

Curriculum Map Module 1: Finding Home: The Journey of a Lost Boy of South Sudan

Essential Questions

1. Who are the Lost Boys of Sudan and what is their story?
2. What can we learn from those who have survived the greatest tragedies?
3. How can opportunities arise through challenges?
4. How can making art help in times of crisis?

Learning Intentions Upon completing this Module, students will:

1. Describe Sudan's history, and geography in relation to the civil war;
2. Interact with digital storytelling as a learning tool;
3. Employ art as an aesthetic tool to communicate important historical and contemporary events;
4. Recognize differences between learning through reading text versus hearing a firsthand oral account;
5. Understand how to employ art to raise self and others' awareness, and promote action toward positive change;
6. Reflect on what it means to be a refugee and on the struggles they face;
7. Discuss, analyze, and provide meaningful feedback on peers' creative work.

Success Criteria

1. I can retell the story of the Lost Boys, creating more understanding, and compassion for them and other refugees.
2. I will identify and use my talents to help others.
3. I will look for opportunities in challenges I face.

Learning Outline

This 3-hour and 30 min module is based on Atem's story and called *Finding Home: The Journey of a Lost Boy of Sudan*. It can be taught as a whole learning experience, or in chosen sections as time allows:

- 10 minutes: Launch Activity– Pre-Viewing: Part 1: Introduction to the History and Geography of the Dinka Tribe in South Sudan
- 15 minutes: While Viewing– Part 1: Finding Home: The Journey of a Lost Boy of South Sudan
- 15 minutes: Post-Viewing– Part 1: 'Drawing Out' the Story
- 10 minutes: Pre-Viewing – Part 2: Mid-Journey Reflection
- 20 minutes: While Viewing– Part 2: Finding Home: The Journey of a Lost Boy of South Sudan
- 10 minutes: Post-Viewing– Part 2: 'Drawing Out' the Story
- 5 minutes: Launch Activity– Part 3: What Does it Mean to be a Refugee?
- 17 minutes: While Viewing– Part 3: Finding Home: The Journey of a Lost Boy of South Sudan

- 13 minutes: Post-Viewing– Part 3: ‘Drawing Out’ the Story
- 20-35 minutes: Demonstration– Lost Boys of Sudan WebQuest & Timelining
- 60 minutes: Making Connections–Arts Integration Project– Communicating Events & Experiences Through Art

Standards Targeted Throughout Curriculum(Expanded Version Below)

Module 1: Finding Home: The Journey of a Lost Boy of South Sudan

Core Standards for Social Studies (7-12):

World Geography (WG) Strand 3: Culture (WG 3.3) (grades 9 & 10)

World Geography (WG) Strand 3: Culture (WG 3.4) (grades 9 & 10)

Utah Studies (UT) Strand 3: Utah in the Union (UT 3.2) (grade 7)

Core Standards for English Language Arts (7-12):

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4; W7.3-12.3)

Speaking and Listening: (SL7.1-12.1; SL7.5-12.5)

National Arts Standards (Visual & Media Arts 7-12):

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connection

AASL National School Library Standards:

Shared Foundations Anchors:

Inquire

Include

Collaborate

Standards: Expanded

Core Standards for Social Studies (7-12):

World Geography Strand 3: Culture (grades 9 & 10)

3.3: Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

3.4: Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions

Utah Studies (UT) Strand 3: Utah in the Union (grade 7)

UT3.2: Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish flu epidemic, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah. (history)

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: 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).

Writing (W):

W7.2-12.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W7.3-12.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.7-12.7: Conduct short research projects to answer a question, or solve a problem. Synthesize multiple sources on the subject. Demonstrate understanding of the subject under investigation.

W7.9-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.2-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL7.4-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with well-chosen details, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate (appropriate eye contact, adequate volume, and clear pronunciation) to purpose, audience and a range of formal and informal tasks.

SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

National Arts Standards (Visual & Media Arts 7-12)

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.

Anchor Strand 2: Organize and develop artistic ideas and work.

Anchor Strand 3: Refine and complete artistic work.

Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.

Anchor Strand 5: Develop and refine artistic techniques and work for presentation.

Anchor Strand 6: Convey meaning through the presentation of artistic work.

Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.

Anchor Strand 8: Interpret intent and meaning in artistic work.

Anchor Strand 9: Apply criteria to evaluate artistic work.

Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Film Study Standards (NFSS)

Standard 2.0 Historical and Cultural Context: Students understand that a film is both a historical/social document and a cultural artifact. Students analyze social issues presented in film and form conclusions about the ways in which film influences and is influenced by the society in which it is produced.

Standard 5.0 Cross-Curricular Connections: Students first tap their knowledge of other disciplines to study a film. They then apply what they have learned about film to other disciplines, making connections between film and literature/language arts, film and history/social studies, film and other arts, and film and sciences.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.