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.

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
Grade Level(s): 7
Intended Audience: Educators
Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Speakers/Headphones, Microsoft Office, 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

Resource Collection: CFALMS Lesson Plan Development Initiative

ATTACHMENTS
Child Soldiers Organizer.docx
Child Soldiers Research Paper Assignment.docx
Child Soldiers Research Paper Rubric.docx
Lesson 3 KWL chart.docx

LESSON CONTENT
Lesson Plan Template: General Lesson Plan
Formative Assessment
Hook and Activation of Prior Knowledge:
- The teacher will circulate and gather information about students’ background knowledge from their KWL charts.
- If there is not time in class for a discussion or gathering of student responses, the teacher could collect charts to skim.

Primary/Secondary Sources Worksheet:
- The teacher will circulate and gather information about whether students are understanding the difference between primary and secondary sources.
- Optional exit ticket: The teacher could ask students what primary and secondary sources they think they will find pertaining to their own topic.

Credible Sources:
The teacher will ask students to list signs that a website is credible and signs that a website is not credible on an exit ticket.

**Guided Practice:**

- The teacher will circulate while students take notes on the model article, "Youth Lost: Ugandan Child Soldiers in the Lord's Resistance Army," looking for students who are writing in complete sentences, not using their own words, and/or omitting important information.
- The teacher will also collect notes for one of the paragraphs. Students should write these notes on a separate piece of paper.

**Topic Selection:**

- The teacher should collect research questions to ensure that students have a proper focus for their research before beginning.

**Research:**

- Teachers should monitor that students are finding credible primary and secondary sources, gathering information on note cards correctly, and creating citations as they go.
- It is also recommended that the teacher keep a close eye on students' research questions to be sure they are not too narrow or too broad and that students are finding enough appropriate information.

**Organizer:**

- Teachers should collect students' organizers and evaluate them closely before students begin to write their papers.

**Feedback to Students**

- The teacher will provide verbal feedback to students on their KWL charts.
  - Students should be encouraged to be thoughtful with the "W" column of their chart, as this is where their research question will come from.
  - Students who have not completed the first two lessons may need to supplement what they learned from the video with knowledge they have about wars in general for the "K" section – how wars are fought, who fights in them, what the cost is for countries or groups engaged in war, what soldiers suffer, etc.
  - They may also need to be guided towards questions about child soldiers for their "W" column.
- If the teacher collects charts, he/she could verbally reinforce concepts that students seem to be missing at the start of the next class.

**Practice Worksheet Primary/Secondary Sources:**

- The teacher will give feedback while circulating to help students understand the difference between primary and secondary sources.
- Optional exit ticket: Students should be able to tell that interviews with current or former child soldiers, military personnel, and aid workers who rescued these soldiers would be primary sources, and news and magazine articles that synthesize information about child soldiers (and the authors did not witness or participate in the events directly) would be secondary sources.
- The teacher could review these with the whole class the following day.

**Credible Sources:**

- The next day, the teacher will review signs that a website is/is not credible, focusing on those that students omitted from their exit tickets.

**Guided Practice:**

- When students are taking notes on the article, "Youth Lost: Ugandan Child Soldiers in the Lord's Resistance Army," the teacher will circulate and give individual verbal feedback.
- To ensure that students are evaluating their own performance and learning from their mistakes, the teacher could have students revise their note cards in another color ink – adding important facts they missed and deleting extraneous details they don't need – and circulate again as they are doing so.
- The teacher could also choose to collect these cards and provide written or whole-group verbal feedback the next day based on common strengths and areas for improvement.
- If the class is working paragraph-by-paragraph at the same rate, the teacher could call on a student or two after each paragraph to share their notecards and explain how they were on the right track or how they were a little off and needed to revise.
- The teacher should also provide feedback for individual students on the one paragraph that he/she collected the notes for.
- Students should be corrected if they are not using their own words, and/or omitting important information.

**Topic Selection:**

- Teachers should carefully look over all topics to be sure that students can find enough information and write a paper that meets the length requirement. For example, "How many child soldiers are there in the world today?" will not yield a paper of more than a paragraph. "How do different armies recruit child soldiers?" "Why don't child soldiers run away?" and "How do child soldiers deal with life after the military?" would produce much better results.

**Research:**

- Teachers should direct students to credible primary and secondary sources, help them to gather information on note cards correctly, and create correct citations as they go.
- It is also recommended that the teacher help students to narrow or broaden their questions as needed in response to the information they are finding (or not finding).

