

TGC Fellow Unit Template *

Prepared by: Jen Knick School/Location: Broadway High School

Subject: English Grade: 12 Unit Title: A Long Way Gone Time Needed: 15 weeks

Unit Summary: Students will be learning about world conflicts, specifically focusing on children soldiers. They will hone research, reading, and writing skills as well as address their own bias towards “others” and “walk in someone else’s shoes” by the conclusion of this unit.

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>G1. Research as a means of investigating the world of child soldiers.</p> <p>G2. Discuss the impact of child soldiers as a global issue.</p> <p>G3. Distinguish ways that children are exploited around the world.</p> <p>G4. Evaluate multiple perspectives on the issue of child soldiers.</p> <p>G5. Collaborate with group members to brainstorm, create, and implement some type of remedial solution for the global issue of children soldiers.</p> <p>GLOBAL COMPETENCY: Investigate the World Recognize Perspectives Communicate Ideas Take Action</p> <p>Resources: Martha’s Story (an introduction to armed conflict and its effects on children)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...(real world purpose)</i></p> <p><i>T1. Investigate the world beyond their immediate environment</i></p> <p><i>T2. Recognize perspectives, others’ and their own</i></p> <p><i>T3. Take steps to become a global citizen</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1. Children are exploited around the world in many ways, including using them in armed conflict as child soldiers.</p> <p>U2. It is important to recognize and understand different perspectives when investigating and dealing with global issues.</p>	<p>ESSENTIAL QUESTIONS</p> <p>E1. Focusing on armed conflict, to what extent are children exploited around the world?</p> <p>E2. To what extent does perspective influence our understanding of children used in armed conflict?</p> <p>E3. To what extent can we take action against child exploitation?</p>
	Acquisition	
<p>Students will know... (Content)</p> <p>K1. The definition of child exploitation as well as the various ways children are exploited around the world.</p>	<p>Students will be able to... (Skills)</p> <p>S1. Differentiate information and reliable sources</p> <p>S2. Evaluate the effects of situations</p> <p>S3. Analyze and debate perspectives</p>	

<p>http://teachunicef.org/sites/default/files/documents/units-lesson-plans/Martha_Grades_9_to_12_Final.pdf</p> <p>IAT (implicit association test) relating to race and weapons https://implicit.harvard.edu/implicit/selectatest.html</p>	<p>K2. Various perspectives on the global issue of child soldiers.</p> <p>K3. What being a “child soldier” potentially entails.</p> <p>K4. Multiple ways to assist in the cessation of child exploitation.</p>	<p>S4. Construct and facilitate solutions</p>
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Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments FOR Learning:</p> <ol style="list-style-type: none"> 1. IAT 2. KWL Chart: Armed Conflict and Child Soldiers 3. Research the topic of armed conflict and child soldiers with an emphasis on Sierra Leone 4. Short answer and discussion questions dealing with chapters in the novel <u>A Long Way Gone</u> 5. Reader Response Journals 6. SOAPS Tone assessments 7. Socratic Seminars 	<ol style="list-style-type: none"> 1. The IAT result will allow the students to see what biases they may harbor (without even knowing it!) 2. Track resulting growth of knowledge on the subject of armed conflict and child soldiers through the KWL chart 3. Through research, students will distinguish ways children are exploited around the world, begin to think about the impact of child soldiers as a global issue, and process multiple perspectives on the issue or children soldiers. 4. The short answer and discussion questions will begin to make students think critically about the issues surrounding armed conflict and children soldiers 5. Using these journals, the students will be able to think critically about the issues presented in the chapters. 6. The SOAPS Tone assessments will allow students to analyze tone throughout the chapters. 7. Through Socratic Seminars will be able to think critically about issues that are presented.

Assessment **OF** Learning:

1. Adobe Spark Research Video highlighting information learned about Child Soldiers

2. RAFT Letter

Role-Child Soldier in Sierra Leone

Audience- American Student

Format-Letter

Topic-Explain what it is like to be a child soldier involved in armed conflict; how does armed conflict affect children and their families?; what can be done to end the practice of child soldiers?

3. Letter to a senator

1. Videos will include the following on armed conflict and child soldiers:
 - a. history of armed conflict in Sierra Leone
 - b. explanation of “child soldiers” and in what capacity they are used
 - c. an illustration of what a “day in the life of” a child soldier may look like
 - d. multiple perspectives on the issue of armed conflict and child soldiers
 - e. the impact of child soldiers as a global issue
 - f. what can be done to end the practice of using children as soldiers
2. Content in the letter will clearly show what being a child soldier entails. Students will use information they have gleaned through careful research to accurately portray the child soldier’s situation. The following criteria will be used to grade the assignment:
 - a. accurate information is presented
 - b. how armed conflict affects children and their families is addressed
 - c. solutions for helping end the practice of child soldiers are presented
 - d. the letter is organized and uses correct spelling and grammar
3. The letter students will write to the senator will focus on explaining the issue of child soldiers, how this topic is a global issue, and why it needs to be addressed.

