



# The Music of a War Child

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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.

**Subject(s):** English Language Arts

**Intended Audience:** [Educators](#)

**Instructional Time:** 4 Hour(s)

**Keywords:** war, child soldier, Emmanuel Jal, Warchild

**Instructional Design Framework(s):** [Direct Instruction](#) , [Writing to Learn](#) , [Cooperative Learning](#)

**Resource Collection:** [CPALMS Lesson Plan Development Initiative](#)

**Grade Level(s):** 7

**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Speakers / Headphones, Computer Media Player

**Freely Available:** Yes

**Instructional Component Type(s):** [Lesson Plan](#), [Unit / Lesson Sequence](#), [Worksheet](#), [Assessment](#), [Video / Audio / Animation](#), [Text Resource](#), [Instructional Technique](#), [Formative Assessment](#)

## ATTACHMENTS

[Cornell Notes Page.doc](#)

[Emmanuel Jal Questions.docx](#)

[Emmanuel Jal Paragraph Assignment.docx](#)

## LESSON CONTENT

**Lesson Plan Template:** General Lesson Plan

**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 of war?
- 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 a News Article: Sudanese Child Soldiers," 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.

- 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 Jal.
- The teacher should display or copy and distribute the lyrics to "Warchild," found at: [The Ironwood Films Guest Blog](#) and [Sweetslyrics.com](#).
- The teacher should model how to take Cornell Notes on the first few lines of the "Warchild" lyrics, writing down information from the song in the right column, such as "survived to tell story," "father was policeman," "father joined rebel movement," and "rebels fighting for freedom."
  - The teacher can use an interactive whiteboard or document camera to model if available.
  - Note: The teacher could also explain that he/she has not taken notes on some lines that don't seem to be central to the story that Jal is telling.
- The teacher should then model how to pull out the main ideas for the left column, such as wartime, rebels' side, freedom, etc.
- The teacher should allow 5-10 minutes for students to finish the rest of the first verse together with a partner or small group, then ask groups to share out to the class.
- Depending on the group, the teacher may allow students to finish taking notes on the rest of the song with the same partner or group, or challenge students by having them finish taking notes on the song independently.
- 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:

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

- The teacher should tell students they will be watching a [video](#) about Emmanuel Jal's experiences as a child soldier, which includes a spoken word poem he has written called "Forced to Sin."
- As a hook for today's lesson, the teacher can have students write a journal entry or discuss either what they think the interview is going to be about and/or what the title of the poem ("Forced to Sin") makes them think the poem is going to be about.
- Students will listen to each section of Emmanuel Jal's video twice. The first time, they should listen to learn Jal's message and the overall points he is making. The teacher will then play each section a second time for students to take Cornell Notes before moving on to the next section of the video.
  - Teachers should model the first section or two, have students complete a subsequent section or two with a partner or small group, and then complete the last section or two independently.
    - Section 1: From the beginning until 2:32, when Emmanuel calls himself a War Child
    - Section 2: From 2:32 until 4:23, where he talks about his experiences as a child soldier and Jal discusses his poem "Forced to Sin"
    - Section 3: The poem (4:23 to 7:20)
    - Section 4: From 7:20 until 12:30, when Emmanuel says that he knows the power of music and discusses how his work can bring about positive change
    - Section 5: From 12:30 until 18:00, when Emmanuel sings the song that is a tribute to the aid worker who rescued him, Emma McCune.
  - Note: Teachers can access the [transcript](#) of the interview and use it for students to follow along while listening, refer to when taking notes, and/or provide for students who are absent. (Note the timecode in the transcript is different from the timing of sections listed above based on the link to the video that was used.)

#### Guided Practice: What activities or exercises will the students complete with teacher guidance?

Students will participate in five or six Fishbowl discussions based on the guiding questions for this lesson using their Cornell notes as background material and for reference.

- General Fishbowl directions can be found at: <http://peterpappas.blogs.com/files/fishbowl-discussion-3.pdf>

It is recommended that in a typical class of 25 students, the teacher choose five of the guiding questions for this lesson and have five students at a time "inside" the fishbowl actively participating in the discussion as "goldfish." When the teacher moves on to the next guiding question, five new students enter the fishbowl to take the place of the previous five. Every student would then have one chance to be inside the fishbowl and four chances to observe and comment on other students' discussions. Teachers can choose from the menu of options for students outside the fishbowl to be accountable for participation.

