

FACING SUDAN



A documentary film

LESSON PLAN BOOKLET

Written by
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Author's Statement

Brian Burns was a custodian, sweeping floors in a suburban high school when we first met. This young man, invisible to most people at the school, has a tremendous story to tell. It is the story of suffering, death and, ultimately, of hope.

It is the story of Sudan.

I didn't intend to make a full-length feature film about the situation in Sudan. In fact, I just set out to make a short, educational film in which Brian discusses his work in Sudan. But when we sat down for a first interview, the stories he told me about babies dying in his arms, about government planes harassing villages, I knew this story could not be told in ten minutes.

I started to put a longer cut together but then an amazing thing happened: I began meeting more ordinary people who have an intense passion for Sudan: a grandmother, a pediatrician, a textbook editor and mother, a few refugees from that war-torn nation, a high school senior.

Facing Sudan is not just about the country and its history of conflict. It is about activism. It is about hope and compassion. It is through their stories that we can glimpse the passion---the spark---that has driven these people to dedicate their lives to a country torn apart by war and genocide.

Each of them face Sudan in their own way and through them, we can learn not only about the situation in that country, but perhaps a little about ourselves.

And, more importantly, recognize that ordinary people can do extraordinary things.

As a high school history teacher, I always intended this film to be used for educational purposes. This lesson plan booklet is designed to raise awareness about Sudan and the situation there. Some of the activities use the film *Facing Sudan*; others can stand by themselves and be incorporated into current geography or history curriculums. The activities were created for high school, but can be adapted for middle school as well.

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LESSON ONE: “CRAYONS AND PAPER” ART AND MEANING ACTIVITY

Purpose: This activity is designed to get students to think about the subject and themes in *Facing Sudan*.

Materials needed: A copy of handout #1
“Crayons and Paper” song (optional)
“Crayons and paper” segment from *Facing Sudan* (optional)

Time: 15-30 minutes

Directions:

1. Distribute the handout to the students. Have the students take turns reading the poem out loud.
2. Have students then answer the questions by themselves.
3. Have students share their answers. Discuss the meaning of the song.
4. Optional: Play the song, “Crayons and Paper,” for the students. The song was written and performed by Tom Flannery and can be found on the *Facing Sudan* soundtrack. The song can be downloaded at <http://www.kikomusic.com/facingsudan>

Or, play the segment from the dvd. It is located at Chapter 21.

5. Write the term “GENOCIDE” on the board. Discuss with students the meaning of the term. Have students list the various “genocides” that have occurred in history.

According to the United Nations, “genocide” is:

Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) *Killing members of the group;*
- (b) *Causing serious bodily or mental harm to members of the group;*
- (c) *Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- (d) *Imposing measures intended to prevent births within the group;*
- (e) *Forcibly transferring children of the group to another group.*

– Convention on the Prevention and Punishment of the Crime of Genocide, Article II (1948)

5. Discuss this question with the students: What does the song have to do with genocide?

Activity: Art and Meaning

Directions: Below you will find a poem/song. Read the words and answer the questions that follow.

“Crayons and Paper”

Words and Music by Tom Flannery

© 2006 Tom Flannery (BMI)

Helicopters in the sky
mounted guns and mother's cry
if this is war please tell me why
we're the only ones allowed to die
give me crayons and paper
I'll draw what I see
if I close my eyes
can you still see me?

Again we all scatter at night
in daylight hope to reunite
the prayers I do recite
maybe we should all re-write
give me crayons and paper
and let me rest my head
then I'll draw you pictures
where nobody is dead

shades of color
shades of gray
the birds fly in
but they don't stay
the blood in red
the guns in black
can't draw the screams
you should know that...by now

If I could draw you my eyes
so you could see from the inside
all the colors would collide
can you say you really tried?
give me crayons and paper
and when my trembling hand
stops all it's shaking
I'll draw you my land

shades of color
shades of gray
the birds fly in
but they don't stay
the blood in red
the guns in black
can't draw the screams
you should know that...by now

give me crayons and paper
I'll draw what I see
if I close my eyes
can you still see me

1. Who is the speaker in this poem/song? How old is the person? Is the speaker male or female?
2. What is the situation the person is describing? What has happened to the person? Why?
3. Where do you think this person lives?
4. The speaker says, "The birds fly in but they don't stay." Why do you think the birds do not stay?
5. What is the overall tone of the poem? What emotions is the speaker feeling?

