

Civil War in Sierra Leone:

Child Soldiers and Blood Diamonds

OVERVIEW & OBJECTIVES	GRADES	
<p>This lesson addresses the civil war in Sierra Leone to illustrate the problem of child soldiers and the use of diamonds to finance the war. Students will draw conclusions about the impact of the ten years civil war on the people of Sierra Leone, as well as on a boy who lived through it, by reading an excerpt from his book, <u><i>A Long Way Gone</i></u>. This lesson explores the concepts of civil war, conflict diamonds, and child soldiers in Sierra Leone while investigating countries of West Africa. Students will also examine the Rights of the Child and identify universal rights and responsibilities.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • describe the effects of Sierra Leone’s civil war. • analyze the connection between conflict diamonds and child soldiers. • analyze the role diamonds play in Africa’s civil wars • compare their life in the United States with the lives of people in Sierra Leone. • describe the location and physical and human geography of Sierra Leone and West Africa. • identify factors that affect Sierra Leone’s economic development • analyze statistics to compare Sierra Leone and its neighbors. • assess the Rights of the Child for Sierra Leone • analyze the Rights of the Child and the responsibility to maintain the rights 	8	
	<th data-bbox="833 432 1492 474">TIME</th>	TIME
	4-5 class periods	
<th data-bbox="833 632 1492 674">REQUIRED MATERIALS</th>	REQUIRED MATERIALS	
<ul style="list-style-type: none"> ✓ Computer with projector ✓ Computer Internet access for students ✓ Pictures of child soldiers ✓ Poster paper and markers ✓ Articles: Chapter One from <u><i>A Long Way Gone</i></u> by Ishmael Beah; “What are Conflict Diamonds”; “How the Diamond Trade Works”; “Rights for Every Child” ✓ Handouts: “Pre-Test on Sierra Leone”; “Post-Test on Sierra Leone”; “Sierra Leone and Its Neighbors” 		

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

For example: Sources—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs, maps, aerial photos and other images. Geographic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? Questions might also relate to urban development, environmental concerns, transportation issues, flood control.

Standard 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

8.3.3.6.7 Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement.

Standard 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

8.4.3.14.1 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)

For example: Causes of imbalances—political conflicts, natural disasters, the economic legacy of colonialism, access to health care, technology, education. Efforts made to close the gaps—human rights organizations, United Nations Millennium goals.

Standard 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

8.4.3.14.5 Assess the state of human rights around the world as described in the 1948 *Universal Declaration of Human Rights*. (The New Global Era: 1989 to Present)

Standard 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

8.2.3.4.1 Identify factors which affect economic growth (percentage changes in Gross Domestic Product—GDP) and lead to a different standard of living in different countries.

For example: Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability.

SUGGESTED PROCEDURE

Day 1:

1. The teacher will administer the pre-test, "Pre-Test on Sierra Leone", explaining to students that this is to find out what they know; it will not be graded and we will not review the answers.
2. Show enlarged pictures of child soldiers on posters or a power point and complete a Think-Pair-Share activity. Students think about responses to the questions; next they pair with someone to share their responses; and, last, students discuss their responses as a class. Questions:
 - What is happening?
 - Why do you think this is happening?
 - Where do you think this is happening?
 - What do you notice that surprises you?
3. Read aloud chapter one from [A Long Way Gone](http://www.alongwaygone.com/long_way_gone.html) by Ishmael Beah available at http://www.alongwaygone.com/long_way_gone.html or listen to an excerpt read by the author at <http://www.youtube.com/watch?v=p30cYVQ9o3o> (5:24). This is the memoir of a boy who, by 13 years old, was forced to become a soldier in Sierra Leone's civil war. Provide copies of the excerpt or the book for students if possible. Have students HUG the text by highlighting the main ideas, underlining the important details, and summarizing what they read in their own words by writing important points, ideas, and vocabulary.
4. After the reading students answer the following questions in their notebook:
 - Before the war started, what were some ways that Ishmael's life was similar to yours?

- In what ways was his life different than yours?
 - How was Ishmael's life different from some of his friends?
5. Watch an overview of the civil war and child soldiers during an interview with Ishmael Beah (10:40) from "Ishmael Beah: Boy Soldier of Sierra Leone" at <http://www.youtube.com/watch?v=d5zWTOxKGWs>. A transcript (June 3, 2007) is available at <http://www.cbsnews.com/news/a-former-child-soldier-tells-his-story/>. Ask: How does Ishmael believe he survived the trauma of being a child soldier?

