

Lesson Plans on Sierra Leone's Blood Diamond Path

Day 7

Geography 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 6: Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade

Globalized Standards

Students translate their ideas and findings into appropriate actions to improve conditions.

Act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.

Reflect on their capacity to draw on the social sciences to advocate for and contribute to improvement locally, regionally, or globally.

The student will, as a local and global citizen, develop an action plan describing what individuals can do to promote social peace and justice for human dignity through personal consumption (passive) and social activism.

(1) Bring out the original graphic organizer where students gave their responses on Sierra Leone.

(2) Compare what they have learned to what was written in the original graphic organizer.

(3) Class discussion and comments: (The following are some suggestions.)

What are you going to do about this?

What needs to be done?

What have you learned?

What do we need to do as citizens of the world regarding this serious matter?

Do we need to do a service project for the people of Sierra Leone?

What?

(4) To help students make an even deeper personal connection to the effects of their purchasing decisions, ask them to research the origins of one thing that they use each day. Where is it produced? How is it made? What natural resources are used to manufacture, package, and transport it? What are the alternatives? As a further extension, ask students to report their findings to the class.

By Rebecca Catron, San Francisco, California, http://www.pbs.org/newshour/extra/teachers/lessonplans/world/conflict_diamonds_12-06.html

About the Author

Rebecca Catron is a freelance writer, high school English teacher, and member of Amnesty International's National Steering Committee for Human Rights Education. Rebecca has published articles and co-authored several educational guides. She resides in San Francisco, California.