

THE DEATH PENALTY TODAY

In April 1999, the United Nations Human Rights Commission passed a resolution that requested countries still using the death penalty to limit its use. Ten countries, including the US, China, Pakistan, Rwanda, and Sudan voted against the resolution.

Presently, more than two-thirds of the countries in the world have abolished the death penalty completely. However, more than 78 countries have kept the death penalty. In 2008, at least 2,390 people were executed in 25 countries around the world. 95% of all known executions were carried out in only six countries: China, Iran, Saudi Arabia, the US, Pakistan, and Iraq.

In China, execution figures are a state secret, meaning their total number of executions could be much higher.

Hispanic American citizens with Spanish or Latin-American descent

constituted made up

majority more than half

defendants prisoners

homicide murder

requested asked, appealed

abolished ended

figures numbers



Pair work: write down ten questions relating to Challenging the Death Penalty and The Death Penalty Today on a piece of paper. The questions must be open questions, i.e. the answer must require more than "yes" or "no." Swap questions with another pair and answer their questions.



In class: with the exception of two students, everybody in class writes down questions and answers relating to the text. The two contestants must not see the questions. The two contestants sit with their backs to the blackboard. The students take turns asking questions. The contestants get one point for each question they have answered correctly. The contestant with most points wins.

ERNEST (SHUJAA) GRAHAM

County: Santa Clara, California

Convicted of: 1st Degree Murder

Year of Conviction: 1976

Sentence: Death

Year Released: 1981

Years Served: 8 years

Wrongful Conviction Factor: Police misconduct; prosecutorial misconduct



As he says, 'wounded by the blows of capital punishment but not slain,' Ernest Shujaa Graham walked off death row in 1981, after serving eight years for a murder he did not commit.

convicted of found guilty of

years served years spent in prison

misconduct breaking the rules, unlawful action

prosecutorial relating to the attorney who represents the government or state

wounded injured

blows hard hits

capital punishment death sentence

raised brought up

share croppers poor farmers

Watts riot six days of violent protests in L.A. in 1965. 34 people got killed

occupation takeover, invasion

community neighborhood

juvenile hall prison for young people

despise hate

took me under their wing

took care of me, protected me

Black Panther Party African-American revolutionary organization

Shujaa was born and raised in a small town called Lake Providence, Louisiana. He and his family were share-croppers. "My only goal was to get out of the fields, to be a tractor driver, so I wouldn't have to work so hard."

At eight years old, his mother moved to Los Angeles and just couldn't afford to bring Shujaa. His grandmother, "who he owes so much to," raised him for the next few years. At 12, he joined his mother in South-Central Los Angeles but the culture shock was difficult for him to bear. Shujaa lived through the Watts riot and experienced the police occupation of his community. He was in and out of juvenile hall. "In 1969," he said, "I was convicted of a \$35 robbery and sent to prison." He was just 18 years old. But in prison, "those who we despise the most took me under their wing," he said. Shujaa learned to read and write; he studied history and world affairs, and became a leader of the Black Panther Party within the California prison system.

In November 1973, Shujaa was wrongfully convicted of the murder of a prison guard and sentenced to death. "Every day was hard on death row," he said. He was beaten, and often nearly lost hope, drawing strength from the other men on the row who told him to hold on.



Ernest Shujaa Graham breaks down in tears during a speech in 2008.

Watching television one day, he learned that his conviction had been overturned because prosecutors had removed all African-Americans from the jury. He was tried twice more before he was finally acquitted of all charges, and became a free man in 1981.

“I’ve been out 20 some years now and every day when I get up I think about capital punishment, and not only what happened to me but also those I left behind.”

Shujaa and his wife have raised three children and now have a landscaping business in Maryland. But Shujaa’s life work is ending the death penalty.

conviction sentence
overturned changed
prosecutors the attorneys who represent the government or state
he was tried his case was tried in court
acquitted freed, cleared
charges accusations
landscaping business a business that designs outdoor and public spaces



Write an interview with Shujaa right after he was released from prison. How does he feel, what will he do now, etc.? (500-600 words)

FORMER DEATH-ROW INMATE WOULD GET \$1.9 MILLION

BY MARIA GLOD, WASHINGTON POST STAFF WRITER



If court approves, Va. will compensate wrongfully convicted man who came within days of execution.

approves agrees
Va. the state of Virginia
convicted sentenced, found guilty
execution being killed
commit do
settlement money paid to end a disagreement
arose was a result of
conviction legal decision, sentence
exonerated proved innocent
modest small, not great
maintenance man janitor
declined refused
confession acknowledgement of the crime
deceased no longer living
investigator police detective
fabricated made-up false information
proposed suggested
dismiss drop
verdict judgment
estate heritage
employee assistant, agent
interrogated questioned
litigation legal disputes settled in court
awaiting waiting for

Virginia officials have agreed to pay \$1.9 million to a man who spent 17 years in prison – including more than nine on death row – for a rape and murder he did not commit, officials said yesterday.

If the settlement is approved by the court, it will bring an end to years of legal battles that arose from one of the nation's most troubling instances of a wrongful conviction. Earl Washington Jr., a farmworker who is mildly mentally retarded, once came within days of execution. He was exonerated in 2000 by DNA tests.

Washington, 46, has since married and lives in Virginia Beach. He earns a modest salary working as a maintenance man.

"This will give Earl protection, security and comfort, and it's just about time for that," Robert T. Hall, one of Washington's attorneys, said yesterday. Washington declined to comment.

Washington's conviction in the 1982 rape and murder of 19-year-old Rebecca Williams, a young mother from Culpeper, was largely the result of a false confession in which he got several key details wrong. Last year, a federal jury in Charlottesville ruled that a now-deceased Virginia State Police investigator fabricated parts of that confession. The jury awarded Washington \$2.5 million.

The proposed \$1.9 million settlement calls for the court to dismiss the verdict against the estate of investigator Curtis Reese Wilmore, who died in 1994, according to court papers. It also would mean that all appeals in the case, including one by Wilmore's estate, would be dropped. The state funded the defense against Washington's lawsuit because Wilmore was a state employee when he interrogated Washington.

"All litigation arising out of the wrongful conviction and near execution of Earl Washington would come to an end," Hall said.

Last year, Kenneth M. Tinsley, 61, was charged with Williams's rape and murder. Tinsley, who is serving a life sentence for an unrelated rape, is awaiting trial.

Washington's case has had a significant impact on Virginia's criminal justice system. His story inspired a 2001 law allowing inmates who claim innocence to seek DNA testing at any time, loosening what was then the toughest rule in the nation on new evidence. It also led to a review of some cases analyzed in Virginia's DNA laboratory.

In 1994, then-Gov. L. Douglas Wilder (D) commuted Washington's sentence to life in prison after forensic tests cast doubt on his guilt. Six years later, then-Gov. James S. Gilmore III pardoned him after more advanced testing failed to connect Washington to the crime and revealed the presence of a convicted rapist's DNA at the scene.

According to court papers, the office of Gov. Timothy M. Kaine (D), Washington's legal team, Wilmore's attorneys and court mediators reached the agreement March 6. Kevin Hall, Kaine's spokesman, confirmed that all sides reached an agreement but said he could not comment further because it has not been finalized by the court.

William G. Broaddus, an attorney for Wilmore's estate, said the Wilmore family is pleased that the jury's finding would be dismissed.

Robert Hall said the payment would be managed by trustees who would invest the money and arrange for regular payments to Washington that would supplement his income. Some of the funds also would cover attorney's fees, Hall said.



Earl Washington Jr.

significant important
seek get
commuted changed
forensic legal
then-Gov former Governor
pardoned released
revealed showed
mediators state attorneys
finding verdict, judgment
supplement add to
income salary, paycheck

From The Washington Post, © March 28 2007 The Washington Post. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of the material without express written permission is prohibited.



Choose one of the following and write 350-450 words:

- Write a letter to the editor in which you state your point of view about Washington's case.
- Write a page in Washington's diary on the day he was released from prison.



Group work: Shujaa and/or Washington are guests on a talk-show. You are allowed to invite other guests to the show, for instance, family members, childhood friends, ex-girlfriends, former teachers, prison guards, fellow prisoners, etc. Prepare the talk-show. Write the script. Divide the roles between you. Practice the show and present it to the rest of class.

FOR OR AGAINST THE DEATH PENALTY

I am all for the death penalty. I believe in the old biblical saying “an eye for an eye, and a tooth for a tooth.” This means that what you ‘give’ people will ‘come back’ to you like a boomerang. If you do something good, you will be rewarded and if you, for instance, kill somebody, you must pay with your own life. I also believe that the death penalty limits the number of crimes because people do not commit murder if they know they must pay with their own life. In that way capital punishment is a deterrent. One also has to protect the victims and prevent the murderers from killing again. If they get a life sentence, they are often released after 12-15 years in prison. This means that they are free to kill again, and the crime rate will go up.

The other day I read a story about Ruby Longworth of Pasadena, Texas. She met a man, Jeffrey Barney, through a prison ministry, and then helped him get paroled from an auto-theft sentence. Her kindness was repaid when Barney raped and sodomized her, and then strangled her with a cord. She had made the mistake of calling Barney “a bum” after she had gotten to know him better. This is a good example of how some people just do not deserve to live. The state has to take action and remove these people.

Moreover, it is expensive to keep the murderers alive in prison for many years, not to mention the amount of money we spend on rehabilitation when they get out. We can use this money elsewhere, and on more worthy people.

limits restricts, reduces

deterrent defense, way to prevent something

prevent from stop, keep from

prison ministry church in prison

paroled released from prison

auto-theft sentence sentence for stealing a car

sodomized her forced her to brutal sex

rehabilitation therapy, help

Basically, I do not believe that anyone has the right to take the life of another person. And I find it even more problematic when the state acts as the assassin. This is the wrong signal to send to your citizens. If the state is allowed to kill, why aren't you? Do two wrongs make a right? Executions are not a deterrent. On the contrary, they suggest that killing people may be a sensible, calculated solution to a problem. In that way it encourages crime. I also think that it is food for thought that the US has one of the highest crime rates in the world despite their use of the death penalty.

Since DNA has become widespread in police investigation, there have been several examples of wrongful convictions. This means that the state has killed innocent people. Moreover, by using capital punishment the US violates the 3rd article of the Declaration of Human Rights, "Everyone has the right to life." There are even examples of executions of juveniles, retarded, and mentally ill individuals. This is also a violation of human rights.

Jesus said "turn the other cheek" which means you have to forgive. You have to believe in the good in people. I believe that people kill because they have had a terrible life, and we need to help these people – not kill them.

assassin murderer
contrary the exact opposite
sensible reasonable, logical
solution answer

encourages supports, promotes
food for thought worth thinking about, considering
juveniles young people
violation abuse, breaking of the law



Pair work: on the basis of the text, list down the arguments for and against the death penalty. Compare your list with your partner's. Have you listed the same arguments? Discuss the validity of the arguments. Are you for or against, and can you come up with more arguments?



Group work: make a poster in support of or against the death penalty. You can draw, cut out pictures from magazines or from the internet, or make the poster on the computer. Write a catchy slogan. When you have finished the poster, put it up on the board.

George Orwell (1903-1950) was a British journalist and author. His most famous work is the science-fiction novel *1984* and the novel *Animal Farm*. Both novels question the way we have organized modern society socially and politically. The excerpt below is from the short story *A Hanging* published in 1931. The story is set in Burma and describes the execution of a prisoner.

