

Course / Grade: ELL Reading / 7

Unit: The Lost Boys of Sudan

Total Time Necessary: 15 - 16 days (2 periods per day)

Global Competencies: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

Overview: Students will learn about the Lost Boys of Sudan Crisis using multiple genres, i.e. Reading Book selection, newspaper articles, Documentary video, internet. They will compare and contrast the perspectives in these multiple genres, looking for bias and whether stories are from actual participants or simply from outsiders looking in. They will research the Lost Boys crisis, other refugee situations, and organizations that help refugees in the Chicago area. Finally they will make a presentation designed to persuade people to take action that will be shared with students in another classroom.

Stage 1 Desired Results		
ESTABLISHED GOALS RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	T1. Compare and Contrast fiction and non-fiction representations of the same historical event.	
	T2. Demonstrate empathy towards and articulate some of the struggles of their global aged peers.	
	T3. Research service opportunities in the local / regional area to help refugees in our community.	
	T4. Effectively write and present information to various audiences to explain the situation of refugees and how people can help.	
	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<i>Students will understand that...</i>	

<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8</p>	<p>U1. Authors choose to represent true events in multiple ways and each style of writing effects the reader differently.</p> <p>U2. War and conflict has unintended results and victims, and that all people are affected during a war.</p> <p>U3. Family relationships don't always occur because of who we're related to, we can create families through struggles together.</p> <p>U4. The Lost Boys of Sudan were a group of boys and some girls who were left orphaned by the Sudanese Civil war and whom had to walk upwards of 800 miles to find refugee camps.</p> <p>U5. Refugee causing events are still occurring in the world and we can do things to help.</p>	<p>E1. How is reading biographical fiction different from / similar to reading historical newspaper accounts of an event?</p> <p>E2. How does point-of-view affect our emotional reactions to a text.</p> <p>E3. What unintended results happen due to war? Who are unintended victims?</p> <p>E4. How can groups of people become families?</p> <p>E5. Who were the Lost Boys of Sudan and how did they become "lost?"</p> <p>E6. What circumstances led to the movement known as The Lost Boys?</p> <p>E7. What happened to the Lost Boys after the conflict ended?</p> <p>E8. What reactions did the world have to the Lost Boys? What was done to help fix the situation?</p> <p>E9. Are events like the Lost Boys still happening in Sudan? In other countries? Is anything similar happening in the United States?</p>
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<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1b</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.4b</p> <p>Use common, grade-appropriate</p>		E10. What actions can we take to help current refugees? What organizations are out there that help refugees?
	Acquisition	
	<p><i>Students will know...</i></p> <p>K1. The definitions of (selection vocabulary): cross, dangerous, education, effort, emerge, improve, journey, tend</p> <p>K2. The definitions of (academic vocabulary): organize, analyze, role, connect, identify, sequence</p> <p>K3. Strategies to increase reading comprehension of both fiction and nonfiction texts.</p> <p>K4. How to explain the effectiveness of presentation between Biographical fiction and Newspaper Articles on the same topic.</p> <p>K5. How to find service opportunities related to an issue they think is important.</p> <p>K6. Produce a short presentation using technology such as Prezi or an online poster using Padlet to inform others of a global situation.</p>	<p><i>Students will be skilled at...</i></p> <p>S1. Analyzing emotional responses to a text verbally and in writing.</p> <p>S2. Comparing and Contrasting biographical fiction and non-fiction representations of the same topic.</p> <p>S3. Using Internet, Newspapers, Books and other sources to find multiple perspectives on the same topic.</p> <p>S4. Citing specific sources to defend their perspective on an issue or their responses to questions.</p> <p>S5. Developing a well organized, interesting presentation with clear focus and logical sequence.</p> <p>S6. Using technology as a means of communicating their ideas with the multiple audiences.</p>

<p>Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>L.7.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RHST.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.9</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>EC 1. Makes detailed comparisons, displays higher level thinking, provides textual</p>	<p>TRANSFER TASK(S):</p> <p>1. Create Word Maps for each Academic and Content Area Vocabulary Word - Create a word</p>	

