

**Note: The following lessons have been designed to be used as either single lessons or as a week long unit for high school History at the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade levels. They have been made by educators and students alike so to create both dynamic and engaging activities, as well as lessons that align with standards required by the state of California for these grades. The specific standards are noted below, and have been carefully been selected so to correspond with the standards that are conducive to the curriculum requirement of schools nationwide.**

### **Unit Objectives:**

To have students reflect on American culture and critically analyze things associated with it such as media, and our governments protection of what we consider rights. Also, to look at these rights and discuss the limitations of these (if any) along state and national borders.

To introduce students to the vastness of the continent of Africa, assess how extensive their basic knowledge is on the topic, and to spark interest in this part of the world they haven't had much exposure to.

To expose and teach to the conflict going on now in Northern Uganda, to discuss and its causes, effect, and factors (both internally in Uganda, and in the US/international community)

To evaluate the powers and rights we are given inherently as citizens as the US, and what effects our actions and decisions can have on the international community.

### **History Standards Covered:**

**Grade10. Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**Grade 11. Students analyze the major social problems and domestic policy issues in contemporary American society.**

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

**Grade 12. Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

**12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

**12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

3. Discuss the historical role of religion and religious diversity.

4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

**12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

**12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**

8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

## Lesson I; Intro to Africa Lesson Plan

### Materials:

\*Internet connection or library access

\*Blank maps from the site below for each student.

### Anticipatory Set:

1. Initiate a large group class discussion by having students examine a map of Africa and by asking them what assumptions can be made about the continent's basic geography? For example, students might note that there seems to be a lot of desert, or that in southern regions there is more grassland. Because of geographic location the weather is probably warm. Being surrounded by water could mean lots of trade, etc.
2. Distribute to each student a blank map of Africa and a map of Western Europe and/or Asia. You may find a useful map from: [http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/africa.html](http://www.lib.utexas.edu/Libs/PCL/Map_collection/africa.html) (The "Africa Natural Vegetation" map may be a good choice.)
3. Ask the students to start with the blank map of Western Europe and/or Asia. Ask students to take the next 5 minutes to label all that they can of that region of the world (countries, oceans, mountain ranges, cities, etc.). Ask them to turn the map upside down on their desk when they are finished.
4. Make the following list of terms available to students. Terms marked by an asterisk are geographic terms and will be used to label the blank maps (see step 4). The other terms will serve as topics for research, along with the geographic terms (see step 6).

\*Timbuktu (Tombouctou)

\*Sahara Desert

\*Niger River

\*Mali

\*Djenne-Jeno

\*Nile River

\*Mount Kilimanjaro

5. Ask students to label their maps of Africa with the five geographic terms, or anything else they can think of in Africa geographically. Inform the students that they will not be

required to share their results, but should do their best to remember whatever they can about the continent.

6. After 5-10 minutes have students put down their pencils and then ask how many got more than 1 thing labeled, then count upwards (2 things, 3, . . .). This will serve as a demonstration of how little they have been taught about an entire continent. Ask the students why they think they have so little knowledge about Africa and facilitate a dialog, and keep a list on the board, of all the reasons the students come up with.
7. Have students look up these things in Africa in small groups and performing Internet research and/or using other available classroom resources. If students will perform Internet research, the number of computers with online access should determine group size. Consult the recommended web site below for helpful starting points.

**Lesson:**

8. After students finish labeling their maps with the geographic terms, randomly assign students to one of the ten topics listed.
9. Have students do a quick internet/library search on those various topics, telling students they need only to research to the point of "google depth" (meaning they should find only a few key facts about that area/topic; not enough to write a whole paper on). Give all students 10 minutes to do so, then prepare a 2 min. overview of what they learned. Use the sheet attached to expedite the note taking process.

**Guided Practice:**

10. Have students filter and present the "google depth" information they have come up with. Demonstrate to the students the type of information they should filter and what they should include as a more significant detail.
11. For homework, have students pick one of their classmates topics and research it in greater depth, writing a 1-2 page summary of something interesting that they found out about that area. Have them consider things such as

Name:

Date:

Topics:

\*Timbuktu (Tombouctou)

\*Sahara Desert

\*Niger River

\*Mali

\*Djenne-Jeno

\*Nile River

\*Mount Kilimanjaro

Chosen Topic. \_\_\_\_\_

Location (in the continent, country name, etc.)

Interesting Facts

- 
- 
- 

Conflicts in and around?

