4/1/14

Grade Nine World History

Unit: Central and Eastern Africa: Cultural History and Modern Voices

Lesson: “Sudan – Part 1”

Enduring Understandings:

* Our perception of the world is shaped by manufactured historical lenses and continues to be influenced by socio-political and cultural forces.
* Foreign occupation and encounters have lasting and complex social, political, and cultural consequences.
* The dual desires to maintain tradition and achieve progress are sometimes at odds.

Essential Questions:

* How does someone’s culture affect their interpretation of actions and interactions of everyday life?
* Who were the Kushites and where does the Kingdom of Kush fit in the scope of global history?
* Dow did encounters with the East and West lead to the Second Sudanese Civil War, genocide, and mass displacement of refugees.

Standards:

* CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
* CC.8.5.9-1-.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Set-up:

* Connect computer to SMART Board
* Load *Lost Boys of Sudan* documentary onto computer: https://www.youtube.com/watch?v=B04l7tbVa5g
* Make copies of *Lost Boys of Sudan* Questions – Part 1
* Upload *What is the What* excerpt to Edline

Activities:

1. **Do-Now (10 minutes):** Students will enter the classroom, sit in their assigned seats, and answer the following question projected onto the SMART Board:

“Imagine you are coming to America for the first time and have no knowledge of American society - what aspects of American culture would surprise or confuse you most? Why?”

After five minutes of free writing in response to this question we will discuss student answers as a class. After several students have shared their responses, I will students that the reason we started with the question is because later in the class we will hear first hand about the experiences of refugees from a remote region of Africa who came to America.

1. **Lecture (20 minutes):** I will lecture for far longer than usual during this lesson (4 slides), however I will use ample questioning to keep students engaged and to connect to lessons from this unit and previous units. First I will show student a map of Sudan within the African continent. I will then move to a slide about the Kingdom of Kush. As for the Kingdom of Aksum, students will first analyze a map of the Kingdom showing rivers, mountains and other bodies of water – and ask students why they think this was an advantageous region for the development of a powerful and long-lasting Kingdom. I will also ask about the Kingdom of Kush’s relationship to ancient Egypt (which students have also studied) and ask if anyone is familiar with the Kushites from the Bible, and if not I will explain this connection too. I will then move on to a slide about the adoption of Christianity and Islam in the region. Students are very familiar with the development of these religions and the empires that spread them. I will ask students scaffolding questions building off of the concrete information on the slide and facilitate their access to prior learning. For instance, my slide says, “540 AD: Christian missionaries sent by Empress Theodora,” and I will ask students about Empress Theodora is, her connection to Christianity, and Empire. I will use the same tactics to build off of students understanding of the spread of Islam, and take students through to Sudanese independence in 1956. The next slide features the Second Sudanese Civil War, genocide, and 2011 South Sudanese independence. Before I move onto the final slide I will ask students if they have heard of the Lost Boys of Sudan and what they know about them. I know some of my students learned about them in 7th grade. I will present the final slide and explain that they are orphaned refugees of the Second Sudanese Civil War and that thousands have come to America. I will also introduce the documentary *Lost Boys of Sudan* (2003), that follows 2 Dinka teenagers journey too and experiences in America.
2. **Documentary (10 minutes):** We will watch the first 10 minutes of the *Lost Boys of Sudan* documentary. First, I will distribute a handout with the following 4 questions:
3. How do the Dinka describe their home villages?
4. What aspects of Dinka culture are represented? (activities, beliefs, etc.)
5. What are their impressions of America from afar? What do they want to accomplish there?
6. What are some of their worries about coming to America?

Before playing the video we will review these questions as a class.

1. **Wrap-up (10 minutes):** After 10 minutes I will stop the video and ask students to review their answers to the 4 questions with a partner in their “letter groups” (1’s with 2’s, 3’s with 4’s). After a few minutes of discussion in partners we will review students answers as a class. Finally, I will introduce students to the reading they will do for homework – an excerpt from *What is the What* (2006) by Dave Eggars, who worked with Valentino Achak Deng (a Sudanese refugee) to tell his story about his experiences in Sudan, refugee camps, and America.

Homework:

* Read and print the *What is the What* excerpt