Day 2:

1. Begin the class by doing a "Whip". In this quick-paced strategy, each student responds to a prompt in a few words. The teacher begins by asking: Identify something you learned from yesterday's lesson. After a moment for students to think of their responses, the teacher goes around the room letting each student respond to the prompt.
2. The teacher asks students what they know about diamonds and puts those ideas on the board. The teacher conducts a short discussion asking: Why are diamonds desirable? What do you associate with diamonds? Do you know anyone who has diamonds?
3. Students will investigate conflict diamonds by reading the article, "What are Conflict Diamonds" from CNN: Inside Africa at <http://www.cnn.com/2011/12/05/world/africa/conflict-diamonds-explainer/> (The video, "Where are Your Diamonds From?" is a 2:51 minutes explanation of the Kimberly Process that may be shown.) Students will answer the following questions:
 - What are conflict diamonds?
 - Who suffers?
 - What is the Kimberly Process?
 - Is it working?
 - Is the conflict trade limited to diamonds?

Students will complete a Word Splash before reading this article on conflict diamonds. The teacher will write the following words on the board: diamonds, soldiers, civil war, slaves, dig, blood, conflict. Students will anticipate the reading by selecting 3 of the words and writing a sentence using the words that explains what they think the article will be about. Students individually brainstorm, predict, and write a sentence using the three words they selected. Students share their sentence with a partner before reading the text. After reading the article, students compare their sentence with the text by discussing with their partner. (The teacher may select an additional article, "Conflict Diamonds: The Uncut Truth" from CNNiReport at <http://ireport.cnn.com/docs/DOC-881410>.)

4. Students will also read "How the Diamond Trade Works", page one, from How Stuff Works at <http://money.howstuffworks.com/african-diamond-trade2.htm> and answer the question: What countries are conflict diamond countries? Students will identify the conflict diamond countries as Sierra Leone, Liberia, Cote d'Ivoire, Angola, Democratic Republic of the Congo, and Zimbabwe. Students will add to their answers to the four conflict diamond questions.
5. Consider watching the first 8 minutes of the adult video, "Blood Diamonds: The True Story", which explains conflict diamonds in Sierra Leone at <http://www.youtube.com/watch?v=61Vd8amSEFE>
6. Students will work in groups to construct a concept map of "Conflict Diamonds" with radiating topics including definition, location, civilians, soldiers, Kimberly Process based on their reading.
7. Explain to students that the sale of conflict diamonds produces billions of dollars that rebels use to buy weapons and recruit soldiers in civil wars. Rebels use terror toward civilians to gain power. Discuss as a class: If conflict diamonds are stopped, will civil wars end in Africa?
8. Students will journal for a few minutes at the end of class on a separate sheet of paper describing the connection between what they know about conflict diamonds and Ishmael's story. Students will "snowball" their responses. When everyone is done writing, students number off to two. Students numbered ones stand at the side of the room and students numbered twos stand on the other side of the room with their papers and pencil. Tell students to crumble their papers as a snowball and toss them to someone on the other side of the room. A student on the opposite side of the room

writes a brief response to the original writer and, when everyone's ready, the paper is tossed back to the original writer who reads the response. The "snowball" may be done again for an additional response.

Day 3:

1. Activate prior knowledge by asking students to write a list of observations in their notebooks to each of the following questions:
 - What connections do you see between conflict diamonds and Ishmael's story?
 - How would you describe life in Sierra Leone during the civil war? How is life in Sierra Leone different from yours?
 - Ask students to save their lists so they can use them in the follow-up activity.
2. Students will recognize patterns in Sierra Leone's population as a result of the civil war by examining the country's population pyramid at <http://populationpyramid.net/> and answering questions on the handout, "Sierra Leone and Its Neighbors".
3. Students will learn about Sierra Leone and its neighbors by working in small groups to record data and make conclusions on the handout, "Sierra Leone and Its Neighbors" using the CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/>. The teacher places students in five groups, with each group responsible for one of the following countries: Sierra Leone, Guinea, Liberia, Cote d'Ivoire, and the U.S. The teacher introduces the task by explaining the "Background" located under the Introduction for Sierra Leone. Students go to Geography and answer questions about Sierra Leone's physical geography: Area-comparative, climate, terrain, natural resources, and environment-current issues. Next, students complete the information for their selected country. Students share their data to complete the handout. Students then work collaboratively to record their four conclusions comparing the countries. Discuss the results as a class.
4. Assign: Students will make a list of what they did today and bring it to class the next day.

