

## *On Our Watch* Teacher's Guide

### **ABOUT THE FILM:**

As the Darfur region in western Sudan continues to be the site of what seems to be a systematic attempt to destroy its people, FRONTLINE examines the morality of the world's response to the crisis. *On Our Watch* examines both what is happening in Darfur—many term the situation "genocide"—and the response of other nations, the United Nations, NGOs and individuals. By means of the voices of United Nations leaders, Sudanese leaders, United States leaders, and activists, FRONTLINE traces the background of the Darfur conflict and explores both remedies that have failed and those that still might work.

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### **WATCHING THE FILM:**

Teachers can either assign the film for viewing as homework or show the film in class. Suggested discussion questions are provided. The lessons and activities in this guide can be used in the classroom without having viewed the film.

### **A NOTE TO TEACHERS:**

This lesson guide is intended for classes in social studies, civics and government, language arts, current events, media studies and history; Grade Level 9th – 12th. Teachers can use the guide in its entirety or select portions to use. Teachers should feel free to adapt this guide to their specific needs.

### **POST-VIEWING ACTIVITY AND DISCUSSION QUESTIONS:**

After viewing *On Our Watch*, students will examine a range of viewer comments and share their own thoughts. Plus, a list of questions for students to discuss after viewing the film.

### **FEATURED LESSON PLAN:**

#### **What Should the World Do In Darfur?**

### **LESSON OBJECTIVES:**

Students will:

- Experience and process their emotional reactions to the Darfur situation and begin to move toward a historical understanding
- Explore and evaluate potential solutions to the crisis in Darfur
- Explore whether and how individual efforts and private efforts can make a difference in Darfur
- Learn the potential effects of misguided efforts by well-meaning people or groups

**ADDITIONAL LESSON IDEAS:**

**Darfur and Rwanda**

Students will reflect on the parallels and differences between the situations in Rwanda and Darfur.

**Talk to an Eyewitness to Genocide in Rwanda**

Interact with Carl Wilkins, an eyewitness to the genocide in Rwanda. Carl has set up a blog to interact with teachers and students studying the Rwandan genocide.

**ADDITIONAL RESOURCES:**

An annotated list of relevant Web sites.

**PURCHASING THE FILM**

*On Our Watch* can be purchased from

<http://www.shoppbs.org/product/index.jsp?productId=2899756&ab=FRLWatchHP>. Also, teachers and students can watch the film streamed in its entirety on FRONTLINE's Web site [www.pbs.org/wgbh/pages/frontline/darfur/](http://www.pbs.org/wgbh/pages/frontline/darfur/)

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**CREDITS:**

This teacher's guide was developed by Simone Bloom Nathan of Media Education Consultants. It was written by Ellen Greenblatt of The Bay School, San Francisco. Advisers were Debra Plafker Gutt, Stuyvesant High School, New York and Greg Timmons, curriculum writer and educational consultant.

### OPTIONAL POST VIEWING ACTIVITY

1. After viewing the program students can track the community's reaction to *On Our Watch*.
2. Instruct students to access "**Join the Discussion**" at [www.pbs.org/wgbh/pages/frontline/darfur/talk/](http://www.pbs.org/wgbh/pages/frontline/darfur/talk/) and review the comments that viewers submitted. Students should briefly respond to each of the following questions:

- For viewers who offered positive feedback, what did they identify as strengths of this program?
- For viewers who offered critical feedback, what did they identify as shortcomings of this program?
- To what extent do you agree or disagree with viewers' feedback?

Review student responses for content and evidence of engagement.

Optional: Encourage students to submit to "Join the Discussion" themselves, and then evaluate student submissions for clarity and syntax.

### DISCUSSION QUESTIONS

Note: Teachers might want to show students a map of Sudan available at <link>

[www.pbs.org/wgbh/pages/frontline/darfur/etc/map.html](http://www.pbs.org/wgbh/pages/frontline/darfur/etc/map.html) before beginning the discussion of the following questions:

