

Discernment of the Hero, Victim, Warrior, Ignoramus and Survivor, 2009

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Rationale

Teaching middle school boys with behavioral and emotional difficulties I have concluded that they make excuses for their internalizing or externalizing behaviors instead of accepting responsibility. My students fail to see outside of their oppositional defiant disorder. They only see they are not getting their way when they want it. They think they deserve rewards, prizes and or treats whether they exhibit appropriate behavior or not. Additionally, when you try to process with a student after they have displayed inappropriate behavior they may even try to rationalize their inappropriate behavior in an effort to obtain whatever they think they deserve. Then, when they realize that they are being held to an expectation that their parents or current caregivers fail to adhere to they continue to be upset. Unfortunately, when these expectations are sometimes only adhered to at school and a child is permitted to manipulate their home environment we set a child up for failure in society. If we as educators do not instill in our students that your behaviors have natural consequences they will think look at a policeman or judge thinking they can coerce that adult and that is adverse consequences.

I teach in Charlotte, North Carolina, the largest county in the state, and the twenty-fifth largest school district in the United States. My school district has one hundred seventy six schools.ⁱ Within the one hundred seventy six schools I teach in one of the two separate schools for students with exceptional needs. My school is a public separate school for children with Emotional and Behavioral Disabilities in grades kindergarten through twelfth grade. All students are ensured a free appropriate public education per individualized education plans. Students are served not only have Emotional and Behavioral Disabilities, a few are Autistic, Other Health Impaired or have Intellectual Disabilities. 72.9% of students are African American, 21.2% Caucasian, 2.4% Hispanic, and 3.5% other is the racial breakdown of students served at Morgan School.ⁱⁱ Additionally, 87.1% of students receive free and reduced lunch.

I have been teaching children with behavioral and emotional disabilities for over nine years. Over these past nine years I have watched children come through my door with varying ability levels despite documented disabilities. For the past three years I have

moved from teaching fifth to sixth and currently I am teaching seventh grade. Moving up in different grade I am internally excited to learn new curricula. However I have been barred by some of my students' lack of zeal to master prerequisite skills. So I am faced with a dilemma. Do I teach the content for the grade I am contracted to facilitate instruction or do I teach them where they are with the hopes that they will catch up to their right grade curricula?

Background

Prior to teaching my students about gangs in South Central, Los Angeles, The Civil War in Rwanda, and the Civil War in Sierra Leone I had to make sure my students knew the fifty states, capitals, nicknames and their respective locations. I felt to teach my students about other countries when they did not know their own would be an educational injustice. My students are extremely intelligent, compassionate and challenging. They all do not learn in a cookie cutter capacity. At times I still go home scratching my head trying to figure out another way to teach a particular objective.

Taking this seminar I felt I was a behind my peers. Even now, the seminar is almost over and there is still so much more to learn; thus, I have a desire to pass on what I have learned to my students. I realize that my students will not change their behavior tomorrow, next week, or even next month. Some of my students must learn to cope with their behavioral disorders for the rest of their life with the aid of prescription pharmaceuticals and therapy. Although eventually I hope something I taught will resonate with them. As I have some of these same memories from when I was in school either it from an amazing teacher, parent or mentor. I want my students to come to a place where eventually they accept, appreciate, and are grateful for what and who is in their life. We are not able to pick and chose our family friends or caregivers but I want them to get to a point where they appreciate them.

I want to open their eyes to other children in situations different but similar to theirs. I want my students to empathize with the plight of other children while simultaneously realizing that they are not much different from others their age. I want them to realize that we all have a story. We all have a past. We all have endured something in our lives. I want my students to realize that yes others endure through the same undesirable situations and they still persevere. I want to engage my students zest for learning and geography. I want my students to inquire about extraordinary concepts. I want to pique the interest of my students of things that go on in Charlotte, North Carolina, the United States, and North America and beyond. I feel that middle school is a critical time period

in a young person's life that may determine their future. I want my students to envision themselves in the hero, survivor, warrior, ignoramus or victim throughout the unit. I want my students to be motivated, empowered and encourage being successful despite their circumstances either biological, psychological, emotional or societal.

My ultimate goal is to teach my students discernment starting with The Serenity Prayer by Reinhold Niebuhr.ⁱⁱⁱ I want to teach my students about Civil Wars in Rwanda and Sierra Leone. I am also going to teach my students about the Wars that go on daily in the United States when someone makes a decision to join a gang and commit a heinous crime. However, my students will use discernment to help them understand these concepts through literature of other students who were heroes, survivors, warriors, ignoramuses or victims of the aforementioned circumstances.

How does one identify a hero, warrior, survivor, victim or ignoramus? Throughout this unit I want to give my students factual information about the aforementioned character traits and then allow them the opportunity to explore who embodies the traits. I envision doing this by posing a multitude of questions to my students so they are forced to think, ponder, analyze and defend their explanations. However ultimately it is up to them to decide.