“ A HANGING

BY GEORGE ORWELL

excerpt extract, selection of text
yards unit of length (one yard = one meter)
gallows scaffold, wooden frame from which people are hanged
gait way of walking
slid glided, slipped
gravel small stones, pebbles
gripped held tightly
curious funny, puzzling
conscious with an active mind
in full tide young, strong
bowels part of the intestines
digesting processing
tissues cells and cell products within the body
toiling working hard
solemn sad
foolery pointless action
foresaw knew something would happen
snap crack, a sudden sharp sound

It was about forty yards to the gallows. I watched the bare brown back of the prisoner marching in front of me. He walked clumsily with his bound arms, but quite steadily, with that bobbing gait of the Indian who never straightens his knees. At each step his muscles slid neatly into place, the lock of hair on his scalp danced up and down, his feet printed themselves on the wet gravel. And once, in spite of the men who gripped him by each shoulder, he stepped slightly aside to avoid a puddle on the path.

It is curious, but till that moment I had never realized what it means to destroy a healthy, conscious man. When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide. This man was not dying, he was alive just as we were alive. All the organs of his body were working – bowels digesting food, skin renewing itself, nails growing, tissues forming – all toiling away in solemn foolery. His nails would still be growing when he stood on the drop, when he was falling through the air with a tenth of a second to live. His eyes saw the yellow gravel and the grey walls, and his brain still remembered, foresaw, reasoned – reasoned even about puddles. He and we were a party of men walking together, seeing, hearing, feeling, understanding the same world; and in two minutes, with a sudden snap, one of us would be gone – one mind less, one world less.



Choose one of the following:

- Rewrite the excerpt from the prisoner's point of view. (350-450 words)
- Continue the story. (350-450 words)
- Create a script based on the story. (500-600 words)

“ AN AMERICAN CONVICT ON DEATH ROW

BY WILLIAM VAN POYCK

September 14, 2010

Dear Sis

Yeah, I know it's been a long time since I've written an entry. You know I'm always occupied, always busy doing something, mostly legal work, and mostly for others, but the last month has been

particularly hectic as I hammered out the draft, then the final, edited version of my soon-to-be filed postconviction motion. This will almost certainly be my last legal effort, unless something substantial unexpectedly falls into my lap, so I've put a lot of effort into this. It should be filed by the end of this month or very soon thereafter...

The staying-busy thing - reading, writing, working out, studying, etc. has been a constant in the decades I've spent in these cages. Keeping the mind occupied is a form of therapy, and a way to maintain a grip on my sanity; some guys go insane in these cells, and many simply begin to slip, short of insanity, but no longer grounded in reality, after many years alone in a cell. I'm blessed with a strong mind and spirit, so losing my mind is not a concern. But I do guard against the almost inevitable social deterioration, and the tendency to begin indulging in illusions and fantasy. Locked in a cell 24/7, alone with your thoughts, it becomes easy to start slipping into a fantasy world, and in fact, I've done it, sometimes for weeks or months at a stretch, when I was locked down on Q-wing, in total isolation for years, or when I was in the hole, before death row. Laying in my bunk in darkness, day after day, month after month, I'd mentally design and build a dream house, for instance, brick by brick, room by room. Or I'd design and build a small airplane, or perhaps mentally disassemble an engine. Anything to occupy or control my thoughts, to pass the time. Sometimes the thoughts became really irrational or fantastical, you imagine yourself in some position of power (president, senator, or hell...why not king or emperor of some fantasy nation?) and think of how well you'd govern, the laws you'd pass to create a just and fair utopia. Who hasn't thought they could solve the world's problems if they could just be king for a day? But being in isolation for months or years gives you the time to indulge such useless fantasies (unlike people in the free world who actually have a life to live). [...] Nowadays I work hard to avoid indulging in these long-term reveries as they're a waste of time, and time is the one thing I have too little of. [...]

Love & Peace, Bill

William Van Poyck is on death row for a murder he claims he did not commit. William has no internet access, so he writes letters to his sister from his death row cell. She posts the letters on a blog for everyone to read. This is an excerpt from the blog.

particularly especially
filed registered, placed
post-conviction motion an application to get the court to look at the case again
substantial solid, very good
decades one decade = ten years
maintain keep, hold on to
sanity sense, reason
insanity madness
inevitable unavoidable
deterioration decline, fall
tendency habit, inclination
indulging spoil oneself, enjoy
disassemble pick apart
irrational unreasonable, not rooted in reality
avoid stay away from
reveries dreams



Group work: Bill's sister (or Bill's mother, Bill's ex-wife, Bill's lawyer, etc.) is visiting Bill in prison. Write down their dialogue. Present it to the rest of class.



In class: make three bases: a "yes-base," a "no-base," and an "I-don't-know-base." Your teacher will read the following statement aloud, "Death penalty is necessary in modern society." Go to the base which represents your opinion. Be prepared to explain your opinion.



Find all slang expressions in the text and come up with correct replacements in Standard English. For instance, in line four: hammered out → wrote.

THE RIGHT TO LIBERTY

"#4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms"

HUMAN TRAFFICKING

Have you heard the term 'human trafficking' before? Human trafficking is a fast-growing criminal industry based on the illegal trade in human beings, most often women and children. The people subjected to trafficking are often kidnapped or lured away from their home to work as modern-day slaves.

There are different kinds of trafficking. In a study by the UN, based on reports from 155 countries, about 79% of people who are subjected to trafficking are sexually exploited. You have probably heard about prostitutes from places like Eastern Europe, the Philippines or Thailand who are exploited in Denmark by being forced to work as prostitutes. They have no say in their own lives and have to pay all their earnings to the pimps who enslave them.

According to the report, the second most common form of trafficking is forced labor, also known as slavery. For example, children as young as six years old from the Ivory Coast in Africa are sold to chocolate plantations to work extremely hard, so the companies can save money and earn a larger profit.

The most common form of trafficking is women trafficking other women, especially in Eastern Europe and Central Asia. Women who were once victims often become traffickers. When women who were previously victims do not have the money to escape, they often fall back on the trafficking industry. It becomes a cycle of violence. In other cases, victims are sold by their own families because of poverty.

At present, women and children trafficked for sexual exploitation make up the largest group of identified trafficking victims in the US. The sexual exploitation of women and children is estimated to earn 28 billion dollars per year, according to a US Department of State report from 2010.

servitude slavery
prohibited illegal
lured tempted, fooled
subjected to victims of
exploited abused
pimps people who are in charge of, "own" the prostitutes
poverty having little or no money
exploitation abuse
estimated believed





Traffickers are primarily looking for social vulnerabilities. About 80% of trafficking victims are women and girls, and up to 50% are minors. The average age of entry into prostitution or sexual exploitation around the world is 12 years old. It shows that the world has a long way to go to not only fight for social justice for everyone, but to recognize that women and children are the ones who are being targeted the most.

You might think that human trafficking is a new phenomenon. The term is most often used about modern-day slavery, but human trafficking has been going on for centuries. In the US, slaves were trafficked from Africa up until 1865 when slavery was abolished.

Until 1865, Africans were captured and trafficked on slave ships to America. The conditions onboard the ships were inhumane and many Africans died. When they arrived in the US, the African families were torn apart and they were sold at auctions.

social vulnerabilities people who are easy targets
recognize be aware of, realize
are being targeted who are the victims
abolished ended



Go online and find a poster from a slave auction. How are the slaves portrayed? Translate the poster and present it to the class.



Group work: look up human trafficking on a site such as Wikipedia.org and read the explanation. Write down at least three examples of human trafficking. Present your examples to your group, and use a map of the world to show them where the human trafficking that you are talking about takes place.

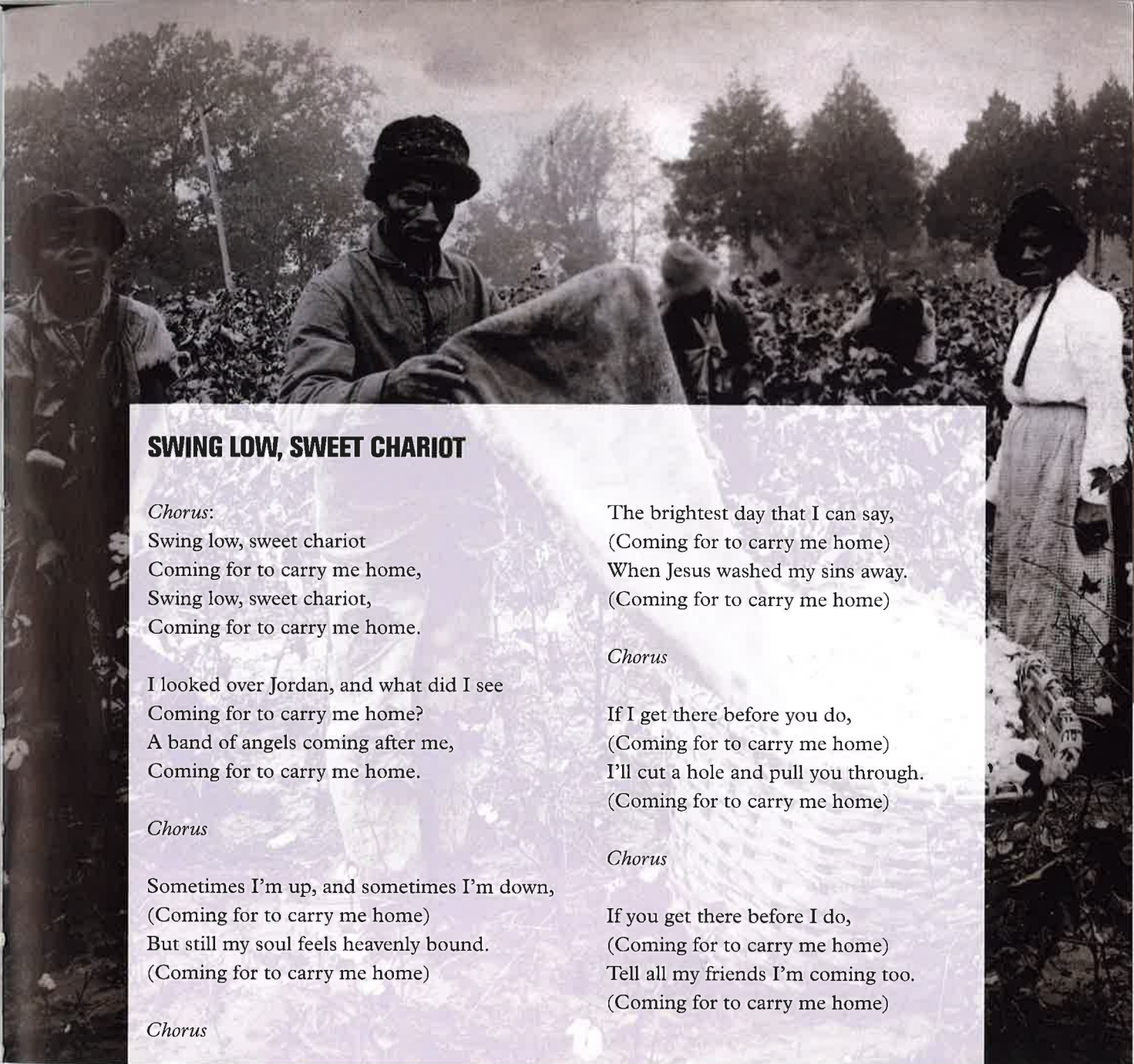


AFRO-AMERICAN SLAVE SONGS IN THE US

trafficked bought and brought to the US
refer is a reference to
back and forth from one to the other

As far back as 1619, Americans trafficked African slaves, so they could work in the cotton fields. In the southern states, where it gets extremely hot during summer time, picking cotton is tough work. You stand in the sun all day, bent over, working with cotton plants that will make your fingers bleed. One way to make the day go faster was for the slaves to sing.