Day 4:

1. Students complete the activity, "Needs and Wants Diary", available at "Stand Up for Children's Rights" from UNICEF at http://www.unicef.org/rightsite/484_540.htm. In this activity, students have made a list of what they did the day before as homework. Students then label each as a need or a want. Students compare their two categories in small groups and discuss the items that were listed as needs and those listed as wants. Discuss as a class if any of the items might have been listed as a want rather than a need. The teacher explains that the context may make a difference in the categorization.
2. Students access "Rights for Every Child" (either online or a print copy) from UNICEF at http://www.unicef.org/rightsite/484_540.htm. Divide students into 6 groups representing the first six categories of rights: Cared for; Protection; Participating; Freedom of Expression; Education and Play; Survival and Development. Each group will discuss the answers to the following questions: Are any of the listed "rights" probably "needs"? Are any of the listed "rights" probably "wants"? What rights are not included that you think should be added? Decide which right should be on a short list of 10 rights guaranteed for every child? Each group will share their responses with the class.

As a class, discuss the category "Rehabilitation and Care". The teacher will highlight:

- Article 38 says that children under age 16 should not be part of the armed forces
- Article 39 says that the government has a responsibility to rehabilitate child soldiers

Ask: Why is this category labeled "Rehabilitation and Care" instead of Warfare? Why is rehabilitation important for children?

3. Share the following quote from UNICEF: Convention on the Rights of the Child from <http://www.unicef.org/crc/>

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

4. Conduct a class discussion including the following questions: Is Sierra Leone meeting the rights of every child? Are your rights being addressed?
5. Ask students to identify the right that is most important to them. Then ask students to identify their responsibility regarding that right. Last, ask students to identify the responsibility of their family, school, community, and government to safeguard or protect the right.
6. Ask students: Which rights were violated in Ishmael's life? Who was responsible to maintain his rights? Why did people fail to support his rights? Would his rights interfere with someone else's rights? Would maintaining your rights violate or prevent the rights of someone else?
7. Compare the Rights of the Child with those of the Universal Declaration of Human Rights from the United Nations (1948) at <http://www.un.org/en/documents/udhr/>. How are the documents similar? How are they different?
8. Watch the third video, "Ishmael Beah Discusses Child Soldiers" (4:30), from "Ishmael Beah-A Long Way Gone: Memoirs of a Boy Soldier", Peace Media at United States Institute of Peace <http://peacemedia.usip.org/resource/ishmael-beah-long-way-gone-memoirs-boy-soldier>. As a class discuss Ishmael's solutions for child soldiers.

Day 5:

1. Students will do a carousel brainstorming activity. There will be poster size sheets of paper on the walls around the room each with a different question creating a station. Divide the students into groups of 3-5. Each group starts at one of the posted questions—the number of questions is based on the number of groups. While at that station the group brainstorms the answer to the question recording at least one response. When the teacher calls time in 2-3 minutes, or the music stops, the groups will move one station clockwise. Students respond to the next question adding something that is not already on the list within the 2-3 minutes before they rotate again. This will continue until the groups are at the station where they started. Once back to their original station the groups will analyze the responses to the question and write a summary statement (2-3 sentences) at the bottom of the paper. (If there isn't room, fold the paper half way and write on the backside.) Each group will then share their summary with the class.

Questions to consider include:

- How did Ishmael's life change as a result of the civil war?
 - Why are children used as soldiers?
 - What are the effects of Sierra Leone's civil war?
 - Describe the human and physical geography of Sierra Leone
 - What factors determine that Sierra Leone is a poor country?
 - In comparison to the U.S., how would you describe life in Sierra Leone?
 - What is the connection between conflict diamonds and child soldiers?
 - Name a conflict diamond country and the region it's located
 - What role do diamonds play in Africa's civil wars?
 - What has been done to prevent the sale of conflict or "blood" diamonds?
 - Describe the countries of West Africa
 - Identify one of the rights of the child
2. The Bloom's Summary Cube is an alternate activity that could be done to summarize the lesson. Students are placed in small groups with a large flat cube outline. Templates can be printed from

<http://printables.atozteacherstuff.com/435/cube-pattern/> but the size may need to be adjusted. The groups work together to complete their cube with the following information:

