4/3/14

Grade Nine World History

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

Lesson: “Sudan – Part 3”

Enduring Understandings:

* Our perception of the world is shaped by manufactured historical lenses and continues to be influenced by socio-political and cultural forces.
* 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?
* How were Santino and Peter’s expectations of themselves and of America fulfilled or unfulfilled over the course of their journey from Kakuma to America?

Standards:

* 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* Question – Part 2

Activities:

1. **Review (5 minutes):** When students enter the room they will sit in their assigned seats and I will ask them to take out their *Lost Boys of Sudan* Questions (part 1). I will explain that today we will continue to watch the documentary and follow the experiences of the young Dinka men in America. We will review student answers to each of the 4 questions, with a focus on questions 2-4. I will tell students that during the first few minutes of the video today they can expect to find more answers about Dinka culture, expectations for America, and worries about America, and they should add to their answers. I will then distribute a handout with a second set of questions related to the documentary. The 6 questions are as follows:
2. What promises to Santino and Peter make to their friends and family before they leave? Do they keep them? Why or why not?
3. What promises are made to Santino and Peter upon their arrival? Are those promises to them kept? Why or why not?
4. What specific activities and behaviors are taught to Santino and Peter upon their arrival to help them *acculturate* to America?
5. How do Santino and Peter feel about their living situation and their neighborhood community? Do they feel they fit in?
6. Describe Santino and Peter’s success and struggles in their jobs and education in America.
7. Describe Santino and Peter’s success and struggles in friendships and relationships in America.

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

1. **Documentary (35 minutes):** We will continue watching the Lost Boys of Sudan documentary from where we left off on Tuesday. I will skip from minutes 13:30-16:00 and from 41:00-44:00 to maximize the viewing time of the parts related to the questions.
2. **Discussion (10 minutes):** We will discuss student answers to the 6 questions on the second *Lost Boys of Sudan* Questions handout. Our discussion will focus mostly on the first two questions about promises and expectations vs. reality. After our discussion of the final 4 questions, I will ask students why they think Santino and Peter had such different experiences in America? Though they arrived in America under the same circumstances, why did their outcomes differ so dramatically? Finally, I will remind students of the writing exercise tomorrow – with the help of their notes and other class materials in their possession, they will write 3 body paragraphs in support of a given thesis, or the antithesis of that thesis, related to our study of central and east African cultural history and modern voices.

Homework:

* Prepare for tomorrow’s writing exercise