In the song *Swing Low, Sweet Chariot* there are several examples of the coded language used by slaves. 'The chariot' and 'train' in these songs refer to the underground railroad, which was the network used to help slaves escape. 'Glory' meant freedom, and the chariot that was 'coming for to carry me home' was a reference to the railroad. Slaves would sing back and forth to each other to communicate when they were not allowed to talk. You can find several versions of the song online and listen to it while you read the lyrics.



SWING LOW, SWEET CHARIOT

Chorus:

Swing low, sweet chariot
Coming for to carry me home,
Swing low, sweet chariot,
Coming for to carry me home.

I looked over Jordan, and what did I see
Coming for to carry me home?
A band of angels coming after me,
Coming for to carry me home.

Chorus

Sometimes I'm up, and sometimes I'm down,
(Coming for to carry me home)
But still my soul feels heavenly bound.
(Coming for to carry me home)

Chorus

The brightest day that I can say,
(Coming for to carry me home)
When Jesus washed my sins away.
(Coming for to carry me home)

Chorus

If I get there before you do,
(Coming for to carry me home)
I'll cut a hole and pull you through.
(Coming for to carry me home)

Chorus

If you get there before I do,
(Coming for to carry me home)
Tell all my friends I'm coming too.
(Coming for to carry me home)



- Could today's victims of trafficking sing the same song?
- Have the working conditions changed or are they the same as 150 years ago?



Go online and find a true story about what it was like to pick cotton all day. Take notes and present the story to your class.



Write a poem about one of the pictures you see here, or use the internet and find a photo in Jacob Holdt's gallery (<http://american-pictures.com>). Use your chosen picture as inspiration for the poem.



Patricia McCormick is a contemporary writer of fiction for young adults. Her books have won many awards. This is an excerpt from her novel *Sold* from 2006 about Lakshmi, who is trafficked to India to work illegally.

SOLD

BY PATRICIA MCCORMICK

[Lakshmi is a 13-year-old girl who lives in the mountains in Nepal. She lives with her mother (Ama), her stepfather, and their baby. The family is very poor because Lakshmi's stepfather drinks too much and doesn't work. The living conditions in the mountains are very hard, and Lakshmi is used to starving. After a bad period of drought, which the villagers barely survive, Lakshmi's stepfather decides to earn some money by selling Lakshmi to work in the big city. Lakshmi thinks she is going to work as a maid, and is happy to help improve her mother's and the baby's lives. She sets out on a very long trip on foot with different grown-ups, who are really human traffickers, and they cross the border to India illegally.]

excerpt extract, selection of text
starving suffering from lack of food
drought long period of dry weather
survive stay alive
improve make better



A TRADE



The next morning my stepfather brings me to Bajai Sita's store. He is carrying Ama's empty firewood basket and yet he is wearing his vest, his watch, and his best trousers.

"Lakshmi wants to go to work in the city," he tells her. I feel myself grow taller with his words. Bajai Sita regards me through little lizard eyes. "Is she a hard worker?" she asks.

"She needs a thrashing on occasion," my stepfather says, "but she is not as lazy as some." My cheeks flame with indignation, but I say nothing.

"Are you willing to do whatever is asked of you?" she says. I nod. "Yes," I say. "I will do as I am told."

She asks my stepfather "How much do you want for her?" My stepfather squints. He takes in the costly fabric of the woman's dress, the baubles on her ears, the silver bangles on her wrist. "One

regards looks at
thrashing whipping
on occasion every once in a while
indignation insult, rage
squints takes a look
baubles cheap, shiny earrings
bangles bracelets

cringe shrink, get embarrassed
backwardness ignorance, crude behavior
refined sophisticated
plain as porridge unsophisticated, simple
sturdy strong
chores work
tufts bunches, clusters
poking sticking out
grunting groaning
shudder shake, quiver
palm the inside of a hand
clucking laughing
ignorant stupid
flings throws

thousand rupees,” he says. There are not that many rupees in the world! I cringe at his backwardness and pray this refined and lovely city woman does not laugh him out of the store. Instead she motions for him to step inside the back room with her. “She has no hips,” I hear her say. “And she’s plain as porridge. I’ll give you five hundred.”

I do not understand. I can carry a load of firewood so heavy it would put a man to shame, and my legs are sturdy enough to climb the mountain a dozen times in one day. What does it matter that I have no hips yet?

[The stepfather and the city woman finally agree on eight hundred rupees. Half of it is paid right away and the rest when Lakshmi has proven her worth. Illegally and on foot, Lakshmi is guided through a week-long journey across the border from Nepal to India to the big city where she is to work for a woman called Mumtaz. The work Mumtaz wants Lakshmi to do, however, is not domestic help as Lakshmi thinks...]

OLD MAN

Mumtaz studies me. “Are you ready to go to work?” she says in my language. I nod and say yes, then nod again, although I do not understand how these city people do their chores in such fine clothes and uncomfortable shoes. I follow Mumtaz down a hallway lined with tiny rooms. We pass by girls sitting cross-legged on the floor. Girls drawing on tiger eyes. Girls spraying themselves with flower water. Some of them stare at me. Some take no notice. We go up some stairs, down another hallway, then into a room where an old man is lying on a bed. His skin is yellow and he has tufts of hair poking out from his ears. Mumtaz speaks kindly to him and I wonder if he is sick. Across the hall, in another room, where a red cloth is hung across the doorway, I hear the sound of grunting. It is a strange, animal sound that makes me shudder.

Mumtaz points to me and says something to the old man. He licks his palm and smoothes down his hair. They do not seem to notice the grunting. Then it stops. The red cloth is pulled back. And a man stands in the hallway zipping his pants. I look down at my red-painted nails and my new shoes. Something is not right here. I don’t know what is going on, but it is not right, not right at all. Mumtaz pats the edge of the bed and tells me to come closer. The old man makes a clucking sound. “Don’t be afraid,” she says. “Come here, now.”

I don’t move. Her voice turns hard. “Get over here, you ignorant girl,” she says. Still, I do not move. Then Mumtaz flies at me. She grabs me by the hair and drags me across the room. She flings me





squirm twist and turn
huffing breathing hard

onto the bed next to the old man. And then he is on top of me, holding me down with the strength of ten men. He kisses me with lips that are slack and wet and taste of onions. His teeth dig into my lower lip. Underneath the weight of him, I cannot see or move or breathe. He fumbles with his pants, forces my legs apart, and I can feel him pushing himself between my thighs. I gasp for air and kick and squirm. He thrusts his tongue in my mouth. And I bite down with all my might. He cries out “Aghh!” and I am running. Running down the hall, past the other girls, losing my fancy city shoes along the way, until I am back in the room where I started, pulling my old clothes out of my bundle.

SOLD

I’m wiping the makeup off my face when the dark-skinned girl comes in. “What do you think you’re doing?” she says. “I’m going home.” Her tear-shaped eyes grow dark. “There is a mistake,” I tell her. “I’m here to work as a maid for a rich lady.”

“Is that what you were told?” Then Mumtaz arrives at the door, huffing, her mango face pink with anger. “What do you think you’re doing?” she says. “Leaving,” I say. “I’m going home.” Mumtaz laughs. “Home?” she says. “And how would you get there?” I don’t know.



“Do you know the way home?” she says. “Do you have money for the train? Do you speak the language here? Do you even have any idea where you are?”

My heart is pounding like the drumming of a monsoon rain, and my shoulders are shaking as if I had a great chill. “You ignorant girl,” she says. “You don’t know anything, do you?” I wrap my arms around myself and grip with all my might. But the trembling will not stop. “Well, then,” Mumtaz says, pulling her record book out from her waistcloth. “Let me explain it to you.” “You belong to me,” she says. “And I paid a pretty sum for you too.” She opens to a page in her book and points to the notation for 10,000 rupees. “You will take men to your room,” she says. “And do whatever they ask of you. You will work here, like the other girls, until your debt is paid off.”

pounding beating
trembling shaking
debt money that you owe



Choose one of the following:

- Write a letter to Lakshmi and tell her how you can help her. (350-450 words)
- Continue the story. What happens to Lakshmi? Where is Lakshmi five years from now? (500-600 words)
- Write an article about Lakshmi to make sure that society knows what is going on. (500-600 words)



SEX SLAVES, HUMAN TRAFFICKING ... IN AMERICA?

BY GRACE KAHNG, TODAY.COM



One young woman shares the story of how she escaped from forced labor.

foreign exchange students students from a different country who come to study
Va. the state of Virginia
relieved glad
reassuring trustful
reassigned moved to

In spring of 2004, Katya (not her real name), like thousands of other foreign exchange university students, was looking forward to the summer job placement that she and a friend had received in Virginia Beach, Va. When she and her friend Lena arrived at Dulles Airport after a long flight from Ukraine, they were relieved to be met by fellow countrymen who spoke Russian.

The two men, Alex Maksimenko and Michael Aronov, were holding signs with the girls' names and greeted them by taking their bags and luggage. Charming and reassuring, Aronov informed the girls that they had been reassigned to a job in Detroit where they would waitress and perfect their English language skills.

The men drove Katya and Lena to the Greyhound bus station

and gave them tickets to Detroit. Confused and exhausted, the girls had no reason to question the change of plans.

“When we got to the hotel in Detroit, everything changed,” says Katya. “They closed the door and sat us down on the couch, took our passports and papers and said, ‘You owe us big money for bringing you here.’ They gave us strip clothes and told us that we were going to be working at a strip club called Cheetahs.”

Shocked and scared, the two women were subjected to physical, mental and sexual abuse over the next year as they were forced to work 12-hour shifts stripping for local Detroit men’s clubs. According to immigration customs agent Angus Lowe, the men controlled the women through intimidation with guns and threats to hurt family members back home.

Katya and her friend are two of the estimated 17,000 young women and girls annually who are forced to work in the sex industry in the U.S. by organized criminals. “Chicago, Houston, St. Paul, Minnesota, these crimes are happening in every community in America big and small,” says Marcie Forman, director of investigations for ICE (Immigration Customs Enforcement). “We’re talking about money here. Millions of dollars, and these people don’t think about these women as human beings. They think of them as dollars and cents,” Forman says.

In February 2005, after months of planning and finally confiding in a customer from the strip club, the two girls escaped and were brought to the FBI and ICE. Their escape resulted in the arrest of Alex Maksimenko and Michael Aronov, both of whom pleaded guilty and are serving time in federal prison for their crimes.

Even though her captors are in prison, Katya says she will never live without fear. Maksimenko’s father – who was also convicted of forced labor and illegal trafficking – continues to live openly in Ukraine as a fugitive from authorities.

exhausted tired
subjected to went through
immigration customs border control
intimidation fear
estimated about
annually each year
enforcement law holders
confiding in trusting, telling everything to
pleaded confessed
convicted sentenced
fugitive someone on the run



Find five words you do not know in the text. Write definitions of the words in English without using the glossary. Write the word on one side of a card and the definition on the other. Now play a game with a partner. Put all the cards in a pile, and take turns picking cards and saying aloud the word, and see if you can remember the definition. You can also reverse the game, so you read the definition first and then you have to come up with the exact word.