LESSON TWO: DARFUR CHILD'S DRAWING

Purpose: This activity is designed for students to creatively respond to an image drawn by a child in Darfur and to conceptualize the meaning of the term "genocide." This activity is more appropriate for middle school children.

Materials needed: A copy of handout #2
"Crayons and paper" segment from film (optional)

Time: 15-30 minutes

Directions:

1. Distribute handout #2.
2. Have students look at the image and then write responses to the questions.
3. Discuss student responses as a class.
4. Optional. Play the children's drawings segment from *Facing Sudan*. It is located at Chapter 21 on the dvd.
5. Discuss the song and its relation to genocide. See the previous activity.

Activity: Darfur Child's Drawing

Direction: Look at the following image and answer the questions.



Child's Drawing from Darfur, brought back by Dr. Jerry Ehrlich

1. What is happening in this picture?
2. Who do you think drew the image? Was it a boy or girl?
3. On the back of this sheet, write a short story as if you are the child who drew this picture. Describe what happened that day.

LESSON THREE: *FACING SUDAN* ANTICIPATION GUIDE

Purpose: This is a pre and post viewing activity for the documentary *Facing Sudan*. The activity is designed to focus student attention on the issues and themes brought up in the film and can then be used as a quiz for after-viewing assessment.

Materials needed: A copy of handout #3
Facing Sudan, the documentary

Time: 15 minutes prior to viewing; 15 minutes after viewing

Directions:

1. Distribute Handout #3 to the students.
2. In the BEFORE column, students will write either a T for true or an F for false. They may not know any of the answers; tell them to take a “best” guess.
3. When they are done, tell them to put the sheet away but to keep some of the questions in mind as they watch the film.
4. Show the documentary *Facing Sudan*.
5. After the film, have the students complete the AFTER column. Discuss the answers with the class or collect it for a quiz grade.

KEY

- | | |
|--|---|
| 1. F (Muslim) | 16. F (Guinea worms are in tainted water) |
| 2. T | 17. T |
| 3. F (Sudan is the largest country in Africa) | 18. T |
| 4. F (Khartoum) | 19. T |
| 5. T | 20. T |
| 6. T | |
| 7. F (The Lost Boys escaped from South Sudan and traveled to Ethiopia and Kenya) | |
| 8. T | |
| 9. T | |
| 10. F (Kakuma is located in Kenya) | |
| 11. F (The Janjaweed is an Arab militia in Darfur) | |
| 12. T | |
| 13. T | |
| 14. T | |
| 15. F (John Garang was a rebel leader in South Sudan) | |

FACING SUDAN **Anticipation Guide**

Directions: Before watching the film, complete each question, writing your answers in the "BEFORE" column. Write a "T" for true and a "F" for false.

BEFORE		AFTER
_____	1. The majority of people in Sudan are Christian.	_____
_____	2. Over 400,000 people have been killed in Darfur.	_____
_____	3. Sudan is the second largest country in Africa.	_____
_____	4. The capital of Sudan is Darfur.	_____
_____	5. Sudan was once controlled by Great Britain.	_____
_____	6. The current president of Sudan is Umar al-Bashir.	_____
_____	7. The "Lost Boys" are a group of Sudanese men who escaped the fighting in Darfur and walked to Chad in order to seek refuge.	_____
_____	8. Malnutrition is a major problem in Darfur.	_____
_____	9. The majority of deaths in Darfur are those of young children.	_____
_____	10. Kakuma refugee camp, the home to many "Lost Boys," is located in the country of Chad.	_____
_____	11. The "Janjaweed" is a South Sudanese militia responsible for killing many in the Southern part of the country.	_____
_____	12. Oil is a major factor of dispute between Southern Sudan and the Sudanese government.	_____
_____	13. The Janjaweed often use mass rape to spread fear and terror among civilians in Darfur.	_____
_____	14. The enforcing of Islamic law on South Sudan by the Sudanese government was one factor that led to the civil war.	_____
_____	15. John Garang was a rebel leader in Darfur.	_____
_____	16. Guinea worms are parasites that infect people in Sudan when they eat tainted meat.	_____
_____	17. IDP stands for "Internally Displaced Person" and refers to people who have been forced from their homes but seek shelter within their own country. A refugee, on the other hand, seeks refuge in another country.	_____

