

Name: Jeanne Hart

Course/Grade: Mathematics and Geography / Grade 7

Lesson Title: Blood for Bling

Summary: This is an interdisciplinary unit for math and geography, which will increase student understanding of human dignity and social justice related to the global consumption of diamonds. Students will track the source and ultimate destination of diamonds, both conflict free and conflict source diamonds in order to analyze the social responsibility of consumers on a global scale; gaining global competence through developing action plans to describing what individuals can do to promote social peace and justice for human dignity through personal consumption (passive) and social activism.

Stage 1 Desired Results			
ESTABLISHED GOALS < Students will: Gain a cosmopolitan appreciation the interconnectedness of peoples in the world through the mining, production and consumption of diamonds, thus learning more about themselves and acquiring a moral commitment to humanity. Prior McCarty, Luise Pj. D. (2011) "Cosmopolitan Education," Colleagues: Vol. 6: Iss.1, Article 5. Available at : http://scholarworks.gvsu.edu/colleagues/vol6/5	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to...</i> Describe how natural resources are used as illegal currency to fund illicit activities such as war, terrorism; analyze how world consumption can support proliferation of injustice; and compare the plight of children in war torn Sierra Leone to the treatment of Jewish children in World War II.		<i>Meaning</i>
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS How can a simple pebble mean so much?	
	<ul style="list-style-type: none">● there are many forms of currency● how currency is exchanged for goods/services and the process of money laundering● the world wide purposes of diamond consumption and marketing● the global implications of buying conflict diamonds results in death and dismemberment of innocent people and	What responsibility, if any, do consumers have for world peace and justice?	

<p>consumers.</p> <p>Asia Society: "Educating for Global Competence: Preparing Our Youth to Engage the World," Chapter 7 – Teaching for Global Competence.</p> <p>Develop global competence by working collaboratively to develop action plans to address the preservation of human dignity and "reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally" in the ethical treatment of individuals affected by diamond mining and sales.</p>	<p>children in locations around the globe</p> <ul style="list-style-type: none"> ● that the global market for diamonds is supplied by various regions/countries ● how to use ratios and percents quantify the world diamond trade ● how to use compound linear inequalities to represent the value of diamonds ● the importance of buying and selling natural resources, and its role in conflict and conflict resolution ● the role of children in war> 	
<p>Asia Society: "Educating for Global Competence: Preparing Our Youth to Engage the World," Chapter 6 – Globally Competent Students Take Action.</p> <p>Recognize that currency comes in many forms and is not limited printed or minted money</p> <p>Describe the role of currency in an economy</p> <p>Consider how diamonds and gems are used in American culture – historically, in popular media, in advertising, and industrially</p> <p>Reflect on and analyze the global implications of buying conflict diamonds</p> <p>Recognize the importance of global economics</p> <p>Use ratios and percents to solve problems involving world diamond trade, armed conflict, and economics</p> <p>Gain a global perspective on the importance of buying and selling natural resources, and its role in conflict and conflict resolution</p> <p>Identify the similarities and differences between treatment of children in the Sierra Leone to the treatment of Jewish children in</p>	<p>Acquisition</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to use mathematics to calculate and describe: the relationships between conflict diamonds and the world diamond supply; the ratio of miner's income versus the retail value of the diamonds they mine; the value of diamonds base on their attributes. ● the process by which diamonds are mined and marketed worldwide ● that currency is anything that is traded for goods and/or services ● the principles of supply and demand economics ● the role of marketing on affecting demand ● children were kidnapped from their families in Sierra Leone and trained as soldiers in the rebellion, or dismembered to force families to dig for diamonds. ● Jewish children were taken from their families in WWII and forced to work in labor camps, or killed (from a previous <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Calculating percent and percent of change ● using ratio, proportion, and percent to: quantify the economic impact that selling diamonds have on financing conflict ● Using percent to quantify the portion of diamonds produced by each of the major diamond producing countries in the world ● Using percent of change to analyze the increase or decrease in diamond production from one year to another ● Creating graphs to represent statistical data ● using process skills to locate diamond sources on a world map ● using information technology to gather geographical information 	