1. What allowed the leaders in the civil war between Northern and Southern Sudan to begin peace negotiations? How did the end of the civil war lead to the crisis in Darfur?
2. What is the difference between the economic situation in Sudan's capital, Khartoum, and the rest of the country? How did this difference lead to the rebellion in Darfur?
3. What does Janjaweed mean?
  - What is this group doing in Darfur (in western Sudan) and the neighboring nation of Chad?
  - How do they support themselves?
4. How did then Secretary of State Colin Powell characterize the situation in Darfur? What do Sudanese diplomats in the United Nations say about what is happening in Darfur? Why do you think there are different viewpoints?
5. What makes people like Eric Reed, an American professor, Mukesh Kapila, the British doctor, and actress Mia Farrow devote so much of their lives to the situation in Darfur? How do you view their activism? Explain your response.
6. Why is China playing such an important role in the Darfur situation? How would you characterize China's role?
7. What role is the United States government playing in Darfur?
8. What is the role of organizations like <link> [savedarfur.org](http://savedarfur.org) in the Darfur crisis? Why do you think private organizations are addressing this situation?
9. Do you consider what is happening in Darfur to be genocide? Why or why not? Does the label of genocide matter? Note: The United Nation defines genocide as: "genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
  - (a) Killing members of the group;
  - (b) Causing serious bodily or mental harm to members of the group;
  - (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
  - (d) Imposing measures intended to prevent births within the group;
  - (e) Forcibly transferring children of the group to another group. "(Source: [www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html))
10. Why do you think it is taking so long for the world to take action in Darfur?

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### FEATURED LESSON PLAN: What Should The World Do In Darfur?

Students will examine possible solutions offered to the situation in Darfur by three different entities: Oxfam (an NGO), independent voices and organizations (Eric Reeves, Mia Farrow, the "Genocide Olympics" campaign), and Zoe's Ark, an independent and now discredited "humanitarian" organization.

(Note to teachers: The purpose of including an examination of Zoe's Ark, a discredited private group, along with more effective endeavors, is to show students how the misguided efforts of well-meaning people and groups can damage the very people they are trying to help.)

#### LESSON OBJECTIVES:

Students will:

- Experience and process their emotional reactions to the Darfur situation and begin to move toward a historical understanding
- Explore and evaluate potential solutions to the crisis in Darfur
- Explore whether and how individual efforts and private efforts can make a difference in Darfur
- Learn the potential effects of misguided efforts by well-meaning people or groups

#### MATERIALS NEEDED:

- Internet access or printout of Web-based materials
- Timelines and background information
- *On Our Watch* Teacher's Guide and class copies of student handouts
- Optional: Recording or DVD equipment for culminating activities

#### TIME NEEDED:

- Opening the Lesson -- 10-15 minutes
- Watching the Film - 50 minutes (can be assigned as homework)
- How Did This Happen? Why Did This Happen -- 35-45 minutes
- Exploring Options for Darfur -- 45-50 minutes for research and discussion, approximately 20 minutes for research presentations and recommendations.

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#### PROCEDURE

##### Step I: Opening the Lesson -- Eric Reeves

1. Students will watch a clip from *On Our Watch* either as a homework assignment the night before the lesson or at the beginning of the lesson. The relevant segment is the first five minutes of the film contained in Chapter 1 "The First Genocide of the 21st Century." Go to [www.pbs.org/wgbh/pages/frontline/darfur/](http://www.pbs.org/wgbh/pages/frontline/darfur/) and click on "Watch the Full Program Online." Note: The last 30 seconds of the clip contains particularly disturbing images.
2. Direct the students to reflect in writing about
  - a. their emotional reactions to watching this clip about what is happening in Darfur,
  - b. *what* Eric Reeves is saying and the *tone* of his words.

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3. As a whole class, invite students to share their reactions.

**Step II: *How Did This Happen? Why Did This Happen?***

1. Divide students into pairs or groups of three to four students and distribute Student Handout I - *How Did This Happen? Why Did This Happen?*
2. Students will watch the entire film in class. The powerful and emotional nature of this film makes watching as a class community desirable.
3. Based on the film, students will consider and assess the effectiveness of Kofi Annan, Secretary-General of the United Nations until December 2006.
4. Students will look at the map, timeline, and background information below in order to complete Student Handout I:  
Map: <link> <http://www.pbs.org/wgbh/pages/frontline/darfur/etc/map.html>  
Timeline: <link> <http://www.pbs.org/wgbh/pages/frontline/darfur/etc/cron.html>  
Background: <link> <http://news.bbc.co.uk/1/hi/world/africa/84927.stm>
5. After students have completed group work on Student Handout I, ask each student to *write two or three sentences* hypothesizing about whether or not there was a moment or moments when they think the present situation in Darfur might have been averted.
6. Discuss as a whole class responses to Student Handout I and whether or not students feel the crisis in Darfur might have been averted. If so, how and when might the crisis have been averted?

