

Interdisciplinary; Language Arts Literacy; Science; Social Studies; Visual & Performing Arts; Technological Literacy

Darfur Gallery Walk

By:

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Teaching Team:

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School:

Hubbard Middle School

Grade Levels: 8th grade

Academic Focus/

Core Curriculum Standards:

Visual and Performing Arts

1.2.12.D.1

Comprehensive Health and Physical Education

2.2 .12.E.3

Language Arts Literacy

Reading:

3.1.12.E.1

3.1.12. G.9 & 10

3.1.12.H.1, 3, & 6

Writing:

3.2.12.A.1, 3, 4- 6

3.2.12.B. 4, 7, 10

3.3.12.D.1-3 & 5

3.5.12.A.3

3.5.12.C.1-3

Mathematics

4.1.12.C.1

4.4.12.A.2

4.5.12.A.1 & 3

Science

5.8.12.A.1

Social Studies

6.2.12.E.4,6-7, 14-15

Project Description:

Students will research the genocide in Darfur, Sudan. They will create a gallery of educational boards to present to the school community and community at large. From the boards, students will also generate a pamphlet to distribute to their gallery guests. Once they have presented their gallery, students will visit with local elementary schools to teach their younger counterparts.

Timeline:

Nov. 1 - Project begins; December 15--Darfur Gallery Walk opens; December 15--Pamphlets distributed; Mid-January--Elementary School visits to begin

Project Scheduling:

Students will work on project during the school day as well as during their lunch periods. Students also research the project at home and during the 21st Century After-School Program.

Equipment Needed:

Presentation boards—donated, G. Lewis

Paper and copies for pamphlets

21st Century Genocide video—donated, S. Martin

Save Darfur bracelets—donated M. Jamali & S. Martin

Collected articles from various sources

Supplies to create visual presentations

Academic Focus

Literacy: Students will select, read, & analyze various periodicals.

The primary objective of such analysis is to gain information on their topic, the secondary goal is to evaluate and critique the press coverage received by the crisis in Darfur as it relates to other world issues. Students will draft, revise, and edit printed brochure to be distributed to gallery walk visitors.

Mathematics: Students will compare and evaluate charities donating funds to Darfur. They will select one charity with they find to be most efficient and will donate collected funds to that charity.

Science: Students will research and describe the atmospheric conditions of Sudan and compare the climate to the climate in New Jersey. Students will articulate what human beings need to survive and whether or not human needs are being met in Darfur.

6.3.12.E.3

6.6.12.A1-5

6.6.12.B.2

Technological Literacy

8.1.8.B.4

8.1.12.B.7

Career Education and

Consumer, Family & Life Skills

9.2.12.A.3-4

9.2.12.D.5

Core Ethical Values:

Respect; responsibility;

empathy; civic-mindedness,

Hurdles Encountered:

Hurdles: Preparing the material for the Gallery Walk within the required time.

Solution: Meeting of the team who, in turn, prepared a DUE DATE schedule adhered to by all .

Demonstration:

Students teach community, younger grades

Celebration:

Completion of Gallery Walk to be commemorated with ribbon-cutting ceremony and celebratory luncheon.

Recognition:

Media coverage of Gallery Walk

Key Findings: Students became passionately involved in the project. They worked diligently in all stages and were very proud of their achievement.

Social Studies:

Students will compare and contrast the genocide in Darfur to past incidents of genocide in world history. Students will appreciate the geography of Sudan. Students will examine the colonial period in African history—evaluate the lasting effects of colonization.

Technological Literacy:

Students will design informational pamphlets to be distributed to the community.

Character Education:

Students will display and model for their peers the caring, responsibility and good citizenship required of 21st Century global citizens.

Educational Strategies:

Performance-based Education: Students will be engaged in student directed, service-learning that addresses an international humanitarian disaster & education as a tool to combat oppression.

Cooperative Learning: Students will rely upon one and other to collect and share informational resources and produce the final gallery.

Interdisciplinary Approach. In order to comprehend the scope and severity of this immense global crisis, students will employ multiple disciplines to dissect the various components of the Darfur genocide..

Personal Growth Outcomes:

Students will become engaged in a global issue of epic proportions. When Hubbard students look back upon this atrocity in twenty years, they will be able to articulate exactly what they did to help stem the tide of genocide in the twenty first-century. Furthermore, our students will begin to sense the pulse of global issues as they touch upon our everyday lives and the power of the media in portraying such events.

Community Involvement:

Local politicians and representative will be invited to Gallery Walk.

Parents and Volunteer Involvement:

Students will invite PTO members to tour Gallery and will present a talk on the crisis to the PTO organization.

Reflection Activities: (Link with core ethical values)

Students will evaluate the power of knowledge in combating global oppression. Specifically, they will reflect upon the power of a few dedicated individuals to change the course of history.

Means of Assessment: Visitors to the Gallery Walk will complete an evaluation form and students will assess and chart the overall impact of their presentation.