Nearby tribes?

Stories/myth associated with the area?

Other facts?

Lesson II:

Materials:

\* News papers for every other student in your class (a national newspaper works best, but local will work as well. .the paper may be from the previous day, and you can usually pick them up for free the night before at a local drugstore)

\* Hand out/ Homework from the previous lesson (if used as a unit curriculum)

\* Poster paper, glue, scissors for each pair of students in your class.

***As a continuation from the Lesson I. . .***

**Anticipatory Set:**

1. Have students present the information that they researched the night before.
  2. Have a brief discussion about the interesting things that they found and learned in that brief amount of time. Ask the students then if they had had an equal amount of time to research the country of Germany on the internet/in the library if they believe they would have found as much new information.
- 

***Adaptation as a single lesson. . .***

1. Have students brainstorm anything they know about the continent of Africa on a piece of paper.
  2. Have students do the same thing about the country of Germany on a separate piece of paper for the same amount of time. Have students compare the two products.
- 

**Lesson:**

3. Divide students into groups of two and have them skim through today's local newspaper. Have the groups cut out all the articles they see that pertain to the continent of Africa. Have them do the same thing with all the articles about European nations. Have the pairs divide their poster board in half and label the tops of each side with the words "Europe" and "Africa." Then have students cut out the articles and headlines they see and have them glue those articles to their respective sides.
4. Come back together as a group and have each group share their results of what they've found. At this point, the point of the lack of news coverage over this enormous continent will be clear.

5. Write the facts below on the board as the students are discussing their results. Ask the students to think about what they have seen, and then to consider the facts on the board. Guide the students in a discussion as to why they think that there was so much new information for them when they researched Africa, but not as much when they looked up Germany (keeping in mind Africa is a continent and about 3.3 times the size of the US, while Germany is 25 times smaller than the US). Also, that there were so many more pieces of news on European nations than on African nations.

- Germany is 82.5 times smaller geographically than Africa.

- The average high school student receives only 4 paragraphs of education on the entire continent of Africa by the time they have graduated from the 12<sup>th</sup> grade.

- There are over a hundred internal conflicts and humanitarian crisis's occurring right now throughout the continent of Africa.

### **Guided Practice:**

6. Have students look up the following terms and write down the definitions on the video watching guide attached.

7. Have them read the articles that they found that day in the newspaper that had to do with Africa, and ask them to come up with a list of terms they are either unfamiliar with, or unclear of their meaning. Also, have them come prepared with 5 questions on what they read in those articles (if there are no articles in the newspaper you had them read that day, see the below links on a few articles previously written that they can use instead).

<http://www.msnbc.msn.com/id/9006024/#storyContinued>

This is an article outlining the Dateline coverage of the war in Northern Uganda. It does not mention *Invisible Children*, but writes to much of the same content. The Dateline coverage aired 8/22/05.

<http://www.msnbc.msn.com/id/9006024/>

An article headlining on the news page of msn.com overviewing the conflict and quoting some high-ranking officials speaking of just how devastating and horrendous this conflict is.

<http://www.three-sixty-one-degrees.com/international/050501uganda.htm>

This article gives a brief summary of what is going on in Northern Uganda and gives a quick blurb about *Invisible Children*, talking about its involvement in this crisis.

### Lesson III:

Watch the 55min. film *Invisible Children: Rough Cut* with your students. Have them have the film guide below to help guide their learning. For homework (or if time permits, immediately after the film) have students write an emotional response to the film. Some of the subject matter is heavy and elicits many different emotions. Ask them to take 15 minutes to journal about how the film made them feel.

#### *Invisible Children; Rough Cut Guide*

#### **Key terms to look up:**

Child Soldier

Night Commuter

Rebel Army

African Bus Parks/Verandas

GUSCO (an aid organization)

Lords Resistance Army

1. What strikes you most about Laren, Jason, and Bobby? Which one reminds you most of yourself?
2. What do you think the boys were thinking when they decided to take this trip? What were they looking for or expecting to find?
3. Do you remember where you were when the US decided to go into Iraq? How old were you? Did you remember how you felt about it, or know anyone directly effected by it?
4. Which country did they set out to document? Why did they want to film this place?
5. Who are two of the significant woman that they went there and what roles did they play in the boys' adventure? (extra credit: what was the special talent that one woman possessed?)

6. Which country did they end up in and how did their itinerary change? What event occurred to cause them to stay and investigate this new country in greater depth?
  
