



Social Studies Lesson Plan

Grade Level: 9-12

**Concept Areas: Social Studies, Government/Civics,
Global Studies, Current Events, Geography**

Note to teacher: The main goal of this lesson is to give students an understanding of what life is like for the millions of people who have experienced the humanitarian crisis in Darfur (a region of Sudan) and have survived, and to familiarize students with the mandate of the United Nations Refugee Agency (UNHCR) and the work it does to protect and assist refugees and other displaced persons. It is also constructed with different activities to help students understand what life is like as a refugee. Amidst the seemingly hopeless political situation there is hope. The following activities are progressive, with one building concepts and content upon the next. They can be modified at the teacher's discretion in the interest of time and students' abilities.

KEY CONCEPTS

Students will gain insight into the history of the conflict in Darfur and the impact it has had on the people. Students will hold small and large group discussions on what these conditions are like, what challenges refugees and other displaced persons face, and the impact it has on them. Students will periodically reflect on their lives and how life might be for them if they were forced to live in a refugee camp. The culminating activity has students develop a blog site or slide presentation on what they've learned.

KEY OBJECTIVES

The student will:

- Understand the history of the conflict in Sudan and its effect on the people living in Darfur.
- Understand the difference between internally displaced persons in Darfur and refugees from Darfur living in Chad.
- Examine the plight of being a refugee and how it affects access to the basic necessities of life.
- Produce a blog site or slide presentation on life in a refugee camp

KEY VOCABULARY:

- **humanitarian crisis:** an event or series of events that pose a critical threat to the health, safety, security or wellbeing of a community or large group of people.

- **impoverished:** to be reduced to poverty; to take away the strength or quality of something.
- **exacerbate:** to make a situation or condition worse; to cause a situation to become more severe.
- **ideology:** a belief system that guides an individual, social movement, institution, or large group of people.
- **socio-economic disparity:** a lack of similarity or equality in social and economic aspects between groups of people, nations, or individuals.
- **Janjaweed:** literally, a man with a horse and gun or weapon; an armed tribal militia group in the Darfur region of western Sudan.
- **internally displaced person (IDP):** someone who has been forced to move from his or her home because of conflict, persecution, or human rights violations. Unlike refugees, IDPs stay inside their own country.
- **refugee:** someone who has been forced to flee their country and is unable or unwilling to return because of a well-founded fear of persecution based on race, religion, nationality, membership of particular social group or political opinion.
- **optimum:** the best or most favorable condition.

Sources: UNHCR and Dictionary.com

MATERIALS

- Internet access
- Student Handouts
 - Student Handout #1: Background on Darfur
 - Student Handout #2: Life in the Camps
 - Student Handout #3: Life at Camp Oure Cassoni

TIME FRAME

- Opening Activity: one class period
- Main Activity
 - Part 1: 1½ class periods (less than one class period if handout completed as homework)
 - Part 2: 1½ class periods (less than one class period if handout completed as homework)
 - Part 3: 2 class periods
- Culminating Activity (research and development time will vary)

BACKGROUND

The current conflict in Darfur is complex, stirred by political, social, economic and environmental problems that have resulted in a **humanitarian crisis** affecting millions of people. Sudan is the largest country in Africa with a population of 43 million people. For most

of its history, Sudan was a British colony until it gained its independence in 1956. Since then, there has been an ongoing dispute between settlers who farm and nomadic groups who graze livestock. The discovery of oil in the early 1960s brought income to the **impoverished** country and by the early 1980s oil was being developed in southern Sudan.

In 1989, a military coup led by Hassan al-Turabi and General Omar al-Bashir overthrew the government. Their organization, the National Congress Party, became the ruling government under an Islamic **ideology**, creating an additional area of conflict between Arab Muslims and African Christians and tribal religions. In 2000, al-Turabi was ousted by al-Bashir, who placed himself as president of Sudan and leader of the National Congress Party. The current conflict in Darfur centers more on race and class than religion, though at times all factors—land usage, **socio-economic disparity**, and religion—play into events and problems. These tensions spilled over in 2003 when the Sudan Liberation Army (SLA) and the Justice and Equality Movement (JEM) accused the Khartoum government of oppressing Africans in favor of Arabs. They attacked police stations and a government arms cache at an air force base in northern Darfur.