Child as Warrior, Ignoramus, Survivor, Hero or Victim

Child Warrior

Is a warrior ever ashamed? How does a warrior make amends? As a warrior does the code of the community ever counter with the code of your respective home? Is honor for a warrior ever pointless? Is a warrior similar to a hero?

Research was limited on the history of a warrior. So for the purpose of this unit I am going to focus on a warrior being an engaged or experienced person in warfare or a person who shows a history of great vigor, courage, or aggressiveness in politics or athletics.

Child Ignoramus

How does one become an ignoramus? Are you an ignoramus for doing something a peer tells you to do even if you know it is not the right thing to do? Could being an ignoramus affect your future?

Research was limited on the history of an ignoramus. So for the purpose of this unit I am going to focus on an ignoramus as not being an educated individual or an individual who does not think before they act.

Child Survivor

What does it mean to be a survivor? Are you a survivor? What have you survived? Did you survive graduating from high school? Did you survive growing up in a multitude of foster homes? Did you survive being raped by a family member? Did you survive a gang beating? Did you survive a tragic accident? Did you survive spanking when you did not complete your homework, complete your chores or get good grades? Did you survive a neighborhood war? Did you surviving being labeled a child with emotional and behavioral disabilities, other health impairment, or autism?

When a child's body is used to meet adult's needs it may cause physical or psychological trauma. Post traumatic Stress Disorder is normally associated with war and natural disasters. At times individuals suddenly feel or act as an event is reoccurring 4 out of 10 Americans have experienced a major trauma.^{iv} Not to mention a growing number of children who have experienced trauma may suffer from mood disorders, sexual difficulties, anger, frustration, self injurious behaviors or pervasive distrust of others, fearfulness, anxiety, sleep disturbances, and nightmares. The aforementioned could be symptoms of survivors. At times child survivors possess a self image of badness implying they are not worthy of having a good future. Girls tend to internalize whereas boys tend to externalize. When children have suffered through situations like this they need to be empowered. The child has a tendency to want to take back what was taken from him or her. Children have a strong desire to take control over situations and surroundings. However, allowing them to make decisions that are within reason a child can regain power over his life a have a bright future.

Child Hero

What is a hero? Is someone who preached a sermon at revival? Is a hero someone who rescued you from a burning car? Is a hero someone who helped you and your mom change a flat tire? Is a hero someone who held your hand or gave you a hug when you had a bad day? Is a hero someone who scored the winning touchdown on Monday Night Football? Is a hero the most popular actor, rapper, pop singer? Is a hero the men and women fighting in Iraq or Afghanistan?

Before the invention of television or radio a child's hero was mom, dad, reverend, neighbor or school teacher. Now in the 21st century if you ask a child who is their hero they will respond by saying Kobe Bryant, Jake Delhomme, Beyonce, or LeBron James. Since the era of the television, single parent homes, foster care, drugs and alcoholism, gangs, and YMCA a hero to a child could be a random person they identify with for fame and fortune.

A child typically identifies a hero for prestige; power, to help the child understand their place in power, and or control over a hostile environment. To the contrast of finding a hero for honor, truth, bravery and other unselfish characteristics we are going to look at Ishmael Beah a child who survived through the war in Sierra Leone.

Child Victim

Who is a victim? How old do you have to be to be a victim? What does it mean to be a victim? Is there a wrong place wrong time? Have you ever been a victim? What happens to victims? Could you be helping a "friend" then become a victim? Gang violence, school yard bullying, family abuse can all result into individuals being a victim of circumstance, joblessness, or homelessness.

History

Rwanda Holocaust

In January 1994, General Romeo Dallaire, Commander of the United Nations Assistance Mission in Rwanda Force was told that Interamamwe had plans to kill up to 1,000 Tutsi every 20 minutes.^v Immediately he made a request to disrupt the plan but his request was denied. Then Paul Dijoud, senior French Diplomat and Paul Kiagame, Department Chairman of Rwandan Patriotic Front (RPF) said France would never allow them in Kigali if they came all Tutsis relatives would die thus international difference.

Prior to this situation in 1962 Jean Paul Sartre and Bertrand Russell said "the killings were the most barbaric crimes committed in the world since the holocaust of the Jews". However the rest of the world sat silent making the crimes worse and possible. Especially since the international community was aware and failed to stop it. That is when the 1948 Genocide Convention was formulated. In an effort of a political commitment but it was only favorable if it was enforced.

Consequently when the killings started the UN Security Council Resolution 912 of April 21, 1994 reduced force from 2,500 to 270.^{vi} Additionally France added to the genocide by sending protection force to Rwanda but instead they passed freely to Democratic Republic of Congo.

Even though peacekeepers were sent to Rwanda, 10 Belgium soldiers were held captive by Hutus until they were tortured and murdered.^{vii} After that, USA, France, Belgium and Italy began to evacuate their personal. Consequently, nothing was done to assist and aide the evacuation of Tutsi or moderate Hutu citizens. Thus, being aware of the killings in the media USA or UN never mentioned the killings as genocide. Especially since they did they not want to create an emergency intervention. Therefore, the UN Security Council unanimously voted to abandon Rwanda since it did not have anything that America needed.