- Side 1: Create a graphic organizer to answer the following questions about diamonds:
 - a. What percentage of diamonds are conflict or “blood” diamonds?
 - b. What role do diamonds play in Africa’s civil wars?
 - c. What has been done to stop the sale of conflict or “blood” diamonds?
 - d. What percentage of jewelry sales are diamonds and what is the dollar value of those sales?
- Side 2: Find or draw pictures that illustrate the use of diamonds to finance wars in Africa.
- Side 3: Create a map of Sierra Leone that includes major physical and human features.
- Side 4: Compare and contrast life before, during, and after the civil war.
- Side 5: Design a peace poster, create a slogan, or write a poem or song with ideas to make a difference for the people in Sierra Leone.

Each group shares their cube with the class before the cubes are hung in the classroom.

3. The teacher will administer the post-test, “Post-Test on Sierra Leone”, explaining to students that this is to find out what they have learned.

Extensions:

1. Cooperate with the language arts department and read the entire book, *A Long Way Gone*, as a joint assignment. Download the Guide for discussion questions and information about the book as well as the Teachers Guide from the publisher, Macmillan, at <http://us.macmillan.com/alongwaygone/IshmaelBeah> Also, access information about the book, author, and videos (through the Multimedia link) from “A Long Way Gone: Memoirs of a Boy Soldier” at <http://www.alongwaygone.com/>
2. Invite a local jeweler to visit the class and explain where the jeweler’s diamonds are from, how they are graded, and how the jeweler knows that the diamonds are not conflict diamonds
3. If resources are available in your area consider holding a panel discussion hosted by your students about Sierra Leone, child soldiers, conflict minerals, or civil wars.
4. Students examine the United Nations Special Court which conducted trials of those “believed to be most responsible” for the atrocities. Students can read about the conviction of the former Liberia president at “War criminal Charles Taylor to serve 50-year sentence in British prison” from The Guardian at <http://www.theguardian.com/world/2013/oct/10/former-liberian-president-charles-taylor-british-prison> and discuss whether a leader can be held responsible. Students may investigate what the United Nations and Amnesty International and other organizations are doing to change the plight of children and to keep blood diamonds off the market.
5. Learn the current conditions of former child soldiers by reacting to the following as homework:
 - a. Kelvin Doe is a preadolescent who is making a difference in his community (10:07) <http://www.youtube.com/watch?v=XOLOLrUBRBY>
 - b. “Sierra Leone: A child soldier rebuilds his life” (10:51) from a bike taxi driver to a policemen (two segments from 2009 and 2013). Foday says he only needs peace and long life. <http://www.theguardian.com/global-development/video/2013/sep/11/sierra-leone-child-soldier-video>
6. Access the grades 6-8 full unit of “Martha’s Story: The Impact of Armed Conflict” from Teach UNICEF at <http://teachunicef.org/explore/topic/armed-conflict>

7. Ask students to conduct a survey of their peers about the Rights of the Child. The survey questions are: What is one of your most important rights? Who is responsible to make sure you have that right? Would having that right interfere with the rights of someone else? Students then tabulate and graph the data and share results with their classmates.

8. Coltan is the resource that changes the site, but not the situation, of conflict minerals. The ore, Columbite-tantalite, or coltan for short, is refined to make tantalum, which is used in electronic devices including cell phones, computer chips, CD, DVD and game players. The demand for tantalum has exploded in the past fifteen years creating competition for the ore. Coltan is found in large quantities in the Democratic Republic of the Congo. A civil war has erupted and coltan has become “blood coltan” in this conflict. Over two million people have died, which is the greatest since WWII. Due to the Dodd-Frank legislation, companies must disclose (beginning in 2014) whether any of their products include minerals (tin, tantalum, tungsten, and gold) from mines controlled by armed groups in the Congo. Students read an explanation of coltan at “Conflict Minerals: The Price of Precious—The minerals in our electronic devices have bankrolled unspeakable violence in the Congo” at National Geographic <http://ngm.nationalgeographic.com/2013/10/conflict-minerals/gettleman-text>
 Students access three other resources including:
 - a. “Heart of Darkness” was a thirty minutes televised documentary of the coltan trade. A transcript (and video) is available from the Nightline Series, 1991, at: <http://abcnews.go.com/Nightline/story?id=128597&page=1>
 - b. A summary of the conflict is “Q&A: DR Congo Conflict” from BBC News: Africa at <http://www.bbc.co.uk/news/world-africa-11108589>
 - c. A detailed account of the conflict providing historic and current background is provided at “The Democratic Republic of Congo” from Global Issues at: <http://www.globalissues.org/article/87/the-democratic-republic-of-congo>
 Students complete a Venn diagram to compare and contrast diamonds in Sierra Leone with coltan in the Congo. As a class discuss the results and ask students to propose solutions to conflict minerals.