**Organizer:**

- Teachers should provide specific written feedback on student organizers before they begin writing.
- Comments should focus on ensuring that information is organized logically, students can adequately support their ideas, and information from research seems sound.

**Summative Assessment**

The final draft of the research paper including the bibliography and Works Cited page will serve as the final assessment.

A rubric is attached.

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

Students will:

- be able to apply the steps of the research process to a research project about child soldiers.
- determine whether sources are credible and use information only from those sources that are deemed credible.
- correctly cite sources used in their research paper in both a bibliography, works cited, and in-text citations.
- synthesize information from multiple sources, including primary and secondary sources, to produce a coherent paper.
- produce a final research paper where they introduce a topic and develop that topic with supporting facts from their research, use appropriate transitions throughout the paper to connect their ideas together, use precise language and maintain a formal style, and provide an appropriate concluding section.
Guiding Questions: What are the guiding questions for this lesson?
- What is the purpose of a research paper?
- How can you determine if a source is credible or not?
- What is the difference between primary sources and secondary sources, and what is one each good for?
- Why is it important to credit sources?
- What do I think people/governments should do about the issue of child soldiers?
- How can I use what I learned about research to be a better consumer of information about other topics that I care about?

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

Students should have completed parts one and two of this unit, "Analysis of News Articles" and "Music of a War Child," before beginning this lesson.

It would be helpful if students were versed in citing sources both in the text of their paper and in a bibliography and works cited page.

If students do not have this knowledge, the teacher should include a lesson on source citation in the Teaching Phase.

BrainPOP has a resource if your district has a subscription, or teachers can use one of the following websites:
- Overview on source citation: http://www.plagiarism.org/citing-sources/overview/
- Helpful website for citations: https://owl.english.purdue.edu/owl/section/2/
- How to manage and cite sources using Word: http://www.fgcu.edu/support/office2007/word/references.asp

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

Hook:

Teachers can show either or both of the following video clips featuring former child soldier and author of A Long Way Gone: Memoirs of a Boy Soldier, Ismael Beah, as a "hook" for this portion of the lesson, particularly if they have not completed lessons 1 and 2 in the series:
- A short overview of Ismael Beah: https://www.youtube.com/watch?v=dS2wT0oxKGWs (produced by CBS Sunday Morning)
- A long interview (first 13 minutes describes his experience as a child soldier): https://www.youtube.com/watch?v=5kEL_LRBSqk

Activation of Prior Knowledge:
- Students should complete the “K” and “W” columns of the KWL! chart.
- The teacher may choose to have either a verbal discussion of student responses or collect responses on an interactive whiteboard or chart paper.

Teaching Phase:

1. The teacher should spend a class period to go over with students the difference between primary and secondary sources, since students will be required to use at least two primary and two secondary sources for their research.
   - Teachers who do not already have materials for teaching this may want to use one of these resources:
     - 4 minute video: https://www.youtube.com/watch?v=g0plq2E9QJQ
     - 7 minute video using September 11 as a sample topic: https://www.youtube.com/watch?v=EhXdxXXvJ68
     - Print resource: http://www.georgewbushlibrary.smu.edu/en/teachers/classroom-resources/~media/28b922f0d31d4953a1b6e9990789a8d.ashx

2. Students should complete a practice worksheet identifying primary vs. secondary sources.
   - Note: This portion of the lesson may take an entire class period or two.
   - The teacher should take another class period to show students how to determine if a source is credible or not credible and how to find proper sources for their research paper.
     - This handout may be helpful: http://www.svc.edu/library/docs/credible_websites.pdf
     - This handout may be helpful: http://www.mhhe.com/mayfieldpub/webtutor/judging.htm
     - YouTube also has several tutorials on credible vs. not credible websites. Teachers may choose one of the following depending on their particular students:
       - https://www.youtube.com/watch?v=1qR5gXBE
       - https://www.youtube.com/watch?v=v4mijLhBsc

4. Teachers should also make time to carefully teach students how to access any subscription sources their district provides, such as Gale resources.

5. If students have not conducted research earlier in the year, it is recommended that teachers take an entire class period to model effective searching techniques for students on a different yet related topic – such as the Lost Boys of Sudan – to show students how to search effectively without giving away too much about students’ own research. This modeling portion should include a web search using Boolean search techniques, determination of the credibility of sources gleaned from that search, a search of district provided resources, and a search for primary source documents.

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

Note: For this portion of the lesson, the teacher's research topic to model is "How do different military groups get child soldiers in the first place?" Students have not determined their topics yet.