Despite world attention the Hutus continued their mission to murder Tutsi. They controlled the radio and sent nonstop hate propaganda and even gave location of where Tutsi were hiding. However the killings ended after Tutsi rebels from neighboring countries managed to defeat Hutus on July 1994. It was documented to have lasted 100 days but it was over 800,000 murders total averaging to 10,000 killings daily.^{viii}

Sierra Leone Civil War

Sierra Leone Civil War started over control diamond industry. Even though the country is the poorest there was a high amount of trafficking of arms, ammunition, and illegal recreational drugs. March 23, 1991 rebels demonstrated their brutality by decapitating community leaders and placing their heads on stakes.

At the time Foday Sankoh, was the head of the military Revolutionary United Front (RUF). They continued to attack village in the eastern part of Sierra Leone. Over 20,000 civilians were physically mutilated with machetes and axes by severing their arms, legs, nose, lips and ears.^{ix} When they entered villages they used all the supplies then burned and killed anyone who remained. Except boys and men between the ages of 7 and 40 they were forced to join the RUF.

In April 29, 1992 young military officers led by Captain Valentine Stasser of the National Provisional Ruling Council (NPRC) were trying to dismantle the RUF. However, the NPRC proved ineffective against the RUF and more of the country was taken over by the RUF. At that point, they hired thousands mercenaries from private

executive outcome to fight against the RUF. With their assistance the NPRC gave power back to civilians for presidential and parliamentary elections in April 1996. Discussions commenced to sign the Abidjan Peace Accord on November 30, 1996. However that quickly disappeared when the RUF refused to agree to disarmament. Even though President Kabbah was elected he was overthrown but quickly reinstated in March of 1998. ^x

Since the first peace agreement did not go as planned President and RUF Leader Sankoh tried to negotiate the Lome Peace Accord on July 7 1999. This peace accord gave the RUF members positions in government and Sankoh was the Vice President. The United Nations was called for assistance with international peace keeping. Shortly, after the RUF violated the agreement and held members of UNAMISL hostage and capturing arms and ammunition during the beginning of 2000.^{xi} By May of 2000, the RUF had shot and killed twenty people outraged Sankoh's house in Freetown. As a result, Sankoh and other member of RUF in elected positions have their positions taken away. By the end of the month the town was deteriorated and British troops were called in for Operation Pallise to evacuate foreign nationals and establish order. Even though they were a major catalyst for the cease fire the agreement for Tabular Agreement government authority army disarmed and demobilized in January 18, 2002 and the civil war was over.

After the war Kabbah was reelected for a five year term. Consequently the RUF failed to secure a seat. On July 28, 2002 British withdrew the majority of their troops leaving a few to help professionalize the Sierra Leone military. At major part of the Lone Accord was the establishing truth and reconciliation commission provide for victims and perpetrators of human rights violations. It was an environment for people to tell their story. The Sierra Leone government asked the United Nations to set up a special court for Sierra Leone to try those who carried the greatest responsibility for commission of crimes against humanity war crimes and serious violations of international humanitarian laws to commence the summer of 2002.^{xii}

Gangs

Gangs started in Europe and Mexico and flourished in America after the American Revolution in 1783 in response to poor living conditions.^{xiii} Several years later in 1813, during the Mexican Revolution the social and cultural adjustment to the American way of life caused the need for people to have something to belong to. Thereafter, during the Industrial Revolution gangs surfaced in major cities. Scuttles of Victorian, Dead Rabbits,

Five Points, 18th Street, Almighty Vice Lord Nation, Black Stone Nation, Crips, Bloods, Black Stone Nation, Florencia 13, Asian Boys, Gangster Disciples, Tiny Rascals, and Mara Salcatrucha (MS 13) are just a few examples of prevalent gangs some more than others. To date there have been four peak periods when gang membership has increased 1800, 1920, 1960 and 1990.

Gangs are formed from a mutual interest to control a territory, facility, or enterprise. The average age for a gang member is 17 to 18. However, some have been as young as 12 and as old as 24 to be in a youth gang. Studies yield 48 percent are African Americans, 42 percent Hispanic, 5 percent White, and 4 percent Asian.^{xiv} Although the demographics shows an overrepresentation of minorities the reasons for joining are common identity, belonging, security, family organization, friendship, cool, sense of purpose, excitement, prestige, power and importance. The necessity for gang membership is protection, safety from others gangs and the gang itself. African American gangs formed over drugs, Hispanic gangs were turf wars, whereas Asian and White Americans formed gangs over property crimes.

