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Sudan and South Sudan: Colonialism, Conflict, and the Growing Pains of a New Nation

Amy Jones
Sigourney Community School District

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This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:

- illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
- to make visible a “sampling” of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

Lesson Title	Sudan and South Sudan: Colonialism, Conflict, and the Growing Pains of a New Nation
OVERVIEW	
Invitation to View Lesson	How did geography affect Africa in the earliest years of colonialism? What are the contributing factors that have led to the lengthy conflict still involving present-day Sudan and South Sudan? By using primary sources and content-rich text, students will use evidence to draw conclusions and identify possible solutions to problems facing Africa’s newest country, South Sudan. How will this new country survive? What contributes to the success of a nation?
Contact Information	Teacher: Amy Jones District: Sigourney CSD Email: amy.jones@sigourneyschools.com
Image and Citation	 <p><i>Children in Food Lines at Refugee Camp</i> Photographer: Hutchinson, Sharon Date: 1992 Place: Maiwut, Eastern Upper Nile / Sudan / East Africa Format: image/jpeg / Color Slide / Landscape Subjects: Hutchinson, Sharon / Children / Refugees / Uduk Type: StillImage Is Part Of: Africa Focus Rights: This material may be protected by copyright law (e.g. Title 17, US Code). Submitter: University of Wisconsin--Madison. African Studies Program. Local Identifier: AfricaFocus.4208sh05.bib</p>
Summary of Lesson <i>Note:</i> Whether you are designing lessons or units purposefully:	<i>This lesson was produced for a district in the early stages of a 1 on 1 implementation.</i>
<ul style="list-style-type: none"> •align standards, assessment, and instruction •gives specific direction to teachers •identify resources and instructional materials •identify clear/focused daily goals •select appropriate teaching strategies •identify and teach key vocabulary •implement formative assessment •ensure horizontal articulation •scaffold for “success” •select viable and worthy content 	Students will understand the concept of colonialism by comparing and contrasting America with Africa's colonial rule. Students will discover how this often contributes to contemporary conflict by igniting cultural differences. Sudan and South Sudan are used to illustrate contemporary conflict that is in part based upon the effects of a history of colonialism.

Number of Days <i>Note: It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?</i>	4 (maybe 5) days out of 13 total unit allocated days
Grade Level	6
Concepts	<ul style="list-style-type: none"> •colonialism •effects of natural resources on population, culture, and conflict
Iowa Teaching Standards Reflected in Planning a Lesson Using this Design http://www.boee.iowa.gov/stdnrds.html <i>A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.</i>	<p>The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards.</p> <p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching profession. The Teacher:</p> <ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. <p>Standard 3: Demonstrates competence in planning and preparation for instruction.</p> <p>The Teacher:</p> <ul style="list-style-type: none"> c. Uses student developmental needs, background, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.
PUPOSEFULLY PLANNING for MAXIMUM LEARNING (1)	
Learning <i>Note: When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are:</i> <ul style="list-style-type: none"> •Local to global •Hook senses first •Chunk it •Memory spaces 7 + - 1 in MS and 2 +- 1 in K •8 to 2 engagement ratio •Less is more in content covered per period •Learning strategies used •Ramping lesson to reduce stress •Stimulating and engaging lesson •Relevant content •Focus the learning activities 	<p>This lesson uses the following how the brain remembers strategies:</p> <ul style="list-style-type: none"> •Engaging lesson •Relevant content •Less is more covered per day
Development <i>Note: With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at:</i> https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/V1950902FAgesStages.PDF	<p>Students at this age are ready for in-depth, longer learning experiences which allows them to explore content deeper. They are also ready for more detailed recordkeeping. They also gain skills in social situations with peers and adults. This lesson considers both of these characteristics in the selection of learning activities.</p>

**Learning Targets (IA Standards)
Directly Taught in the Length of this Lesson**

Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported. The focus is on aligned target and assessment with activities.

Note 2: Standards referenced here can be found at:
Literacy

IA Core Literacy – <http://misiciowa.org> or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter.

Standards Insight is another source of understanding the new literacy standards.