Handout #3 Con't

BEFORE	AFTER
_____	_____
18. A peace treaty was signed in 2005, ending the conflict in south Sudan.	
_____	_____
19. The Janjaweed is supported by the Sudanese government.	
_____	_____
20. The United States has declared that the situation in Darfur is a genocide.	

LESSON FOUR: MAP OF SUDAN ACTIVITY

Purpose: This activity is designed to get students familiarized with the geographical components of the country of Sudan.

Materials needed: A copy of handout #4
Detailed atlas or internet access

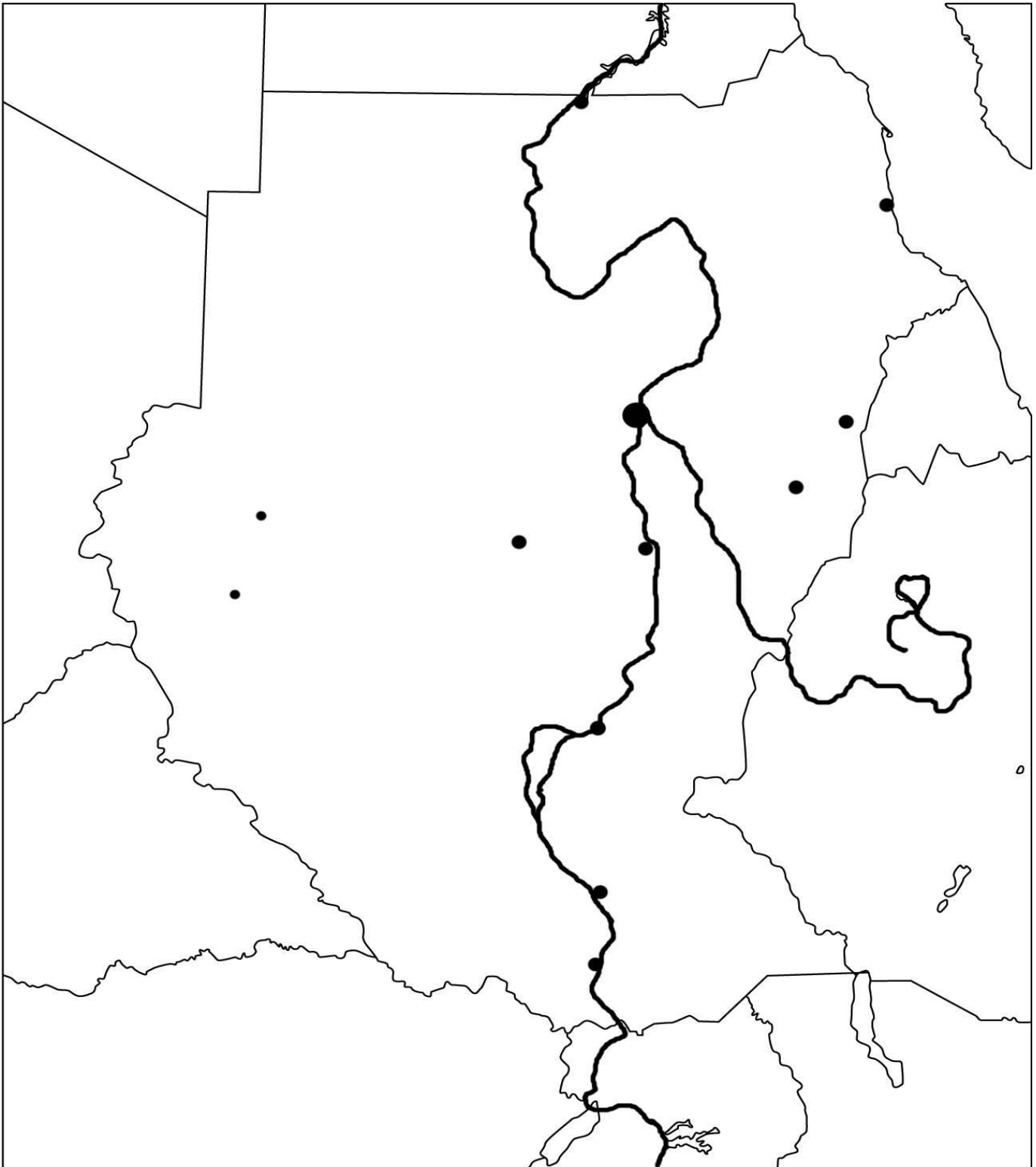
Time: one class period

Directions:

1. Distribute handout #4 to the students.
2. Using either an atlas or the internet, students will fill in the blank map with the geographical items from the list. A key can be found on page 14.
3. After the students are done, discuss the geography of Sudan:
 - What are Sudan's most important geographical features?
 - What countries border Sudan?
 - What are Sudan's largest cities?
 - What is the climate like in Sudan?
 - How does the northern part of Sudan differ from the southern?
 - Based on the geography of the country, what economic activities do the people engage in?

Activity: Map of Sudan

Directions: Using the internet or an atlas, place the items from the list on the map below.



MAP ITEM LIST

COUNTRIES

Central African Republic
Chad
Democratic Republic of the Congo
Egypt
Eritrea
Ethiopia
Kenya
Libya
Uganda

CITIES

Al Qadarif
Al Fashir
Al Ubayyid
Bor
Juba
Kasala
Khartoum
Kusti
Malakal
Nyala
Port Sudan
Wadi Halfa