Because much of the Sudanese military was already engaged in addressing the conflict over grazing rights in southern Sudan, the Sudanese government responded to the attacks in Darfur with “self-defense” militias. The government recruited local groups of predominantly camel herding Arab tribesmen to stop the rebel movement in Darfur. These militias, known as the **Janjaweed** (which means “man on a horse”) went on a campaign to destroy Darfur villages. They would ride into Darfur villages on horses and camels, slaughtering men, raping women and stealing or destroying anything they could find.

Since 2003, the United Nations estimates as many as 2.6 million people have fled their homes and that as many as 300,000 have been killed. Nearly 1.7 million are **internally displaced persons** (IDPs) living in camps in Darfur and an additional 300,000 people have sought safety in neighboring Chad.

The Sudanese government and JEM signed a ceasefire agreement in February 2010, with a tentative agreement to pursue further peace negotiations. However, this process has been disrupted with accusations that the Sudanese army launched air strikes against a village violating the February agreement. Large parts of the countryside remain depopulated.

Violence over the past five years has decreased significantly, but the refugees, and remain in a cycle of fear, despair and powerlessness. Through services in the camps are not **optimum**, they do provide shelter, water, food, education, and health services. However, camp life is not a real life. Many of the refugees and IDPs have been in the camps for five years. For the UN and many NGO’s operating the refugee camps is expensive and ultimately unsustainable.

LESSONS

Opening Activity

The purpose of this activity is to give students a sense of what life is like for refugees in other parts of the world who have lost some or all of the basic necessities listed below due to war or human rights violations.

1. Divide students into 7 small groups.

2. Write on the board the following words: Food, water, shelter, safety, health care, education, and recreation.
3. Then ask them to think for a minute about some of the basic necessities of their lives—food, water, shelter, and safety. What are these things in their lives? Where do they come from? How important are they to their lives?
4. Next, ask them to think about two of the main parts of their day—their education and their leisure time. What are these things in their lives? How important are they to their lives? Have them list the different resources that are needed to make these things happen (energy, transportation, food, etc.)
5. Ask them to take out a sheet of paper and divide it in half lengthwise to create a T-chart. Assign each group one of the topics below and have them write their topic title at the top of the paper. Then have them head the left column with the word Sources and the right column with the word Uses.
6. Have each group brainstorm a list of sources and uses according to the descriptions below and write them on their T-chart.
 - Food: on left column, list the different ways you get food every day. On the right column list the variety of food you have each day.
 - Water: on the left column, list all the sources for water you have every day. On the right column list the different ways you use water every day.
 - Shelter: on the left column, list the different forms of shelter you enjoy every day. On the right column list different ways these shelters protect you from the weather and keep you safe during the day.
 - Safety systems: on the left column list the different safety systems you have every day (people, government, friends, etc.) that protect you. On the right column describe the different ways they protect you.
 - Health care services: on the left column, list the different types of health care services you have available to you. Think of anything and everything related to your health. Then on the right column, list the different ways these services protect you and keep you healthy.
 - Education systems: on the left column list the things that provide you an education (people, places, and things). On the right column, list the different ways these things are contributing to your future.
 - Recreation facilities: on the left column list the items you have access to for recreation and ways you entertain yourself. On the right hand column list the different ways these things are important to you.
7. After students have made their lists, have each group briefly share theirs with the class.
8. Then tell students to imagine they are living in a situation where any or all of these important factors in their lives are in jeopardy. Ask them to discuss in their small groups what would they have to do if any of the first four factors were not available to them? What actions would they need to take to survive? What would they be willing to do to get access to any of these things?
9. Then ask students to imagine they no longer have the health care services, education systems, or recreation facilities they normally enjoy. What would a day be like without these things? How would the quality of their lives be affected? How would the loss of any or all of these things affect their future?