World War II (Use knowledge from the previous unit) Geography – identify countries where diamonds are a prevalent natural resource>	<ul style="list-style-type: none"> unit) • the acquisition and control of natural resources is related to power and wealth • in which geographical locations the world's diamonds are being mined • the environmental impact of diamond mining >	
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Accurate	TRANSFER TASK(S): 1. Use a data tables to calculate percent and percent of change. Identify the continent and country with the highest and lowest diamond production 2. Create graphical displays of diamond production data 3. In the role of reporters in collaborative groups create a presentation using Powerpoint, or video (You Tube) to follow the path of a diamond from the mine to retail. 4. Design Ethical Consumer posters which trace the link between a resource conflict or human rights abuse, environmental devastation, and everyday purchases (diamonds, furniture, cell phones, chocolate, etc). Posters should state the problem as well as a possible solution (e.g. an environmental policy, a corporate accountability strategy, or advertising for a human rights-friendly company) and use mathematics statistical evidence to support arguments/positions. Source: http://www.amnestyusa.org/sites/default/files/bd_curriculumguide_0.pdf 5. 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.
Accurate, Informative Informative, Detailed, Accurate, Creative Organized, Makes Connections, Communication, Detailed, Informative	OTHER EVIDENCE: Pre- and Post Tests on Blood Diamonds Quizzes and Tests Homework Assignments Reading/group/class discussions
Relevant, Local and/or Global Connections, Realistic, Purposeful	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day 1

- Skill Lesson – calculating percent
- **Sierra Leone Introduction**

Say “Sierra Leone”

= Brainstorm: What is it? Have you heard of it? What continent?

Once class has determined it is a continent, then ask what continent, what side of Africa is Sierra Leone located?

= Using Atlas: Find Sierra Leone

Ask: **Relative Location** – Students will determine this

[western Africa, bordering the Atlantic Ocean between Guinea (in the north and east) and Liberia (in the south) are its neighbors]

Absolute Location – Students will determine this.

[8.30 degrees N, 11.30 degrees W]

Landforms - Mangrove swamps lie along the coast, with wooded hills and a plateau in the interior. The eastern region is mountainous.

Size: smaller than South Carolina; half the size of Illinois

Capital: Freetown

Monetary unit: Leone

Read more: [Sierra Leone: History, Geography, Government, and Culture — Infoplease.com](http://www.infoplease.com/ipa/A0107959.html?pageno=1#ixzz1dXYxo3UO)

<http://www.infoplease.com/ipa/A0107959.html?pageno=1#ixzz1dXYxo3UO>

= Brainstorm: What do you expect to find in Sierra Leone?:

(Consider the following: people, scenery, living conditions, lifestyle, places to visit,
Occupations, transportation, modern society, etc.)

Teacher will use the smart board or transparency to create a Graphic Organizer.

(Teacher and students will refer to this Graphic Organizer on Day 6 or Day 7.)

In the middle draw a circle (inside write “Sierra Leone”)

Have various circles to write the responses. The circles will be connected with spokes to the middle circle (the one that has Sierra Leone written in it): teacher will write the responses. [Later, students will look back at this original information. They will

observe the information they now know and what they did not know.]

(2) Show You Tube: "***Sierra Leone, A True Picture***"

9.44 minutes in length; November 18, 2007

(3) Brainstorm: Observations

Ask: Would you want to visit or live in Sierra Leone? Yes or No, Why?

(4) Show You Tube: "A Day in the Life of Sierra Leone" A short documentary film on Sierra Leone.

<http://www.youtube.com/watch?v=G-S0uPiKr6U>

Day 2

- Skill Lesson: Finding Percent of Change; rate; rate of change
- **Sierra Leone's Blood Diamond Path**

Provide Key Terms: Explain and Discuss

(Provide a half sheet of the key terms. Students will glue the half sheet of key terms in their spiral notebook.)

Natural Resources = are materials that are available in the natural environment. They are resources and good life and are given to a country by nature, example gold, oil, iron ore.

producing wealth

Population=the number of people living in the country

Population Growth Rate = how fast is the population growing each year? It can be positive or negative.
If positive, it means more people are being born than are dying.