WATER AREAS

Blue Nile River
Nile River
Red Sea
White Nile River

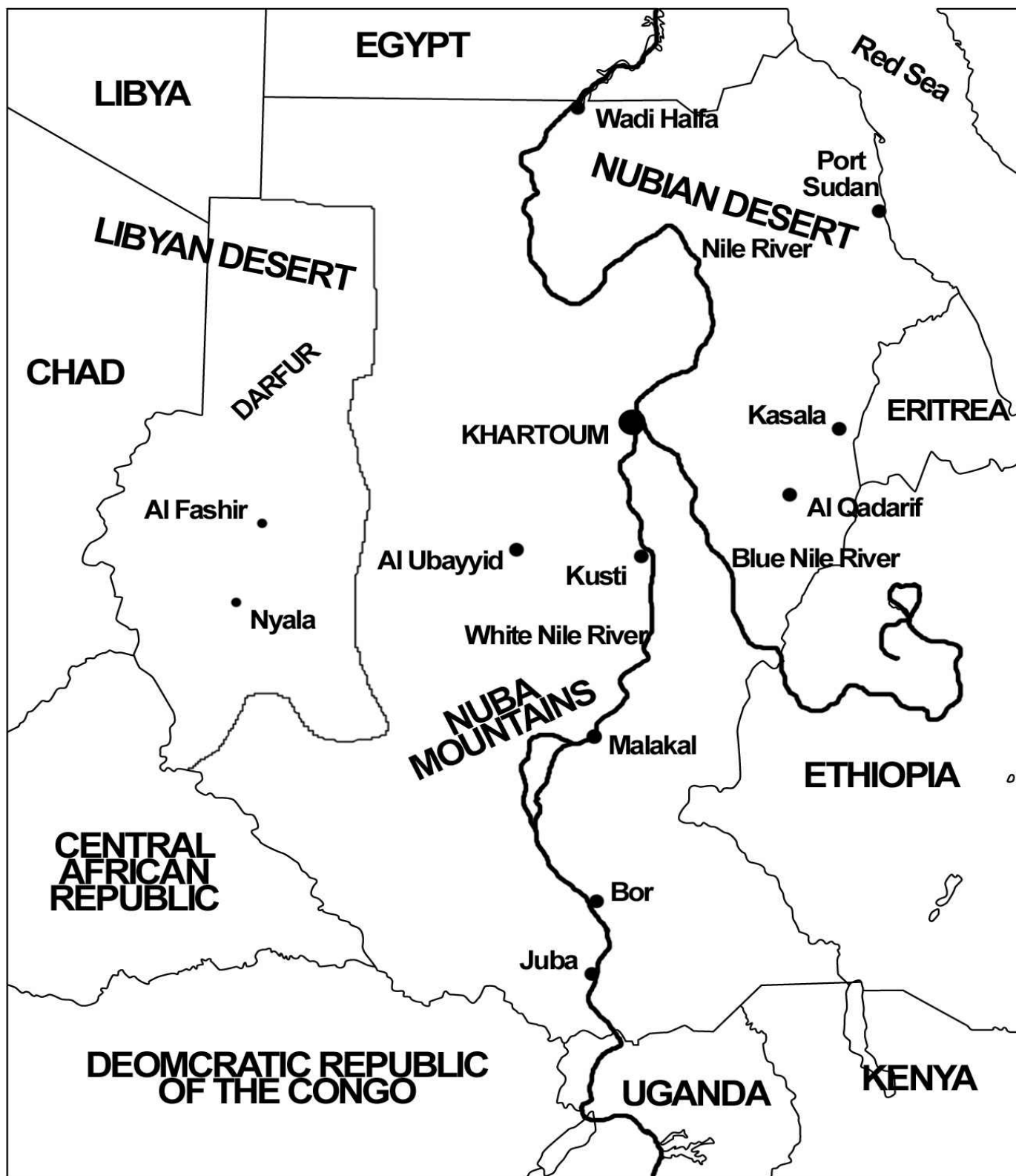
LANDFORMS

Libyan Desert
Nuba Mountains
Nubian Desert

REGIONS

Draw in the region of DARFUR

MAP OF SUDAN KEY



LESSON FIVE: SUDAN TIMELINE ACTIVITY

Purpose: Timelines are a great way for students to not only examine chronological history, but also recognize cause and effect relationships. This activity was designed for students to examine the history of Sudan in the context of the current troubles within that country.

Materials needed: A copy of handout #5

Time: one class period

Directions:

1. Distribute the handout for the timeline.
2. Alone or in small groups, the students will examine the timeline and answer the questions.
3. Discuss the answers as a class or collect for a grade.

EXTENDING THE ACTIVITY

- A. Using the internet, have students extend the timeline by adding current news.

KEY

1. 1956
2. Oil
3. Arab militia; supported by the government of Sudan and is responsible for the majority of killings in Darfur
4. 2 million
5. China buys oil from Sudan and wants to keep a friendly relationship with the country
6. Osama bin Laden set up his terrorist organization in Sudan for a period of time
7. Rebel leader in South Sudan; helped negotiate the peace that ended the civil war and became the country's first southern vice-president
8. Islamic law was forced upon the south
9. 1989
10. Great Britain; favored the north in its policies, thus making it politically and economically stronger than other regions
11. 2003
12. Answers will vary, but can include the following: Oil; enforcement of Islamic law; British policies

SUDAN TIMELINE ACTIVITY

Directions: Examine the following timeline and then answer the questions.

1882 The British invade Sudan.

1899 Sudan is ruled jointly by Britain and Egypt. British policy favors the mainly Arab north. Money is pumped into the infrastructure of Khartoum and the north, while the south and west are ignored.

- The north remains predominately Muslim. However, Christian missionaries pour into the South and, over the next several decades, convert much of the southern population to Christianity.

1955 A revolt begins in Sudan.

1956 Sudan gains independence and a civilian government is elected.

1958 The civilian government is toppled in a military coup.

1962 A civil war begins in the southern parts of Sudan.

1969 Another military coup brings Jaafar Numeiri to power.

1972 A peace treaty is signed in Addis Ababa, bringing an end to the civil war. South Sudan becomes a partially self-governing region.