7. Why didn't they originally want to go to the country that they ended up in?
  
8. What are the names of three of the boys they met while in Gulu? What struck you most about these boys?
  
9. Where did these boys sleep and do their homework every night? Why didn't they sleep in their homes? What term from above best describes this situation.
  
10. Write a short paragraph below describing the conflict as you understand it; who is involved, how long it has been going on, who are the soldiers and why do they kill, who are the victims of the LRA, etc.

#### Lesson IV:

#### Materials:

- \* Viewing guide from the video, completed
- \* Journal response from the film to discuss

#### Anticipatory Set:

1. This film connects students with new information on a conflict they have most likely never heard of before, but at times the educational aspect of it can be overlooked due to the emotions that it is able to connect with in students. Be sure to allow students to feel they can connect with those emotions in class, but also to not overlook the information that has been given to them. Ask students to retrieve their journal entry from the night before and to read over it. Facilitate a 15 minute discussion on what their response was to this film.
  
2. Have students exchange the viewing guide and correct it for accuracy of information.
  
3. Have students read the article by the Smithsonian (attached) and take bullet point notes on it. Have them write down both that which reinforces the information they gained from the film, as well as new information.

#### Adaptations for different classes/standards:

##### *American Government/Civics classes*

4. Allow students time to brainstorm as a class the checks and balances in our government that keep this sort of thing from happening. Pose the question of culture as a variable as well, not just political structure. . . what might be culturally acceptable here that would not be embraced politically in their government? What are the cultural restraints of tribalism that may have enabled this war to occur and then be prolonged? What inherent rights does the US protect that are being violated here? Look up the Ugandan Constitution and have your class read it over. What inconsistencies are there with the constitution and what is going on? Is it too vague, or being ignored/not enforced? What might be the problem with the police enforcing peace?

##### *World History/Culture classes*

4. Have students pick a region of Africa to research. Tell them to do a brief look at wars that have taken place in that area in the past 200 years. Research with students the different examples of colonization in Africa, as well the slave trades that broke up tribes and cultures. Have students take particular notice of things such as tribalism, industrialization of the western world, and colonization.

### *Current Events*

4. Have students research the current political set up of Uganda, or another region of Africa that is suffering from famine, poverty, AIDS, or another war of some kind.

---

5. Discuss with your class why they think this tragedy has not been the subject of national news. How do they feel about the fact that 50,000 children can be abducted and forced into a rebel army, and the fact that there hasn't been international intervention to stop it. Lead a time where students can talk about what role they can play in keeping this from continuing (allow them here to struggle with the question, "what can I possibly do?" and use the diagrams attached to talk about the resources they have to help).

6. Encourage students to portray their findings of these events in a creative way, just like the film makers did, and then present these findings to their class. They are not limited to the telling Some examples of ways to portray these things are (but are not limited to).

..

- drawing/writing a picture book that tells the story using pictures, targeting a different age group (but staying age appropriate).

- writing a song/poetry that tells this story.

- hosting an art show that tells the story via different sequential paintings, or displaying sequential paintings in your hallway that tell a story.

- Create an "Invisible Children" board in class and have students look through the newspapers and magazines looking for other examples of children or conflict that have gone "invisible."

-Ask students to come up with other ideas that reflect their specific identities.

## Lesson V: Assessment

For this part of the unit, allow students either homework or class time (recommended 1 week homework, or 2 class periods) to work on projects where they use their creativity and individual ideas/talents to tell an untold story. . .to use their voice and sphere of influence to create positive change through awareness.

### Suggested Activities:

1. Have a newspaper day each week where students skim through the newspaper for articles on events occurring in Africa. Have them cut out the article and attach it to a bulletin board in the classroom. For extra credit, have students continually looking for these articles, writing 1 paragraph summaries about the article, and displaying them creatively on the board to raise awareness on this forgotten continent.
2. Have students tell the story of the "Invisible Children" in another creative way (have them design a children's book that tells the story to a younger generation, or organize the painting of a mural to tell the story in a different way. . .unlock their creativity to tell this story using other forms of media so that they can exercise their power as citizens of this great country).
3. Propose that your students do something to help the children of Uganda by organizing a school-wide assembly and/or fundraiser to raise awareness. Help them see the power of one person, exercising their civil rights, effecting positive change in the world. Tell them to log onto [www.invisiblechildren.com](http://www.invisiblechildren.com) to see how they and others can join this movement that can change the world.