

# **One Book, One Community**



## **They Poured Fire on Us from the Sky** **The True Story of three Lost Boys from Sudan**

**By Benson Deng Alephonsion Deng,  
Benjamin Ajak with Judy A. Bernstein**

**Supplementary English Language Arts and Social Studies Curriculum**

## Overview of “They Poured Fire on Us from the Sky” Curriculum

In developing this curriculum, we attempted to provide supplementary materials for grade 9/10 English Language Arts and Social Studies classrooms that will be using the text “They Poured Fire on Us from the Sky.” Our hope is that it can be used as a way to fully engage students in the text and the ideas surrounding the text in a personal, meaningful manner. Additionally, we have included the Michigan Department of Education High School Standards and Benchmarks for English Language Arts and Social Studies that are met by the activities in this curriculum.

### **Use**

We have not provided daily activities or discussion questions (per ELPS school teachers/committee) though this curriculum will complement the way the teacher chooses to have students read the text. We suggest that the class be divided into small “expert” groups in which the students will extend their reading of the text to include historical, cultural and geographical information, as well as studies of refugees and the boys’ stories. These expert groups can work simultaneously while reading the text, or once the text has been read in full.

### **Design**

We have developed templates of various themes that will work as extensions of students’ reading of the text. Each template has six tasks for students to complete regarding their specific theme before sharing/reporting their findings to the class, and a final project. These theme areas are meant to help students connect their reading of the text to their community and their own lives.

### **Tasks**

**Task One:** What does the text say about [theme]: The initial questions are text and knowledge based in order to help students 1) have a shared understanding of the text 2) summarize what they have read. This task can be completed through group discussion, poster presentations, etc.

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Task Two: What does the text **not** say about [theme]—what do we want to know more about?: Students are asked to create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply. This is also a space to help them understand the story of the boys more fully. We recommend having students generate lists of questions, combine similar questions, and develop a core list of questions that they can work individually to answer. They may need guidance from the teacher in developing appropriate questions.

Task Three: In-Depth Inquiry—Each student chooses one of the questions they've developed about the selected theme to investigate more fully. They should do independent research and report their findings to the class. This is an opportunity for the teacher to assign and assess individual, skill based tasks (such as writing), though it could be completed in pairs or small groups. The students should connect the issue to the text for relevance. Their findings may be reported in various formats:

- A written/oral report
- An essay
- A visual representation

Task Four: Compare and Contrast--Students choose either in-depth inquiry topic or another topic of interest to them and create a comparison project between a similar Sudanese and American aspect of [theme]. (Examples for each theme are listed in the template). The goal here is for students to use comparison skills to bring the story of Sudan closer to home—for them to recognize how they may experience some of the same things as the boys, but in other ways, their lives are completely different.

Task Five: Current Events-- Investigate current news/media resources about current issues related to [theme]. (Examples for each theme are listed in the template). The goal of this task is to help students recognize that the atrocities experienced by the Lost Boys of Sudan are still happening in North Eastern Africa today. This task will also help students understand the role of the United States and the responsibility of others in the quest for universal human rights.

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**Task Six:** Connection to Self--Students choose an aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with the text. This task could also be used in the form of daily journal questions, a memoir, or an open ended response project. The goal of this task is to help students make the story personal and engage in self-reflection about very real human issues.

**Final Project:** Investigating Human Rights—The goal of this task is to help students understand that despite the Human Rights laws and the commitments of UNESCO, the United Nations and many countries in the world, genocide and human rights violations still occur. This task (as well as the unit as a whole) can increase 1) student knowledge about, 2) student understanding of, 3) student empathy for, and 4) student activism around issues of genocide, and human violence in the world. Please have students read (ARTICLE) and engage in class discussion regarding basic human rights.

Our hope is that by having a thorough understanding of the genocide in the Sudan and Darfur, that students will be prompted to participate in an event/activity that will promote awareness and change (educate others and raise awareness, raise money for a humanitarian relief organization, write letters to congress people, etc). While we hope students will develop ideas organically, they may need some prompting. We suggest they read suggested readings and view suggested activism videos to see what some people in the area are doing to help raise awareness and promote change.