<p>evidence to back their claims</p> <p>EC2. Interprets data, text and experiences effectively and applies that information to their own experiences.</p> <p>EC3. Demonstrates understanding of point-of-view and perspective.</p> <p>EC4. Demonstrates an understanding of the academic and content area specific vocabulary and uses the vocabulary in their own work correctly.</p> <p>EC5. Demonstrates empathy for refugee situations through insightful commentary and comparisons.</p> <p>EC6. Creates a well-researched presentation that effectively shows knowledge, practice and the potential for additional action.</p>	<p>map for each of the vocabulary words showing the word, definitions, characteristics of the word, an example of the word and a non-example of the word. Compare your maps with those of a classmate.</p> <p>2. Lost Boys of Sudan Selection Test and Extended Response Question - Satisfactorily pass the Reading Comprehension test and respond to the extended response question citing examples from the text to demonstrate understanding of the text, vocabulary, and ability to compare points-of-view and author's choice of text presentation.</p> <p>3. Plan a Route for the Lost Boys - On a map of Africa, locate Sudan and identify features. Then plan a route for the Lost Boys to take from Sudan to Ethiopia and then from Ethiopia to Kenya. Calculate the approximate number of miles the journey will take using the scale of miles and draw conclusions about the possible success of the boys' walk.</p> <p>4. Mini Research project - Research the Lost Boys of Sudan in newspapers, magazines, and on the internet. Compare how the authors presented the information and the emotional effectiveness. Find out what has happened to the Lost Boys since then. Discuss insights gained from reading more about the topic.</p> <p>5. Locate programs in the region and community that provide help for refugees or other people in need. - Using the internet, locate a program in our area that either a) provides assistance to refugees; or b) provides assistance to people in need. This information will be added to their Prezi / Padlet presentation.</p> <p>6. "Lost Boys of Sudan" Prezi presentation or Padlet wall - Using information gained from the mini research project create a Prezi presentation or Padlet "wall" designed to help your peers and community members understand the Lost Boys' situation, what happened to them, and what people can do now to help refugees around the world.</p> <p>7. Presentation to other classes - Students will present their Prezi or Padlet to another class either from the school or from an elementary school.</p>
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Demonstrates good use of time, understanding of concepts, recognizes perspectives and point of view, participates in class discussions effectively.	<p>OTHER EVIDENCE:</p> <p>8. Observation of groups and individuals during research time.</p> <p>9. Informal assessments of student reading fluency</p> <p>10. Homework assignments (workbook vocabulary and reading comprehension pages)</p> <p>11. In class discussion questions</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Build Background / Unit Introduction - Students will watch a brief 4:10 minute video "The Lost Boys of Sudan: Brothers in Hope." (Part of the National Geographic INSIDE series, Level D Digital Library - Unit 3 Selection 3) In their workbooks on page 72, students will write down 3 things they learned from the video, a 2 sentence summary of what the video was about, what they felt the most important part of the video was, and what the video told about a *chapter* in Sudanese History. **Goals:** SL7.1b, L.7.6; T2, U2, U4, E3, E5, E6, Academic Vocabulary = Chapter Resources needed: INSIDE level D book, INSIDE level D workbook, INSIDE Level D Digital Library - unit 3 Selection 3. Time needed: 1 period

2. Key Vocabulary - See *Transfer Task 1* - **Goals:** L.7.4b, L.7.6; See K1 and K2 for list of specific vocabulary. Resources needed: INSIDE level D book, page 228, workbook pages 73-74 Time needed: 1 period

3. Reading Strategy: Visualize - Students will continue their practice with the reading strategy: Visualize. They will make a double entry journal where they will write words and phrases that help them visualize as they read a selection. They will then complete an Academic Language Frame to help them express how to use the reading strategy. Goals: RL.7.10; K3, S1 Resources needed: INSIDE Level D book page 229, Academic Language Frame 36 Time needed: 1/2 period

4. "Brothers in Hope" - As a class and in small groups, students will read the selection "Brothers in Hope" by Mary Williams. Class will discuss key points in the selection and evaluate their emotional responses. They will add to their double entry journal when we find phrases that help us visualize. The class will also define and identify features of a Biographical Fiction and compare the presentation of ideas from the selection with the introductory video. Goals: RL.7.10, RL7.2, SL7.1b, SL7.6, RST.6-8.9; U1, U2, U3, U4, E1, E2, E3, E4, E5, E6, E7, K1, K2, K3, K4, S1, S2, S4 Resources Needed: INSIDE Level D book pages 230-247, Brothers in Hope by Mary Williams (supplementary), double entry journal, Time Needed: 2-1/2 periods