NGS ideas on how every **K-12 CCSS Literacy standard can be aligned to the teaching of Geography-**

http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar_a=1

Geography

IA Core Geography- <http://misiciowa.org>

NGS Geography- NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography- interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy:

http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1

2012 NGS Geog. Standards-

http://education.nationalgeographic.com/education/national-geography-standards/?ar_a=1

Iowa Core ELA/Literacy Grade Level Standards

Reading

RI 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLH 6.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RLH 6.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.9 - Draw evidence from literary or informational text to support analysis, reflection, and research.

Speaking and Listening

SL. 6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL 6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Iowa Core/MISIC Grade Span Geography Standards

SS.06-08.02.02 - Identify and describe significant historical periods and patterns of change and continuity within and across cultures.

SS.06-08.02.03 - Understands patterns of change and continuity in the historical succession of related events.

SS.06-08.02.04 - Apply historical knowledge of facts and concepts to understand how and why people create, maintain, or change systems of power, authority, and governance.

SS.06-08.02.05 - Examine and evaluate parallels between historical events and present situations.

SS.06-08.03.02 - Utilize various representations of the earth, such as maps, globes and photographs.

SS.-6-08.09.02 - Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.

SS. 06-08.09.04 - Explore the causes, consequences and possible solutions to global issues such as health, environmental quality, resources, and human rights.

National Geographic Standard Connections

5 Themes of Geography

Location - Where are Sudan/South Sudan located? Where are significant landforms, cities, bodies of water, and the region of Darfur located?

Place - What makes Africa and Sudan/South Sudan unique?

Human/Environment Interactions - What changes are humans making in Sudan and South Sudan due to conflict? What resources are in abundance? Which ones are in short supply?

Movement - How is the conflict causing people to migrate and live in refugee camps?

Regions - What is unique about different regions in Africa? What is unique about Darfur?

3 I's of Geography

Interactions - How did people of northern Sudan interact with people in the south? How did the "Lost Boys" deal with being displaced from their homes?

Interconnections - How did colonialism effect different countries in Africa? How does it compare with colonialism in America?

Implications - What do leaders of South Sudan need to recognize to develop their country?

Why does colonialism often not work as a system of government?

<p>Unit Background/ Prior Knowledge/ Misconceptions</p> <p><i>Note on Misconceptions:</i> Doug Fisher talks about the following when designing a lesson to get at student misconceptions.</p> <ul style="list-style-type: none"> ■ What misconceptions need to be addressed before new learning takes place? ■ What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21st Century)? ■ What academic language needs to be put in place and reinforced for students? ■ What will be challenging for the student? ■ How will I support background knowledge that moves beyond facts and isolated skills? ■ What scaffolding and explicit instruction is needed during the lesson? ■ When and how can I make supports optional so control of activities is transferred to the learner? <p>How can you quickly determine your students' prior knowledge on a topic?</p> <p>You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from <i>Classroom Assessment Techniques</i>. Focused Listing, as the name implies, focuses students' attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds upon students' pre-existing knowledge structures.</p> <ol style="list-style-type: none"> 1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase. 2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List. 3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient. 4. Use this data to determine how your students understand the topic they are about to study, and then to adapt the curriculum so that it incorporates their understanding (p. 126-131). 	<p>Students often think that Africa is one big country that is all the same instead of a continent made of many different countries. Another misconception is that Africa is all grassland and wild animals. These lessons are important tie-ins to the understanding that Africa has many different regions and people. Inspiration to focus on the countries of Sudan and South Sudan in these introductory lessons came from the book <u><i>A Long Walk to Water</i></u> by Linda Sue Park. Unfortunately, much of Africa is filled with strife and instability in government. These lessons provide background understanding about how and why a new country might be formed. Important concepts such as genocide are introduced, which will be revisited when students read the book <u><i>Number the Stars</i></u>. <u><i>A Long Walk to Water</i></u> will be used as a teacher read aloud. A study of different geographical regions of Africa will also be included in this unit. Students will create newscasts using i-movie to share learning about different African regions.</p>		
<p>Academic (Tier III) Vocabulary</p> <p><i>Note 1:</i> Vocabulary is a major shift in the intent of</p>	<p>Words to front-load</p>	<p>Words using context</p>	<p>Instructional methods</p>

