In this lesson, students will listen to a song, read a biography, and then view a speech, all from a former child soldier from the Sudan and current international hip-hop star Emmanuel Jal. Students will examine the information presented in all three formats by taking Cornell Notes and then participate in a fishbowl discussion based on the lesson’s guiding questions. As a summative assessment, students will write a paragraph answering one of the guiding questions, supporting their ideas with text evidence. This is the second lesson of a three-part unit that will build towards having the students research and write a paper on child soldiers.

Unit overview: This unit will guide students through the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier’s story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.

Subject(s): English Language Arts
Intended Audience: Educators
Instructional Time: 4 Hour(s)
Keywords: war, child soldier, Emmanuel Jal, Warchild, Sudan, Sudanese war

Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS
Cornell Notes Page.doc
Emmanuel Jal Questions.docx
Emmanuel Jal Paragraph Assignment.docx

LESSON CONTENT
Lesson Plan Template: General Lesson Plan
Formative Assessment
Teaching Phase
Cornell Notes (Students are examining the "Warchild" song, biography and speech):
- The teacher will circulate while students are working and skim student papers to make sure they are taking appropriate notes in the right column and pulling out the key terms for the left column.
Cornell Notes Summaries:
- The teacher should collect student papers to check students' summaries or have students complete this portion of Cornell Notes as an exit ticket.

Video Journal/discussion:
Guided Practice

- The teacher will listen to students during the fishbowl discussion to see if students are understanding all of the texts and using text evidence to support their ideas.

Independent Practice

- The teacher will circulate as students are writing their paragraphs to see if students are understanding all of the texts and prompts and using text evidence to support their ideas.
- The teacher may choose to collect student drafts.

Feedback to Students

Teaching Phase

Cornell Notes (for "Warchild" song, biography and speech):

- The teacher will give immediate verbal feedback as to whether students are taking appropriate notes in the right column and pulling out the key terms for the left column.
- Teachers should immediately correct any incorrect ideas and guide students towards taking brief yet specific notes.

Cornell Notes Summaries:

- The teacher should provide brief written feedback to students if they erroneously included unnecessary details or missed main ideas in their summaries.

Journal/discussion:

- Teachers should give verbal feedback if students do not seem to be making comments that show an understanding of the lyrics to the song.
  - Specifically, the images of Western settings and teens, a homeless man, and an upset woman wearing a fur coat talking on her cell phone do show similar emotions to the song, yet seem out of place when the lyrics are about a child soldier in Sudanese war zones forced to kill others.

Guided Practice

- The teacher will give immediate verbal feedback to students during the fishbowl discussion.
- If students are misunderstanding any of the texts, the teacher should correct any erroneous ideas.
- If students are not consistently using text evidence to support their ideas, the teacher should ask for such evidence and guide students towards finding it if necessary.

Independent Practice

- The teacher will give immediate verbal feedback to students as they are writing.
- If students are misunderstanding any of the texts, the teacher should correct any erroneous ideas.
- If students are not consistently using text evidence to support their ideas, the teacher should remind the students to do so and guide students towards finding the evidence if necessary.
- If the teacher chooses to collect student drafts, he/she may choose to point out areas where students have made factual errors and/or need more textual evidence to support their ideas. The teacher would then provide an opportunity for students to write a second draft as a summative assessment.

Summative Assessment

1. The teacher will pass out the Assignment Sheet, which includes the rubric.
   - Note: Before copying and distributing the assignment sheet, teachers should scrutinize it to make sure that all requirements are appropriate for their students and class. The procedure and point values, particularly, should be carefully considered, along with the requirement for peers reading paragraphs aloud, typing paragraphs, and turning in an early draft to the teacher.
2. The teacher should go over all aspects of the assignment sheet and grading rubric with the class and answer any questions that students have.

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to:

- take effective Cornell notes on song lyrics ("Warchild" by Emmanuel Jal), a biography of Emmanuel Jal, and a video of an interview with Jal.
- respond to a question orally within a group discussion, drawing upon their notes and also building upon others’ ideas.
- write a paragraph about one of the guiding questions, citing evidence from the video, biography, and/or song to support their answer.

Guiding Questions: What are the guiding questions for this lesson?