Imagine you are interviewing Katya or Lena. Write down your questions and her answers. What happens after she is deported, what is her life like now? (350-450 words)

HUMAN TRAFFICKING IN THE NEWS

Fighting Africa's Child-Trafficking Boom

Even though UNICEF has kept its focus on Ethiopia, the country seems to have a booming trade in child trafficking to other countries. Each year thousands of children are being sent out of the country to work in countries like Lebanon, Yemen and Saudi Arabia. The traffickers earn as much as eight hundred dollars per child.

Woman from Bolivia Sold New-Born Baby for \$140

A woman in Bolivia has been arrested after admitting that she sold her new-born baby to a woman who could not have children of her own. The mother had initially pretended that her child had been snatched from the maternity ward in the central city of Cochabamba. However, she later admitted she had sold the child for 1,000 bolivianos (\$140) to a young woman who desperately wanted a child. The mother of the baby told police she agreed to sell her child because she had been abandoned by her husband and could not afford to support the child.

False Identity and False High-School Diploma

Many immigrants from Vietnam, Laos, Cambodia and other Southeast Asian countries are brought illegally to the US for a high price and given "laundered" false identities, including fake high-school diplomas, driver's licenses, immigration papers, and other documents.

The employee then becomes an "indentured" servant, working for the employer for two years for little or sometimes no money to pay off their debt. Often, the employees are required to live in the same place as they work, which means little or no contact with the outside world.

boom growth, boost
admitting confessing
pretended claimed, lied about
snatched taken
maternity ward the department of a hospital which takes care of women during childbirth
abandoned left
laundered manipulated, false
indentured servant someone who is bound by a contract to do something

Living in a Dog Kennel

Debbie, a 15-year-old teen, was brutally abducted, abused repeatedly and forced to serve as a sex slave, while being kept in a dog kennel. Debbie was a normal teenage girl from Arizona before her abduction – yet another American to fall prey to human trafficking.

A NANNY AT 14

Asha's day starts at 8 a.m. when she wakes up and makes breakfast for the family she lives with as a nanny in Noida, a suburb of New Delhi in India. She takes the kids down to play, feeds them, bathes them and puts up with their tantrums. Asha is around 14 years old — a few years older than the children she minds.

Indian Men Lured to Work in Tulsa, Oklahoma

53 men were lured away from their good jobs in India with promises of better lives; however, that is not how it turned out. Their employer was the American John Pickle Company, a manufacturer of oil pipelines. The Indian men were ill-fed, packed into a cramped, unsanitary dormitory only yards away from industrial machinery, and forced to work 12- to 16-hour days, six days a week, at wages well below the federal minimum wage. When they complained about conditions within the factory, they were threatened with deportation and locked inside their barracks, which were patrolled by armed guards.

abducted kidnapped
fall prey to be the victim of
suburb neighborhood outside the city
tantrums bad temper
minds looks after
lured tempted, cheated into something
manufacturer a company that makes and sells products
ill-fed didn't get enough to eat
cramped crowded
dormitory place for sleeping
wages pay
deportation being thrown out of the country



Write an article about human trafficking (500-600 words). You might get an idea for a topic by reading the articles above. Before you start writing, consider these questions:

- How will you capture the reader's attention?
- What do you want people to know about the topic?
- How would you like your reader to feel about the topic?
- Do you want to include any statistics?
- Can you think of any possible solutions to the main problem of human trafficking?
- Remember to write a catchy headline!

THE RIGHT TO AN ADEQUATE LIVING STANDARD

"#25 (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and his family. . . (2) Motherhood and childhood are entitled to special care and assistance"

CHILD SOLDIERS

In Denmark you can become a soldier when you turn 18. You will receive a soldier's wage, have a set of working conditions, and have the ability to complain to or about your superior officers if something is not quite right. However, it is not like that everywhere. Thousands of children under the age of 18 are currently fighting in armed conflicts. They serve in government forces, armed rebel groups, and government-supported militias.

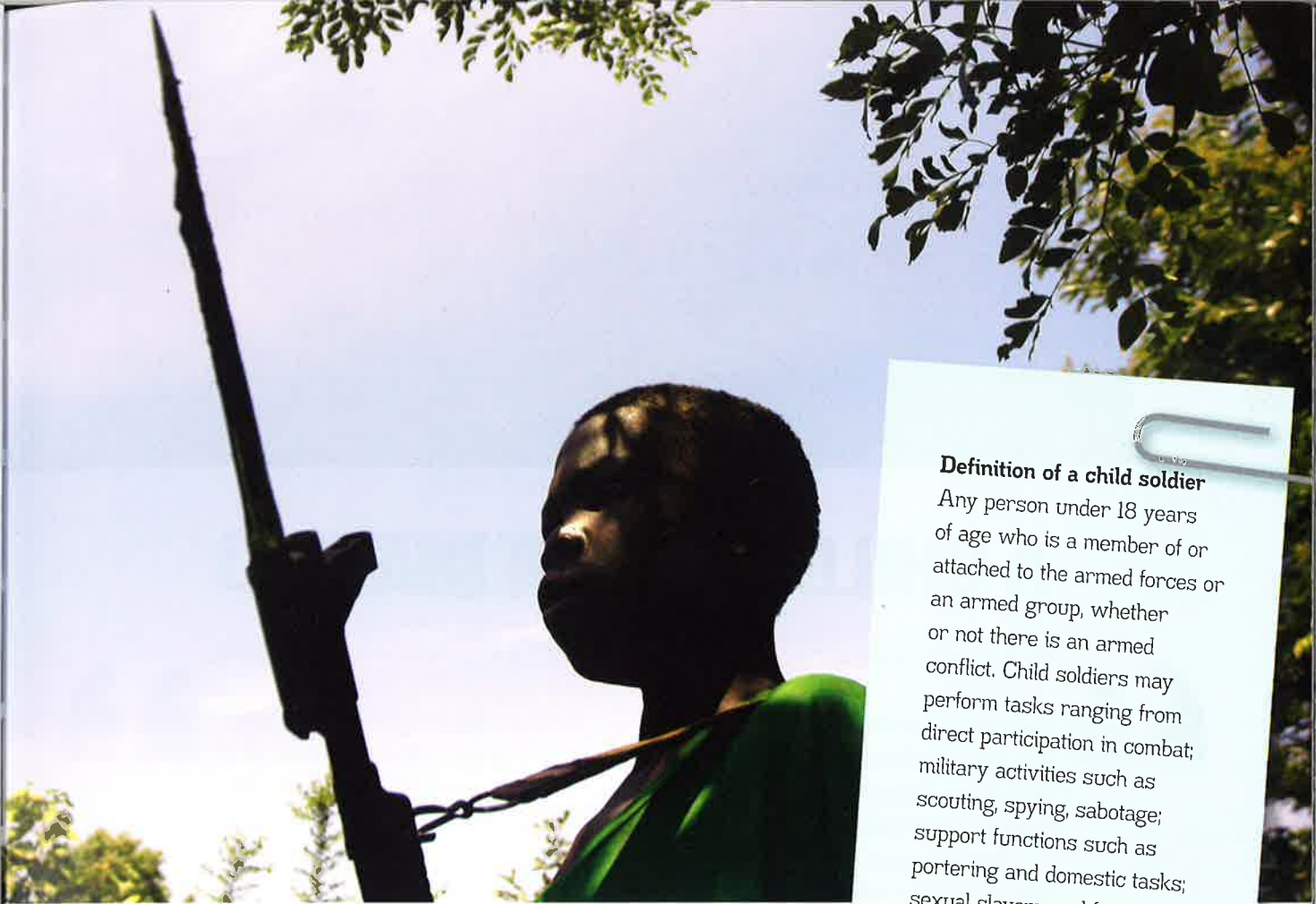
Currently (2011), children are participating in active armed conflicts in 14 countries or territories: Afghanistan, Burma, the Central African Republic, Chad, Colombia, the Democratic Republic of Congo, India, Iraq, the Occupied Palestinian Territories, the Philippines, Somalia, Sudan, Thailand, and Uganda.

Children are most likely to become child soldiers if they are poor, separated from their families, displaced from their homes, living in a combat zone, or have limited access to education. Many children join armed groups because of economic or social pressure, or because they have been convinced that the group will offer food or security. Others are forcibly recruited or abducted by armed groups. Some children are kidnapped from their schools or their beds, some are recruited after seeing their parents slaughtered, some may even choose to join the militias as their best hope for survival in war-torn countries.

Once recruited, many are brainwashed, trained, given drugs, and then sent into battle with orders to kill. Their vulnerability allows warlords to make them into coldblooded killers. There is no escape

adequate good enough
are entitled have a right
wage pay
ability option
superior senior, higher ranking
participating taking part in
displaced removed
combat war
forcibly without their acceptance
abducted kidnapped
vulnerability helplessness
warlords local leaders with their own military





Definition of a child soldier
Any person under 18 years of age who is a member of or attached to the armed forces or an armed group, whether or not there is an armed conflict. Child soldiers may perform tasks ranging from direct participation in combat; military activities such as scouting, spying, sabotage; support functions such as portering and domestic tasks; sexual slavery and forced labor are also very common.

for what the United Nations and human rights groups estimate are 300,000 child soldiers today. These children, some as young as eight, become fighters, sex slaves, spies, and even human shields. Sometimes their guns are taller than they are. Nevertheless, the child soldiers can be frighteningly cold and effective.

In this chapter you will meet some of the former child soldiers, hear their stories, thoughts, and hopes for the future.

estimate calculate
attached to involved with



Pair work: find ten words you do not know in the text. Write definitions of the words in English without using the synonyms from the glossary. Write the words on one side of a card and the definition on the back – in English. Exchange your cards with another pair and take turns asking each other words and definitions.



Pair work: find a piece of paper and some pencils. Now take turns to read a passage each, while the other makes a few drawings or draws a cartoon based on the text. Make sure to discuss the passages during reading and drawing. Put the drawings up in class.



A CHILD SOLDIER DIARY

BY KOKO LATT (MIKE)



I am a child soldier
My gun is taller than me
Why! I am a child
It is too heavy, and so loud
I've hated it since I got it
But, it's always on my shoulder
Day and night
I have to learn to shoot
I have to sleep with it, nightmares
Why I have to shoot the people
Please answer me, If you can
I want to play football
Rather than shoot people
I want to sleep in my Mum's arms
Rather than kill people

I don't want to die
I don't want to bring it
Anymore...
What can I do ?
I am a child soldier
In the battle fields
I am crying...
I am so frightened of...
Those voices and noises
I am a child soldier
On my knees...
I beg to you
With my tears and fears
Let me see my parents
Let me play in the play ground
Let me sleep in peaceful night.



In class: make up five questions to ask Koko Latt if you had the opportunity to meet him. Come up with questions that tell you something about why he wrote the poem and how he felt. Your teacher will choose one person from the class to sit in the hot-seat and play the part of Koko, while the rest of you ask questions.



Pair work: imagine this poem is a book and describe the main character. To whom do you imagine the author was writing and why? Will the poem make sense a hundred years from now? Discuss and explain your answers.



CHILDREN AT WAR

BY CAROLE R. FONTAINE



Little girl, hidden in the bush,
Why aren't you with your mother today?
Little boy, so far from home,
Who put that gun in your hand?
Child soldiers, what do you understand
Of rebels' causes and governments,
Broken cease-fires and armaments?