Assessments

- Pre- and Post-Assessment Test
- “Sierra Leone and Its Neighbors” Data Sheet
- Think-Pair-Share
- A Long Way Gone Questions
- Conflict Diamond Questions
- Concept Map of Conflict Diamonds
- Carousel Brainstorming
- Needs and Wants Responses
- Class Discussions

Website Resources

- “A Long Way Gone: Memoirs of a Boy Soldier” at Farrar, Straus and Giroux
http://www.alongwaygone.com/long_way_gone.html
- “Ishmael Beah-Excerpt from ‘A Long Way Gone’” at ForaTv
<http://www.youtube.com/watch?v=p30cYVQ9o3o> 5:24.
- “What are Conflict Diamonds” from CNN: Inside Africa
<http://www.cnn.com/2011/12/05/world/africa/conflict-diamonds-explainer/>
- “Blood Diamonds: The True Story” at MrEcodiamonds
<http://www.youtube.com/watch?v=61Vd8amSEFE>

“How the Diamond Trade Works” from How Stuff Works

<http://money.howstuffworks.com/african-diamond-trade2.htm>

“Ishmael Beah: Boy Soldier of Sierra Leone” at (captaindarwin) Sunday Morning, CBS News

<http://www.youtube.com/watch?v=d5zWTOxKGWs>

“Ishmael Beah: Boy Soldier of Sierra Leone” transcript at CBS News

<http://www.cbsnews.com/news/a-former-child-soldier-tells-his-story/>

“Population Pyramids of the World from 1950 to 2100” at Populationpyramidsnet

<http://populationpyramid.net/>

World Factbook at Central Intelligence Agency

<https://www.cia.gov/library/publications/the-world-factbook/>

“Needs and Wants Diary” at “Stand Up for Children’s Rights” from UNICEF

http://www.unicef.org/rightsite/484_540.htm

“Rights for Every Child” at UNICEF

http://www.unicef.org/rightsite/484_540.htm

“Convention on the Rights of the Child” at UNICEF

<http://www.unicef.org/crc/>

“Universal Declaration of Human Rights” at United Nations

<http://www.un.org/en/documents/udhr/>

“Ishmael Beah Discusses Child Soldiers” from “Ishmael Beah-A Long Way Gone: Memoirs of a Boy Soldier” at United States Institute of Peace

<http://peacemedia.usip.org/resource/ishmael-beah-long-way-gone-memoirs-boy-soldier>

“Printable Cube Pattern or Template” at A to Z Teacher Stuff

<http://printables.atozteacherstuff.com/435/cube-pattern/>

Additional Website Resources

“Guide” and “Teachers Guide” at Macmillan

<http://us.macmillan.com/alongwaygone/IshmaelBeah>

“War criminal Charles Taylor to serve 50-year sentence in British prison” at The Guardian

<http://www.theguardian.com/world/2013/oct/10/former-liberian-president-charles-taylor-british-prison>

“15-Yr-Old Kelvin Doe Wows M.I.T. at THNKR

<http://www.youtube.com/watch?v=XOLOLrUJBRBY>

“Sierra Leone: A child soldier rebuilds his life” at The Guardian

<http://www.theguardian.com/global-development/video/2013/sep/11/sierra-leone-child-soldier-video>

“Martha’s Story: The Impact of Armed Conflict” at Teach UNICEF

<http://teachunicef.org/explore/topic/armed-conflict>

“Conflict Minerals: The Price of Precious—The minerals in our electronic devices have bankrolled unspeakable violence in the Congo” at National Geographic