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**Step III: *Exploring Options for Darfur: What Needs To Happen in Darfur?***

**Directions:**

*Introductory note:* Remind students that although the United Nations, under different leadership, is undertaking new initiatives in late 2007, (see <link> <http://www.un.org/apps/news/infocusRel.asp?infocusID=88&Body=Sudan&Body1>), it has not, up to this point, been effective at stopping the slaughter and displacement of the people of Darfur. In the absence of effective U.N. action up to now, other groups and individuals have attempted to take action. Tell students that the class will explore several of these groups in an attempt to decide on viable options for Darfur.

1. Divide the class into six groups.
2. Distribute Student Handout II: *Exploring Options for Darfur*.
3. Assign each group to one of the six options: Oxfam, Eric Reeve, Mia Farrow, "Genocide Olympics Campaign," STAND and Zoe's Ark.
4. Review with students how to approach and read Web sites. Then, ask students to use the Web sites provided to learn about each option. Working in their groups, students should complete the section of Handout II they were assigned.

5. Each group will then present what it has learned to the whole class.
7. As a whole class, students will use the questions at the bottom of Handout II as the basis for discussing what methods have been or might be successful in addressing the crisis in Darfur. Note: If students feel that another option (for example, the United Nations and the African Union force) is preferable, they can include them.
7. As a culmination to the activity, students will either complete a written assignment or they will create a film or audio.  
The written assignment options:
  - A position paper recommending, based on what they have learned, a course of action in Darfur;
  - Letter to Eric Reeves, Mia Farrow or the Oxfam director responding to their efforts.The film or audio options:  
Students can conduct interviews at their schools or in the larger community, either to assess the level of awareness about the situation in Darfur or to advocate or editorialize about action plans.

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#### **Methods for Assessment**

- Completion of Handouts
- Participation in discussion

## ADDITIONAL LESSON IDEA:

### Darfur and Rwanda

After the genocide in Rwanda in 1994, the international community repeated the vow made after World War II that it would "never again" allow genocide to occur. But some think that, just as Rwanda was the last genocide of the 20th century, Darfur is the first genocide of the 21st century. Through the lesson plans from the FRONTLINE film *Ghosts of Rwanda* at <link> [www.pbs.org/frontline/teach/ghosts/](http://www.pbs.org/frontline/teach/ghosts/) students will review what happened in Rwanda and the actions of reconciliation that followed. They will then reflect on whether or not the situation in Darfur is parallel.

### Talk to an Eyewitness to the Genocide in Rwanda

In "Ghosts of Rwanda," FRONTLINE marked the 10th anniversary of the Rwandan genocide with a documentary chronicling the social, political, and diplomatic failures that enabled the slaughter of 800,000 people to occur unabated and unchallenged by the global community.

▲ One of the eyewitness accounts of the atrocities in Rwanda came from Carl Wilkens, an Adventist missionary, who decided to stay behind with Rwandan colleagues and workers who'd sought refuge in his home. The first three weeks, the violence forced Wilkens to stay in his house and he videotaped and talked about what he was seeing and hearing. Later, he ventured out each day to help save lives by bringing supplies to orphanages and negotiating with the extremists. He remained in Rwanda throughout the genocide.

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▲ View Carl's Story Online: "The Last American Left"  
(<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/video/>)

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Carl has set up a blog to interact with teachers and students studying the Rwandan genocide: (<http://carlwilkens.blogspot.com/>)

## ADDITIONAL RESOURCES

### A Note About Internet Resources

Students need to be aware that Web sites sometimes only present one view of an issue. Encourage them to think about Web sites even as they are reading. Guiding questions as they review Web sites are: What did you learn from this site? What didn't you learn from this site? Who sponsors this site? What bias might the sponsor have? How current is the site?

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### FRONTLINE

<link> [www.pbs.org/frontline/darfur/](http://www.pbs.org/frontline/darfur/)

The companion Web site to the *On Our Watch* documentary features a timeline, map, on-demand video streaming of the full program, themes and analysis and annotated links. Of particular interest in the analysis section is "The China Connection."