One of the deadliest gangs is the Crips which was founded by Raymond Washington and Stanley Tookie Williams in 1969. Initially, the gang was started because they wanted to join the Black Panthers. However they were too young to join so they decided to emulate them instead. They formed in an effort to protect their community from other rival street gangs. Additionally during the late 50's and 60's poverty and joblessness was on the rise. Not to mention African Americans were prohibited from joining boy scouts and other organizations due to racial segregation. The Black Overloads, The Assassins or The Crips were three of the names they had to choose from. Consequently, they ended up being called The Cripples or The Crips because they some members who walked with a cane. Fremont High School led the East Side Crips led by Washington and Williams attended Washington High School led the West Side Crips. The blue bandana was worn as a memoriam for a member who lost his life. By 1978 over 45 gangs or sets spread all over the city of Los Angeles. The Crips went from protecting the neighborhood to selling illegal drugs (phencyclidine, marijuana, amphetamine, crack cocaine). By 1980's Crips were selling drugs all over the nation and formed other associations becoming the largest street gang by the late 1990's. California, Missouri, Texas, and Oklahoma have the largest population for Crip Sets. Although the street gang population is increasing, the prison gang population and culture is rising and becoming more and more complex.

Mexican Mama, Nuestra Family, Aryan Brotherhood, Black Guerilla Family, Texas Syndicate, Crip Consolidated Crip Organization, and United Blood Nation are just a few

examples of prison gangs. Street gang members look forward to the privilege of joining a prison gang. However, on the street prison gang members have a lot of influence over street gang members. Prison gangs formed for protection and control against rival gangs, other inmates or prison staff. Consequently, two street gangs may be rivals but in prison they tend to be allies.

While in prison, Stanley Tookie Williams decided to take a different path after co-founding America's most violent street gang The Crips. Even though he was convicted and sentenced to death in 1981 for four murders during two different robberies.^{xv} He also displayed inappropriate behavior in prison which led to six years of solitary confinement. While in solitary confinement he realized the error of his ways and started writing children books in an effort to decrease children wanting to become part of a gang. He also wrote several apology letters after he had time to reflect about what he did. Nevertheless all of his repentance in prison did not entice the appellate court or Governor Arnold Schwarzenegger to grant him clemency.

Strategies

Connections and reflections are an integral component to this unit. Students will have to do more than just sit, listen and take notes. Learning about the civil wars and gangs they will be moved to think about how it makes them feel, what they visualize and if they have questions. So giving the students ample time to digest material is imperative to sustain the discernment of the unit. Most of the activities created were created for students to answer evaluate and analyze the questions and answers for themselves. There are no right answers. With these activities there will be several gray areas but that is ok just as long as the child can persuade themselves to believe it. Sometimes they have to identify who the hero, the survivor, the warrior, the ignoramus and the victim is in life.

The Daybook

The daybook is a safe space for children to learn new objectives and explore and validate their feelings thoughts and opportunities to expand on the knowledge they just received. The day book comes from the National Writing Project by allowing students a safe creative place to write where they would not have to worry about teachers marking all over their work.^{xvi} Instead if a student wants to draft an idea, thought, or concept from their daybook they can write their first draft on a single sheet of notebook paper. Then they can place the paper in the draft look at me box. At that point I will write my thoughts

on a sticky. However after that point if they want to sit and edit the paper with me together we will.

Dialectic Journal

Students will write down their questions or notes if they are unable to think of questions in one column. Then in the second column they will make connections to the questions or notes taken. Next in the third column they will pass their Daybook to a classmate who will respond to their questions or notes. Finally the Daybook can be returned to the owner and the peer can respond to the peer.

Graphic Organizers

Students will use graphic organizers to help them understand material presented. They can be used in all phases of learning from brainstorming ideas to presenting new findings. This strategy is known to help the brain recall information better when personal creativity has been invested in the exercise. The graphic organizers used for this unit are KWL Charts, Venn diagram, Chain of Events Chart, Summarizing Chart, and Character Trait Chart.

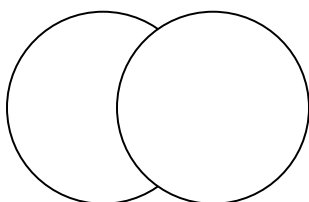
KWL Chart

The K stands for What you Know, W stands for What you Want to Know and L stands for what you learned. This graphic organizer is used to organize the information students already know in conjunction with what they learn along the way.

What you KNOW	What you WANT to learn	What you Learned

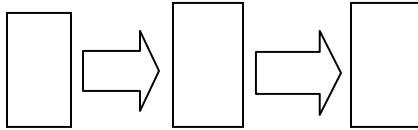
Venn diagram

The Venn diagram is used to compare and contrast information. The circle to the left and right will be used to insert differences. Whereas, in the middle overlapping circles will have information that the two concepts have in common.



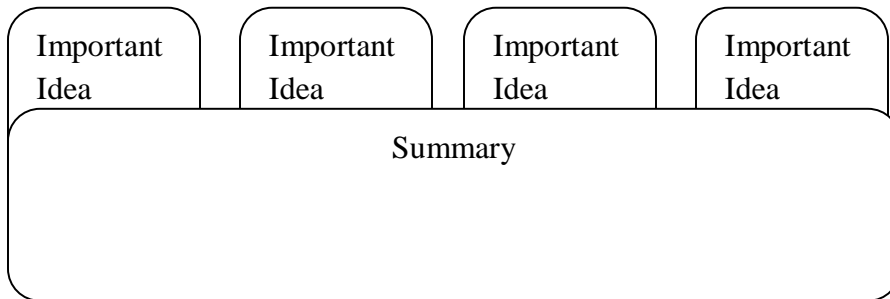
Chain of Events

The chain of events chart will be used to organize chronological information.