Life Expectancy = the average number of years a people could expect to live in this country...an important

measure of quality of life

GDP per capita = how much money does the average person make per year in this country

Developed Nation = industrialized countries that have strong secondary, tertiary, and quaternary industries

Developing Nation = countries in different stages of moving toward development

(2) Teacher will divide students into small groups. [Teacher can decide if requested information will be a handout, a poster board, construction sheet, large paper, etc. for students to complete.]

= In small groups, groups will gather information and statistics about Sierra Leone:

3 facts about the geography of Sierra Leone

3 facts about the climate of Sierra Leone

3 facts about the people of Sierra Leone

What types of "Natural Resources" are found in Sierra Leone

= Each small group will find, answer, and complete the chart:

	Sierra Leone	Sierra Leone Comparison to the World	United States	United States compared to the rest of the world	China	China Comparison to the World
Population			307,212,123	3rd in the world		
Population Growth Rate			0.98%	129th in the world		
Population living below the Poverty Line			12%			
Life Expectancy: Total Population			78.11 years	50th in the world		
GDP per capita			\$47,500	10th in the world		
Developed or Developing Nation			Developed Nation			

Students can use atlases, textbook, U.S. Department of State Background, CIA World Facts, and various internet sources as sources for requested information.

- **Skill Lesson: Creating Bar Graphs**
Sierra Leone's Blood Diamond Path

Day 3:

- (1) If students have not completed the requested information for Day 2, allow students to complete the task.
- (2) Students will create a “Bar Graph” to compare and contrast Sierra Leone, the United States, and China.
- (3) Teachers will ask students to write several paragraphs based on their conclusions from the chart and facts.
- (4) Class discussions based on the findings from the chart and facts. What has been learned? What reflections have been determined so far, especially when comparing these three countries?

Sierra Leone's Blood Diamond Path

Skill Lesson: Use statistical data to calculate percentages and percent of change

Day 4:

- (1) Teacher will ask this question or similar to one like it:
“What is a sparkling, clear gem that you may want to have one day?”

- = Responses
- = Why? For what purpose? Would you want a substitute for this gem?
 - Why do so many people want this gem? Have you heard of songs, movies, advertisements that focus on diamonds? Is this gem considered the most valuable of all gems? Why or why not?
- = Diamonds.....Where do diamonds come from? Are diamonds found manually or by machine?
 - Brainstorm: Trace the route

(2) Show Youtube: "Venetian Collection of Diamond Engagement Rings by Verragio"

(1.07 minutes; May 24, 2010)

Comments? 1 to 5 minutes

= ask: What is the process of collecting diamonds?

(3) Show Youtube: "Diamond Process From the Mine to the Market"

(3.47 minutes; July, 2008)

(4) Discussion

(5) "Blood Diamond"

= Brainstorm: What does this term mean?

Is this a positive or negative term? Why?

Sierra Leone's Blood Diamond Path

Day 5:

(1) Explain what "Blood Diamond" means?

= **conflict diamond** (also called a **converted diamond**, **blood diamond**, **hot diamond**, or **war diamond**) refers to a diamond mined in a war zone and sold to finance an [insurgency](#), invading army's war efforts, or a [warlord](#)'s activity, usually in [Africa](#)^[1] where around two-thirds of the world's diamonds are extracted.^[2]

http://wiki.ask.com/Blood_diamond

Sierra Leone's Blood Diamond Path

Day 6:

- (1) Show clips from National Geographic's documentary *Blood Diamonds*
- (2) Have students to get back in their small groups. Have students to respond to the following questions. Write down the responses.
 - (a) What are some of the challenges?
 - (b) Describe the impact of recent conflicts on the people of Sierra Leone.
 - (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 diamond? Are there other countries in the world that have blood diamond?

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) Read about the “Kimberly Process”

- (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.)

Sierra Leone’s Blood Diamond Path

Day 7

- (1) Bring out the original graphic organizer where students gave their responses on Sierra Leone.
- (2) Compare what students have learned to what was written in the original graphic organizer.

(3) Class discussion and comments:

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?

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