

Lesson Plans on Sierra Leone's Blood Diamond Path

Day 6:

Standards:

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

Item 5: Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

Item 4: 4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems.

Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

Item 1: Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region.

Item 2: Evaluate the effects of human modification of and adaptation to the natural environment

Globalized Standards

Geography

Students recognize and understand their own and others' perspectives.

- Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/or schools of thought.

Students investigate the world

- Analyze, integrate, and synthesize evidence using knowledge, methods, and critical skills in the social sciences to deepen their understanding of and construct coherent responses to globally significant issues.
- Have students to get back in their small groups. Have students to respond to the following questions. Write down the responses. Each group will choose one area: economic, political, social, or geography, and complete additional research in that domain. Each group will create a wiki space to share their information and guide their research. Each group will publish their end product on our class wiki.

(1) Continue to show any YouTube videos on Blood Diamonds

(2) Have students to get back in their small groups. Have students to respond to the following questions. Write down the responses. Each group will choose one area: economic, political, social, or geography, and complete additional research in that domain. Each group will create a wiki space to share their information and guide their research.

(a) What are some of the challenges in Sierre Leone?

a. Economically, politically, socially, and geographically

i. Diamond trade, mining, living conditions, working conditions, mortality rate, health concerns, environmental concerns, etc.

(b) Describe the impact of recent conflicts on the people of Sierra Leone.

a. Economically, politically, socially, and geographically

i. Diamond trade, mining, living conditions, working conditions, mortality rate, health concerns, environmental concerns, etc.

(c) Provide 3 key facts about the current situation.

(d) Now that you have seen the workers that dig for diamonds, do you wonder who gets all the money?

Answer: the “Rebels” who have been fighting a war in Sierra Leone for almost 10 years. They use this diamond money to terrorize men, women, and children so that they can control them with fear.

(e) Are there other African countries that have blood diamonds? Are there other countries in the world that have blood diamonds?

Answer: The African countries involved in the illicit trading of blood diamonds include Angola, the Democratic Republic of Congo, Liberia, and Sierra Leone.

(f) Do any of you plan to look twice before you buy that diamond ring or diamond necklace?

(g) Teacher may come up with other questions or more questions.

(3) Show the YouTube video by Kanye West , “***Kanye West, Diamonds from Sierra Leone***”

(5.02 minutes, June 16, 2009)

(Teacher may preview this YouTube video. Teacher may want to show only a portion of the video, especially the beginning of the video with the children in the mines.)