<p>the Iowa Core Literacy standards.</p> <p>Watch the video link at http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings.</p> <p>A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words.</p> <p>An old but good strategy for learning vocabulary is still Marzano's six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf</p> <p><i>Note 2:</i> Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards.</p> <p>Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like <i>circumference, aorta, autocratic, onomatopoeia, Oligarchy, hydraulic, neurotransmitters, "Jim Crow Laws, sovereignty, lagging, fractal, tectonics.</i></p>	<ul style="list-style-type: none"> •colonialism •genocide •Darfur •Peace Corps •constitution •militiamen •diplomats •Janjaweed •factions •insignia •constitution 	<ul style="list-style-type: none"> •commodity - p. 12 Jr. <i>Scholastic</i> •ethnic rivalry - p. 12 Jr. <i>Scholastic</i> •Tutsis, Hutus - p. 12 Jr. <i>Scholastic</i> •ethnic cleansing (<i>BBC article 1</i>) •counter-offensive (<i>BBC article 3</i>) •foreign investment (p. 13 Jr. <i>Scholastic</i>) •convoys (<i>BBC article 1</i>) 	<p>Students will use Marzano's steps to learning vocabulary.</p>
<p>Tier II Vocabulary <i>Note:</i> Tier 2: Academic Vocabulary are words far</p>	<p>Words to front-load</p>	<p>Words using context</p>	<p>Instructional methods</p>

<p>more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk:</p> <ul style="list-style-type: none"> • words from informational text like <i>analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious</i> • words from technical texts like <i>calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative</i> • words from literary texts; <i>misfortune, dignified, faltered, unabashedly, declarative, plot, style</i> <p>Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text.</p> <p>A good guide for selecting Tier II words can be found at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf or go to http://vocablog-plc.blogspot.com/ for a great set of criteria from Frey and Fisher.</p>	<ul style="list-style-type: none"> •plundered •corruption •profound •refugee •negotiations •dire •mobilization •utterly •devastated •insignia •fringes •destabilizing •upsurge •gravely •contingent •humanitarian •factions 	<ul style="list-style-type: none"> •decree (<i>BBC</i> article 1) •convoys (<i>BBC</i> article 1) •strongmen (p. 11 Jr. <i>Scholastic</i>) 	<p>Follow student work with class discussion</p>
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PROCEDURES for MAXIMUM LEARNING