Now tell the students that this is what life is like for refugees all in parts of the world where life has been disrupted by war or natural disaster. Unlike where they may live where there are people close by them (who haven't experienced the loss of these important items and can help

them), many refugees do not have access to people, organizations, or governments who can help them. Often any help they do receive is limited. These circumstances have been the way of life for nearly two million people in the country of Sudan for the past several years especially in the Darfur region. Tell students the next activities are to help them understand what life is like for these people.

Main Activity - What's it like in a Refugee Camp?

Research from i-Act websites (See Resources)

Note to the Teacher: The webpages report on how people are coping living in refugee camps. Some portions of the presentation show the plight of refugees. Teachers may want to preview the materials before showing it to their students.

Part 1: Overview of the situation for refugee and internally displaced persons in Darfur

Before beginning this activity, make copies of the Background Essay for students and attach it to Student Handout #1: "Background on Darfur." Or you can have students access the lesson from their computers and read the Background Essay online. The research part of this activity can also be completed as a homework assignment.

1. Organize students into small groups of 3-4
2. Distribute Student Handout #1 "Background on Darfur."
3. Provide time and materials for students to complete the graphic organizer
4. Conduct a class discussion or have students discuss in their groups the questions below.
 - Describe in your own words the human suffering in Darfur. Calculate the percentage of Sudan's population that has been affected by death and displacement?
 - If the same percentage of people were affected in your state, how many people would that be?
 - Who or what group do you feel is most responsible for the problem in Sudan and Darfur?
 - Who or what group do you feel should be responsible for reducing the violence and getting the parties to come to terms?
 - Though the living conditions in the camps has been better for many refugees than their lives when they lived in the village, why is such a life undesirable and ultimately unsustainable?

Part 2: The Camps

In this activity, students will research information from online resources to help them better understand the nature of the refugee/IDP camps in Chad and Darfur.

1. Keep students in their groups. Provide them access to an online computer or print out the information for the links on Student Handout #2 "Life in the Camps."
2. Distribute Student Handout #2 and review the directions with students.
3. Monitor students groups' discussions throughout the activity.
4. After all groups have completed the graphic organizer and discussed the questions in their small groups, have each group report their findings to the class.

Part 3: Life at Camp Oure Cassoni

Tell students they will take a closer look at conditions within the refugee camps and read firsthand accounts of how people are coping there.

1. Keep students in their groups. Provide them access to an online computer or print out the information.
2. Distribute Student Handout #3 “Life at Camp Oure Cassoni” and review the directions with students. You may choose to assign all groups all the questions of in the interest of time, have all groups answer question # 1 and then assign one of the five sections of question # 2 to individual groups.
3. Monitor students’ group discussions throughout the activity.
4. After all groups have completed the graphic organizer and discussed the questions in their small groups, have each group report their findings to the class.

CULMINATING ACTIVITY MAIN ACTIVITY

In this activity, students will formulate a blog site or slide presentation on the plight of refugees and internally displaced persons of the conflict in Darfur. Instructions for the blog site or slide presentation are included below and on the student handout.

Teacher Note on social networking and web-based publishing: Consider the nature of Internet publishing in regard to “two-way” communication. You may wish to promote responses to the symposium from viewers through a blog or social network page by providing an e-mail link, or simply monitor responses posted to the page. Consider the “wide open” nature of the Website and social networking and preview any responses to students’ work prior to allowing students to view them. Many established blog authoring sites (See examples in the Resources section) offer preview capabilities for incoming responses.