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### NATIONAL PUBLIC RADIO

<link> [www.npr.org/templates/story/story.php?storyID=3868198](http://www.npr.org/templates/story/story.php?storyID=3868198)

In this report from 2004, NPR's Noah Adams speaks with *New Yorker* reporter Samantha Power about her experience reporting from the troubled Darfur region in Sudan. The Janjaweed, a group of Islamic pro-government militia accused of genocide against black Africans, continue today to terrorize the people of Darfur and neighboring Chad.



## Student Handout I – *How Did This Happen? Why Did This Happen?*

In order to understand the current situation in Darfur, we need to understand some of the context and history of events in Sudan.

To help you answer the questions below, consult the following Web sites:

Map: <link> <http://www.pbs.org/wgbh/pages/frontline/darfur/etc/map.html>

Timeline: <link> <http://www.pbs.org/wgbh/pages/frontline/darfur/etc/cron.html>

Background: <link> <http://news.bbc.co.uk/1/hi/world/africa/84927.stm>

Background on the Janjaweed <link> [www.slate.com/id/2104210/](http://www.slate.com/id/2104210/)

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1. When did Sudan begin exporting oil?
2. Which country is the major consumer of Sudanese oil?
3. Why is this fact important in the Darfur situation?
  
4. What are the sources of the conflict in Darfur?
  
  
5. Who are the Janjaweed?
6. What role have the Janjaweed assumed for the Sudanese government? Why?
  
  
7. What is the religion of the Janjaweed?
8. What is the religion of most people in Darfur?
9. What has become the role of the neighboring country of Chad during the Darfur conflict? Why?
  
  
10. How has the role of Chad changed?
  
  
11. Why has the United Nations, until recently, been unable to take meaningful action in Darfur? What has impeded them?
12. How have the following responded to the crisis in Darfur?
  - The United States government
  - Private individuals and organization

Student Handout II: Exploring Options for Darfur

Note to Students: Complete this handout using the suggested Web sites on the next page. Use the back to write more! When you have finished your sharing of ideas with the whole class, consider and discuss the questions at the bottom of the chart.

<u>Options for Darfur</u>	<u>Describe the group or people</u>	<u>Describe actions the group or people have taken or attempted.</u>	<u>In wha effectively be com</u>
<u>An Independent Voice:</u> <b><u>Eric Reeve</u></b>			
<u>An Independent Voice:</u> <b><u>Mia Farrow</u></b>			
<u>An Independent Group:</u> <b><u>"Genocide Olympics" campaign</u></b>			
<u>An Independent Group:</u> <b><u>STAND</u></b>			
<u>A Non-Governmental Organization:</u> <b><u>Oxfam</u></b>			
<u>A Private Group:</u> <b><u>Zoe's Ark</u></b>			

- After presentation of all three options above, discuss the following:
- Which of these options seem effective to address the situation in Darfur?
  - Does the general public know about these options?
  - How would you combine options to devise a plan for Darfur?

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Web Resources:

**Eric Reeve**

[www.sudanreeves.org](http://www.sudanreeves.org)

**Mia Farrow**

[www.dhsthepromise.com/miadarfur.htm](http://www.dhsthepromise.com/miadarfur.htm)

[www.miafarrow.org](http://www.miafarrow.org)

[www.miafarrow.org/ed\\_032807.html](http://www.miafarrow.org/ed_032807.html)

**"Genocide Olympics" campaign**

[www.dreamfordarfur.org](http://www.dreamfordarfur.org)

[savedarfur.org/page/content/torchrun](http://savedarfur.org/page/content/torchrun)

**STAND**

[www.standnow.org](http://www.standnow.org)

**Oxfam**

[www.oxfam.org.uk/oxfam\\_in\\_action/emergencies/darfur\\_chad.html](http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_chad.html)

[www.oxfam.org/en/programs/emergencies/sudan](http://www.oxfam.org/en/programs/emergencies/sudan)

[www.oxfamamerica.org/whatwedo/emergencies/sudan](http://www.oxfamamerica.org/whatwedo/emergencies/sudan)

**Zoe's Ark**

<http://news.bbc.co.uk/2/hi/europe/7067374.stm>

<http://www.news.com.au/story/0,23599,22741095-421,00.html>



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