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Lesson Title: Crisis in Darfur: Ethnic Cleansing

Grade Level: 9th – 10th

Essential Question: How has ethnic cleansing affected the region of Darfur, Sudan?

Lesson Foundations

Content Standards	MWH.9-12.23 Regional and ethnic conflicts in the post–Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.		
Learning Objective(s)	<p>SWBAT explain how ethnic cleansing has affected Darfur.</p> <p>SWBAT analyze the impact of ethnic cleansing on Darfur through primary and secondary sources.</p>	Assessment(s)	<p>1) Check for Understanding</p> <p>2) Group Discussion</p> <p>3) Exit Ticket</p>
Materials & Resources	<p>Origins article: “Sudan in Crisis” (http://origins.osu.edu/article/sudan-darfur-al-bashir-colonial-protest) by Kim Searcy</p> <p>Crisis in Darfur: Ethnic Cleansing Lesson Plan</p> <p>Crisis in Darfur: Ethnic Cleansing PowerPoint</p> <p>Stations Sources - Crisis in Darfur: Ethnic Cleansing</p> <p>Stations Worksheet - Crisis in Darfur: Ethnic Cleansing</p>		

Instructional Procedures/Steps

<p>Opening</p> <p>10 Minutes</p>	<p>1. Teacher will open the lesson with a Think, Pair, Share (TPS) activity to answer the question: “Why do you think mass killings of a certain ethnic group occur in history?”</p>
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	<ol style="list-style-type: none"> 2. Teacher will have students: <ul style="list-style-type: none"> • Take three minutes to write as much as they can on their own (Silently) • Share their response (paper / Google Document) with one other student. Students will add on to existing peer’s response, add a question, and / or comment. Students will take two minutes to complete this. (Silently) • As a class, the teacher will ask two pairs to share their responses with the class 3. Teacher will transition to the central focus of the lesson by explaining how they will be learning about ethnic cleansing that has occurred in Darfur, Sudan. (Teacher will want to explain how this will be a heavier topic and respect will be required of the students as they read testimonies and learn about real life events) 4. Teacher will introduce / review learning objectives: <ul style="list-style-type: none"> • SWBAT explain how ethnic cleansing has affected Darfur • SWBAT analyze the impact of ethnic cleansing on Darfur through primary and secondary sources 5. Before teacher opens with short presentation on the background of Sudan, teacher will unpack what the words “ethnic cleansing” mean with students by first asking: <ul style="list-style-type: none"> • What does ethnic cleansing mean? • Where have we seen this happen in history? • How does this connect to our TPS activity?
<p>Instruction 40 Minutes</p>	<ol style="list-style-type: none"> 1. Teacher will give five minute presentation on the background history of Sudan and Darfur, Sudan as it will lay foundational and crucial information to understanding why / how ethnic cleansing – see PowerPoint. 2. Teacher will ask Check for Understanding question: Explain a specific reason as to what caused / why ethnic cleansing has affected Darfur, Sudan. Teacher will have students write down their response on a piece of paper and then teacher will ask for students volunteer response as to what they wrote.

3. Teacher will transition to the lesson's main activity of stations by explaining to students how they will be learning about how the ethnic cleansing has impacted Darfur through the examination of primary and secondary sources at three stations.
4. Teacher will:
 - Pass out stations worksheets to each student
 - Randomly assign two groups (teams) at each station (A,A, B, B, C, C) / If desks are not in teams, teacher can count off individuals to each station
 - Set timer on board for ten minutes for each station
 - Station markers A, B, C can be spread out across the classroom for rotation or can have stations sources sheet attached to each stations worksheet for no movement when switching stations
 - See stations worksheet and sources for detailed instructions
5. Teacher will walk around during 15-20 minutes of stations to monitor and guide students with questions:
Station A: Photographs
 - Which pictures do you find to be the most interesting?
 - What do you think daily life was like for them?
 - What do you think the person would say to you if they could speak?**Station B: Testimonies**
 - Which testimony did you choose to read?
 - What is happening in their testimony?
 - How does this make you feel?**Station C: TedTalk**
 - What kind of emotions does the girl struggle with?
 - What was one example of how life was like back in Darfur?
 - What is something new that you are learning through her testimony?
6. Group Discussion
 - Explain to us a testimony that you connected with and learned about?



	<ul style="list-style-type: none"> • What was living conditions for those who lived in Darfur? • Where there any similarities or differences in testimonies/pictures that you noticed in how people experienced the conflict in Darfur? • Since, this war is still ongoing, how do you think these people are living today? • Why do you think that this conflict is not as commonly heard such as other conflicts? • How has this ethnic cleansing impacted/changed the lives of those in Darfur?
<p>Closure 5 Minutes</p>	<ol style="list-style-type: none"> 1. Extension Activity: The president of the United States of America has asked for your opinion as to how to end the war going on in Darfur, Sudan. You must propose a solution to the conflict that will be submitted and reviewed by the International council and the president himself. 2. Exit Ticket: On a piece of paper / Google document to be turned in / shared: Why is the ethnic cleansing happening in Darfur, Sudan and how is it impacting those who live there? Please use connections to our lesson and sources and use three or more complete sentences.

