

The Situation in Sudan

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Rationale:

This lesson is designed for a 9th grade, honors Model United Nations (MUN) class; although, it can be used at any level of high school social studies. Normally this lesson would be used in context of a General Assembly simulation. In order to make it user-friendly for non-MUN classrooms, the lesson has been adapted. Because the situation in Sudan is a current event that has heated up in the summer of 2004, it is recommended that the hotlist be reviewed before using it in class. It is also recommended that students have some prior knowledge of peacekeeping and humanitarian missions by the United Nations.

Standards:

10.9 Students analyze the international developments in the post-World War II world.

1. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 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.

Objectives:

Students will learn about the current situation in Sudan as well as apply their previous knowledge of the United Nations and its peacekeeping roles.

Students will create a proposal for a solution to the crisis in Sudan.

Diversity Component:

Students will be learning directly about Africa, and indirectly about the foreign policies of nations throughout the international community.

Diversity of Students:

This lesson is geared towards honors students, but can be adapted for non-honors level classes by completing the homework assignments in class under the direction of the teacher.

Lesson:

Sources that are referred to can be found on the following hotlist:

<http://www.kn.sbc.com/wired/fil/pages/listsudanmi.html>

Day One: The Lost Boys

- “I love 5th grade”
This activity is based on the TV series “I love the 70’s”, “I love the 80’s”, and “I love the 90’s” on VH1.
Ask the students to write down everything they can remember from 5th grade: their favorite food, song, TV show; their teacher, best friend; what they wore; etc.
After a few minutes, have the students share their memories. (They also enjoy hearing teacher memories, especially if it includes a song, ie. “PacMan Fever”)
- In class assignment
Read one of the two articles in the “Lost Boys” category on the hotlist. If the students do not have access to the internet at school, it is recommended that one of the articles be copied for the students to read in class.
When the students are done, have them write a few sentences about the contrast of their 5th grade year to the lives of the lost boys when they were 10 years old.
Discuss their reaction to the article as a class.
- Maps
The hotlist has two maps.
The first is the trail that the lost boys took into Ethiopia, then back to Sudan on their way to Kenya.
The second map shows all of Sudan. The current unrest is in the Darfur region, which is a different part of the country than the first map. It should be pointed out that the lost boys were fleeing a different conflict, but the problems of Sudan have existed for many years.
- Homework
Look up and read the links in the “background” category on the hotlist.
Propose at least 5 actions that the international community can take to help the people of Sudan.
Note: The MUN students would be asked to write 5 operative clauses for a resolution.

Day Two: What should the UN do?

- Divide the class into groups of 4 or 5.
Have the students combine their ideas into one proposal they can all agree on. They must have at least 5 actions, but are not limited to that number. They will get 10 minutes to complete this task.
- Pair up the groups
Each pair of groups must combine their proposals again using the same constraints as above.
Because these groups will be quite large, warn the students that they will be presenting the proposal to the class and you will decide who presents and who answers questions.
- Presentation of proposals
More than one person can present.
Students should summarize each action, not just read a paper.

Other groups should feel free to question the proposals

- Homework

Look up the resolutions in the “Security Council” category of the hotlist and use them to write about each of the following:

- 1) Compare and contrast the UN resolutions to the proposals made by the class.

- 2) Make an argument for or against the use of peacekeeping troops in Sudan.

The other articles in the “Secretary General” and “Security Council” sections of the hotlist as references may be used as well.

Day Three: Peacekeeping (optional)

- Discuss the observations made in comparing the Security Council resolutions to the class proposals and the arguments for and against using peacekeeping troops in Sudan.