<p>Materials List</p>	<ul style="list-style-type: none"> • "Africa, Promise and Peril" from <i>Junior Scholastic</i>, September 20, 2010 • Questions over <i>Junior Scholastic</i> article • Outline map of Sudan and South Sudan; list of items to label (at end of this lesson) • Primary source article and picture links: news.bbc.co.uk/2/hi/africa/3339861.stm, news.bbc.co.uk/2/hi/africa/4012311.stm, news.bbc.co.uk/2/hi/africa/6185125.stm, www.pbs.org/wnet/worse-than-war/stories-essays/perspectives/drawings-from-darfur/89/ • Questions to accompany primary sources • PBS video - video.pbs.org/video/205994388 "In South Sudan, a Nation Is Born - But With Troubles" • Other links to more current info about Sudan/South Sudan, including: reckoning.facinghistory.org/session5/ICC-and-Darfur www.bbc.co.uk/news/world-africa-14069082 • Graphic Organizer/Viewing guide - questions to accompany video
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<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Scaffolding:</i> the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding directly experience the complexity of the text.</p> <p>It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p style="text-align: center;">Day 1</p> <ul style="list-style-type: none"> •Essential Question/Daily Learning Goal: How does Africa's past history of colonialism effect African countries today? •Hook and hold interest: 1) How did America become a country? What do you remember about the American Revolution? Brainstorm and lead students to conclusions that America was once 13 colonies ruled by Great Britain. 2) Tell students: "Africa is a continent that has much experience with colonialism. In order to understand possible effects of this type of government, we are going to read and make some generalizations about how rule of a region by a distant country sometimes effects that region." •Instructional Strategies/tools for teaching, coaching, and inquiry: <ol style="list-style-type: none"> 1) Introduce vocabulary words. 2) Introduce QAR questions - <ol style="list-style-type: none"> A) What African resources are noted in this article? (think and search) B) Why did colonialism occur? (author and me) C) What generalizations can you make about the effects of colonialism on many African countries? (author and me) D) What does the quote "Africa is a sleeping giant about to be awoken" mean? (author and me) E) What is a question that you have about Africa? (on my own) <p>Have students read "Africa: 50 Years of Independence" with a partner (teacher paired - high/middle, middle/low) then answer the questions.</p> •Scaffolding for Success/Interventions: Students will work with partners to offer support. •Assessment for Learning (Formative): Students working as partners will provide answers on an "exit card" given to teacher to show answers to these questions: 1) What is colonialism? (a system of government where a distant country makes decisions effecting another country). 2) What were some of the resources other countries wanted from Africa? (diamonds, ivory, rubber, human beings - slaves) 3) What happened after the colonial systems of government? (Colonies became independent nations, but there have been many problems in establishing secure governments.)
<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Assessment Range:</i> Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool.</p> <p><i>Note on Strategies:</i> Two good sources on promising strategies can be found at http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8BItemid=2698 and http://www2.ed.gov/nclb/methods/whatworks/edpics.jhtml</p> <p>A good source for writing templates for grades 4-12 can be found at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf</p>	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> •Essential Question/Daily Learning Goal: What are some important geographical features of Sudan and South Sudan? •Hook and hold interest: "Yesterday we gained some general knowledge about past systems of government in Africa, its resources, and some of the concerns facing the continent. Today we are going to focus on the important geographical features of two African countries: Sudan and South Sudan. These two countries model many of the struggles and conflicts faced by many of the other countries in Africa." •Instructional Strategies/tools for teaching, coaching, and inquiry: <p>Pass out outline map of Sudan/South Sudan and list of items to label/color in. Students may use various online maps to locate needed information.</p> <p>www.nationsonline.org/oneworld/map/sudan_map.htm www.worldatlas.com/webimage/countrys/africa/sd.htm#UdXIFesi0rw www.mapsofworld.com/south-sudan/map.html</p> •Scaffolding for Success/Interventions: Students may work in groups to locate needed information. •Assessment for Learning: <ul style="list-style-type: none"> ○ Maps will include the capitals of Sudan and South Sudan (Khartoum and Juba), and the cities of Nyala, Port Sudan, and Al Fashir. AND ○ These countries will be labeled: Sudan, South Sudan, Central African Republic, Chad, Democratic Republic of the Congo, Egypt, Eritrea, Ethiopia, Kenya, Libya, and Uganda. ○ Landforms labeled will include the Nubian and Libyan Deserts and the Nuba Mountains. ○ Waterways labeled will include the Blue Nile River, White Nile River, Nile River, and the Red Sea. ○ The region of Darfur will be outlined.