1. If technology is available, have students access the article “Youth Lost: Ugandan Child Soldiers in the Lord's Resistance Army” at this website: http://smallwarjournal.com/rnl/art/youth-lost-ugandan-child-soldiers-in-the-lords-resistance-army
   - If not, the teacher can make copies of the article for students.

2. The teacher should model the procedure for beginning to use a new source:
   - The teacher should first model for students how to evaluate this source for credibility according to the criteria he/she has established for the class.
   - Once the source is deemed credible, he/she should review all of the subheadings in the article to see if the information in this source seems to fit with the teacher's research topic and therefore should be read thoroughly.
   - Upon determining that the source is likely to be useful, the teacher will use Word or Citation Machine to produce a correct citation for this source and save it to his/her document before proceeding to any note-taking.
   - The teacher should also determine whether this is a primary or secondary source and remind students that they need a minimum of two of each for their paper, plus a fifth source of either type.
   - Students should be told that this is always the correct procedure for beginning use of any new source (before taking notes).

3. Next, the teacher will begin guiding students from the article “Youth Lost: Ugandan Child Soldiers in the Lord's Resistance Army” by reading the overview in small pieces, explaining any difficult concepts or vocabulary along the way. The teacher should point out that when students are researching they may want to take notes on this part of an article, but for our purposes in class we are not going to take notes until the second section, where the information on recruitment best fits our research question.
   - Note: The teacher may want to give the students a few minutes to summarize the situation in Sudan before proceeding to the rest of the article, as this beginning
piece of the article is very dense with information.

4. The teacher will begin modeling the actual note taking portion of the process by reading the first paragraph under the subheading "Recruitment" aloud twice, explaining to students that reading twice before taking notes is a good way to make sure you are understanding the information before writing anything down.

5. During the third reading, the teacher should take notes on a whiteboard or using a document camera, being sure to list each fact separately in his/her own words and using note form rather than complete sentences. The recommended notes for this first paragraph are:
   - LRA not joining for money
   - LRA not orphans
   - LRA many kidnapped
   - Some born into LRA
   - Babies born into LRA not joining for "revenge, glamour, glory, economic opportunity, and survival"
   - Other child soldiers join for "revenge, glamour, glory, economic opportunity, and survival"

6. The teacher will go over with the students that when conducting research, each of these facts must be written on a separate note card so that they can be organized easily later. That is why the last fact needs to repeat the reasons that other child soldiers join, even though the note above said that babies born into the LRA don't join for those reasons. Later, when sorting out note cards, those two cards may become separated. Each card needs to be brief, yet stand alone. That is also why "LRA" needs to be on every card - the student may research more than one army that uses child soldiers and needs to be able to distinguish between them. The teacher should also mention that students should use their own words whenever possible when taking notes. When they cannot use their own words, they need to indicate this by using quotation marks.

7. The teacher will produce a sample note card on an index card with the author's name on the back (Falkenburg) and "LRA not joining for money" on the front. This will serve as a sample for all student note cards.
   - Teacher should point out to students that because the citation for the source has already been created, only the author's last name needs to appear on the back of the note card to identify the correct source for the information.
   - This may also be a good place for the teacher to point out that if he/she finds another source by Falkenburg later in his/her research, as sometimes happens, the author's last name will not be good enough as an identifier for the source. A year or title would need to be added as well to distinguish between the two sources by the same author.
   - Finally, the teacher should explain that if students find the same information in another source, they should not just ignore it. They need to add the second author's name to the card. Just because you found it in Falkenburg's article first does not mean that Mr. Smith – who wrote the second article you found that includes the same fact – does not deserve any credit. However, if you find a third source with the same information, that fact has now become common knowledge and does not need to be specifically cited. Students can indicate this with a light "X" drawn through the authors' names on the back of the card.

8. The teacher should now read the second paragraph in the "Recruitment" section and have the students take notes.
   - Teacher could create actual tasks for peer reviewers such as, "Highlight some high level vocabulary or complex sentences that the author used in yellow," or, "Highlight in orange some easy vocabulary or basic sentences that the author may want to improve." Students can also circle errors that they see.

Note: The Research Paper Assignment is attached, and includes a sample rubric for students to use to help them write their paper. All of the requirements for this assignment should be carefully considered by the teacher and possibly modified before copying the document for distribution to students. It is not recommended that this assignment be handed out earlier in the lesson - students will process the information better if it is presented after they understand how to conduct their research properly.

