

Mini Lesson: Forced Labor: Human Story



Subject Area: World History

Duration: *30 min

Grade Level/Age: 9 - 10

Standard Addressed: CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Learning Aim: As a result of this activity, students will...

Draw evidence from informational texts to support analysis, reflection, and research

Define and determine the importance of universal human rights

Additional Note to Teacher: (if applicable)

Use this lesson when introducing students to the Universal Declaration of Human Rights, human rights violations or when discussing experiences related to slavery and forced labor. This lesson may also be used when students are learning about personal experiences from the Cambodian Genocide.

You may find it helpful to provide students with context about the Cambodian Genocide. The handout titled "Brief Background About The Cambodian Genocide" is available for your use.

Consider

Engage students in a class discussion to review the definition and the importance of human rights.

In a class discussion, ask students what words or ideas come to mind when they think about human rights. Have them share their initial thoughts on the value of human rights and whom they think protects our human rights.

Next, present students with background on the Universal Declaration of Human Rights (UDHR) and share the document with students.

Have students work with a partner to read through the Articles and find those pertaining to labor: Article 4, Article 23.

After 5 minutes, have students share what they discovered and share which Articles stood out the most.

Additional discussion questions:

Why was this document necessary?

What are some pre-UDHR examples of when these rights were violated?

What are some post-UDHR examples?

Tell students that they will now hear from a Cambodian Genocide survivor, Danny Vong, who will share his experience in forced labor.

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Collect

Distribute Danny Vong's biography and "Exploring Testimony" graphic organizer.

On the graphic organizer, have students fill in "Forced Labor" for the topic and provide its definition.

Have students read Danny's biography and annotate it by marking aspects of Danny's life they find interesting. Then, have them fill the information for number 1 on the graphic organizer.

Once students have completed the steps above, prepare them to view Danny's testimony.

Begin the first viewing of Danny Vong's clip:

Viewing 1: Play Danny's clip all the way through.

Have students complete their reactions/observations on their graphic organizer.

Viewing 2: Play the clip a second time.

Students should pay attention to what Danny describes more closely as well as note his body language, facial expressions, voice and tone. Then, have them complete both "Facts: Who, What, Why, Where, When" column and the "Interviewee Emotions" column on the graphic organizer.

Review student responses as a whole group.

Have students fill in their responses to the remaining questions on the graphic organizer. Then, they can discuss their responses in a class discussion.

Construct

Now, students write a critical review of the Universal Declaration of Human Rights.

In their review, have them share their thoughts about the Universal Declaration of Human Rights and whether or not it has value to protect human rights. Have them include historical or current day examples of human rights violations and examples of the application of the UDHR in a human rights violations case. They may also draw from examples of individual experiences.

Communicate

Ask students to share their critical review with a partner.

Then, ask volunteers to share how they and their partner differed or had similar ideas, points of view or understanding of the UDHR.

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Interviewee Biography

Danny Vong was born Phat Huot Ung in 1952 in Kampong Cham, Cambodia. He was the seventh of fourteen children born to Yahn Vong and Yek Chheng. His parents sold cloth in the local market and eventually opened a store to sell gold.

In 1970, the Cambodian Civil War was escalating. Danny and his family moved from his village, which was threatened by violence of the war to Phnom Penh, the capital of Cambodia, for security. The family worked hard to support themselves. Danny became an apprentice to a goldsmith, and helped sell cloth in the market.

In 1975 the Khmer Rouge conquered Phnom Penh. This was the beginning of what would become a four-year campaign of genocide, as 2 million people out of a population of 7-8 million would be forced to starvation, execution, or overworked. Soldiers ordered Danny and his family out of their home and into the countryside, as part of an effort to "clean up" the city. On his way out, Danny saw the bodies of Khmer Republic soldiers and civilians floating in the river.

The Khmer Rouge forced Danny and his family to live and work in a farm collective with other people from the city to grow rice. They would also attend Khmer party meetings and be questioned about their background. Danny concealed his work as a goldsmith and his family's business from the Khmer Rouge. He was worried that he and his family would be killed if he told the truth.

When the genocide ended in 1979, Danny and his family returned to the village they had fled almost a decade earlier. Danny left Cambodia to seek a better life, first living in Vietnam and later in a refugee camp in Thailand, where he married his wife, Tiffany Theng. Danny and Tiffany moved to California and opened a jewelry store.