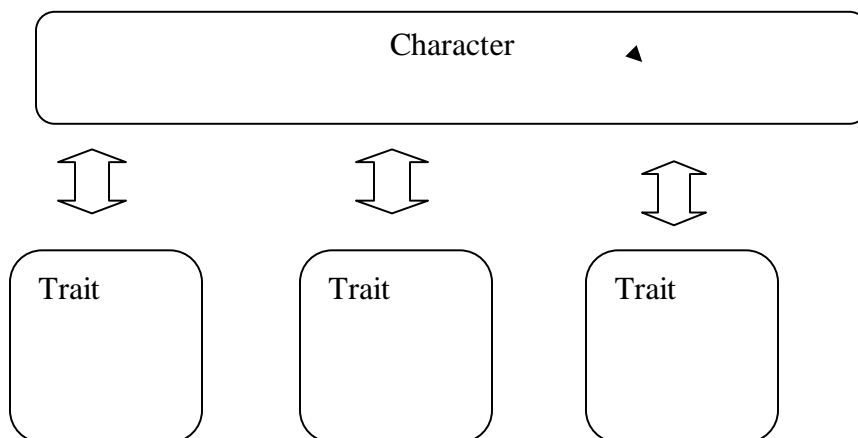
Summarizing Chart

The summarizing chart will be used to gather important ideas and summarize them at the end.



Character Trait Chart

The character trait chart will enable children to explore the traits of various characters.



Peer Questioning

Teacher will use peer questions to generate discussions among student groups about a specific topic. Students will pick stem questions and add content specific information to

the question for a peer to respond. The purpose of this activity is to make the student and peer think about the content.

Example Stem Questions

What is the main idea of.....?

What if.....?

How does...affect...?

What is a new example of.....?

Explain why.....?

Explain how.....?

How does this relate to.....?

What I have learned before.....?

What conclusions can I draw about.....?

What is the difference between...and...?

How areandsimilar?

How would I useto.....?

What are the strengths and weakness of.....?

What is the bestand why?

Word Wall

The purpose for the word wall is to place newly learned words. So when students are searching for the correct spelling of a new word they will be able to find it on the Word Wall. Every letter is placed on a sheet of construction paper and the words are color coded for subject matter.

Exit Ticket

Exit tickets are used to informally check for student understanding or questions on content. They are a fun way to get a perspective on how a student feels, what they have learned, or if they want more information on a particular concept in a non threatening manner.

Exit Ticket

How did you feel when listening to the case study from Left to Tell? Include feelings and emotions in your response.

Classroom Activities

Lesson 1

Essential Question: What and how do you use resources to find more information about another country?

Warm-up

Students will add new words (atlas, globe, map, and other geography word they learn during each daily lesson) to word wall.

Teacher Input

Today we are going to learn about different resources and how to use them effectively to gain insightful information about other countries. We will use atlas, globe, maps, internet too learn about other places prior to our trip. Students will be asked if there is anything specific they need to know prior to traveling to another country. Hopefully children will respond by saying you need to know the weather, travel time, mode of transportation, etc. teacher will make of list of possible ideas of interest to research. Once the list is compiled teacher will also ask student if they know the information about where they live and how to find the information.

Guided Practice

Teacher will show students how to find the information for Charlotte, North Carolina. Using a map on the bulletin board students will place a push pin on Charlotte, NC. Then we will look up the weather on www.weatherchannel.com. After that we will look at the government in the city and nation and major government officials. Following that we will analyze major imports and exports for the area. Then we will examine religions for the area. Finally we will research major historical events.

Independent practice

Teacher will split the students into groups so they can find the same information for Sierra Leone, Africa; South Central, California; and Rwanda, Africa. Students will be given a graphic organizer to compile their information. Once information is compiled by groups they will need to insert it on bulletin board and share with the entire class.

Summary Closure

Today we learned about religions, livestock, major historical events and people, weather, geographic location, and government for Charlotte, NC; Sierra Leone, Africa; South Central, California; and Rwanda, Africa. The anticipated outcome is for students to look at the major differences in places around the world. Doing this I want to peak students interest in learning more about the aforementioned places and to give them foundational information about the places prior to analyzing the Wars. For homework tonight I want you to reflect in your Daybook about the activity today. I want you to think about how children live in these areas. I want you to think about what they like, dislike, favorite past times, appropriate behaviors, and favorite foods. Do you think you will have anything different or in common with children in other places around the world.

Lesson 2

Essential Question: What is the difference or is there a difference between a warrior, hero, victim, survivor or ignoramus?

Warm- up

Students will share reflections about what they think children are like across the world. Students will add new words (Sierra Leone, Africa, South Central Los Angeles, California, Rwanda, Africa, religion, livestock, government, weather, geographic location, and war) to word wall.

