

## DRC Lesson #5 Humanitarian Crisis

<b>Date:</b>		<b>Subject:</b> DRC – Humanitarian Crisis Resulting from Civil War <b>NCSCOS:</b> Competency Goal Objectives - 2.02, 4.01, 4.03, 7.02, 8.02, 9.03, 9.04, 10.01, 10.02, 10.03, 10.04	<b>Warm – Up/Bell ringer:</b> Where would you go and what would you carry if a Katrina-like event devastated your community?
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of the African World War and its effects. See DRC outline, presentation, and Lesson #4 for background.	<b>Continuous Assessment - tools/strategies</b>
Humanitarian Crisis in DRC PowerPoint Presentation  I AM poem sheet	45 minutes  <u>Warm-Up</u> 3 - 5 minutes  <u>Guided Practice</u> 10 - 15 minutes  <u>Independent Practice</u> 15 - 20 minutes  <u>Summary/Closure Homework</u> 3-5 minutes  90 minutes (Block/Flexible Schedule)  Same times as above. You may wish to adjust them as needed.	<b>Purpose/Objective of this lesson:</b> To examine the lives of the refugees created by the African World War.  <b>Teacher Input</b> <ul style="list-style-type: none"> <li>• Humanitarian Crisis in DRC PowerPoint presentation</li> <li>• I AM poem sheet</li> </ul> <b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. What effect has the African World War had on the DRC’s economy and health care?</li> <li>2. What are the conditions that are facing the refugees of the DRC?</li> <li>3. What is being done and what more could be done to help the refugees of the DRC?</li> </ol> <b>Strategies for Differentiation:</b> If you have the same person trying to volunteer to answer all the questions, select a few students to answer. If they are reluctant, facilitate their confidence by asking leading questions. Provide copies of the PowerPoint to students according to their needs and IEPs.	You may need to facilitate your students’ responses to the questions in the PowerPoint. Ask them to elaborate or provide evidence from the photos.  The UN 2005-06 budget for the DRC is over \$1.1 billion. See the MONUC website’s Budget page to see how the funds are allocated (the US donates 28% of it). What more can or should be done?  How do students feel about the slaughter of endangered animals by militias to feed their forced laborers?

## DRC Lesson #5 Humanitarian Crisis

		<p><b>Class Activity:</b>  <b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>1. Show the Humanitarian Crisis in DRC PowerPoint to your students.</li> <li>2. Allow volunteers to answer the questions in the PowerPoint as you show the presentation.</li> </ol> <p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>3. Distribute the I AM Poem sheet to your students.</li> <li>4. Instruct them to write the poem about the refugees from the DRC and the humanitarian crisis taking place there.</li> <li>5. If time, have students volunteer to share their poems.</li> </ol> <p><b>Summary/Closure:</b></p> <ol style="list-style-type: none"> <li>1. Ask your students how the world's nations have and should respond to this crisis?</li> <li>2. Ask them to give you some ideas on how students, their community, and the US can respond to world crisis.</li> </ol> <p><b>Homework:</b> Complete I Am Poem</p>	<p>Europeans launched a successful boycott of DRC coltan/tantalum, a mineral used in cell phone batteries because militias in the DRC were mining it with forced labor. Would students prefer a cheaper cell phone or one without human rights violations in its manufacture?</p>
--	--	---	---

**Reflection:**

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

**Resources:**

The UN Mission in the Democratic Republic of Congo provides photographs, video, and daily updates on conditions at: <http://www.monuc.org/Home.aspx?lang=en>

Congo (DR): General Situation. Medair.org. July 6, 2006.  
[http://www.medair.org/pictures/pic\\_medair\\_congo\\_refugee.jpg](http://www.medair.org/pictures/pic_medair_congo_refugee.jpg)

Congolese Facing Malnutrition BBC.com. Jan 12, 2001. July 6, 2006.  
[http://news.bbc.co.uk/olmedia/1110000/images/\\_1114255\\_refugees300.jpg](http://news.bbc.co.uk/olmedia/1110000/images/_1114255_refugees300.jpg)

Don't Forget Africa's Hungry, Warns WFP. WFP.org. July 6, 2006.  
[http://www.wfp.org/newsroom/img/inbrief/050214\\_gusco\\_3.jpg](http://www.wfp.org/newsroom/img/inbrief/050214_gusco_3.jpg)

## DRC Lesson #5 Humanitarian Crisis

Finding Enough to Eat. Refugeecamp.org. July 6, 2006.

<http://www.refugeecamp.org/images/placards/food/4-1.jpg>

Genocides, Politicides, and Other Mass Murder Since 1945, With Stages in 2005.

Genocidewatch.org. 2005. July 6, 2006.

<http://www.genocidewatch.org/genocidetable2005.htm>

Human Rights Watch: The Curse of Gold. HRW.org. 2003. July 6, 2006.

<http://hrw.org/photos/2005/drc/curse/images/drc9.jpg>

UN Lack of Action in Bukavu. July 6, 2006.

<http://www.ssn.flinders.edu.au/global/africa/johflood/Bukavu%20refugees.jpg>

UNrefugees.org July 6, 2006.

[http://www.unrefugees.org/usaforunhcr/uploadedimages/global%20appeal%20-%20congo%20school\(1\).jpg](http://www.unrefugees.org/usaforunhcr/uploadedimages/global%20appeal%20-%20congo%20school(1).jpg)

See the Geographical, July 2004, v76 i7 p55(5) for information on the DRC's tantalum

<http://www.ncwiseowl.org/zones/professional/index.htm>

See Africa News Service, Oct 26, 2005 "Congo: Civil War Cause of Massive Displacement, Food Shortage" <http://www.ncwiseowl.org/zones/professional/index.htm>

For an alternative look at how technology is improving life in the DRC see Lesson #7 Cell Phones and the Economy. It is based upon the article In War-Torn Congo, Going Wireless to Reach Home: For Poor, Cell phones Bridge Digital Divide

<http://www.washingtonpost.com/wp-dyn/content/article/2006/07/08/AR2006070801063.html>

DRC Lesson #5 Humanitarian Crisis

"I Am" Poem

Name \_\_\_\_\_

I am \_\_\_\_\_

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I see \_\_\_\_\_

I am \_\_\_\_\_

I pretend \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I cry \_\_\_\_\_

I am \_\_\_\_\_

I understand \_\_\_\_\_

I say \_\_\_\_\_

I dream \_\_\_\_\_

I try \_\_\_\_\_

I hope \_\_\_\_\_

I am \_\_\_\_\_

I want \_\_\_\_\_

I think \_\_\_\_\_

I do \_\_\_\_\_

I fear \_\_\_\_\_

I am \_\_\_\_\_