- 5. Lost Boys of Sudan Newspaper Articles:** As a class, read "Refugees find New Lives" a Newspaper Article included with the Reading Selection. Compare how information is presented in the article compared to the Biographical Fiction. Students will then be split into groups to read an additional newspaper article. They will attempt to find answers to E5, E6, E7, and E8 in their articles and write a summary. They will then Jigsaw and share their information with members from other groups. Goals: RI7.3, RI7.10, W.7.4, SL7.1b, SL7.6, RST6-8.9; T1, U1, U2, U4, E1, E2, E3, E5, E6, E7, E8, K3, K4, S2, S3, S4 Resources Needed: INSIDE Level D page 248-250; Newspaper Articles - <http://www.nytimes.com/1988/05/01/world/refugees-from-sudan-strain-ethiopia-camps.html>
<http://www.nytimes.com/2001/04/01/magazine/01SUDAN.html>
Time Needed: 1 or 1-1/2 periods
- 6. Plan a Route for the Lost Boys** - See Transfer Task 3 Goals: RI7.3, SL7.1b, RHST.6-8.7; T2, U2, U4, S3 Resources Needed: Maps of Sudan, Kenya and Ethiopia, Atlases, Internet Access / Chromebooks, Rulers, Colored Pencils, blackline masters of Sudan, Kenya, Ethiopia area of Africa Time Needed 1 period
- 7. Review Selection "Brothers in Hope"** - Review Key Vocabulary, Academic Vocabulary, "Brothers in Hope" and "Refugees find New Lives." Put key events in a Sequence chain and use the chain to summarize the boys' journey. Compare the two texts in discussion. Goals: RL7.10, RL.7.2; RI.7.3; RI7.10; W.7.4; SL7.1b; L7.4b; L7.6; RST6-8.9; T1, T2, U1, U2, U3, U4, U5, E1, E2, E3, E4, E5, E6, E7, K1, K2, K3, K4, S1, S2, Resources Needed: INSIDE Level D p251, INSIDE Level D workbook p75 Time needed: 1 period
- 8. Selection Test "Brothers in Hope"** - Take test on vocabulary and selection. Write an extended response answer to the prompt "Who and what helped Garang find a new life on his journey from Sudan to Ethiopia? Write your opinion. Reread the selection to find examples to support your opinion." Goals: W.7.10 Resources Needed: INSIDE Level D Selection Test: Unit 3, Selection 3 Time needed: 1 period
- 9. Watch Documentary** - Students will either watch "Lost Boys of Sudan" or "God Grew Tired of Us." They will compare and contrast the video with the selection and news articles we read. Students will take notes on the video using Research Project Notes / Citation worksheets. Goals: W7.8, RST6-8.9, T1, T2, T3, U1, U2, U3, U4, E3, E5, E6, E7, E8, S3, S4 Resources Needed: "Lost Boys of Sudan" 2003 OR "God Grew Tired of Us" 2006, Research Project Notes / Citation Worksheets Time needed: 2-1/2 periods
- 10. Mini Research Project - "Lost Boys of Sudan"** - See Transfer Task 4. Goals: RI7.3, RI7.10, W7.4, W7.7, W7.8, T4, U1, U2, U4, E5, E6, E7, E8, E9, S3, S4 Resources Needed: Chromebooks with Internet Access, List of Suggested Websites for Students to Use, Essential Questions for

students to find answers to including their own questions, Research Project Notes / Citation worksheets Time needed: 6-8 periods

11. Are there other Lost Boys? - As a class, students and teacher will explore the idea of "Refugee." Students will read various newspaper articles about current refugee situations in places such as Sudan, Kenya, Iraq, Australia, Lebanon, Syria, Afghanistan, and Mali. Students will compare and contrast what they know about the Lost Boys of Sudan with these other refugee situations in a short compare/ contrast essay using appropriate scaffolding such as graphic organizers and language frames. Goals: RI.7.3, RI.7.1, W.7.4, T2, T4, U2, U5, E2, E3, E9, S3, S4

Resources needed: Compare Contrast Graphic Organizer, Language Frames for Essay, Websites below-

http://www.nytimes.com/2012/07/01/world/africa/from-sudan-a-new-wave-of-lost-boys.html?_r=0,

<http://query.nytimes.com/search/sitesearch/#/refugee/>

<http://topics.nytimes.com/top/reference/timestopics/subjects/r/refugees/index.html?8qa>

<http://newsela.com/articles/?query=refugee>

<http://www.itvs.org/beyondthefire>

Time needed: 2 periods

12. How can we help? See Transfer Task 5 Goals: W7.7, W7.8, W7.10, L7.6, T3, U5, E10, K5, S3 S4 Resources Needed: Chromebooks / Internet Access, List of Essential Questions that class comes up with about the organization Time Needed: 2 periods

13. Lost Boys of Sudan Prezi Presentation or Padlet Wall - See Transfer Task 6. Goals: W.7.4, W7.7, W7.8, W7.10, L7.6, RHST6-8.7, T4, U4, U5, E1-E10, K6, S5, S6 Resources Needed: Notes from Documentary, Summary information from Activity 5, Map from Activity 6, Notes from Activities 9-11, Chromebook / Internet Access, Prezi or Padlet Access, Images and Movies clips Time Needed: 6-8 periods

14. Take Action - See Transfer Task 7. Goals: W.7.4, SL7.6, L7.6, RHST6-8.7, T4, U5, E10, K6, S5 S6 Resources Needed: Presentations, Projectors, Partner Classroom. Time Needed: 1 - 2 periods