Teacher Input

The words warrior, hero, victim, survivor, and ignoramus will be place on the board. Teacher will ask one student to read the words. Then teacher will ask the students to think about what each word means and write down their definition in there daybooks. Teacher will show students a slideshow of people who have portrayed either characteristic.

Guided Practice

Students will be placed into groups and given a packet of pictures of the aforementioned characteristic. Students will be asked to place students in the categories they think are correct and be able to defend their placing of the picture. Students will share results with the class.

Independent Practice

After looking at the pictures think about your life have you ever been or are you a warrior, victim, survivor, hero, or ignoramus. How does it make you feel? How did it make you feel? How has it affected your life? How has it impacted your life? If you could do it over again would you change anything? How has it affected others around

you? Explain. Students will be given Character Trait Chart to write attributes of hero, warrior, survivor, victim and ignoramus.

Summary/Closure

The anticipated outcome is students will define the words warrior, victim, survivor, hero, and ignoramus. Students will challenge individual meanings of words when placed in a group and have to defend reasons to other over placement of pictures. Students will reflect on their life on a time when they have exhibited either characteristic. I want students to realize that there is not a right or wrong answer. I want students to be comfortable exploring, debating, and defending themselves in a group setting. Students will complete an exit ticket asking them to name a hero, warrior, victim, survivor and ignoramus.

Lesson 3

Warm up

Students will be asked to make a KWL Chart in their daybook. Students will be asked to write what they Know about War. Students will add new words (ignoramus, hero, victim, warrior, and survivor) to word wall.

Essential Question: How would you define war?

Teacher Input

What is War? Teacher will show students a PowerPoint presentation using pictures of past wars accompanied by music. Music will include but not be limited to The Star Spangled Banner, Wake Up Everybody, Attention, Mercy, Mercy Me, Taps, What's Going On, Ball of Confusion, The Impossible Dream, and Adjutant's Call. After viewing the PowerPoint students will provide teacher with an array of answers that will be placed on the class KWL chart. Teacher will ask students a variety of questions why do people or countries go to war? What is the purpose of war? What happens to the winner of the war? What happens to the loser of war? What happens if the loser is not happy with the outcome? What do people fight over? Teacher will talk about the causes and effects of notable wars suggested by students.

Guided Practice

Students will be asked to come up with a list of Wars they recall studying. If not a list will be provided of the 20 most notable wars studied by students. Students will either recall or research the cause and winner of each war.

Independent Practice

Student will be asked to think about what they want to learn about War. After they have given thought to what they want to learn they will be asked to fill in the W in the KWL chart. Students will also be asked to reflect on the power point they viewed at the start of the lesson. Students will be reminded that poetry is music. Students will be asked to write an original poem about War.

Summary/Closure

The anticipated outcome is that war is caused for various reasons. Students will have an opportunity to share or publish poem. Now that they have reflected on the aforementioned wars I want them to think about what children were doing while the wars occurred. Throughout the rest of the unit students can come back to the KWL chart and fill in what they Learned as they continue through the unit.

Lesson 4

Warm-Up

Students will share responses to what they think children were doing during the wars. Students will add new words to word wall if any.

Essential Question: What are the causes and effects of war?

Teacher-Input

Teacher will review with students over the past couple of days we learned background information about Charlotte, NC; South Central, California; Sierra Leone, Africa; and Rwanda, Africa. Then we talked about the definitions and characteristics of hero, victim, warrior, survivor, and ignoramus. We also talked about causes and effects of war. Today we are going to start to put that together and study the wars that occurred in the aforementioned places and how a hero, victim, warrior, survivor and ignoramus emerged despite insurmountable odds. However it will be up to them to decide. Simultaneously while you are deciding who the hero, victim, warrior, survivor and ignoramus is in the case studies I also want you to think about who you are. Students will be told to add, delete or change information on Character Trait Chart throughout the lesson if their feelings or opinions change.

First we are going to review the basic information about Rwanda. Teacher ask student who researched basic information to review with the class the information again using the bulletin board. Then teacher will ask students what is a Civil War. Teacher will use Case Study and give students background history of the Civil War in Rwanda. While teacher is lecturing students will fill in Chain of Events Graphic Organizer.

Guided Practice

Day 1

Teacher will ask students what they think their social, personal and civic responsibility would have been during the Civil War in Rwanda. Teacher will ask the students what they would have done if it happened to them. Students will be given an opportunity to write down ideas in their daybook. Students will share thoughts with the class.

Day 2

Teacher will share case studies from the novel *Left To Tell*. After listening or reading the case studies teacher will ask student to think about a person in the novel and decide who was the hero, survivor, victim, warrior or ignoramus. After students have decided their individual position student will be asked to debate one another on how they feel one person embodies one characteristic over another.

Day 3

Teacher will show students video *Hotel Rwanda*.