Stage 3 – Learning Plan

Week One: Students will be introduced to the topic of globalization and culture. We will discuss what these terms mean and apply them locally; Students will be introduced to the topic of child exploitation, and we will specifically focus on child soldiers; Martha’s story (UNICEF resource) will be used as an introduction; Students will take the IAT to discover bias they may harbor

Week Two: In groups, students will research child soldiers and begin creating Adobe Spark Videos highlighting their research results; various perspectives will be analyzed

Week Three: Students will finalize their child soldier project and present it to the class; students will take notes on the presentations

Week Four: We will begin the novel *A Long Way Gone: Memoirs of a Boy Soldier*; chapters 1-7 will be focused on; students will keep a reader response journal throughout the chapters; Seed discussion practice will occur throughout the week

Week Five: Students will have a seed discussion, reflect on that discussion, finish their journals for chapters 1-7, work on a central idea statement, and reflect using small groups on the guiding questions from chapters 1-7

Week Six: Students will focus on author's purpose and tone this week using chapters 8-11; S.O.A.P.S. Tone concept will be introduced to analyze tone; central idea will continue to be discussed as well; philosophical chairs assignment will be introduced

Week Seven: Chapters 12-14 will be focused on; author's purpose and tone will continue to be highlighted using political cartoons, academic articles, and speeches

Week Eight: Students will focus on analysis of argumentation using PEAR (purpose, evidence, audience, refutation) while dissecting chapters 15-18; students will practice writing position statements; students will participate in a socratic seminar focusing on chapters 15-18

Week Nine: Students will read chapters 19-21; three articles relating to child soldiers will be analyzed using the SOAPS tone strategy; position statements will be written based on the articles and the novel *A Long Way Gone*; socratic seminar focusing on articles and chapters 19-21

Week Ten: Students will create argumentation graphics to depict their views on child soldiers and their rehabilitation; students will draft and edit/revise a paper on whether or not they believe the rehabilitation of child soldiers works (<https://www.youtube.com/watch?v=bvfyWTCjTuc>)

Week Eleven: Students will finalize their rehabilitation paper and discuss their opinions within small groups.

Week Twelve: Students will collect evidence for a RAFT letter and create a draft

Week Thirteen: Students will finalize their RAFT letters; Students will discuss what measures can be taken to stop the practice of child soldiers; as a class, students will draft a letter to their senator on the topic of child soldiers

Week Fourteen: Letter to senator will be edited, revised and finalized; polished letter will be mailed; Skype discussion (students in a country affected by child soldiers, scholar on the topic, other?) I'm still working on lining up someone with which to skype; In groups of 3-4, create 20 minute presentations on what they've learned throughout this unit on child soldiers

Week Fifteen: present their newly gained knowledge to other peers (lineup classes/groups for them to present to)

**adapted from Understanding by Design Model*

TGC FELLOWS UBD Lesson Template

Lesson Title: What Do You Know About Child Soldiers?

Subject: English 12

Prepared by: Jen Knick

Materials Needed: pens/pencils, document camera, projector, whiteboard, child soldier handout

Global Competency: Investigate the World; Recognize Perspectives

Where is the lesson going?
(Learning Target or SWBAT)

Students will discuss war and the effect it has on children. By the end of the lesson, students will be able to better understand what a child soldier is and in which countries the practice of child soldiers most commonly takes place.

Hook:

Students will be asked to recall pictures they drew in elementary school. Using the document camera, I will pull some pictures from their permanent writing folders from elementary school (names will not be used). We will talk about the happy pictures and what that has to say about their childhood. I'll then show actual pictures drawn by child soldiers. (https://www.amnesty.org.uk/sites/default/files/activities_resource_o.pdf) After the shock wears off, we'll discuss what that has to say about child soldiers' childhoods.

Tailored Differentiation:

For any video clips that are shown, I will put the closed caption option on for students who have hearing impairments.

Most of my students learn visually (did an inventory at the beginning of the year), so I will make sure much of the information presented is in a visual manner.

Equip:

Students will discuss what comes to mind when the word "war" is mentioned. I'll use my whiteboard to record responses. If child soldiers isn't mentioned, I'll redirect by talking about the hook activity. Students will then receive the child soldier handout. [Child Soldier Handout](#) After completing it, we'll discuss the correct answers. They will then be given a chance to journal on the back of that sheet of paper after learning those facts about child soldiers. The students will then watch a short clip from Ishmael's Story: Experiences of War. <https://www.youtube.com/watch?v=nx37eVo23Zw> While watching, they will write down thoughts and reactions that they have during the clip. I'll pause it to discuss and clarify any issues

Groups will be made intentionally with a mixture of high-level and struggling students.

that arise. Before showing the part of the clip that discusses why children are used, they will talk amongst themselves to come up with as many reasons as possible. After watching the remainder of the clip, we'll regroup and compare their answers to Ishmael's. Students will complete Activity Sheet 1 and 2 which will give further background and provide a visual for students to understand the wide reach of child soldiers. Students will be allowed to use their phones to locate the various countries.

Rethink and revise:

The following video clip will be played: <https://www.youtube.com/watch?v=6sFi5c7uGB4>

Following the video, the students will have a group discussion revolving around the these questions: What level of awareness of child soldiers did you have before today? How has your understanding of child soldiers changed? To what extent do you feel empathy for child soldiers? To what extent do you believe the United States should get involved in foreign human rights issues?

Evaluate:

Students will create a world map detailing where child soldiers are exploited. Several written responses will also be reviewed.

Notes: Pictures and true/false questionnaire are pulled from this resources:
https://www.amnesty.org.uk/sites/default/files/activities_resource_o.pdf
http://www.mickmaurer.com/files/child_soldiers.pdf

Organization:

Before class, pull up each video clip that will be used in class (so it has time to upload and play smoothly).