

Religious and Ethnic Conflict in Sudan

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Introduction: This is on lesson in a larger unit focusing on Sub-Saharan Africa. The Sudan is used as 1 example that applies to a broader region of Africa. Students will already have background knowledge of European colonization of Africa. This lesson aligns with the common Core Standards and CT State Social Studies Content Standards. Throughout the lesson student will work in groups of 3-4 in order to demonstrate their understanding of the impact of ethnic and religious conflict in Sudan by reading and comparing text and video selections. In this lesson all work is completed in the classroom using hardcopy notes. However, it can easily be adapted to be done using computer/ laptops. Additionally, it can be organized in a variety of ways to suit teacher time and needs.

Geographic Connections:

- Cultural differences sometimes contributed to conflict among civilizations or nations.
- There are positive and negative impacts of mass human migrations on people and a nations

Vocabulary: ethnicity, genocide, Islamic Law, Lost Boys, Janjaweed, militia, Muslim, refugee, rebel.

Stage 1 – Desired Results

Common Core Social Studies Standards: Specific to Grade 7

- CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CT: Social Studies Framework : Grade 7 Standard 1: Content Knowledge

- 1.3 — Significant events and themes in world history international studies.
 - 8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.
- 1.6 — Patterns of human movement across time and place.
 - 15. Evaluate the positive and/or negative impacts of mass human migrations on people and a nation/ region.

<p>Understandings/Goals: Students will understand that:</p> <ul style="list-style-type: none"> • Colonization of Sudan by the British in contributed to religious and ethnic conflict in the region. 	<p>Essential Question Related to Theme:</p> <ul style="list-style-type: none"> • How have ethnic and religious conflicts affected populations in the Sudan?
<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • Cite several example of evidence from the non-fiction article, fiction article and documentary • Compare and contrast portrayal of historical events as represented in a video, non-fiction text and fictional text • Work cooperatively in small groups 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Students work independently and in small group to gather evidence from text selections and a video. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Pre-assessment story prediction and vocabulary- <i>formative assessment</i> • Note-taking handout with text citation and written evidence of group discussion – <i>summative assessment</i> • Student participation in small and large group discussion- <i>formative assessment</i>
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities:</p> <p>This is on lesson in a larger unit focusing on Sub-Saharan Africa. The Sudan is used as 1 example that applies to a broader region of Africa. Students will already have background knowledge of European colonization of Africa.</p> <p>Throughout the lesson student will work in groups of 3-4 in order to demonstrate their understanding of the impact of ethnic and religious conflict in Sudan by reading and comparing text and video selections.</p> <p>Step 1-Students will be given a folder with 9 vocabulary terms and 6 images. As a group, they with analyze the photos and words. They will be instructed to put the images in order and match the images with the terms. Set aside the terms they do not understand. Then they will use predicting strategies and background information to write a one paragraph story using as many vocabulary words as they can to explain what “story” they think the images represent. (See</p>	

attached resources)

Students will be allowed 20 minutes for this activity.

Afterward students each group will share out loud. Teacher will clarify questions and necessary vocabulary. (20 minutes)

Step 2-Read Aloud

The first article will serve as a model for the following article and video selection. Students will be given a copy of a text book article titled *Religious and Ethnic Wars in the Sudan*. The teacher will let students know that this article is a brief history of the events that took place in Sudan over the last 50 years. The teacher will read the article aloud while the students read along. As they read they will highlight textual evidence that answers the question. At the end of the reading students will write out their answers and 4 responses will be written on the board (When note-taking in the classroom we usually have a student type words that can be viewed by the students and then saved in file to share later.) (see attached handouts) 20 minutes

How have ethnic and religious conflicts affected populations in Sudan?

Step 3 and 4

During this stage students will work in rotating groups. Some groups of students will read and the remaining groups will watch a video segment. Then the groups will rotate. (20 minutes)

Video Selection God Grew Tired of Us (Full Documentary)

<http://www.youtube.com/watch?v=d6o2F6pdG7I>

Directions for students-Watch the video segment from 6:40-12:40. This 6 minute selection will provide some examples of how the Lost Boys specifically, were impacted by ethnic and religious conflicts in Sudan. After viewing the video, have a conversation with your group members. How have ethnic and religious conflicts affected the Lost Boys? All group members will contribute. Choose a different member to write the specific evidence from the documentary. (see handouts)
How have ethnic and religious conflicts affected the characters in the story?