Procedure:

1. Divide the class into eight small groups of students and assign each group one of the following topics
 - History of the Darfur conflict
 - Internally displaced persons camp in Darfur
 - Refugee camps of Chad
 - Food conditions in the refugee camps
 - Water conditions in the refugee camps
 - Shelter facilities in the refugee camps
 - Health care services in the refugee camps
 - Education services in the refugee camps
2. Have students use their lesson handouts and additional research to construct a blog site or slide presentation on their topic.
3. Encourage students to present their information in creative ways incorporating maps, charts, and graphs, pictures, political cartoons, and video where appropriate.

ASSESSMENT

Assess student performance on working cooperatively with others and class participation during discussions. Assess their presentations based on the rubric below.

Rubric for the Blog site or Slide presentation

CATEGORY	4	3	2	1
Content	The presentation has a well-stated clear purpose and theme that is carried out throughout the site.	The presentation has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the presentation is somewhat muddy or vague.	The presentation lacks a purpose and theme.
Content Accuracy	All information provided by the student in the presentation is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student in the presentation is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student in the presentation is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Website.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Website.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Website.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Website.
Layout	The presentation has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The presentation has an attractive and usable layout. It is easy to locate all important elements.	The presentation has a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The presentation has cluttered looking or confusing. It is often difficult to locate important elements.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.

EXTENSION ACTIVITIES

- Have students develop skits or short stories that depict the refugee/IDP experience in Darfur. Students should include as many facts about the country, the circumstances that are creating the refugee conditions and the plight of refugees in trying to survive,

presented from different points of view (refugees, relief workers, leaders of the countries involved.)

- Have students research local organizations that resettle refugees in your community. Find out what services they provide and what their process of support (and length) is for recently resettled refugees. Contact one of these agencies and ask a representative of the organization, or someone who has been relocated, to speak to your classroom or school.

RESOURCES

Links to the UN Refugee Agency related sites:

- **UNHCR, The UN Refugee Agency** <http://www.unhcr.org/cgi-bin/texis/vtx/home>
- **UNHCR Teacher's Corner** <http://www.UNrefugees.org/teacherscorner>
- **UNHCR Global Appeal 2010-2011** <http://www.unhcr.org/ga10/index.html#/home>
- **UNHCR Global Displacement Map** http://www.unrefugees.org/atf/cf/%7BD2F991C5-A4FB-4767-921F-A9452B12D742%7D/tc_unhcr_map.pdf
- **Universal Declaration of Human Rights** <http://www.un.org/en/documents/udhr/index.shtml>

Links for Information on Darfur

- **UNHCR Sudan:** <http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e483b76>
- **FRONTLINE (PBS) "On Our Watch (the story of Darfur)** <http://www.pbs.org/wgbh/pages/frontline/darfur/>
- **Darfur is Dying:** <http://www.darfurisdying.com/>
- **The Conflict in Darfur and Eastern Chad—Study Guide** <http://www.scribd.com/doc/2619518/Darfur-Now-Study-Guide>
- **Facing History and Ourselves—Darfur** <http://www.facinghistory.org/resources/collections/darfur>
- **I-Act Interactive Activism** <http://iactivism.org/>

Links for setting up social networking and blogging sites:

- **Ning (Social Networking)** <http://www.ning.com/>
- **Classroom Blogs and Wikis** <http://my-ecoach.com/online/webresourcelist.php?riid=4992>
- **THE Journal story on "Five Don'ts of Classroom Blogging"** <http://thejournal.com/articles/2008/02/01/five-donts-of-classroom-blogging.aspx>

- **How to Create a Primary Classroom Blog**
[http://primaryschool.suite101.com/article.cfm/how to create a primary classroom blog](http://primaryschool.suite101.com/article.cfm/how_to_create_a_primary_classroom_blog)
- **Blogger** <https://www.blogger.com/start>
- **Edublogs** <http://edublogs.org/>

Activity Designer:

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STANDARDS

McRel (www.mcrel.org)

CIVICS

Standard 1: Understands ideas about civic life, politics, and government

Level III (Grades 6-8)

- Understands competing ideas about the purposes government should serve

Level IV (Grades 9-12)

- Understands how the purposes served by a government affect relationships between the individual and government and between government and society as a whole

Standard 10: Understands the roles of voluntarism and organized groups in American social and political life

Level III (Grades 6-8)

- Knows services that are provided by charitable, religious, and civic groups in the community

Level IV (Grades 9-12)

- Knows how voluntary associations and other organized groups have been involved in functions usually associated with government

Standard 14: Understands the issues concerning the disparities between ideals and reality in American political life

Level III (Grades 6-8)

- Knows why political and social ideals are important, even if they cannot be fully achieved.