Day 4

Using several case studies from the novel *Left to Tell* and the video *Hotel Rwanda* students will be given a chance to generate questions in their Daybook using a Dialectic Journal. Students will write down their questions or notes if they are unable to think of questions in one column. Then in the second column they will make connections to the questions or notes taken. Next in the third column they will pass their Daybook to a classmate who will respond to their questions or notes. Finally the Daybook can be returned to the owner and the peer can respond to the peer. Using the Dialectic Journal lets the children test their thoughts and question on paper with their peer just in case a student is uncomfortable sharing it aloud.

Independent Practice

Students will respond to the problem solution prompt “You are the son of the pastor and your father confides in you that he is hiding Hutu women in the bathroom, in his bedroom, behind the dresser door. You are adamantly against it. Your father tells you only because he needs your help feeding, informing, and ensuring the safety of the women. Although you tell your father he has your assistance in keeping the women a secret you accidentally tell one of your friends not knowing he is a Tutsis Solider. The next day twenty Tutsis soldiers are at your door in uniform what do you do?

You are on the playground playing and the alarm for a lockdown shrills through the air. You and you seven classmates jump in the closest open window to the school and run into the bathroom. The teacher writes on a piece of paper “Gunman in the hallway. Be quiet”. What do you do? How do you react?

Summary/ Closure

The anticipated outcome is that students will learn about the Civil War in Rwanda. Students will challenge and question their own thought about the characteristics of hero, victim, survivor, warrior, and ignoramus.

Lesson 5

Warm-Up

Students will share responses to problem solution prompts. Students will add new words to word wall if any.

Essential Question: Could a soldier be a bad person?

Teacher Input

Teacher will ask students who researched Sierra Leone to review with the class information on bulletin board. Teacher will use Case Study from novel *A Long Way Gone* Memoirs of a Boy Soldier and give students background history of the Civil War in Sierra Leone. Then while teacher is lecturing students will fill in Summarizing Chart Graphic Organizer.

Guided Practice

Day One

Teacher will give students examples of scenarios that Ishmael endured throughout the story and ask students to describe how they would respond. After deciding how they would respond students will have to decide if they acted like a hero, victim, survivor, warrior or ignoramus. Then students will complete the scenario activity. They will engage in a debate over each in an effort to decide if they character was a hero, victim, survivor, warrior or ignoramus.

Scenario	What Would You Do	Are you a Hero, victim, survivor, warrior or ignoramus?
1. Now you are at the rehabilitation center playing soccer and learning math.		
2. As a soldier in the RUF it is your duty to kill people. One day you walk upon a village and hear voices immediately you start shooting. When you stop		

<p>you realize you do not hear any voices so you walk into the house to ensure everybody is dead. You see a young boy gasping for breath.</p>		
<p>3. You have been chosen by the RUF to ensure no one enters the diamond mines. You notice the other soldier with you is stealing diamonds. He offers you some.</p>		

Day Two

Given dates and summary of events students will match the event with the date in an effort for the students to examine and evaluate how the past and future affected the present.

Day Three

Watch U Tube Video Hero?

Independent Practice

Now that students are familiar with the Civil War in Rwanda and Sierra Leone do you think children should be child soldiers? Do you think you could have been a child soldier? What does a child soldier have to do? Write a comic strip about they envision a child soldier doing.

Write a letter to President Obama about the positive or negative effects of child soldiers. Please include factual information in your letter

Summary Closure

Students will share comic strips.

Lesson 6

Warm-UP

What would you do to belong?

Essential Question: Does belonging mean one has to alter their character for positively or negatively?

Teacher Input

Teacher will ask students who researched South Central, L.A. California, to review with the class information on bulletin board. Teacher will use Case Study from novel *Monster* and give students background history of the gangs. Then while teacher is lecturing students will fill in a Cause and Effect Graphic Organizer.

Guided Practice

Day One

Students will read a letter from Stanley Tookie Williams^{xvii} and Naz^{xviii}. After reading the letter students will use a Venn diagram to compare and contrast the two letters. Then students will discuss who the hero, victim, survivor, warrior and ignoramus is in either letter. Students must support reasons with details from case studies, personal experience and or letters.

Day Two

Today we will write a list of things people in gangs do. After writing the list students will decide if these are actions of a hero, warrior, survivor, victim, or ignoramus.

Independent Practice

Today is the day you have to face him. Today is the day you are supposed to listen to the apology from the boy who shot your mother for a gang initiation. You have been waiting, preparing, and visualizing this day for a year. You have missed several weeks of school for the trial in an effort to support the family and the memory of your mother. The attorney told you after he speaks to the court you can speak. What would you like to say to the judge, jury and members of the courtroom? Write your speech include your thoughts feelings the differences in your life if any.

Summary Closure

Students will engage in a discussion if they have ever been propositioned to join a gang and if they were how you would respond now knowing what they know.

Lesson 7

Warm Up

Define a hero, warrior, victim, survivor and ignoramus from the case studies we read.

Essential Question: How can character trait negatively affect your present and future life aspirations?

Teacher Input

Teacher will do a short review of the case studies from Rwanda; South Central, LA; and Sierra Leone. Teacher will ask students to look at the definitions they wrote at the beginning of the lesson. Teacher will ask students if any of their definitions changed and why do they think they changed as they related to the case studies.