<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note 1:</i> A good source for web 2.0 ideas is at http://edorigami.wikispaces.com/Traditional+and+Digital+Practice</p> <p><i>Note 2:</i> A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick</p>	<p style="text-align: center;">Day 3</p> <ul style="list-style-type: none"> •Essential Question/Daily Learning Goal: What happened in Sudan? Why was there conflict? •Hook and hold interest: <ol style="list-style-type: none"> 1) Show video: www.youtube.com/watch?v=4kQSgOz6vEA (The Lost Boys of Sudan) and look at drawings from Darfur: http://www.pbs.org/wnet/worse-than-war/stories-essays/perspectives/drawings-from-darfur/89 2) Discuss: What do you think these children are drawing? Can you make any assumptions about life in Darfur? 3) Divide class into 3 groups. Have each group read a different article and discuss what was happening in Sudan during this time period. Report back to group generalizations made from videos. <ul style="list-style-type: none"> http://news.bbc.co.uk/2/hi/africa/3339861.stm http://news.bbc.co.uk/2/hi/africa/4012311.stm http://news.bbc.co.uk/2/hi/africa/6185125.stm •Instructional Strategies/tools for teaching, coaching, and inquiry: Jigsaw method of sharing information, small and large group discussion. •Scaffolding for Success/Interventions: Teacher will lead discussion to help students read conclusions. •Assessment for Learning (Formative): Discussion will include evidence of strife: curfews imposed, banned public gatherings, peace talks failing, government agencies withdrawing, murders, violence, brutality, and genocide concerns. •Assessment for Learning (Formative): As students talk are they using sentence stems that show they are listening to each other or accountable to each other such as” <ul style="list-style-type: none"> I agree with ___ because ___ I disagree with ___ because ___ I wondered about ... Is this your main point? Can you prove that...? I have a question for ___ about _____ Could you give us an example? Could you elaborate more on the meaning of this word? Could you say more about that? <p>Source for the above question stems is http://vocabulary-plc.blogspot.com/2012/03/what-is-disciplinary-literacy-and-why.html</p>
<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p>	<p style="text-align: center;">Day 4</p> <ul style="list-style-type: none"> •Essential Question/Daily Learning Goal: What was the result of the fighting and unrest in Sudan/Darfur? What concerns are there for South Sudan? •Hook and hold interest: 1) Watch PBS video - "In South Sudan, a Nation Is Born - But with Troubles." video.pbs.org/video/2050994388. 2) Take notes of problems facing the new country. Discuss as a class concerns facing South Sudan. •Instructional Strategies/tools for teaching, coaching, and inquiry: 1) Discuss: What services or infrastructure are necessary for a community or country to function in positive ways? 2) Pretend that you are running for an elected office in South Sudan. What is one change that you would make to improve your country? What evidence can you provide that this is a concern that needs to change? How would you change it? •Scaffolding for Success: A graphic organizer may be used to organize main ideas and evidence to support it. Partner discussion may help brainstorming process. •Assessment of Learning (Summative): <ol style="list-style-type: none"> 1) Can student identify a problem(s) in South Sudan? 2) Can student give logical evidence supporting why this is a problem that needs to be solved? 3) Can student offer ways to solve problem?

Reflecting After Teaching Lesson/Units or Even at End of the Year

Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you have taught the lesson? What went well? Think about strategies, resources, activities.

After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:

- Using standards-based school improving processes,
- Sharing with peers, and
- Effect on students.

Use (U)

Standard 2: What resources do you use to integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?

Standard 3: How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?

Standard 4: What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs

Standard 5: In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?

Standard 6: How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?

Sharing (S)

Standard 7: How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?

Standard 8: In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?


Effect (E)

Standard 1: What does your data/evidence tell you about student achievement on district standards/benchmarks?

In terms of improved student achievement, what area(s) is of greatest concern or interest to you?

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Primary	Image	Description	Citation	URL
Drawings from Darfur		Pictures and narratives from children in Darfur describing what they have seen.	from the Human Rights Watch's "The Smallest Witnesses" exhibit	www.pbs.org/wnet/worse-than-war/stories-essays/perspectives/drawings-from-farfur/89/
"Lost Boys of the Sudan" video		Video with first hand accounts of experiences of Sudan youth and their experiences fleeing their country.	YouTube video; KTEH TV	www.youtube.com/watch?v=4kQSgOz6vEA
"Clooney Speaks of Darfur Horrors"		When actor George Clooney visited Darfur he expressed concern and alarm, stating that he felt genocide was occurring and peacekeepers were vitally in need to restore balance to the area.	BBC News	http://news.bbc.co.uk/go/pr/fr/-/2/hi/africa/6185125.stm
Secondary	Image	Description	Citation	URL
Video - "In South Sudan, a Nation Is Born - But with Troubles"		Video describes more recent concerns in South Sudan	PBS News Hour - Premiere date 7-11-2011	video.pbs.org/video/2050994388
"West Sudan Curfew as Talks Fail"		From December of 2003, this article describes results from heightening turmoil in Darfur.	BBC News	http://news.bbc.co.uk/go/pr/fr/-/2/hi/africa/3339861.stm