You only know you are a slave
For sex, or killing, or running away.
You are here to fight and die
For adults who never tell you why
As they steal your childhood away.

Your uniform should be some school's;
You should sleep safe in a fresh, clean bed,
No horrors to torment or numb you,
As Mother's song sings in your head.

Oh, children! May you find a home,
Where you remember how to play!
May you recall times before it all
Came undone one evil day
When soldiers carried you away.



Choose five keywords from the poem that you think are essential, and which describe the content of the poem. Poetry often creates an emotional response in the reader. Choose one word to represent your response.



- If this poem were to be set to music, what type of instruments could be used?
- Can you think of a melody that could be used as background music if you read the poem aloud?



Illustrate the poem. Draw, cut out pictures from magazines or the internet, make a collage, or make a photo story or a cartoon out of the poem.



Group work: before you read the text, make sure you understand the words in the box. Write explanations of the words. You can use the words to guess and discuss what has happened to Ishmael Beah.

civil war – disturbed –
accuse – encounter – safe
haven – capable – wander –
hearing – community –
escalate – coup – surrogate –
rehabilitation – extinguish –
descend – narcotics –
recruitment

A FORMER CHILD SOLDIER TELLS HIS STORY

BY CAITLIN A. JOHNSON, CBS



*Ishmael Beah survived his experience of civil war, and wrote about the horror of Sierra Leone's conflict in his book *A Long Way Gone*.*

survived lived through
civil war a war between regions or political groups within the same country
put out the light killed
close-knit united, well-functioning
raging out of control
community group of people, village
peace out bye bye (slang)
contest competition

To be a boy forced to bear arms in an adult conflict is to be a prisoner of war of a terrible kind. Ishmael Beah, 26, went through that extraordinarily horrific struggle as a child in Sierra Leone. He details his story of survival in the new book, *A Long Way Gone*.

A war almost put out the light in Ishmael Beah but he wouldn't let that happen. That is why he has a story to tell. It begins in 1993, in his small, close-knit village.

"My life before the war was very simple but very happy," he said. "Very peaceful, beautiful, and the people are incredibly kind and nice. I didn't fear anything. Anything! Nothing at all. A lot of trust among people; perhaps way more than we should."

In other parts of his country a civil war was raging and spreading. Still, it seemed far away to the young Ishmael who was most interested in American hip-hop.

"Our community and my father, they would be like, 'What is going on with these kids,' you know? Cause we started dressing like that," he said. "You know sometimes we would talk to each other like, 'Yo, peace out, son. I'm out.' And people would be like, 'What? Like, are you serious?'"

When he was just 12 years old he and his friends left home to perform in a talent contest in a town just miles away.

"You know, we had no idea that actually we were leaving home and never to return again, and that things were going to change very quickly," Ishmael said.

When he and his friends were just 16 miles from home, they found out their village was attacked.

"First of all, we couldn't believe it because that kind of place we had grown up, we didn't think anyone would be capable of doing some of the things we had heard people were doing to each other," he said.

While his village was under attack, Ishmael still tried to go home. When he did, he witnessed horrific images.

"We encountered people running," he said. "We saw men carrying their dead children in their arms. I saw a man cry for the first time in my life, so this really disturbed me quite a bit. So we decided that, you know, we can't go back home anymore and decided to wait. Hopefully to see our families would come through but they didn't come. Maybe they went another way."

His country was at war and there was no safe haven. So Ishmael and his friends wandered from village to village scrounging for food and water. Weeks stretched into months. And after a year he received some unbelievable news: He finally found out that his family was in the next village. But when he went to find them, he encountered more violence.

"We started hearing gunshots," Ishmael said. "Pow-pow-pow-pow-pow-pow. And then we started seeing smoke and we looked around where my family had been. I went in there and there were only like heaps of ashes all over the place, and I know that they had been burned and everything. The pain of knowing what had just happened was so severe that I wished I'd actually been in the village to die with them."

No longer was there reason to run.

"My friends were actually dragging me along because I'd lost hope," he said.

Sierra Leone's civil war started in 1991 with a military coup. As the war escalated, rebels and government soldiers accused each other of vicious brutality against civilians. Differentiating between the good guys and the bad guys was difficult.

Ishmael came upon a village that was being protected by men he thought were the good guys: Government soldiers. There was food, soccer games, places to sleep. It seemed like a happy place, Ishmael said. But the happiness didn't last long. The army needed soldiers and the recruitment was brutally simple.

"One day they just said, you know if you're in this village, you're gonna have to fight, otherwise you can leave," he said. "That may



Ishmael Beah.

capable of able to
encountered met
disturbed troubled, worried
safe haven safe place
wandered walked
scrounging searching
heaps piles
severe overwhelming, intense
military coup quick and violent way of removing an existing government from power
accused blamed
vicious evil
civilians innocent people

band group
survival staying alive
descending getting deeper
dim faint
surrogate family a substitute family
compound complex, area
detoxification clearing your body of something that isn't good for it
consciousness awareness
genuinely really

seem like a choice to someone who doesn't know the situation. Some people tried to leave, but they were shot."

Ishmael and his band of brothers were nothing but boys. Their tools for survival were guns and narcotics.

"First, you know, you get your own weapon and everything and the magazines and the bullets, and then they give you drugs," he said.

They would take cocaine, marijuana and sometimes cocaine mixed with gun powder, known as brown brown. The kids would watch *Rambo*, then head to the killing fields.

"I was descending into this hell so quickly and I just started shooting and that's what I did for over two years basically," Ishmael said. "Whoever the commander said, 'This guy is the enemy,' there were no questions asked. There was no second guessing because when you ask a question and you say 'Why?' they'll shoot you right away."

Kill or be killed was the lesson young Ishmael learned. The moonlight — his light — was growing dim.

"We had come to believe whatever our commanders were saying about how these other guys didn't deserve to live, that we were doing the right thing and this group was the only thing that was slightly organized, and so they become like a surrogate family in a weird way," he said.

His father figure was the lieutenant, who liked Shakespeare. Sometimes Ishmael would talk to him about the play he loved as a child, *Julius Caesar*.

The bond between Ishmael and his commander may have helped save his life when U.N. workers appeared at the compound. Their mission was to rescue children forced into warfare. They spoke to Ishmael's commander.

"The lieutenant went around and selected a few of us and said: 'This man will take you and give you another life,'" Ishmael said. "And they took our weapons from us and we actually felt that we were being pulled from family again."

Ishmael and other child soldiers were brought to the safety of a rehabilitation center in the capital, Freetown. First there was detoxification to remove the drugs, and then deprogramming.

"Once the drugs wore out, then the memories started kicking in so quickly, you know, what you had been pressed to do was actually so bad, but now you had the consciousness to *know* that," he said. "But the people at the center were really absolutely kind to us. And so as time went on, I think this really kind of started making some of us really stop and think, and say these people are genuinely only seeing us as children and nothing more."



Children on the beach in Sierra Leone.

The layers of war and violence slowly shed. Ishmael's light had not been extinguished. And nearly a year later, Ishmael was selected to speak at the United Nations on behalf of the thousands of child soldiers all over the world.

shed dropped, disappeared
extinguished put out
on behalf as a representative



Pair work: why do you think the lieutenant chose to let Ishmael get a chance to be free, and get another kind of life?



Imagine you are Ishmael at the rehabilitation center. Write your diary for a week with all the impressions of what is going on around you and in your mind. The key word is 'consciousness.' (500-600 words)

CHILD SOLDIERS SPEAK OUT

"When we got there we were in an ambush, the rebels were attacking where we were. I did not shoot my gun at first, but when you looked around and saw your schoolmates, some younger than you, crying while they were dying with their blood spilling all over you, there was no option but to start pulling the trigger. I lost my parents during the war, they told us to join the army to avenge our parents."

Ishamael, 14, child soldier from Sierra Leone

"The first time I went into battle I was afraid. But after two or three days they forced us to start using cocaine, and then I lost my fear. When I was taking drugs, I never felt bad on the front. Human blood was the first thing I would have every morning. It was my coffee in the morning... every morning."

Ibrahim, 16, child soldier

ambush surprise attack
avenge take revenge
made to forced to

"I was captured in Lofa County by government forces. The forces beat me, they held me and kept me in the bush. I was tied with my arms kept still and was raped there. I was fourteen years old. After the rape, I was taken to a military base... I was used in the fighting to carry medicine. During the fighting I would carry medicine on my head and was not allowed to talk. I had to stand very still. I had to do a lot of work for the soldiers, sweeping, washing, cleaning. During this time, I felt really bad. I was afraid. I wanted to go home, but was made to stay with the soldiers."

Evelyn, child soldier from Liberia, recruited by government forces at age 14

"I was recruited by force, against my will. One evening while we were watching a video show in my village three army sergeants came. They checked whether we had identification cards and asked if we wanted to join the army. We explained that we were under age and hadn't got identification cards. But one of my friends said he wanted to join. I said no and came back home that evening, but an army recruitment unit arrived the next morning at my village and demanded two new recruits. Those who could not pay 3000 kyats had to join the army, they said. I (my parents) could not pay, so altogether 19 of us were recruited in that way and sent to Mingladon (an army training centre)."

Zaw Tun, child soldier from Myanmar

"They beat all the people there, old and young, they killed them all, nearly 10 people... like dogs they killed them... I didn't kill anyone, but I saw them killing... the children who were with them killed too... with weapons... they made us drink the blood of people, we took the blood from the dead into the bowl and they made us drink..."

Anonymous child soldier from Peru, recruited by the Shining Path at age 11

"I was in the front lines the whole time I was with the [opposition force]. I used to be assigned to plant mines in the areas the enemy passed through. They used us for reconnaissance and other things like that because if you're a child the enemy doesn't notice you as much; nor do the villagers."

Anonymous child soldier from Myanmar

under age not old enough
demanded required
assigned given responsibility for
reconnaissance scouting, inspection



Read the child soldiers' statements, and decide on one story that has made an impression on you. Write down why. Talk to a partner, and see if you have chosen the same story or different ones.

What do you think could help the person in the story you chose? If you met the person, what would you ask him/her? Write down five questions.



Go online and find three other stories told by child soldiers and share them in class. Why did these stories make an impression on you? What is special about them?

ABU'S STORY



I don't know how old I am," said Abu Bakar Bangura, a slight and serious young boy from the West African country of Sierra Leone. "I was very young when I was taken from my family," he explained. Abu, as he is known, is one of the 10,000 children who were abducted from their homes and forced to become soldiers by both the pro-government and the rebel forces during the 10-year civil war that tore his country apart.

An estimated 300,000 children like Abu have been kidnapped or conscripted to fight as child soldiers in wars around the world. In some ways, they are the lucky ones. They survived.

After being kidnapped by the rebel group, Abu was drugged, beaten, and forced to commit terrible atrocities. Instead of a childhood of innocence and affection, he lived a life of violence and fear. He was a fast learner and survived by following orders. "In the war, I was trying not to make wicked things. That's why God saved me," he said.

Although a UN-sponsored peace agreement called for the disarmament and release of all child soldiers in 1999, the fighting in Sierra Leone did not stop until 2001. Only then could these children put down their weapons and return to their homes and their childhoods. But many had forgotten how to be children and part of a family. Fighting and fending for themselves was all that they remembered. Those who could remember where they were from were often afraid to return for fear of rejection by their families.