Standard 23: Understands the impact of significant political and nonpolitical developments on the United States and other nations

Level III (Grades 6-8)

- Understands the impact that current political developments around the world have on the United States

- Understands the impact of major demographic trends on the United States

Level IV (Grades 9-12)

- Understands the effects that significant world political developments have on the United States
- Understands historical and contemporary responses of the American government to demographic and environmental changes that affect the United States

Student Handout #1: Background on Darfur

Directions: Read the Background Essay and use the info from the “i-Act” website <http://iactivism.org/learn> to answer the following questions. For questions 1-4 click the “World” and “Sudan” tabs at the top of the webpage to access the information.

1. Complete the following tasks on the map below:
 - Outline the country of Sudan.
 - Label the countries that border Sudan.
 - Draw in the borders of the Darfur region in Sudan.
2. How large is Darfur in square miles and how does that compare to your state in size?

3. How does Darfur’s population size compare to your state?

Darfur’s population _____ Your state’s population _____



4. Research the situation in Darfur and complete the chart below.

Question	Notes	
What have been the three areas that have contributed to the conflict in Sudan since its independence?		
What triggered the current round of violence that began in 2003?		
Who are the Janjaweed and what seems to be their mission?		
What tactics do the Janjaweed use?		
What has been the human cost of the political dispute in Darfur in terms of the number of dead and displaced?		
What has been the response from the UN Refugee Agency, non-governmental agencies and the African Union to the problems in Darfur? How effective have these agencies been and what difficulties do they face?		
What does the Darfur Peace Agreement call for?		
Why has it not been effective in bringing permanent peace to Darfur?		
Describe the paradox that exists for refugee people living in Darfur's camps.		

Student Handout #2: Life in the Camps

Directions: In this activity, you will work in your groups to better understand the refugee/IDP camps in Chad and Darfur. When you have finished, be prepared to share your discussion findings with the class.

1. Go to the Interactive Activism website <http://iactivism.org/learn/darfur-region> to complete the graphic organizer below and discuss the Group Discussion Questions.

Statistics on the human destruction in Darfur

Number of villages destroyed	
Number of people dead by violence, disease and starvation	
Number of refugees living in Chad	
Number of internally displaced persons living in Darfur	

Open the interactive map on the webpage to the left of the Questions section.

What does the series of maps show?		
Record the levels of village destruction	Destroyed	
	Damaged	
	Total	
What year(s) were the most destructive for the people of the Darfur region?		
Describe the change in the level of destruction in these three time periods:	2003-2004	
	2005-2006	
	2007-2009	

Group Discussion Questions:

- How old would someone be today if they were your age when they were forced into a camp in 2003?

- What do you think are some of the challenges the government of Sudan faces in dealing with the village and human destruction in Darfur?
 - What sort of the challenges do you think humanitarian aid workers face in assessing the level of need in these areas?
 - What might be some of the challenges people face living in the camps?
2. Go to the Interactive Activism website <http://iactivism.org/learn/chad-camps> to complete the graphic organizer below and discuss the Group Discussion Questions.

Look at the map of the Chad Camps to complete the graphic organizer below.

What is the difference between a refugee camp and an IDP (internally displaced person) camp?	
Which camps in both Darfur and Chad seem to be near small towns?	
What seems to be the average population of the camps in Chad?	
Compare and contrast the destroyed village map from the Darfur webpage http://iactivism.org/learn/darfur-region to the refugee camp map on the Chad webpage http://iactivism.org/learn/chad-camps . What correlation do you see between the villages attacked and the location of the IDP and refugee camps?	