He was interviewed in 2009 in Los Angeles, California.

Exploring Topics Through Testimony

1) Directions: Fill out the information below after reading the biography of the interviewee.

Interviewee Name: _____ **Experience Group:** _____

Birth Date and Place: _____

Age at time of event: _____ **Interview Date and Place:** _____

Additional Relevant Info: _____

2) Directions: Fill in the topic you will be focusing on while viewing the clip of testimony.

Topic:	Definition:

3) Directions: View the clip of testimony, then fill in your reactions and observations.

Reactions/Observations:

4) Directions: Watch the clip a second time and fill in the boxes below.

Facts: Who, What, Where, When, Why, How List event details such as names/groups, dates, location (city, region, country), actions going on.	Interviewee Emotions: Take note of facial and body expressions, voice intonations, pauses, word choice.
What have you learned about the topic after watching this clip of testimony?	
Is using testimony a valuable source for understanding the topic? Why or why not?	

Brief Background on the Cambodian Genocide

Between 1975-1979, a radical communist campaign to completely remake Cambodian society into an agrarian utopia resulted in 2 million Cambodians—out of a total population of 7-8 million—being executed or dying of starvation, disease or overwork.

The communist group, known by its Cambodian name Khmer Rouge, rose to power amid the chaos that followed a military coup and an invasion of sparsely populated eastern Cambodia by American troops pursuing North Vietnamese and Viet Cong soldiers harbored in the area.

Once the Khmer Rouge consolidated its grip on power, it set out to transform Cambodia into a classless society. The process began with the depopulation of whole cities and the forcible relocation of millions of people to farms and villages. City dwellers—teachers, doctors, engineers, and other professionals—were marched out to the countryside and ordered to grow crops, despite having no tools or training. Many starved to death or perished from diseases that swept the countryside.



Children at work during Democratic Kampuchea.
Documentation Center of Cambodia

Image Provided By: NIOD Institute for War, Holocaust, and Genocide Studies. All Rights Reserved.



Youth unit working in the rice fields Documentation Center of Cambodia

Image Provided By: NIOD Institute for War, Holocaust, and Genocide Studies. All Rights Reserved.

Khmer Rouge leaders were especially harsh on ethnic minorities, breaking up communities and forbidding anyone to speak minority languages. The regime also banned religion and persecuted Christians, Muslims, and Buddhists who practiced their faith. Self-expression was banned.

Resistance was met with torture and execution. One particularly notorious prison received an estimated 20,000 people; only seven left it alive. Along with starvation and disease, the mass executions exterminated a quarter of the country's entire population in less than four years.

Universal Declaration of Human Rights (simple text version)

Article 1

All human beings are born free and equal. You are worth the same, and have the same rights as anyone else. You are born with the ability to think and to know right from wrong, and should act toward others in a spirit of friendliness.

Article 2

Everyone should have all the rights and freedoms in this statement, no matter what race, sex, or color he or she may be. It shouldn't matter where you were born, what language you speak, what religion you are, what political opinions you have, or whether you're rich or poor. Everyone should have all of the rights in this statement.

Article 3

Everyone has the right to live, to be free, and to feel safe.

Article 4

No one should be held in slavery for any reason. The buying and selling of human beings should be prevented at all times.

Article 5

No one shall be put through torture, or any other treatment or punishment that is cruel, or makes him or her feel less than human.

Article 6

Everyone has the right to be accepted everywhere as a person, according to law.

Article 7

You have the right to be treated equally by the law, and to have the same protection under the law as anyone else. Everyone should have protection from being treated in ways that go against this document, and from having anyone cause others to go against the rights in this document.

Article 8

If your rights under the law are violated, you should have the right to fair and skillful judges who will see that justice is done.

Article 9

No one shall be arrested, held in jail, or thrown and kept out of her or his own country for no good reason.

Article 10

You have the same right as anyone else to a fair and public hearing by courts that will be open-minded and free to make their own decisions if you are ever accused of breaking the law, or if you have to go to court for some other reason.

Article 11

1) If you are blamed for a crime, you have the right to be thought of as innocent until you are proven guilty, according to the law, in a fair and public trial where you have the basic things you need to defend yourself.