The United Nations, its agency, UNICEF, and partners such as the International Rescue Committee (IRC) have been working to reunite former child soldiers with their families.

Actor Michael Douglas, a United Nations Messenger of Peace, met Abu while at the Child Protection Care Center in Kono in the eastern district of Sierra Leone. At its highest capacity, the Center housed as many as 166 former child soldiers, but when Michael met Abu, the Center had only a few occupants. Since the war ended, Abu had been in a French-speaking refugee camp, had lived on his own, and had now been at the Center for two months. But Abu's time was running out, if his family wasn't found soon, he would be placed in foster care, an option that he was not looking forward to.

"Abu has lost a lot; he doesn't know what it is to have someone take care of him," explained Samuel T. Kamanda, known as T-Boy, the IRC's assistant program manager for the Child Protection Care Center.

Although T-Boy had already visited several villages trying to track down Abu's family without success, he decided to follow one of Abu's last leads – a village in another region of Sierra Leone. Michael



slight small
abducted kidnapped
civil war a war between regions or political groups within the same country
tore apart split up, damaged
an estimated about
conscripted forced into the army
atrocities cruelties
affection love
wicked evil
disarmament giving up weapons
fending for defending
rejection not being accepted
reunite bring back together
highest capacity maximum amount of people
occupants residents
in foster care in a substitute family
track down find
leads clues (about where they could be)

Douglas accompanied T-Boy and Abu on the quest. After flying in on a UN helicopter, they walked for miles in a tiring search for Abu's village and family.

Finally, after walking under the hot sun, they came to a village, and suddenly, while waiting for the village chief, Abu heard a cry of joy and surprise. It was his mother. Abu recognized her immediately and rushed to her crying with relief and excitement.

"It's incredible to see Abu in his mother's arms. I'm overwhelmed," said Douglas. "I never expected to see Abu reunited with his family."

What's Next for Abu? Today Abu is living with his family, but he carries deep emotional scars. It may take time for Abu to feel at home and to deal with the memories of a haunting past. But Abu is not alone. The IRC, with the help of the UN, has successfully reunited over 1,000 children and adolescents with their families. We can only hope that their struggles will be easier with their families there to support them.

What Can You Do? Start by learning more about children in combat. The UNDP can give you background information about conflicts that enlist children in combat. UNICEF offers statistics about children in combat in countries around the world. Other organizations like Human Rights Watch and Amnesty International offer ways for individuals to help combat child soldiering.

UNICEF also works with partners, such as the International Rescue Committee (IRC), to provide many of these children with shelter, counseling, and skills training as they wait to be reunited with their families. There is always a risk, however, that as they grow into adulthood they will remain alienated and prone to violence. But with access to schooling and positive community influence, they have a chance to rebuild their lives.

quest long and difficult search
tiring long and hard
relief comfort
scars wounds
haunting hard to forget
adolescents teenagers
combat war
enlist use
shelter protection
alienated alone, introverted
prone likely to make use of



Make up five headlines to describe the story. Present your headlines to the class and explain why you chose them.



In class: if you met Abu today, what would you ask him? Make up five questions. When everyone has prepared five questions for Abu, your teacher will choose one of you to play Abu. Take turns asking Abu your questions.

THE RIGHT TO DESIRABLE WORK

"#23 Everyone has the right to work, to free choice of employment, to just and favourable conditions of work..."

CHILD LABOR

Child labor is not a new phenomenon. Throughout history children have worked, especially in agriculture, because their families were dependent on their help. When the industrial revolution swept through Europe in the 19th century, many poor families had to let their kids work in industry in order to provide for them and the rest of the family. The children worked in cotton mills, in coalmines, in glassworks, and other industries where manual labor was needed. Their working conditions were appalling. In the coalmines the children frequently started to work at the age of five. Due to the dreadful working conditions and malnutrition, they often developed diseases such as lung cancer, neurological diseases or tuberculosis. It was rare for these child workers to reach the age of 25.

Today, in our part of the world, very few children are forced to work, but the situation is quite different in developing countries.

Child labor is defined as the employment of children in any occupation which damages their health, development, and prevents them from going to school. Many children, especially from developing countries, work for a very low wage in jobs which are not good for their health. They work in mines, in agriculture, in prostitution, or in dangerous industries such as making fireworks or glass. Often they are employed in industries which offer cheap products to the rich countries. For instance, the majority of toys sold in Europe are made in China. The Chinese children are often paid less than one US dollar a day for producing toys for the rich kids in the West. European clothing companies such as H&M and Zara have been accused of using child labor in India and Bangladesh. The Danish company, Tom's, which produces chocolate, has also been accused of making use of child labor.

agriculture farming
swept passed
manual labor physical work
appalling horrifying
due to because of
malnutrition lack of food
rare not common
occupation job
wage pay
accused blamed





According to the UN's Convention on the Rights of the Child from 1989, child labor is illegal. Still millions of kids from developing countries spend their childhood digging for coal in coalmines in China, sewing carpets in factories in India, or harvesting cocoa beans in the Ivory Coast in West Africa.

harvesting gathering



- What is the definition of child labor?
- What was the situation in Europe in the 19th century as regards child labor?
- Which countries use children as a workforce, and what kind of jobs do they do?

TOO YOUNG TO WORK

BY DINA EL NABLI, TFK

Valdemar Balderas was 12 when he started working in the fields of Minnesota and North Dakota. His workday began before the sun rose and ended as it set. He and his parents labored in the heat, weeding sugar beets and clearing rocks from the fields. They rarely got a day off.

Valdemar, now 14, lives in Eagle Pass, Texas. He is still working in the fields. Every April, his family journeys north to begin months of grueling farmwork. "It's hard," Valdemar told TFK. "It's a lot of work. We have to walk a lot in the fields. At the end of the day, I feel so tired."

Together, Valdemar and his parents earn just \$500 a week for their hard work. On average, farmworkers in the United States earn less than \$10,000 a year. "The people who pick the food we eat can't get by and make a living wage without having their children help," says Len Morris, the producer and director of *Stolen Childhoods*, a recent documentary film about child labor.

Forced to Work

An estimated 250 million kids are forced to work in hard, often dangerous jobs all over the world. They mine precious metals, weave rugs and work in factories. As many as 500,000 kids in the U.S. and more than 100 million worldwide labor on plantations and farms.

Many countries don't have laws to protect child laborers. In the U.S., a law called the Fair Labor Standards Act requires safe working conditions and limits the number of hours kids can work. But the law, which was passed in 1938, does not apply to children who toil on farms. Twelve-year-old kids are allowed to work 12-hour days in the fields with their families.

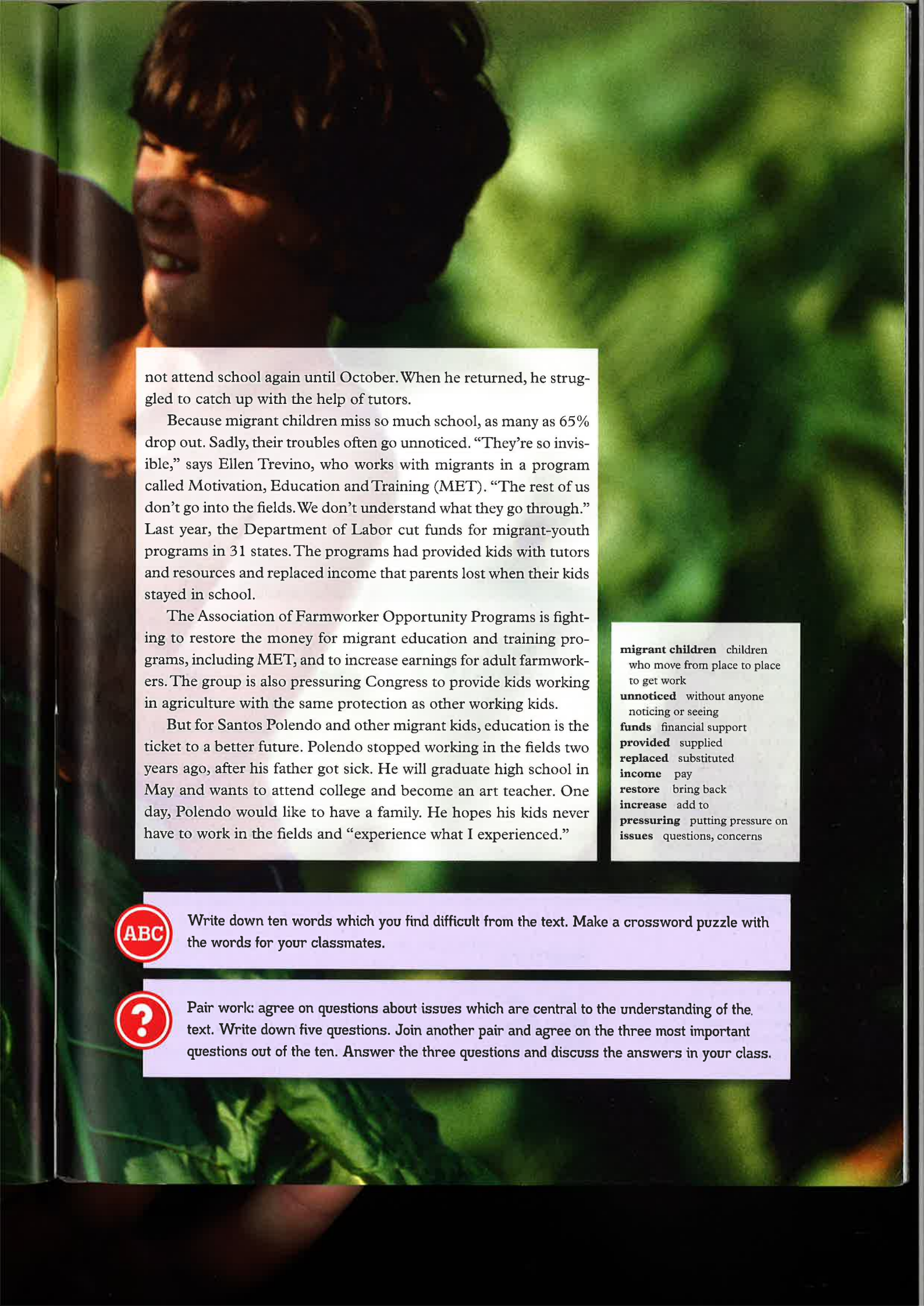
Experts estimate that more than 100,000 children and teens are injured on farms each year. They use sharp knives and scissors designed for adult hands. Many operate heavy machinery and are exposed to poisonous agricultural chemicals.

"If you get hurt, there is no one to help," Santos Polendo, 19, told TFK. He spent 10 years working in the fields. He had to carry 40-pound buckets of onions in sweltering heat. He often suffered backaches, knee pain and headaches. "Sometimes, the heat was so bad, it gave me headaches for a week straight," Polendo says.

Ticket to a Better Future

Migrant families move regularly to find work in the fields. Last year, the Balderas family took Valdemar out of school in April. He did

labored worked hard
weeding removing weeds
 (unwanted plants)
grueling exhausting
an estimated about
mine dig for
precious valuable
rugs fine carpets
requires demands
toil work hard
injured wounded, hurt
exposed to not protected from
poisonous toxic
agricultural chemicals
 chemicals used on farms
straight whole



not attend school again until October. When he returned, he struggled to catch up with the help of tutors.

