

Crisis in Darfur

GRADES: 9-12 (More appropriate for the higher-level and AP courses.)

DESCRIPTION: This lesson plan will address the current crisis in the Sudan and Darfur. The history, including economic history, imperializing of the area, and migration patterns will have already been studied. Current issues with internal disruptions are the focus of this lesson.

TIME: one block period or two traditional class periods

OBJECTIVES:

Skill Competency Goal 1:

The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary

Skill Competency Goal 2

The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

MATERIALS:

- Packet with several current articles about the Darfur Crisis to be selected by the teacher from news sources.
- Set of questions generated by students (1/2 sheets).
- Boogle game sheet
- Powerpoint with the information below.
- A sheet with the prompt and the rubric for the DBQ essay that will be assigned as independent work and assessment.

FOCUS & REVIEW (10 minutes): Students have already read the packet that was distributed for homework.

- Pass out Boogle Game sheet

INPUT:

FIRST STEP: Teacher goes over a few points that are basic to the situation in Sudan. Use a powerpoint or overhead with this information: (Teachers can fill in current information according to when the lesson is presented.

- Berlin Conference sets borders for countries in Africa (this has already been studied with the unit on imperialism).
- Both Islamic and Christian missionaries have brought their religion to the area in previous time.

- British had practiced indirect rule in Sudan (this has already been studied with the unit on imperialism.) Remind how indirect rule meant that the British use existing government structures but have a powerful influence on those structures.
- Describe each area of Sudan...North, more developed and Arabic Muslims, West less developed so left to tribal administration, South is Christian African and underdeveloped. Oil has been found in the South. Two years before British give independence to Sudan, discussions were about dividing country. But, this did not happen. Now, with the production of oil a new element has come into the picture and division of the country is not favored by the existing government.
 - Darfur area is treated much the same way as South
 - The West saw that South was getting some concessions because of their unity and resistance.
 - Government appointed administrators that had been totally Arabized and Islamized....conflict begins.
- SLN & JLN
- Janjaweed... Footnote: the initial country to arm them was Libya. (Kaddafi was obsessed with Pan-Arabinization) Janjaweed becomes ferocious.
- Crisis becomes a combination of politics and economics (importance of land and oil).
- Why they don't stop the Janjaweed....they don't want to and they don't really have control over them.
- Africa Union did convince the SLN and JLN to meet in 2004 and sign an agreement to bring conflict to an end....but splintered groups did not agree so agreement was declared not valid.
- AU with UN called all to unite...but, some 2 or 3 would not. Negotiations were to begin in 2007 in Libya! (in October)
- Now...conference is on but adjourned. At UN the Security Council has authorized a force to provide security to displaced persons. Sudan has to okay...and they are not good about cooperating.
 - Would not accept non-African troops.
 - But, problem is that troops are poorly equipped
 - Recently massive attack on peace-keeping camp.
 - So, at stalemate with Sudan government.

SECOND STEP: (GUIDED PRACTICE)

Divide students up into groups of five. Students have been assigned homework to come up with 6 higher-level questions from the reading packet. (Bloom's Taxonomy) Groups will discuss their questions that are based on the reading. Teacher should have a set of questions, also.

THIRD STEP: Bring students back together to share at least one thread of their discussion with the rest of the class.

INDEPENDENT PRACTICE: Write an essay (A DBQ essay - no more than three pages and no less than 2 pages) on a prompt based on the packet of articles. Students will peer-edit each other's essays.

Marian Johnson
W.G. Enloe High School

BOGGLE!

Retrieval List
(Big Ideas, Details, Diagrams, etc.)

Group Rehearsal
(New Ideas From Team Members)

New Ideas From Another Team

Points I earned for my team _____

BOGGLE PROCESS

Step One--Review (2 minutes)

Each student individually and silently reviews notes.

Step Two--Retrieval List (2 minutes)

In the "Retrieval List" Box, each student individually and silently writes as many ideas, details, charts, illustrations, etc. as possible *from memory* and with notes and text out of sight. Back of paper may be used if box is too small.

Step Three--Group Rehearsal (2 minutes)

Students compare lists with other team members, and each team member adds any new information to the "Group Rehearsal" Box, using back of sheet if needed. During this part of the process, idea exchanges should be made as quietly as possible to prevent other teams from hearing.

Step Four--One-on-one pairs (2 minutes)

Each student pairs with one other student *who is not a team member*, and lists any new ideas from this person in the "New Ideas" box. For every new idea the student "gives" the other student, one point is recorded on the line beside "Points I earned for my team".

Step Five--Team Review and Point Totals (2 minutes)

Each team member reports points earned *and* new ideas received during the one-on-one part of the process.

DBQ PEER-EDITING RUBRIC

NAME OF STUDENT WHOSE ESSAY YOU ARE EVALUATING:

You are to thoughtfully and thoroughly evaluate two essays using the rubric below. You will hand in this paper to me after you have evaluated each essay. CHECK the appropriate box as you evaluate.

SKILL	POSSIBLE POINTS	UNACCEPTABLE/OR NONE	BASIC CORE	EXPANDED CORE
Thesis BASIC: <ul style="list-style-type: none"> • Answers the prompt-all parts 	1			
EXPANDED <ul style="list-style-type: none"> • Is clear, analytical and comprehensive. 	1			
Understands basic meaning of documents.	1			
Supports thesis with appropriate evidence.	2			
EXPANDED <ul style="list-style-type: none"> • Uses documents persuasively. • Brings in relevant “outside” historical content. 	1			
Analyzes point of view in four documents.	1			
EXPANDED <ul style="list-style-type: none"> • Analyses POV in most or all documents. 	1			
Analyzes documents by grouping them in at least three ways.	1			
EXPANDED <ul style="list-style-type: none"> • Analyzes the documents in additional ways –groupings, comparisons, synthesis. 	1			
Identifies and explains the need for one type of appropriate additional document or source.	1			
EXPANDED <ul style="list-style-type: none"> • Explains why additional types of documents or sources are needed. 	1			
TOTAL POINTS				

Please include here any comments that would help the essay writer do better next time.