"Darfur Attacks Fuel Genocide Fear"		Published in November of 2004, this article provides more evidence of the escalating violence in Darfur.	Hilary Anderson, BBC News	http://news.bbc.co.uk/go/pr/fr/-/2/hi/africa/4012311.stm
Map of South Sudan		Political Map of South Sudan		http://www.mapsofworld.com/south-sudan/map.html
Map of Sudan		Political Map of Sudan		www.mapsofworld.com/sudan/south-sudan-political-map.html
Map of South Sudan		Outline map/political map of South Sudan		www.enchantedlearning.com/africa/southsudan
Outline map of South Sudan and Sudan		Outline map of Sudan and South Sudan		www.enchantedlearning.com/africa/sudansouthsudan/outlinemap/
Map of South Sudan		Map of South Sudan - political and physical		www.worldatlas.com/webimage/countrys/africa/ss.htm#.Udrresi0rw
Map of Sudan		Map of Sudan - political and physical		www.worldatlas.com/webimage/countrys/africa/sd.htm#.Udrshusi0rw
Jr. Scholastic Article - "Africa: 50 Years of Independence"		Article describing colonial systems in Africa's past as well as more recent developments in Africa	Bryan Brown, Junior Scholastic, September 20, 2010	

RESOURCES (Rubrics and Copy-ready Handouts)

The texts to be read in this lesson set are linked in the lesson as well in the copyright section of the lesson.

COVER STORY

AFRICA: 50 Years

Kenyans lined up to cast ballots on a new democratic constitution last month. Nearly two thirds voted to approve it.



10 JUNIOR SCHOLASTIC / SEPTEMBER 20, 2010

If I Was the President of South Sudan...

Pretend that you presently live in South Sudan, and you have decided to run for office to make your country a better place. What is one way you could improve the living conditions in your country? Think of the videos we have watched as well as the articles you have read.

Describe specifically what you would do to help the people of your country. What EVIDENCE can you provide that this is an important concern? How will it improve life for other South Sudanese? If it is not addressed, how will it affect life?

Besides calling attention to the concern, how do you think you could change it? Who would it involve, and how will your plan work?

Summative Evaluation of Assignment

	3 points	2 points	1 point
Problem Statement	Student can identify one problem currently facing South Sudan.	Student mentions difficulties faced by other countries or by Sudan/South Sudan in the past, but they are not concerns presently faced by South Sudan.	Student does not presently understand current problems facing South Sudan.
Problem Evidence	Student can give logical EVIDENCE (3-4 reasons) supporting WHY this is a problem that needs to be solved in South Sudan.	Student can give 1-2 pieces of evidence supporting why this problem needs to be solved in South Sudan.	Student is working toward understanding of how governments provide needed services/support to their citizens.
Problem Solutions	Student can brainstorm some possible ways (2-3) to deal with the problem.	Student can give at least one idea of how government can deal with presented problem.	Student is working toward understanding of how government can deal with problems of citizens.



Sudan/South Sudan Map Directions

Label these items on your map of Sudan and South Sudan. You may use these links to view online maps to help you.

www.worldatlas.com/webimage/countrys/africa/sd.htm#.UdXIFesi0rw

www.mapsofworld.com/south-sudan/map.html

1) **Countries:**

- Sudan
- South Sudan
- Uganda
- Libya
- Kenya
- Ethiopia
- Eritrea
- Egypt
- Democratic Republic of the Congo
- Chad
- Central African Republic

2) Draw in the boundary to show the region of Darfur.

3) **Cities:** Designate the capitals of Sudan and South Sudan with stars:

- Khartoum
- Juba
- Nyala
- Port Sudan
- Al Fashir

4) **Landforms:**

- Nubian Desert
- Libyan Desert
- Nuba Mountains

5) **Bodies of Water:**

- Blue Nile River
- White Nile River

Nile River
Red Sea

Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3
Source: Mt. Pleasant CSD

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.				
CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
Relates ideas and information within and across content areas.	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
Standard 3: Demonstrates competence in planning and preparing for instruction.				
Uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input,	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment

	conveys high expectations for all students to learn.		classroom environment conveys an inconsistent expectation for all students to learn.	conveys only modest expectations for all students to learn.
Uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.