Because migrant children miss so much school, as many as 65% drop out. Sadly, their troubles often go unnoticed. “They’re so invisible,” says Ellen Trevino, who works with migrants in a program called Motivation, Education and Training (MET). “The rest of us don’t go into the fields. We don’t understand what they go through.” Last year, the Department of Labor cut funds for migrant-youth programs in 31 states. The programs had provided kids with tutors and resources and replaced income that parents lost when their kids stayed in school.

The Association of Farmworker Opportunity Programs is fighting to restore the money for migrant education and training programs, including MET, and to increase earnings for adult farmworkers. The group is also pressuring Congress to provide kids working in agriculture with the same protection as other working kids.

But for Santos Polendo and other migrant kids, education is the ticket to a better future. Polendo stopped working in the fields two years ago, after his father got sick. He will graduate high school in May and wants to attend college and become an art teacher. One day, Polendo would like to have a family. He hopes his kids never have to work in the fields and “experience what I experienced.”

migrant children children who move from place to place to get work
unnoticed without anyone noticing or seeing
funds financial support
provided supplied
replaced substituted
income pay
restore bring back
increase add to
pressuring putting pressure on
issues questions, concerns



Write down ten words which you find difficult from the text. Make a crossword puzzle with the words for your classmates.



Pair work: agree on questions about issues which are central to the understanding of the text. Write down five questions. Join another pair and agree on the three most important questions out of the ten. Answer the three questions and discuss the answers in your class.



Charles Dickens (1812-1870) is one of the most famous British authors from the Victorian era in the 19th century. His novels have never gone out of print. He was very pro social reforms due to the horrible working conditions for children. *Oliver Twist* is one of his best-known novels; it has been adapted for both the theater and the movies.

authors writers
due to because of
adapted for modified to fit
cunning sneaky
pickpocketing stealing from people's pockets

OLIVER TWIST

BY CHARLES DICKENS

[The main character in the novel is Oliver, a boy born in a workhouse in London. Oliver is underfed and receives no education. He runs away from the workhouse and joins a gang of young thieves led by a cunning old man called Fagin, who forces him to “work” with them. Oliver has been kept in Fagin’s room for days to practice pickpocketing. Fagin’s plan is to use Oliver as a pickpocket, but no one has told Oliver this. In this chapter, Oliver is sent out “to work” with two young thieves, the Dodger and Master Bates.]

CHAPTER X



Oliver becomes better acquainted with the characters of his new associates; and purchases experience at a high price. Being a short, but very important chapter, in this story.

The three boys sallied out; the Dodger with his coat-sleeves tucked up, and his hat cocked, as usual; Master Bates sauntering along with his hands in his pockets; and Oliver between them, wondering where they were going, and what branch of manufacture he would be instructed in, first.

They were just emerging from a narrow court not far from the open square in Clerkenwell, which is yet called, by some strange perversion of terms, "The Green," when the Dodger made a sudden stop; and, laying his finger on his lip, drew his companions back again, with the greatest caution and circumspection.

"What's the matter?" demanded Oliver. "Hush!" replied the Dodger. "Do you see that old cove at the book-stall?" "The old gentleman over the way?" said Oliver. "Yes, I see him." "He'll do," said the Dodger. "A prime plant," observed Master Charley Bates.

Oliver looked from one to the other, with the greatest surprise; but he was not permitted to make any inquiries; for the two boys walked stealthily across the road, and slunk close behind the old gentleman towards whom his attention had been directed. Oliver walked a few paces after them; and, not knowing whether to advance or retire, stood looking on in silent amazement.

The old gentleman was a very respectable-looking personage, with a powdered head and gold spectacles. He was dressed in a bottle-green coat with a black velvet collar; wore white trousers; and carried a smart bamboo cane under his arm. He had taken up a book from the stall, and there he stood, reading away, as hard as if he were in his elbow-chair, in his own study. It is very possible that he fancied himself there, indeed; for it was plain, from his abstraction, that he saw not the book-stall, nor the street, nor the boys, nor, in short, anything but the book itself – which he was reading straight through: turning over the leaf when he got to the bottom of a page, beginning at the top line of the next one, and going regularly on, with the greatest interest and eagerness.

What was Oliver's horror and alarm as he stood a few paces off, looking on with his eyelids as wide open as they would possibly go, to see the Dodger plunge his hand into the old gentleman's pocket, and draw from thence a handkerchief! To see him hand the same to Charley Bates; and finally to behold them, both, running away round the corner at full speed.

In an instant the whole mystery of the handkerchiefs, and the watches, and the Jewels, and the Jew, rushed upon the boy's mind. He stood, for a moment, with the blood so tingling through all his veins from terror, that he felt as if he were in a burning fire; then, confused and frightened, he took to his heels; and, not knowing what he did, made off as fast as he could lay his feet to the ground.

acquainted familiar
associates co-workers,
 colleagues
sallied walked like soldiers
tucked folded up
cocked tilted, not straight
sauntering walking slowly
branch kind, type of
manufacture work
emerging coming out of
perversion wrong use
circumspection care, caution
cove fellow
plant stunt, trick
inquiries questions
stealthily cautiously, quietly
slunk tiptoed
paces steps
retire go back
personage person
spectacles glasses
velvet an expensive, fine fabric
collar the part of the shirt by
 the neck
cane walking stick
study room used for reading
 and studying
fancied himself thought he
 was
plain obvious
abstraction the way he was lost
 in thoughts
plunge throw
thence there
behold look at

tingling rushing
veins blood veins
took to his heels ran fast
made off ran
scudding darting, racing
rapid fast, quick
depredator robber
tradesman merchant, someone
 who sells something in a store
pail bucket
parcels packages
marbles small stones that you
 can play with
paviour person who paves the
 road
pick-axe a big axe for road
 work
battledore small racket
 (smaller than a tennis racket)
rousing stirring, exciting
fowls chickens
accumulate gathering
mob crowd
throng group of people
vigour life
blow hit
jostling pushing
heap crowd
officiously rudely
foremost front
pursuers followers
lubberly clumsy

This was all done in a minute's space. In the very instant when Oliver began to run, the old gentleman, putting his hand to his pocket, and missing his handkerchief, turned sharp round. Seeing the boy scudding away at such a rapid pace, he very naturally concluded him to be the depredator; and, shouting "Stop thief" with all his might, made off after him, book in hand.

"Stop thief! Stop thief!" There is a magic in the sound. The tradesman leaves his counter, and the carman his waggon; the butcher throws down his tray; the baker his basket; the milkman his pail; the errand-boy his parcels; the school-boy his marbles; the paviour his pick-axe; the child his battledore. Away they run, pell-mell, helter-skelter, slap-dash: tearing, yelling, screaming, knocking down the passengers as they turn the corners, rousing up the dogs, and astonishing the fowls: and streets, squares, and courts, re-echo with the sound.

"Stop thief! Stop thief!" The cry is taken up by a hundred voices, and the crowd accumulate at every turning. Away they fly, splashing through the mud, and rattling along the pavements: up go the windows, out run the people, onward bear the mob, a whole audience desert Punch in the very thickest of the plot, and, joining the rushing throng, swell the shout, and lend fresh vigour to the cry, "Stop thief! Stop thief!"

Stopped at last! A clever blow. He is down upon the pavement; and the crowd eagerly gather around him: each new comer, jostling and struggling with the others to catch a glimpse. "Stand aside!" "Give him a little air!" "Nonsense! He don't deserve it." "Where's the gentleman?" "Here he is, coming down the street." "Make room there for the gentleman!" "Is this the boy, sir?" "Yes."

Oliver lay, covered with mud and dust, and bleeding from the mouth, looking wildly round upon the heap of faces that surrounded him, when the old gentleman was officiously dragged and pushed into the circle by the foremost of the pursuers.

"Yes," said the gentleman, "I am afraid it is the boy." "Afraid!" murmured the crowd. "That's a good 'un!" "Poor fellow!" said the gentleman, "he has hurt himself." "I did that, sir," said a great lubberly fellow, stepping forward; "and precious I cut my knuckle agin' his mouth. I stopped him, sir."

The fellow touched his hat with a grin, expecting something for his pains; but, the old gentleman, eyeing him with an expression of dislike, looked anxiously round, as if he contemplated running away himself which it is very possible he might have attempted to do, and thus have afforded another chase, had not a police officer (who is generally the last person to arrive in such cases) at that moment made his way through the crowd, and seized Oliver by the collar.



“Come, get up,” said the man, roughly. “It wasn’t me indeed, sir. Indeed, indeed, it was two other boys,” said Oliver, clasping his hands passionately, and looking round. “They are here somewhere.” “Oh no, they ain’t,” said the officer. He meant this to be ironical, but it was true besides; for the Dodger and Charley Bates had filed off down the first convenient court they came to. “Come, get up!” “Don’t hurt him,” said the old gentleman, compassionately. “Oh no, I won’t hurt him,” replied the officer, tearing his jacket half off his back, in proof thereof. “Come, I know you; it won’t do. Will you stand upon your legs, you young devil?”

Oliver, who could hardly stand, made a shift to raise himself on his feet, and was at once lugged along the streets by the jacket-collar, at a rapid pace. The gentleman walked on with them by the officer’s side; and as many of the crowd as could achieve the feat, got a little ahead, and stared back at Oliver from time to time.

anxiously nervously
contemplated thought about
afforded caused
seized grabbed
clasping clenching, putting
filed off run off
convenient suitable
compassionately kindly, gently
lugged dragged



Group work: find the words that you find difficult or important in the text. Look them up in a dictionary or use the glossary. Write down the definition of the words on cards – one definition on each card. Then, close the book and place the cards in a pile on the table. Take turns reading the cards aloud. If you guess the word, you get to keep the card. The winner is the student with most cards.



Continue the story or write about the incident from the gentleman’s point of view. (500-600 words)



INDIAN 'SLAVE' CHILDREN FOUND MAKING LOW-COST CLOTHES DESTINED FOR GAP

BY DAN MCDUGALL, THE OBSERVER

“ Child workers, some as young as 10, have been found working in a textile factory in conditions close to slavery to produce clothes that appear destined for Gap Kids, one of the most successful arms of the high street giant.

Speaking to The Observer, the children described long hours of unwaged work, as well as threats and beatings.

Gap said it was unaware that clothing intended for the Christmas market had been improperly subcontracted to a sweatshop using child labour. It announced it had withdrawn the garments involved while it investigated breaches of the ethical code imposed by it three years ago.

The discovery of the children working in filthy conditions in the Shahpur Jat area of Delhi has renewed concerns about the outsourcing by large retail chains of their garment production to India, recognised by the United Nations as the world's capital for child labour.

According to one estimate, more than 20% of India's economy is dependent on children, the equivalent of 55 million youngsters under 14.

The Observer discovered the children in a filthy sweatshop working on piles of beaded children's blouses marked with serial numbers that Gap admitted corresponded with its own inventory.

destined made
arms branches, parts
high street main stream
giant huge company
unwaged unpaid
unaware didn't know
subcontracted the company working for Gap had signed a contract with another company
sweatshop a shop where workers do hard work for long hours and little money
announced declared, stated
garments fabrics, clothing
breaches breaking of, not living up to
imposed enforced, established
concerns worries
outsourcing when you buy services from an outside supplier
retail chains big chains like Gap, H&M, etc.
estimate educated guess
dependent on relies on, needs
equivalent the same as
piles stacks
beaded decorated with beads
admitted confessed, said
corresponded with was the same as
inventory index, files

The company has pledged to convene a meeting of its Indian suppliers as well as withdrawing tens of thousands of the embroidered girl's blouses from the market, before they reach the stores. The hand-stitched tops, which would have been sold for about £20, were destined for shelves in America and Europe in the next seven days in time to be sold to Christmas shoppers.