1. The teacher should now pass out the Research Paper Assignment and go over all of the requirements, including due dates for students to have a research question, certain numbers of note cards, a completed outline, etc.
   - Note: Deadlines are included on the assignment sheet; however, teachers are encouraged to modify these requirements to fit their needs and those of their students. For example, the requirement of 60 note cards may be too much for some students or topics. Other teachers may wish to entirely omit the requirement for students to have half of their paper typed by a certain date or add in their own requirements.

2. Topic Selection: After students understand the assignment and before they begin doing any actual research, students should look at the "W" section of the KWL from the beginning of this lesson and determine what they want to find out about child soldiers.
   - If students don't seem to have many ideas, the teacher should conduct a class discussion to generate possible topics.
   - Teachers should ask students to submit their topics for review and carefully look over all topics to be sure that students can find enough information on their topic and write a paper that meets the length requirement.

3. It is recommended that students be given at least 4-5 days to complete their research on their own.

4. After students complete their research, they should have 1-2 class periods to organize their information and another class period to complete an organizer for their paper.
   - Teachers may use this outline-style Child Soldiers Organizer, but should be sure to point out to students that four body paragraphs is just a suggestion. Some students will only have two or three body paragraphs, others may have five very short paragraphs if their topic warrants it.
   - Note: The teacher may wish to model the process for students to organize their information and write their outline, perhaps using a different topic.

5. Teachers may want to add a peer feedback section to this lesson. This can be accomplished in many ways, including:
   - Teachers can have students "grade" each other's papers according to the rubric, perhaps adding a few sentences of explanation if they don't give full credit in a category.
   - The teacher could develop a separate form that lists the requirements for the paper as questions in a way that they would reveal weaknesses in a student's writing. For example, some questions could be, "Is there anything in the introduction that is not explained in the paper?" or, "Is there anything in the paper that is not introduced in the introduction?" Similarly, questions like, "Explain why the conclusion does or does not summarize the rest of the paper," could elicit good information for the author.
   - The teacher could create actual tasks for peer reviewers such as, "Highlight some high level vocabulary or complex sentences that the author used in yellow," or, "Highlight in orange some easy vocabulary or basic sentences that the author may want to improve." Students can also circle errors that they see.
6. It is recommended that at the least, students read their paper aloud to a peer or have a peer read their paper to them, as a proofreading technique.

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

Upon completion of their research paper, students will return to their KWL! chart, complete the "L" and "!" portions, and then share them with their groups. The students will then share out what their research question was and what they learned.

**ACCOMMODATIONS & RECOMMENDATIONS**

**Accommodations:**
- Students who struggle with research or writing or who work much more slowly than their peers could have different requirements for their research and/or final paper.
  
  For example, these students could be required to only produce 30 note cards, only write 300 words, have only three or four total sources, etc.
  
- The teacher could research one topic ahead of time (why these groups recruit children in the first place, for example) and assign that topic to students who usually struggle. This will allow the teacher to guide those students towards effective search terms and credible articles. Students who then get far behind can be given a final article or two if necessary to round out their research. The teacher could also provide much better feedback on that topic as far as organization of facts and writing a thesis.

**Extensions:**
- Students can create a PowerPoint or Prezi summarizing their research findings and present it to the class.
  
- Students who work quickly could be set up as proofreaders for those who finish later. Rather than having every student read one other student's paper aloud, these fast workers could read multiple students' papers out loud to them or could complete any of the other peer review activities for multiple students. This would also allow slower workers to spend more time on their own research and writing.

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

**Further Recommendations:**
- If the teacher has not already addressed plagiarism in class, he/she should do so before students write their final paper.
  
- Additionally, it is recommended that, if your district subscribes to an originality service such as Turnitin or SafeAssign, students be required to submit their papers to those locations to ensure that their work is original.

**Additional Information/Instructions**

*By Author/Submitter*

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

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**SOURCE AND ACCESS INFORMATION**

*Contributed by:* Jonathan Taylor  
*Name of Author/Source:* Jonathan Taylor, Margaret Little  
*District/Organization of Contributor(s):* Seminole, Sarasota  
*Is this Resource freely Available?:* Yes  
*Access Privileges:* Public  
*License:* CPALMS License - no distribution - non commercial

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**Related Standards**

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| LAFS.7.W.1.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  
  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  
  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  
  e. Establish and maintain a formal style.  
  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
<p>| LAFS.7.W.2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LAFS.7.W.2.6 | Use technology, including the Internet, to produce and publish writing and link to and access sources as well as to interact and collaborate with others, including linking to and citing sources. |
| LAFS.7.W.3.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LAFS.7.W.3.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |</p>
<table>
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<th>Name</th>
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<tr>
<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 #2: The Music of a War Child</td>
<td>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. <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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