Guided Practice

Teacher will show students a power point presentation including pictures civil war and gangs. During the presentation students will be placed into groups look at pictures and decide if the person in the picture is a hero, victim, survivor, warrior or ignoramus. After they decide what character trait the person in the play is to them they will have to elaborate about their answer.

Independent Practice

Stop and think for a minute. Has there ever been a time in your life that you acted like a hero, survivor, warrior, victim or ignoramus.

Summary / Closure

There are heroes, survivors, warriors, victims and ignoramus everywhere. It is important in life that you are aware of your decisions, actions, and the possible ramifications of them. Students will complete an exit ticket asking them to name a hero, survivor, victim, warrior and ignoramus either in their life or from case studies and explain in detail rationale.

Resources

North Carolina Standard Course of Study Objectives

Throughout this unit I want my students to actively respond to case studies, pictures in PowerPoint presentations and music by journaling their feelings. I also want to teach my students how to respond appropriately to a classmate's opinion when it is in opposition from theirs. It will be imperative that my students decide who they think is a hero, victim, ignoramus, survivor, or warrior in different case studies and be able to defend their answer with details and examples from content presented. When the students are defending their position I want them to make connections from personal circumstances to help shape rationale. In addition to that I want students to be able to engage one another with stem questions in an effort to ensure comprehension of material presented to encourage one another to think about concepts differently. Next I want my students to

evaluate historical leaders and individuals roles in the wars. I also want my students to see different solutions for their situations and for their lives.

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<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=33164394&loginpage=Login.asp&site=ehost-live>

This article refers to how the accused were dealt with as a result of the Sierra Leone Civil War.

Kingsbury, Alex. 2008. Dispelling the Myths About Gangs. *U.S. News & World Report* 144. (January).
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=28404144&loginpage=Login.asp&site=ehost-live>

This article refers to the fact and fiction information about gangs.

Murigande, Charles. 2008. Lessons Learned From the 1994 Rwanda Genocide. *Mediterranean Quarterly* 19. No.2.
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=10196277&loginpage=Login.asp&site=ehost-live> (accessed October 17, 2009)

Parry, Brain. 2009. Corrections Must Lead the Fight Against Youth Gangs. *Corrections Today* 71. (February).
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=37020586&loginpage=Login.asp&site=ehost-live>

This article refers to the difficulty prisons are having with gangs.

Pena, Sally and French Judy. 1991. Children's Hero Play of the 20th Century: Changes From Televisions Influence. *Child Study Journal* 21. No. 2 (June),
<http://search.ebscohost.com/login.aspx?direct=true&db=AN=9602291358&loginpage=Login.asp&site=ehost-live> (accessed October 17, 2009).

This article refers to the difference in child heroes due to 20th Century television.

Putman, Stacie. 2009. The Monsters in My Head: Posttraumatic Stress Disorder and the Child Survivor of Sexual Abuse. *Journal of Counseling & Development* 87. No 1.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=36097709&loginpage=Login.asp&site=ehost-live> (accessed October 17, 2009)

This article refers to children who suffer with Posttraumatic Stress Disorder as a result of sexual abuse.

Valdez, Alfonso. 2009. Prison Gangs 101. Corrections Today (February)
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=37020599&loginpage=Login.asp&site=ehost-live>

This article refers to present day prison gangs.

Warner, Coleman. 2008. The Katrina Kid. Planning 74. No 1 (January)
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=28073939&loginpage=Login.asp&site=ehost-live> (accessed October 17, 2009)

This article refers to children as victims and survivors during Hurricane Katrina.

Student Bibliography

Beah, Ishmael. 2007. A Long Way Gone Memoirs of a Boy Soldier. Sarah Crichton Books.

This book will tell the story of an innocent child who becomes a soldier. Then towards the end of the book he regains his innocence despite being a child soldier.

Ilibagiza, Immaculee. 2006. Left To Tell Discovering God Amidst the Rwandan Holocaust. Hay House.

This book will show students the power of positive speech. Additionally, it will also enlighten students of how one can overcome insurmountable odds no matter what the situation is.

Shakur, Sanyika. 1993. Monster: The Autobiography of an L.A. Gang Member. Grove Press.

This book will give students a visual image of how a gang member thinks and lives his life.

Websites for Teachers and Students

www.enchantedlearning.com/graphicorganizer/

This website will show you pictures of graphic organizers for a gamete of instructional concepts.

www.nwp.org

This website will give teachers ideas of writing lessons that can be done with any grade level.

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- i <http://www.cms.k12.nc.us/newcomers/aboutcharlotte/Pages/default.aspx>
- ii <http://apps.cms.k12.nc.us/departments/instrAcciuntability/schlProfile05/profiles.aps>
- iii <http://www.allaboutprayer.org/serenity-prayer.htm>
- iv Putman, Stacie. 2009. The Monsters in My Head: Posttraumatic Stress Disorder and the Child Survivor of Sexual Abuse. *Journal of Counseling & Development* 87. No 1.
- v Ghosts of Rwanda, www.PBS.org
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