With endorsements from celebrities including Madonna, Lenny Kravitz and *Sex and the City* star Sarah Jessica Parker, Gap has become one of the most successful and iconic brands in fashion. Last year the firm embarked on a huge poster and TV campaign surrounding Product Red, a charitable trust for Africa founded by the U2 lead singer Bono.

Despite its charitable activities, Gap has been criticised for outsourcing large contracts to the developing world. In 2004, when it launched its social audit, it admitted that forced labour, child labour, wages below the minimum wage, physical punishment and coercion were among abuses it had found at some factories producing garments for it. It added that it had terminated contracts with 136 suppliers as a consequence.

In the past year Gap has severed contracts with a further 23 suppliers for workplace abuses.

Gap said in a statement from its headquarters in San Francisco: 'We firmly believe that under no circumstances is it acceptable for children to produce or work on garments. These allegations are deeply upsetting and we take this situation very seriously. All of our suppliers and their subcontractors are required to guarantee that they will not use child labour to produce garments. In this situation, it's clear one of our vendors violated this agreement and a full investigation is under way.'

Professor Sheotaj Singh, co-founder of the DSV, or Dayanand Shilpa Vidyalaya, a Delhi-based rehabilitation centre and school for rescued child workers, said he believed that as long as cut-price embroidered goods were sold in stores across Britain, America, continental Europe and elsewhere in the West, there would be a problem with unscrupulous subcontractors using children.

'It is obvious what the attraction is here for Western conglomerates,' he told *The Observer*. 'The key thing India has to offer the global economy is some of the world's cheapest labour, and this is the saddest thing of all the horrors that arise from Delhi's 15,000 inadequately regulated garment factories, some of which are among the worst sweatshops ever to taint the human conscience.'

'Consumers in the West should not only be demanding answers from retailers as to how goods are produced but looking deep within themselves at how they spend their money.'

Copyright Guardian News and Media 2007

pledged promised, guaranteed
withdrawing taking back
convene call for
embroidered sewn and decorated
handstitched hand-sown
endorsements help, support
iconic brands biggest and most popular brands
embarked on started, launched
charitable trust for a foundation/organization that provides financial support to
founded established
launched started
audit examination
coercion cruelty
terminated ended
suppliers contractors, business partners
severed cancelled
allegations claims
vendors salesmen
violated broke
cut-price cheap, inexpensive
unscrupulous corrupt
subcontractors employers, suppliers
conglomerates big companies
arise come out of
inadequately poorly
regulated supervised, controlled by the authorities
taint spoil, stain
retailers companies like Gap, H&M etc.



Imagine you are a politician who is supposed to give a speech on child labor. Write the speech, rehearse it, and present it.

CHILDREN OF NEW YORK

portray show
concerned about interested in,
worried about
impact effect

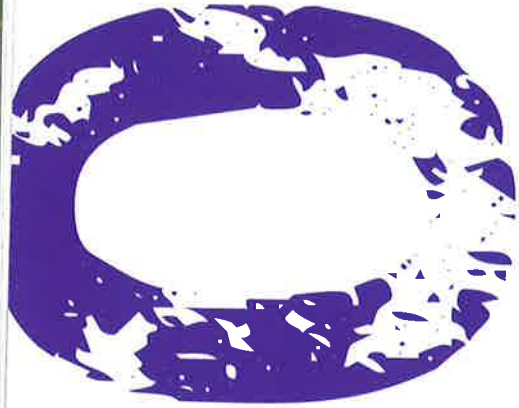
Jacob August Riis (1849-1914) was a Danish journalist who took up photography and became famous for his series of photos from New York City called *How the Other Half Lives*. His photos portray the lives of the poor in the 1880s and 90s. Riis was very concerned about the poor children of New York, and in an article from 1890 Riis wrote, "Nothing is now better understood than that the rescue of the children is the key to the problem of city poverty." Riis' photos had such a great impact that President Theodore Roosevelt used them as an argument for changing the living conditions for the poor. Roosevelt became good friends with Jacob Riis and later called him, "The best American I ever knew."



Write a poem or a rap based on one of the photos.







OVER TO YOU

Did the subject of human rights interest you? Do you want to choose a human rights-related topic for your exam? Or maybe you just want to practice your presentation skills? Here are some guidelines that might help you along.

Topic

If you do not already know which topic interests you the most, there are different ways of getting some fresh ideas:

- Make a human rights mind map in class or on your own. Write down all the things that come to mind when you hear the term “human rights.” You may ask your teacher to write your ideas on the board.
- Look at the titles of all the chapters in this book. Did anything interest you in particular? Maybe a specific case showing a violation of human rights? A specific case relating to the death penalty? The story of a victim of trafficking? The future for former child soldiers? The working conditions for child laborers? The future of human rights?

Research

When you have decided on your topic, you will have to do some research to find relevant sources for your presentation. If your topic is a specific case relating to the death penalty, make a few notes about what you are looking for. There is a lot of material available about this topic, so you need to focus your search. Do you want to read about the death penalty in a particular English-speaking country? Do you need a timeline for the death penalty in this specific country? Or do you want to know something about how the death penalty could develop in the future e.g. will it be abolished? Do miscarriages of justice occur? Perhaps you already know where to look for these sources; otherwise you may find these hints helpful:

The library contains a wealth of information, and you can get a librarian to help you find what you are looking for. However, you are most likely to find books in Danish, and although these texts may serve as good background information, remember that you cannot use these for the exam. If your school library is small, you might be able to find what you are looking for at www.bibliotek.dk, where you can search for material in all Danish libraries and have the books sent to your own local library for free.

The internet is a jungle of information, so you have to be critical when choosing your sources. These two links might be helpful in your research: www.youtube.com – where there are documentaries about human rights in general, and you may find interesting documentaries about your specific topic; www.online-newspapers.com – where there are thousands of newspapers from all over the world, and you can find many stories about people who have had their rights violated.

People are useful too. You may know people who know something about your topic. Why don't you ask them for an interview? In relation to human rights you might know some refugees or immigrants who can tell you about the situation of human rights in their native country.

Focus

When you have collected your sources and start to read, it is important to read efficiently. You might need to read some of the texts intensively (understand all the details); you might only need to read others extensively (understand the general idea). At this point in the process, you need to narrow down the topic you want to present – not too broad and not too narrow. You also need to give a reason why you chose this particular topic. Do not forget to write your reasons down as you have to include this in your outline.

Outline

The outline is your personal plan of the structure of your presentation with a few keywords to help you remember elements that you want to include in it. Remember *only* to write keywords in your outline.

Overall theme: Human Rights
My topic: From childhood to child soldier

1. Why did I choose this topic?

Interest + why use child soldiers?

2. What is a child soldier?

Definition, 18 years old, attached to the armed forces or an armed group.

3. Why do some countries use child soldiers?

Conflicts: power, politics, resources (diamonds, minerals).

4. Do children volunteer to be child soldiers?

It differs (poverty, force, family revenge).

5. What is the future for former child soldiers?

Hard to return to families – killing machines, vicious cycle.

6. Are there solutions to the problem of child soldiers?

Education, support from grown-ups.

Sources:

Literature

Abu's Story, Human Rights, Christel Tajo-Hjennner & Tine Junge Nielsen, Gyldendal 2011
Child soldiers' stories, Human Rights, Christel Tajo-Hjennner & Tine Junge Nielsen, Gyldendal 2011
Children at war, Human Rights, Christel Tajo-Hjennner & Tine Junge Nielsen, Gyldendal 2011

Web

Children of conflict: bbc.co.uk
Forgotten child soldiers who want to stop killing: guardian.co.uk
Former child soldiers doing better than expected: rnw.nl

Film

Blood Diamond, movie

Pupil's signature

Teacher's signature

Remember to include:

- Name and class
- The title of the overall theme
- The title of your chosen topic
- The reason for your choice of topic
- The presentation plan
- Sources

ACKNOWLEDGEMENTS

Illustrations

28-29 + 31-33 + 40-41 + 54 + 57 Kristian Eskild Jensen

Photos

6 iStockphoto, 8 Getty Images, 9 Getty Images, 10-11 Polfoto, 12 Getty Images, 13 Getty Images, 17 Joeff Davis/www.joeff.com, 19 Polfoto, 24 Getty Images, 25 Getty Images, 26 Getty Images, 27 Polfoto, 34 iStockphoto, 35 iStockphoto, 38 Getty Images, 39 Getty Images, 43 Getty Images, 45 Polfoto, 46-47 Scanpix Denmark, 48 Getty Images, 49 iStockphoto, 50 Polfoto, 51 Polfoto, 52-53 Getty Images, 58 Getty Images, 60-61 Polfoto

Texts

Former Death-Row Inmate Would Get \$ 1.9 Million from The Washington Post, © March 28, 2007 The Washington Post. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of the material without express written permission is prohibited.

A Hanging by George Orwell (1931). Copyright © The Estate of the Late Sonia Brownell Orwell. All rights reserved. This Excerpt is published by agreement with Licht & Burr Literary Agency, Denmark.

Death Row Diary, September 14, 2010 by William Van Poyck. Reprinted by permission.

Sold from Patricia McCormick's *Sold* © 2008 by Patricia McCormick. Reprinted by permission of Disney • Hyperion, an imprint of Disney Book Group LLC. All Rights Reserved.

Sex Slaves, Human Trafficking... in America? by Grace Kahng, MSNBC (March 12, 2007).

A Child Soldier Diary by Koko Latt (Mike) from Burma Digest. Reprinted by permission.

Children at War by Dr. Carole R. Fontaine from *Only When Women Sing: Poems about Human Rights* (Greenheart Studio, 2009), p. 9. Published by www.lulu.com. Reprinted by permission.

A Former Child Soldier Tells His Story by Caitlin A. Johnson from CBS News Archives. Reprinted by permission.

Too Young to Work by Dina El Nabli from Pars, Time for Kids, April 1, 2005.

Indian 'slave' children making low-cost clothes by Dan McDougall, The Observer (28 October, 2007). Copyright Guardian News & Media Ltd 2007. Reprinted by permission.

The publishers have made every effort to trace and acknowledge copyright holders. We apologize for any omission and will welcome amendments.

CLOSE-UP

HUMAN RIGHTS are the basic rights and freedoms of every single individual anywhere in the world. When the United Nations approved the Universal Declaration of Human Rights in 1948 it was a landmark achievement in world history. But there are still constant struggles and debates as to which rights are more important than others, and in many parts of the world the very idea of human rights is not recognized. Why is that?

HUMAN RIGHTS will give you a close-up of some of the fundamental rights of the declaration. What are they? What do they mean? This book deals with human rights in relation to topics such as the death penalty, human trafficking, child soldiers, and child labor. Articles, poems, blogs, novels, and interviews will provide you with different stories and aspects of the topics. You will get the chance to hear the victims tell their stories, and you will read about some of the organizations that fight against violations of human rights.

CLOSE-UP is a series of theme books in English. Each book gives you a close-up of a topic and presents you with different angles. You will find a wide selection of text genres, and you will get advice on how to prepare and practise your oral exam.



GYLDENDAL

