



# A Brief History of the Conflict in Sudan

## Curriculum for grades 4-9

Curriculum is appropriate for Hebrew Schools, Jewish Day Schools, Public Schools and Secular Private Schools:

1. Lesson Plan
2. *A Brief History of the Conflict in Sudan*
3. Map of Sudan
4. Discussion Questions re: *A Brief History of the Conflict in Sudan*

Jewish World Watch has prepared this curriculum with the input of teachers and administrators who work in Conservative and Reform Hebrew Religious Schools, Community Day Schools, Public Schools, and Jewish Summer Camps. Special thanks to: Malka Tasoff (Los Angeles Unified School District and member, Valley Beth Shalom Jewish World Watch Committee), Beverley Kamenir (Camp Ramah, Ojai, CA. and New Community Jewish High School, West Hills, CA.), and Jackie Simons (Temple Israel of Hollywood, CA.). For more information or for electronic transmittal of these curricula, contact Janice Kamenir-Reznik, President, Jewish World Watch at [info@iewishworldwatch.org](mailto:info@iewishworldwatch.org).

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DARFUR**

## Lesson Plan: Brief History of the Conflict in Sudan

### Objectives

1. To sequence important events :&om the history of the conflict in the Sudan in a timeline
2. To paraphrase information
3. To locate Sudan on a map
- 4~ To recognize the historical influences on the present day Sudan
5. To determine modern problems in Sudan, reasons for the current conflict, and a possible solution

### Materials

*A Brief History of the Conflict in Sudan* handout for each student or small group of students

A Map of the Sudan

*Questions On: A Brief History of the Conflict in Sudan* handout for each student

One piece of poster board for each small group of students

### Lesson

1. Discuss purpose of a timeline as a historical reference tool. -  
easy to read
  - identify important events
  - organized chronologically
  - easy to compare other events at same time
2. Distribute "A Brief History of the Conflict in Sudan" handout to each student.
3. Read first paragraph aloud. Identify important events. Instruct students to highlight, circle, underline, or :&ame each important event on their handout.
4. On the board, create the portion of the timeline for the events identified. With the students, summarize the information :&om the handout to fit the timeline.
5. Assign s111all groups of students the creation of a group time line for the Conflict in Sudan based on the information provided in the text. Students are also encouraged to search other sources for more information.
6. Students complete the *Questions* handout independently or with small group.
7. Students are assessed on the organization and quality of information included in their timelines and written response to *Questions* handout.

## Lesson Plan: Brief History of Conflict in Sudan Handout

### #1: Brief History of the Conflict in the Sudan

The country Sudan dates back to biblical times when it was known as "Cush." The present Republic of the Sudan got its name from the word "Bilaad-el-sud" which in the Aramaic means "Country of the Blacks." In 450AD Christianity spread through Northern Sudan, and the religion flourished there for about 1,000 years. Meanwhile, in about 700AD, Arab invaders invaded the land and spread Islam. In 1820 a second Islamic expansion occurred and Sudan became a country full of cruelty and inhumanity. The Sudanese were taken as slaves and were called, "black gold." Finally, the British and the Egyptians sent troops to Sudan to stop the slavery and separated Northern and Southern Sudan.

Northern Sudan was populated by people who practiced Islam, while Southern Sudan became rich in African culture and Christianity. In 1947, however, the British decided that Northern and Southern Sudan should unite to become one country. The British decision to make Sudan one country was a terrible mistake because the Northern and Southern people were so different, especially religiously, which led to the first civil war in Sudan in 1955. The first civil war in Sudan was a struggle to free Southern Sudan from the Islamic North part and lasted from 1955-1972. Between 750,000 and 1,500,000 Southern Sudanese died in this war. Finally, a peace agreement called the Addis Ababa Agreement was signed.

Peace lasted for about ten years, but when the Southern Sudanese realized they would never gain true independence, they began to rebel. Sudan's second civil war started on May 16th, 1983. This civil war was largely about the desire on the part of the northern Sudanese to impose Islamic (Sharia) law on the entire country. Even though most of the people in the northern part of Sudan are Arab Muslims, Arab Muslims make up only around 33% of the total population of Sudan. In the civil war more than 2 million Sudanese Christians who lived in the south of Sudan were killed. The war was largely a religious war between Muslims and Christians. This war continued until an interim peace agreement was negotiated in 2005. The interim peace agreement will expire in 2010, at which time the Southern Sudanese are supposed to be able to vote about whether they want to be part of a unified Sudan, or whether they would rather form their own independent country. Many are doubtful about whether the northern Sudanese (Khartoum) government will ever really allow the southern Sudanese to exercise their option to become independent since there has been a lot of oil discovered in Southern Sudan.

The present day situation in Sudan directly relates to the differences between the North and South. Ethnically, 69% of the population is African Sudanese, while the other 31 % is Arab Sudanese. Sudan has a big problem in that the government of Sudan only allows Islamic law to rule even though Muslims are a minority in the country. Ever since 1956 the majority of Sudanese have been excluded from their own government, and peace cannot occur unless Sudan's government changes and tolerates all religions and cultures to exist.

A related conflict broke out in Darfur, a western region of Sudan. The Darfur conflict began after two non-Arab rebel groups took up arms against the Arab-dominated government in February, 2003 to win more political and economic rights for the Darfur region's African tribes. To put down this rebellion, the northern Sudanese government armed the *Janjaweed* (literally means: evil men on horseback). The Janjaweed were instructed to invade villages and to destroy the villages and kill all who did not support the Khartoum (northern Sudan) government. The *Janjaweed* have destroyed hundreds of thousands of human beings, their fields and homes. Whoever was not killed in Darfur have been left hungry and homeless (actually more devastating than described)..

In the North-South civil war over the past 20 years or so, the South lost 2 million people, with 5-112 million displaced and 100,000 taken as slaves. In Darfur, since the conflict began in February, 2003, there are no entirely accurate statistics, but the best estimates seem to suggest that between 300,000-400,000 people have died in Darfur as a result of the war with 2.5 million displaced and a total of 3 million requiring humanitarian aid.

For more information, check out these websites:

[www.iewishworldwatch.org](http://www.iewishworldwatch.org):  
Jewish World Watch

[www.Savedarfur.org](http://www.Savedarfur.org):  
Save Darfur  
(see in particular Facing History and Ourselves! Dying in Darfur: the Ongoing Genocide in Sudan)

[www.aiws.org](http://www.aiws.org):  
American Jewish World Service

# **Questions On: A Brief History of the Conflict in the Sudan**

- 1. Where is Sudan located?**
- 2. Why did the British and Egyptians send in troops to Sudan?**
- 3. How do Northern and Southern Sudan differ?**
- 4. What did the British decide to do with Sudan in 1947?**
- 5. How many civil wars has Sudan been through? Which sides have been warring?**

6. Describe the ethnic/religious make-up of Sudan.  
How does Sudan's ethnic make-up relate to the problems going on with its government?
7. Where is Darfur and what has been happening there?
8. What are the *janjaweed* and what role have they played in the situation in Darfur?
9. How many people have been affected by the situation in Sudan?
10. Would you classify this disaster as a genocide?  
How do you think peace can be achieved?
11. When did the most recent civil war end and do you think it will bring a lasting peace to the region?