- How did Emmanuel Jal learn to deal with his feelings about his time as a child soldier?
- Why does Emmanuel Jal use the word “lost” when describing his mother rather than another word?
- How effective is "Warchild" in conveying what it was like to be a child soldier?
- What does Emmanuel Jal say is the answer to the problems in Sudan?
- Was Emmanuel Jal justified in wanting revenge?
- Is forgiveness of one’s enemies a strength or weakness?
- How is society affected by the use of child soldiers?

Prior Knowledge: What prior knowledge should students have for this lesson?

- Students should have completed part 1 of this unit, titled “Analysis of News Articles” which is linked to this lesson as a related CPALMS resource. That lesson will provide necessary background knowledge for students to be successful with this second lesson in the series.
- If teachers and/or students have not completed Cornell Notes in the past, this website explains the process. Teachers should introduce Cornell Notes prior to beginning this lesson. Ideally, students should have already practiced Cornell Notes with an accessible, engaging text.

Teaching Phase: How will the teacher present the concept or skill to students?

Day One:

1. The students walk in hearing "Warchild" by Emmanuel Jal, which the teacher is playing via YouTube. The song should be restarted until the students have listened to the song in its entirety.
   - Note: Although this link is to the YouTube video, it is recommended that teachers not display the video until Day Two of the lesson.
2. The teacher should introduce the Guiding Questions before beginning the lesson.
3. The teacher will review the concept of Cornell Notes and pass out a sample copy of the template if desired.
   - Note: Students will need more than one page of notes during this lesson. The teacher can choose to provide multiple copies of the template, but having students create their own notes pages on loose-leaf paper is preferable so that students are not constricted by space.
4. The teacher should introduce the song "Warchild," explaining that the song is written and performed by an international hip-hop star and former child soldier, Emmanuel...
10. Students should then write their own summary of the entire song at the bottom of the paper as the final step in the Cornell Notes process.

   - This may be done as an exit ticket or for homework if necessary.

Day Two:

1. The teacher will begin class by showing students the video for "Warchild."
   - The teacher may choose to have students write a journal entry or discuss whether the video was what they expected after reading the lyrics the previous day.
   - (Note: The video's images will most likely not seem to fit with the lyrics.)

2. If technology permits, students will visit the Emmanuel Jal's page on his record label, Sonic360, and read his biography, taking Cornell Notes as they go. If students do not have access to computers, the teacher could pass out copies of the biography.
   - Note: A more printable version of the biography appears at this website: http://ironweedfilms.blogspot.com/2009/07/warchild-song-lyrics.html

3. After taking notes in the right column, students should review all of the information and pull out the essential ideas in the left column.

4. Under their notes, students should write a brief summary of Emmanuel Jal's story.
   - This can be done as an exit ticket or for homework if necessary.

Day Three:

1. The teacher will pass out the Assignment Sheet, which includes the rubric for the assignment.
   - Before copying and distributing the assignment sheet, teachers should scrutinize it to make sure that all requirements are appropriate for their students and class. The procedure and point values, particularly, should be carefully considered, along with the requirement for peers reading paragraphs aloud, typing paragraphs,
Related Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>LAFS.7.RL.1.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>LAFS.7.RI.1.2</td>
<td>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
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</tbody>
</table>
| LAFS.7.W.3.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").  
   b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
| LAFS.7.W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
LAFS.7.SL.1.1:

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Resources in the CPALMS Lesson Plan Development Initiative

Lesson Plan

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<td>Child Soldiers Lesson #1: Analysis of News Articles</td>
<td>In this lesson, students will read a series of three news articles about Sudanese efforts to disband child soldier units. Working in small groups, then partners, and finally independently, students will work to determine the meaning of selected vocabulary from each article, respond to text-dependent questions, and complete a graphic organizer answering the lesson’s guiding questions and citing evidence from the text in support of their analysis. Students will then write an extended paragraph in response to one guiding question of their choosing. This is the first lesson of a three part unit that will build towards having the students research and write a paper on child soldiers. <strong>Unit overview:</strong> This unit will guide students though the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier’s story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.</td>
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<td>Child Soldiers Lesson #3: Research Paper</td>
<td>In this lesson, students will conduct research and write a formal paper on child soldiers. Students will learn about primary and secondary sources and how to determine the credibility of their sources. The teacher will provide support on how students should record their citations and how to take notes on note cards. This is part three of a three-part lesson on child soldiers. <strong>Unit overview:</strong> This unit will guide students though the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier’s story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.</td>
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