1978 Oil is discovered in South Sudan.

1983 Numeiri introduces Islamic Sharia law and forces it on Southern Sudan. This leads to a new civil war. The southern forces, known as the Sudan People's Liberation Army (SPLA) are organized by John Garang.

1985 Numeiri is overthrown in a military coup. A coalition government is formed. The civil war continues.

1989 Umar al-Bashir takes over in a coup, installing the Islamic Front party into power. The civil war intensifies.

1991 Osama bin Laden moves his Al Qaeda terrorist organization to Sudan.

1995 Sudan is declared a terrorist state and the UN places sanctions on Sudan.

Handout #5 Con't

- 1998** The United States bombs a pharmaceutical factory in Khartoum under the belief that it is making materials for chemical weapons for Al Qaeda.
- 1999** Sudan begins exporting oil. China becomes a major customer.
- 2001** (March) Famine devastates Sudan and the south is greatly affected. The war only intensifies the humanitarian disaster.
(September) The UN lifts sanctions against Sudan. Al Qaeda attacks the World Trade Center and the Pentagon.
(October) The United States places new sanctions on Sudan and sends Senator John Danforth to help negotiate a peace treaty to end the civil war.
- 2002** Although a cease-fire is signed in January, it is broken several times. The intense negotiations continue through 2003. Oil revenue is a major sticking point in the negotiations.
- 2003** (February) Rebel groups representing African tribes begin a rebellion in the western province of Darfur, demanding more political representation and fueled by the success of negotiations in the South. The Sudan Liberation Army (SLA) and the Justice and Equality Movement (JEM) are the main rebel groups in Darfur.
(October) Some 70,000 refugees fleeing from the violence in Darfur settle in camps in Chad. Thousands more are scattered throughout Darfur.
- 2004** (January) The Sudanese government send the army into Darfur. Millions are forced from their homes and flee across the border into Chad.
(March) The UN announces that Arab militias, known as "Janjaweed," are systematically killing civilians in Darfur.
(May) The government of Sudan and the SPLA reach an agreement to share-power in the southern civil war. The UN labels the situation in Darfur as the biggest "humanitarian disaster" in the world.
(September) US Secretary of State, Colin Powell, declares that the killing in Darfur is a genocide and that the government of Sudan "bears responsibility."
(October) The African Union (AU) begins a peace-keeping mission in Darfur. However, they are underfunded and do not have a mandate to protect civilians.
- 2005** (January) The civil war officially ends in South Sudan. In total, over 2 million people have been killed in the conflict. The killing in Darfur, however, continues.
(July) John Garang, the former rebel leader of the SPLA becomes a vice-president in the Sudanese government.
(August) John Garang is killed in a helicopter crash. People fear a return of civil war in the South as people clash in the streets of Khartoum.

Handout #5 Con't

(October) An autonomous government is formed in South Sudan, made up of former rebels.

- 2006** (April) Lack of funding causes the UN to cut food aid to Darfur by 44%.
(May) The government of Sudan signs a peace deal with the main rebel group in Darfur. The other rebel groups reject the treaty. Fighting continues in Darfur.
(August) The UN passes a resolution calling for peacekeeping forces for Darfur. Sudan rejects the deal.
(October) Sudan expels the UN's top official from the country.

- 2007** (April) Sudan agrees to a partial UN peace-keeping force.
(May) The International Criminal Court issues warrants for the arrests of Janjaweed leaders suspected of war crimes in Darfur. Some estimate that 400,000 people have died in the fighting.
(July) The UN passes a resolution to bring 26,000 peace-keeping troops to Darfur.
(September) Talks about deploying the force break down.
(October) A peace conference to end the conflict in Darfur fails. Sudan continues attacks on civilians.
(December 18) The US Congress passes the Sudan Accountability and Divestment Act, calling for states and localities in the United States to pull money from investments in Sudan. The bill also increases sanctions on Sudan.
(December 31) A joint African-Union and UN force takes over security in Darfur. However, the force is not complete and has not received the 24 helicopters that member nations promised to give. Plus, President Bush signs the Sudan Accountability and Divestment Act but adds a signing statement which gives him the right to disregard the law if it conflicts with U.S. foreign policy.