<http://ngm.nationalgeographic.com/2013/10/conflict-minerals/gettleman-text>

“Heart of Darkness” at ABC News: Nightline

<http://abcnews.go.com/Nightline/story?id=128597&page=1>

“Q&A: DR Congo Conflict” at BBC News: Africa

<http://www.bbc.co.uk/news/world-africa-11108589>

“The Democratic Republic of Congo” at Global Issues

<http://www.globalissues.org/article/87/the-democratic-republic-of-congo>

“Blood Diamonds: The Conflict in Sierra Leone” at Stanford Education Class

<http://www.stanford.edu/class/e297a/Conflict%20in%20Sierra%20Leone.htm>

“Ishmael Beah” at The Daily Show with Jon Stewart

<http://www.thedailyshow.com/watch/wed-february-14-2007/ishmael-beah>

“When Good Comes From Bad” from Nuclear Age Peace Foundation by Ishmael Beah at Nuclear Age Peace Foundation

http://www.wagingpeace.org/articles/2000/08/00_beah_good-bad.php

“A Long Way Gone by Ishmael Beah” at Teaching Children’s and Adolescent Literature

<http://teachingyalit.blogspot.com/2010/03/long-way-gone-by-ishmael-beah.html>

Pre-Test on Sierra Leone

Directions: This pre-test is to assess your level of knowledge about Sierra Leone before we start our study. You may not know this information yet, so just answer the following questions as best you can. We will take the same test at the end of our study to compare your scores to see what you have learned.

1. Where is Sierra Leone located?
 - a. East Africa
 - b. North Africa
 - c. South Africa
 - d. West Africa

2. What was going on in Sierra Leone from 1992-2002?
 - a. They were rebuilding from a natural disaster.
 - b. They were fighting a civil war.
 - c. They were fighting for independence from Liberia.
 - d. Nothing out of the ordinary.

3. What were used to buy weapons and ammunition in Sierra Leone?
 - a. Crops
 - b. Drugs
 - c. Diamonds
 - d. Pearls

4. What religion does the majority of the people in Sierra Leone practice?
 - a. Islam
 - b. Judaism
 - c. Hinduism
 - d. Christianity—Protestant

5. How did Ishmael Beah spend his free time in Sierra Leone in the early 1990s?
 - a. Soccer star
 - b. Hip-hop artist
 - c. Drug dealer
 - d. Child soldier

6. What was held recently for the third time in Sierra Leone?
 - a. The Pan-African Games
 - b. A presidential election
 - c. A public execution
 - d. A car race

7. What city is the capital of Sierra Leone?
 - a. Alexandria
 - b. Cairo
 - c. Freetown
 - d. Tripoli

8. Who rescued Ishmael Beah?

- a. NAFTA
- b. NATO
- c. OPEC
- d. UNICEF

9. What two valuable items were discovered in South Africa during the 1800s?

- a. Diamonds and emeralds
- b. Diamonds and gold
- c. Gold and silver
- d. Silver and pearls

10. What percentage of the global diamond market is believed to be “blood” or “conflict” diamonds?

- a. 0-5%
- b. 35%
- c. 50%
- d. 83%

Post-Test on Sierra Leone

Directions: This post-test is to assess what you have learned after completing our study of Sierra Leone. These questions have been taken from the readings, the chart and questions, and the class discussions on Sierra Leone.

1. Where is Sierra Leone located?
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 - c. South Africa
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Sierra Leone and Its Neighbors

Directions: Examine Sierra Leone's population changes using the country's population pyramid at <http://populationpyramid.net/> to answer the following questions:

1. How did the population change from 1990 to 1995 to 2000? _____

2. Why is there a dip in the population line graph in the 1990s? _____
3. Looking at the population in 1990, make an educated guess why soldiers were taken from the 15-19 and 10-14 age groups.

Directions: Use the CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/> to record information on Sierra Leone's physical geography, located under "Geography".

Area-comparative: _____

Climate: _____

Terrain: _____

Natural resources: _____

Environment-current issues: _____

Describe Sierra Leone's physical geography by summarizing the facts listed above.

Directions: Complete the chart with each person recording the data for their country. After everyone shares their data and your chart is complete, work together to answer the following questions:

<p>How is Sierra Leone similar to its neighbors?</p>	<p>How is Sierra Leone different from its neighbors?</p>
<p>Describe West Africa based on your data for four countries.</p>	<p>In comparison to the U.S., how would you describe life in Sierra Leone?</p>

Topics	Sierra Leone	Guinea	Liberia	Cote d'Ivoire	United States
People & Society					
Population Total					
Age Structure % 0-14 15-24 25-54 55-64 65 and greater					
Median Age Years					
Urbanization %					
Major Urban Area					
Life Expectancy Total					
Literacy Total					
Child Labor % (children 5-14)					
Economy					
GDP/capita (PPP)					
Agriculture- Products (3)					
Industries (3)					
% Population Below Poverty					