Group Discussion Questions

- The people who have been forced to flee to Chad refugee camps are from different tribal groups. What were some of the challenges they probably faced when they first arrived in these camps?
- What are the challenges for the government of Chad when large numbers of people crossed over into the country?
- What are some of the costs and benefits for the Darfur refugees when their camp is located near a town in Chad?

- If you were forced to flee to a refugee camp in another country, what would be three of your most difficult challenges?

Student Handout #3: Life at Camp Oure Cassoni

Directions: This activity takes looks closer at the lives of refugees living in a Chad refugee camp. When you have finished, be prepared to share your thought with the class.

1. Go to the Interactive Activism website <http://iactivism.org/learn/the-camp> to complete the graphic organizer below and discuss the Group Discussion Questions.

Refugee life in a foreign country

Consider the desert environment where Camp Oure Cassoni is located. Why are their only small villages in this area and not large towns or cities with large populations?	
How have the number of years the camps have been operating affected the local Chadian people and their relationship with the refugees from Darfur refugees?	
How are the conditions in the Oure Cassoni camp similar for refugees to the conditions in their home villages when they were being attacked?	

2. Now review the conditions of food, water, shelter, health and education described on the webpage to complete the graphic organizer.

FOOD	
Compare and contrast the way Darfur farmers obtained food for their families when living in Darfur and now living in the refugee camp.	
Describe the diet of most people in the refugee camp.	
What are some of the problems Darfur families face in obtaining food at the refugee camps?	

How does the monthly diet of refugees at Camp Oure Cassoni compare with your monthly diet in terms of amount, variety, and nutrition?	
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Group Discussion Question

- How do you think the way farmers get food in the refugee camps affects their lives, their families, and the impression they have of themselves as the family provider?

WATER	
Where does the water come from in the refugee camps?	
What might be some of the problems refugees have obtaining water from this source?	
Go through the slide show of refugees getting water http://iactivism.org/learn/the-camp . What observations can you make from these pictures?	
How does the water amount and delivery system at Camp Oure Cassoni compare with the way you get water when you needed it?	

Group Discussion Question

- Consider the various uses of water besides for drinking. What are some of the water challenges refugees and encounter living for years in a refugee camp?

SHELTER	
What type of shelter is provided for refugees once they arrive at the camp?	
What might be some of the problems refugees encounter with this type of	

shelter?	
Go through the slide show of refugees' shelter on the website http://iactivism.org/learn/the-camp . What observations can you make from these pictures?	
How does the shelter at Camp Oure Cassoni compare with the shelter you have in terms of privacy, protection from the weather, and security?	

Group Discussion Question

- Darfur refugees have been living at Camp Oure Cassoni since July 2004. What types of things do you think people have done to make this place a home?

HEALTH	
Where does the health care come from in the refugee camps?	
Describe some of the health issues refugees face in the camps.	
What are some of the challenges health care provider face in offering adequate health care to refugees?	
How does the health care at Camp Oure Cassoni compare with the health care you receive in terms of accessibility, quality, and safety?	

Group Discussion Question

With the low quality of health care available, what are some of the long term issues many children will face growing up in the refugee camps?

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EDUCATION	
How large a priority does education seem to be for refugee parents?	
Why do you think this is true?	
Who are the instructors at the refugee camp?	
Explain the costs and benefits for the children of receiving their instruction from these people.	Costs
	Benefits
What are some of the challenges instructors face in providing an education to all children in the refugee camps?	
How does the education at Camp Oure Cassoni compare with the education you receive in terms of level of instruction, materials, and resources?	

Group Discussion Question

- What are the long term prospects for children who have spent so long in refugee camps in terms of being able to provide for themselves and their families in a 21st century global economy?