- 2008** (January 1) A US diplomat and his driver are shot and killed on the streets of Khartoum. Egypt announces that it will supply 1,200 troops to the UN force.

-
1. When did Sudan become Independent?
 2. What major resource does Sudan have that has fueled conflicts within that country?
 3. What is the "janjaweed?"
 4. In total, how many people died in the South Sudan civil war?

Handout #5 Con't

5. China sits on the UN security council and has repeatedly vetoed any legislation to help bring about an end to the conflict in Darfur. Based on the information in the timeline, why does China do this?
6. How is Osama bin Laden related to the history of Sudan?
7. Who was John Garang? Why is he significant?
8. What fueled the beginning of the civil war in the early 1980s?
9. When did Sudan's current president, Umar al-Bashir, come to power?
10. What European country at one time controlled Sudan? How might its policies have affected the current situation there?
11. Why did the conflict begin in Darfur?
12. Looking at the entire scope of conflict in Sudan, what factors do you think have most contributed to Sudan's situation?

LESSON SIX: *FACING SUDAN* VIEWING ACTIVITY

Purpose: This activity is designed to accompany student viewing of the film, *Facing Sudan*.

Materials needed: A copy of handout #6
Facing Sudan documentary film

Time: 90 minutes

Directions:

1. Distribute the viewing guide. Discuss the difference between “facts” and “opinions.”
2. The students are to fill out the guide while viewing the film.
3. After the film, discuss the responses.

FACING SUDAN
Viewing Guide

Directions: As you watch the film, fill out information in the various boxes below.

Sudan Facts As you watch the film, write *at least* twelve **facts** about Sudan below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

BONUS

- 1.
- 2.

Making a Difference List all of the things “ordinary people” can do to make a difference in Sudan

Who do you think made the most difference in the film? Why?

What was the most surprising thing you learned about Sudan? Why?

POST VIEWING ACTIVITIES

After viewing the film, *Facing Sudan*, the following activities can be used to extend the lesson.

1. **DISCUSSION** Download the discussion questions from the *Facing Sudan* website (<http://www.facingsudan.com/discussion.pdf>). Place students into small groups and give them the questions to discuss. Have one student in each group keep track of the responses, or discuss as a large class.
2. **RESEARCH** Have students pick a topic or a person from the history of Sudan. They can write a report or present to the class. Suggested topics include: John Garang, Umar al-Bashir, terrorism in Sudan, Darfur peacekeepers, the responses of the world to the genocide in Darfur, Lost Boys, the role of the United Nations, ethnic groups in Sudan, the role of aid workers in Sudan, refugee camp conditions, China's role in Darfur, Kevin Carter (journalist famous for a Sudan famine photo who committed suicide shortly after winning the Pulitzer Prize), global warming as a cause in Darfur, Kakuma refugee camp.
3. **ESSAY** Have students write an essay response to the film and/or subject matter. Examples:
 - a. Mohandas Gandhi once said, "Be the change that you want to see in the world." In light of your viewing of *Facing Sudan*, respond to this quote. Use examples from the film to back up your thesis.
 - b. Brian Burns states at the end of the film that "anybody can make a difference. It starts with the small things." Do you agree with this statement? Why or why not?
 - c. After World War II, the world responded to the holocaust by declaring "never again" to genocide. But, as have seen, this is a promise that has not been kept. Genocide has occurred many times since World War II. Why does genocide occur and what can the world do in the 21st century to finally stop it?
4. **ACTIVISM** Have students start a letter writing campaign to elected officials or start a petition in school and the community. The following organizations are good for gaining more information and for ideas to help spread awareness and activism:

Save Darfur

STAND

US Holocaust Memorial Museum

Darfur: A Genocide We Can Stop

Amnesty International

Human Rights Watch

Genocide Intervention Network

www.savedarfur.org

www.standnow.org

www.ushmm.org/conscience/action

www.darfurgenocide.org

www.eyesondarfur.org

www.hrw.org

www.GenocideIntervention.net

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