Independent Reading selection from *A Long Walk to Water* by Linda Sue Park

Directions for students -Independently read the selection from *A Long Walk to Water* by Linda Sue Park. As you read, highlight evidence that supports the question. Afterward, write down 4 examples below. **Each** member of the group will write their own supporting evidence. Do not summarize in your own words. Cite the text. Share.

How have ethnic and religious conflicts affected the characters in the story? (see handouts)

Step 5-Step Five-Compare and Contrast

Directions for students -_Have a discussion with the members of your group?_Compare and contrast the textbook article, the selection from the story, and the video. How did each portray the events in different ways? What did they have in common? All group members will contribute. Remaining group member(s) will record responses. (20 Minutes)

After the final step teacher will lead whole group discussion to illicit student feedback on comparing and contrasting the way information is presented in non-fiction, fiction text and video.

Extension/Modification

- **Modifications** – the length of the video and the text selection from the story are well suited for most students. The non-fiction text selection and the vocabulary can be modified for struggling readers or students with special needs. The vocabulary and story prediction also helps to set the stage for the text book article. The read aloud adds further modification.
- **Extension** –
 - There is an organization called Hope for Ariang Foundation <http://hopeforariang.org/> that works to build schools in South Sudan. Teachers can invite a guest speaker or watch the documentary film *Rebuilding Hope* <http://hopeforariang.org/resources/documentary-film-rebuilding-hope/>. Additionally, students can contact the school and sponsor a fundraiser to benefit the school. <http://hopeforariang.org/get-involved/buy-a-brick-build-a-school/>
 - Kiva is another good organization to work with where students can see the benefits on their monetary contributions. Because the loan have to be paid back this is a sustainable organization. <http://www.kiva.org/>
 - This is a great resource if you want to have the class read the entire book
 - snciece. *Along Walk to Water* .Live Binder <http://www.livebinders.com/play/play/399317>

Assessment

- Pre-assessment story prediction and vocabulary- *formative assessment*
- Note-taking handout with text citation and written evidence of group discussion – *summative assessment*
- Student participation in small and large group discussion- *formative assessment*

Step Two- Read Aloud Text Selection- *Religious and Ethnic Wars in Sudan*

Directions-Silently read along as you listen to the article being read aloud. As you listen and read, highlight evidence that supports the question. Afterward, write down 4 examples below. **Each** member of the group will write their own supporting evidence. Do not summarize in your own words. Cite the text.

How have ethnic and religious conflicts affected populations in Sudan?

1. _____

2. _____

3. _____

4. _____

Step Three- Documentary Segment from *God Grew Tired of Us*

Watch the video segment from 6:40-12:40. This 6 minute selection will provide some examples of how the Lost Boys specifically, were impacted by ethnic and religious conflicts in Sudan. After viewing the video, have a conversation with your group members. How have ethnic and religious conflicts affected the Lost Boys? All group members will contribute. Choose a different member to write the specific evidence from the documentary.

How have ethnic and religious conflicts affected the Lost Boys?

1. _____

2. _____

3. _____

4. _____

Step Four- Independent Reading selection from *A Long Walk to Water* by Linda Sue Park

Directions-Independently read the selection from *A Long Walk to Water* by Linda Sue Park. As you read, highlight evidence that supports the question. Afterward, write down 4 examples below. **Each** member of the group will write their own supporting evidence. Do not summarize in your own words. Cite the text.

How have ethnic and religious conflicts affected the characters in the story?

1. _____

2. _____

3. _____

4. _____

Step Five-Compare and Contrast

Directions- Have a discussion with the members of your group? Compare and contrast the textbook article, the selection from the story, and the video. How did each portray the events in different ways? What did they have in common? All group members will contribute. The remaining member(s) of the group will record the responses.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Images and Vocabulary







Vocabulary

Islamic Law	ethnic	militia
Muslim	Lost Boys	Janjaweed
genocide	rebel	refugee

Text Article (Rewritten segments from Sudan Embassy, Annenberg Learner , History World)

Religious and Ethnic Wars in the Sudan

European colonialism drastically changed the lives of people in Sub-Saharan Africa through new forms of government, new languages, and new religions. European colonialism also redrew cultural and ethnic boundaries, which helped fuel ethnic and religious conflict. In the post-colonialism world, these conflicts continue still today. In Sudan, conflicts over scarce resources, ethnicity and religion have resulted in genocide.

