

UNIT 4 BOY SOLDIERS



RESEARCH:

1. _____ 9. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____ 12. _____
5. _____ 13. _____
6. _____ 14. _____
7. _____ 15. _____
8. _____ 16. _____

Extra credit - _____

Message to the Instructor: _____

Total Points: 380

.26 X _____ = _____ Research Grade

PRODUCT:

Individual grade = _____ Group grade = _____

Total grade = _____

Individual grade + group grade = Total grade

Boy Soldiers Unit 4

1. Read the book *A Long Time Gone , Memoirs of a Boy Soldier* by Ishmael Besh. You have one month to finish the book. 50 pts.
2. Read the book *A Long Time Gone* by Ishmael Besh. When you have finished the book you will write a two sided review of the book. The review of the book should be one to two pages in length. It should quote at least two other reviews of the book. (not from the book cover) 30 pts.
3. After reading the book write summaries of two chapters. Each summary should be one paragraph long. 10 pts.
4. After reading the book write a character study of two of the characters in the book. Each study should include a physical, emotional, and personality descriptions. One paragraph each. 10 pts.
5. Image you were encouraging someone to read the book.....write a paragraph from Ishmael to a potential reader why they should read about his story. (Two paragraphs in length) 20 pts.
6. Find or create a map of where boy soldiers are presently being utilized in the world today or one that shows where they have been utilized in the last twenty years. Cite your source. 10 pts.
7. Discussion about ways to solve it and the problems encountered. Centered on student input and the book by General Romeo Dallaire *They Fight Like Soldiers, They Die Like Children* 20 pts.
8. Watch a video about boy soldiers. It should be at least twenty minutes long. When you are finished list ten facts you learned. Correctly cite your source. 25 pts.
9. Read an article about boy soldiers. When you are finished list twenty facts you learned. (This is not to be in paragraph form or cut and pasting article sentences, create the list in your words.) Cite your source. 30 pts.
10. Read a second article and follow the instructions above. 30 pts.
11. Create a poster with an image **and** message to try to bring awareness to the issue of boy soldiers. This should look like a poster that someone would purchase. Cite your image. 20 pts.

12. Read about why political groups utilize boy soldiers. You may utilize websites, videos, and/or articles to create a list of five reasons. Each reason needs two to three sentences of explanation. Cite your sources. 20 pts.
13. Read about what the UN or the US is doing about the problem of boy soldiers. Write a summary paragraph or a list of ten things that they are doing to stop this from continuing to happen. Cite your source. 20 pts.
14. Create an annotated bibliography which includes four books, three websites, two news articles, and one video in the bibliography. 30 pts.
15. Investigate four web sites that discuss how to stop the problem of boy soldiers. List ten suggestions they make. Cite your sources. 30 pts.
16. Read an article, watch a video, or research a website about "girl soldiers" and then write a list of ten reasons girls are kidnapped. 25 pts.

EXTRA CREDIT:

Create a story that involves a boy or girl soldier. (One to two pages in length)

OR

Create an annotated bibliography of books about boy soldiers (ten entries)

OR

Write an official about your concerns about boy soldiers. Who you are, what the problem is, and what you want them to do should be included in the e-mail or letter.

OR

Watch the movie *Blood Diamonds* **with your parents' permission**. It is R rated. Write a summary of the movie and or describe the four lead characters in your own words.

Product for Unit 4

Now those all have read the book and performed basis research about the topic of ***Boy Soldiers*** everyone is prepared to form groups to create a product to raise local, national, and international awareness. Join a group with the following members: one webpage expert, one planner, two writers, and two researchers, and one creative manager.

Roles:

Website expert: create an attractive interactive website, edit site, post all items, update all information, proof read information, create petition access and tabulation, website must show hits, presentation of a working website, and work with planner and creative director to create a video presentation

Planner: create a work plan, maintain working progress, edit all materials for authenticity, evaluate all materials submitted on the webpage, create a calendar and deadlines for all members, and communicate with all members to keep all working on your project, find a way to contact another AICE class internationally to interact with and inform, plan for taping of video presentation, and to work with website expert and creative thinker to create a video presentation

Writers: write materials for the webpage, create a petition, summarize researched materials, and write tweets, Face book messages, and e-mails, write target market and why you are developing the product, and evaluate the product

Researchers: find videos, articles, links, images, and materials for the webpage and video, relate information in bulleted format, subject titles with appropriate links, cited images, and evaluated web pages, get materials to designers, planners, and writer by deadlines, and record petition signatures

Creative thinker and doer: add to the basic plan outlines to make your product the best and most creative, responsible for an additional aspect to your group plan, working with the website expert and planner to create the video presentation

Evaluation:

- All members are responsible for discussing ways to move the product to the public and may assist other members.
- All are responsible for checking for authenticity.

- All members are responsible for ten adults, 25 non friends, and 25 students/friends to sign petition
- All members are responsible for describing their goals and contributions
- All members will be graded on their contributions.
- Group grade will be graded by administration, instructor, and AICE International History Class. The group grade will be averaged with the individual grade to create the product grade.
- The website must have at least ten pages. The webpage should include links, articles, a petition, a clearly stated message, and whatever the group decides to include. It must be cited. It must have credible materials.
- The video presentation will be no longer than fifteen minutes including all materials presented. It must have a clearly stated message, why it is an important issue, and the two sided argument for doing something about it.