- Note: These discussion questions are the same questions that students will have to choose from to write their summative assessment. As they discuss, they should be gathering ideas they can use in their writing.

[Discussion questions](#) (also attached for distribution to students):

- Emmanuel Jal was most likely considered a "successful" recruit for the rebels because of his desire for revenge. Do you feel he was justified in wanting that revenge, based on the information you have about his childhood? Do you think most people would react the same way if they had similar childhood experiences? Why or why not?
- Jal now expresses that he has forgiven his former enemies, namely Muslims and Arabs. Do you believe him that he has truly forgiven? Use evidence from the video to explain your opinion. If he has forgiven his enemies, do you think that this shows strength or weakness? If you don't think he has forgiven, does that show strength or weakness?
- How did Emmanuel Jal learn to deal with his feelings about his time as a child soldier?
- Emmanuel Jal keeps saying that his mother was "lost" in the conflict in Sudan. Why do you think he uses this particular word instead of another?
- In Emmanuel Jal's song "Warchild," he explains what he has suffered through in his life. How effective is his song in conveying what it was like to be a child of war? If it's not effective, what may be factors keeping it from being effective?
- What does Emmanuel Jal say is the answer to the problems in Sudan? Do you agree with him? If not, do you think another solution would be better, or do you think the problem cannot be solved? Be prepared to defend your answer.
- This question is not answered in any of the videos, song, or biography, but teachers may choose to use it with students as an extension: How is society affected by the use of child soldiers?

#### Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Note: These directions are repeated in the Summative Assessment section, as the independent practice serves as the summative assessment.

- The teacher will pass out the [Assignment Sheet](#), which includes the rubric for the assignment.
  - 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.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

Students will present their paragraphs to their group of 4 students and the group will then choose the best paragraph from their group to be shared with the entire class.

## ASSESSMENT

### 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:

- Teachers should circulate to see if students are making comments about the video that show their understanding of yesterday's lyrics.

#### 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.

## ACCOMMODATIONS & RECOMMENDATIONS

### Accommodations:

- The teacher can work with a small group of students that need additional scaffolding of the material while other students are taking their Cornell notes.
- The teacher can choose the partners in order to purposefully pair students needing additional support.
- The teacher can have a Cornell notes page already filled out as it relates to the guiding questions for students to reference.

### Extensions:

- The students can analyze the lyrics to other Emmanuel Jal songs for insight into the life of a former child soldier and compare it to current songs to see the different messages and themes that are conveyed.

- The students could look up and read poems about war such as *The Charge of the Light Brigade* by Alfred Lord Tennyson or *The Enemy* by Alice Walker. Alternatively, students could read a story about war such as *The Sniper*.

**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Speakers / Headphones, Computer Media Player

**Further Recommendations:** Teachers might wish to watch and use these additional Emmanuel Jal interviews with students:

- [Link TV: Emmanuel Jal Interview](#)
- [Emmanuel Jal on Q TV](#)

## PUBLIC REMARKS

**By Author/Submitter**

Lessons 1 and 3 in this unit have been attached as related CPALMS resources.

## SOURCE AND ACCESS INFORMATION

**Name of Author/Source:** Anonymously Submitted

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

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## Related Standards

Name	Description
<a href="#">LAFS.7.RL.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RI.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RI.1.2:</a>	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.
<a href="#">LAFS.7.W.3.9:</a>	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”).
<a href="#">LAFS.7.W.4.10:</a>	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.
<a href="#">LAFS.7.SL.1.1:</a>	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. 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

Name	Description
<a href="#">Analysis of a News Article: Sudanese Child Soldiers:</a>	In this lesson, students will read a news article by an Australian reporter about Sudanese efforts to disband child soldier units. Working in small groups, then partners, and finally independently, students will determine the essential message of the article, identify the author’s point of view, and craft a written response to the article citing evidence from the text in support of their analysis. 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.
<a href="#">Child Soldiers Research Paper:</a>	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.