2) No one shall be punished for anything that was not illegal when it happened. Nor can anyone be given a greater punishment than the one that applied when the crime was committed.

Article 12

No one has the right to butt-in to your privacy, home, or mail, or attack your honesty and self-respect for no good reason. Everyone has the right to have the law protect him or her against all such meddling or attacks.

Article 13

1) Within any country you have the right to go and live where you want.

2) You have the right to leave any country, including your own, and return to it when you want.

Article 14

1) Everyone has the right to seek shelter from harassment in another country.

2) This right does not apply in cases where the person has done something against the law that has nothing to do with politics, or when she or he has done something that is against what the United Nations is all about.

Article 15

1) You have a right to a country where you're from.

2) No one should be able to take you away from, or stop you from changing your country for no good reason.

Article 16

- 1) Grown men and women have the right to marry and start a family, without anyone trying to stop them or make it hard because of their race, country, or religion. Both partners have equal rights in getting married, during the marriage, and if and when they decide to end it.
- 2) A marriage shall take place only with the agreement of the couple.
- 3) The family is the basic part of society, and should be protected by it.

Article 17

- 1) Everyone has the right to have belongings that they can keep alone, or share with other people.
- 2) No one has the right to take your things away from you for no good reason.

Article 18

You have the right to believe the things you want to believe, to have ideas about right and wrong, and to believe in any religion you want. This includes the right to change your religion if you want, and to practice it without anybody interfering.

Article 19

You have the right to tell people how you feel about things without being told that you have to keep quiet. You have the right to read the newspaper or listen to the radio without someone trying to stop you, no matter where you live. Finally, you have the right to print your opinions in a newspaper or magazine, and send them anywhere without having someone try to stop you.

Article 20

- 1) You have the right to gather peacefully with people, and to be with anyone you want.
- 2) No one can force you to join or belong to any group.

Article 21

- 1) You have the right to be part of your government by being in it, or choosing the people who are in fair elections.
- 2) Everyone has the right to serve her or his country in some way.
- 3) The first job of any government is to do what its people want it to do. This means you have the right to have elections every so often, where each person's vote counts the same, and where everyone's vote is his or her own business.

Article 22

Everyone, as a person on this planet, has the right to have her or his basic needs met, and should have whatever it takes to live with pride, and become the person he or she wants to be. Every country or group of countries should do everything they possibly can to make this happen.

Article 23

1) You have the right to work and to choose your job, to have fair and safe working conditions, and to be protected against not having work.

2) You have the right to the same pay as anyone else who does the same work, without anyone playing favorites.

3) You have the right to decent pay so that you and your family can get by with pride. That means that if you don't get paid enough to do that, you should get other kinds of help.

4) You have the right to form or be part of a union that will serve and protect your interests.

Article 24

Everyone has the right to rest and relaxation, which includes limiting the number of hours he or she has to work, and allowing for holidays with pay once in a while.

Article 25

You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to get help from society if you're sick or unable to work, if you're older or a widow, or if you're in any other kind of situation that keeps you from working through no fault of your own.

Article 26

1) Everyone has the right to an education. It should be free of charge, and should be required for all, at least in the early years. Later education for jobs and college has to be there for anyone who wants it and is able to do it.

2) The idea of education is to help people become the best they can be. It should teach them to respect and understand each other, and to be kind to everyone, no matter who they are or where they are from. Education should help to promote the activities of the United Nations in an effort to create a peaceful world.

Article 27

1) You have the right to join in and be part of the world of art, music, and books. You have the right to enjoy the arts, and to share in the advantages that come from new discoveries in the sciences.

2) You have the right to get the credit and any profit that comes from something that you have written, made, or discovered.

Article 28

Everyone has the right to the kind of world where their rights and freedoms, such as the ones in this statement, are respected and made to happen.

Article 29

1) You have a responsibility to the place you live and the people around you. We all do. Only by watching out for each other can we each become our individual best.

2) In order to be free, there have to be laws and limits that respect everyone's rights, meet our sense of right and wrong, and keep the peace in a world where we all play an active part.

3) Nobody should use her or his freedom to go against what the United Nations is all about.

Article 30

There is nothing in this statement that says that anybody has the right to do anything that would weaken or take away these rights.