



LESSON PLAN ON DARFUR SUDAN

Objectives: To help students understand the conflict in Darfur
To help students think critically about the responsibility of the international community and the U.S. in assisting the people of Darfur

Grade Level: 9-12

Estimated Time: One 45-minute class period

Materials:

- Map of Africa
- Backgrounder *Sudan: Remembering, Responding, Rebuilding* (one copy per student). Available on CRS website: http://sudan.crs.org/October_2005_Sudan_Backgrounder.pdf
- *Crisis in Darfur* power point presentation. Presentation can be found on the CRS Sudan webpage: <http://sudan.crs.org/resources.htm> (optional)
- Computer with internet access (for showing power point)
- Four signs (written on construction paper) that read *Strongly Agree, Agree, Disagree, Strongly Disagree*
- Board

Procedure:

- Locate Sudan on a map of Africa. Locate the region of Darfur within Sudan so students have a visual representation of the area being discussed. Note that the region of Darfur is roughly the size of Texas.
- Have students read the 2-page backgrounder, *Sudan: Remembering, Responding, Rebuilding*.
- OPTIONAL. Show students the power point presentation, *Crisis in Sudan*. *NOTE: Presentation includes graphic images of bodies that may be inappropriate for some audiences.*
- After students have watched the presentation and read the backgrounder, ask them to explain/summarize in their own words the cause of the conflict in Darfur. Make sure students understand the distinction between the Darfur conflict that began in 2003, and the longer, broader conflict in Sudan.
- Once you are comfortable that students understand the fundamentals of the conflict in Darfur, ask them to think about whether the international community has a responsibility to intervene in Darfur. Also ask whether the U.S. has a responsibility to intervene. If so,

how? Sending U.N. troops, money for African Union troops, support to the rebels, food aid, other?

- Have students discuss their opinions/beliefs in pairs.
- Next, write the following statement on the board and read aloud: *The international community has a responsibility to intervene in the crisis in Darfur.*
- Place four signs around the classroom: *strongly agree, agree, disagree, strongly disagree* and have students stand underneath the sign that best represents their own personal beliefs. Call on select students to articulate why they agree or disagree with this statement. Get them to justify the reasons for their beliefs.
- Once enough students have voiced their opinions, give them the opportunity to rethink their positions and move to another place if they have changed their minds. For students who did change their mind, ask why. Did something one of their classmates said help to influence their thinking?
- If time permits, repeat the procedure by using the following statement: *The U.S. has a responsibility to intervene in the crisis in Darfur.*

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