Causes of the Conflicts

The British signed an agreement in 1953 that granted the people of Sudan independence and the right to self-governance. However, upon freedom from British rule, intense civil wars erupted in the region that would last for more than 50 years. The civil wars and an ongoing genocide in the Darfur region inflicted violence and forced migration on millions of Sudanese people.

The causes of the two civil wars were complex, but they mostly involved ethnic the ethnic and religious divisions among the people. The geography of the region also contributed to the conflicts in Sudan. Some regions had natural reserves of oil, which have the potential for great wealth, while other areas are desert and have few resources which people continue to fight over.

The South, home to mainly Christian and those who followed tradition tribal beliefs was mostly undeveloped. The North was dominated by Muslims. This region had far greater resources and was much more developed. When the British controlled the area, they governed these two places separately. After independence

the entire country became under control by an administration based in the remote capital, Khartoum of the Muslim-dominated North. Since then, the two sides have been competing for control of the entire country. Only recently have the people in South Sudan been able to create their own country.

Lost Boys

From 1955 to 1972, northern and southern Sudan fought a long, bloody civil war. At the end of the war, Muslim leaders from the north controlled the government. In the south, rebel groups, who rejected the authority of the government, began to form armies and gather support in the Dinka and Nuer ethnic groups. In 1983, events in Sudan erupted into another civil war over fears that Islamic law would be forced on the people of southern Sudan.

The tensions mounted in 1987, when warring soldiers attacked communities, leaving behind nothing but death and destruction. The war caused enormous suffering and forced thousands of people from their homes. Children were in particular danger. The southern rebels recruited boys from the Dinka and Nuer people to join their army, while the northern forces often forced the same young people to join their army.

In 1987, the violence forced approximately 20,000 young boys, many just six or seven years old, from their homes and families in southern Sudan. They marched over a thousand miles into Ethiopia and Kenya, many of them dying along the way. The survivors have come to be known as the Lost Boys of Sudan.

Darfur Genocide

Since 2003, another ethnic conflict has threatened people in the Darfur region of western Sudan. The conflict started when armed rebels attacked a Sudanese government air base. These rebels believed that the government was using its power to favor Arab people over darker-skinned ethnically African people. The government responded by sending in an armed militia called the Janjaweed to attack the rebels and their villages. This militia destroyed homes and attacked unarmed civilians. Many leaders have called these attacks genocide, the deliberate destruction of an ethnic group. Despite world attention, a United Nations (UN) peacekeeping force, and a number of peace agreements, the fighting continues and many people in Darfur have become refugees. Between 2003 and 2013, an estimated two million Sudanese civilians in Darfur have had to leave their homes because of the conflict.

Resources for Lesson Plan

God Grew Tired of US (Full Documentary)

<http://www.youtube.com/watch?v=d6o2F6pdG7I>

Hope for Ariang –

<http://hopeforariang.org/>

Kiva-

<http://www.kiva.org/>

Linda Sue Park. *A Long Walk to Water*

Web sites of interest:

Conflict in Sudan Slideshare

<http://www.slideshare.net/tpriceusc/sudan-3294774>

“History of Sudan.” Sudan Embassy.

http://www.sudanembassy.org/index.php?option=com_content&view=article&id=87&Itemid=138

snciece. *Along Walk to Water* .Live Binder <http://www.livebinders.com/play/play/399317>

The Lost Boys of Sudan-<http://lostboysfilm.com/learn.html>

The Red Cross-<http://www2.redcross.org/news/in/africa/0108lostboyspage.html>

PBS -<http://www.pbs.org/pov/pov2004/lostboysofsudan/>

Images

<http://wargecko8uisawesome.wordpress.com/>

<http://theloquitur.com/?p=19550>

<http://www.nytimes.com/imagepages/2005/01/24/international/24sudanCA0ready.html>

http://www.defenceweb.co.za/index.php?option=com_content&view=article&id=8807:sudan-militia-attack-in-flashpoint-region&catid=3:Civil%20Security&Itemid=113