### Resources

Each template includes suggested resources that can be used for student activities—videos, websites, books from both MSU and East Lansing Public Library, etc. Additional resources include:

**Lansing Area Refugee Center**—Shirin Timms, Director. The Lansing Area Refugee Center offers comprehensive resettlement services to refugees from all over the world, including refugees from Sudan and Darfur.

<http://www.refugeedevelopmentcenter.com/>

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**African Studies Center at MSU**—John Metzler, Outreach Coordinator. The African Studies Center offers a wealth of information regarding the continent of and countries within Africa.

<http://africa.msu.edu/>

Exploring Africa: a supplemental curriculum for high school and middle school students and teachers about countries and regions of Africa.

<http://exploringafrica.matrix.msu.edu/>

Sudan, Darfur, and Foreign Policy: A Resource Guide: a resource guide containing information specific to Sudan and Darfur.

<http://africa.msu.edu/news/sudanguide.php>

### **Curriculum Development Team**

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## They Poured Fire on Us from the Sky History Expert Group

### Suggested Videos:

#### Crisis in Darfur

<http://www.hrw.org/video/2004/sudan/index3.html>

#### Darfur Destroyed: Ethnic Cleansing by Government and Militia Forces in Western Sudan

<http://www.hrw.org/video/2004/sudan/index2.html>

**Task One: What does the text say about the history of Sudan?**

- The region historically
- What role did European countries play in colonizing?
- When were the borders drawn?
- Islam, Christianity and Indigenous religions in the Sudan
- History of wars in Sudan
- SPLA-Sudanese People's Liberation Army
- Northern Government

**Task Two: What does the text not say about The Boys-what do we want to know more about?**

Students create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply or will help them understand the story of the boys more fully.

**Task Three: In-Depth Inquiry**

Each student chooses one of the questions they've developed about the boys' stories to investigate fully. They should do independent research and report their findings to the class. They need to connect the issue to the text for relevance. Their

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|  | <p>findings may be reported in various formats:</p> <ul style="list-style-type: none"><li>○ A written/oral report</li><li>○ An essay</li><li>○ A visual representation</li><li>○ other</li></ul>   |
| <b>Task Four: Compare and Contrast</b> | <p>Students choose either in-depth inquiry topic or another topic of interest to them and create a comparison project between Sudanese and American history<br/>For example</p> <ul style="list-style-type: none"><li>○ Types of government</li><li>○ The history of colonialism (internal and external), for example: the treatment of indigenous populations by powerful immigrants from the outside (Euro-American and Native American in the U.S. -- African-Arabs and indigenous Africans in the Southern Sudan)</li><li>○ Major times of crisis</li></ul>  |
| <b>Task Five: Current Events</b>       | <p>Investigate current news/media resources about current issues related to the historical background of the story.<br/>For example:</p> <ul style="list-style-type: none"><li>○ When did the news of this become public or 'common' knowledge?</li><li>○ What is the relationship between Sudan and its surrounding neighbors as a result of the war/genocide?</li><li>○ Who reports stories (such as conflict in Sudan &amp; genocide in Darfur): whose voices are heard, whose not; do we hear their stories un-edited or are they filtered through external editorial lenses). Students could also be encouraged to ask the same question regarding crises in the U.S. e.g. reporting on Katrina .</li></ul> |

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| <b>Task Six: Connection to Self</b> | Students choose an aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with history in the text.<br><br>This task could also be used in the form of daily journal questions, memoir, etc.   |
| <b>Outside Resources</b>            | <i>From East Lansing Public Library</i><br><br><b>Darfur's sorrow : a history of destruction and genocide</b> by M.W. Daly.<br><br><b>Darfur : a new history of a long war</b> by Julie Flint & Alex de Waal<br><br><b>Three empires on the Nile : the Victorian jihad, 1869-1899</b> by Dominic Green.<br><br><b>Human Rights Watch: Africa-Sudan</b><br><a href="http://hrw.org/doc/?t=africa&amp;c=sudan">http://hrw.org/doc/?t=africa&amp;c=sudan</a><br><br><b>Sudan-History</b><br><a href="http://vlib.iue.it/history/africa/sudan.html">http://vlib.iue.it/history/africa/sudan.html</a><br><br><b>Looklex Encyclopaedia</b><br><a href="http://www.i-cias.com/e.o/sudan_5.htm">http://www.i-cias.com/e.o/sudan_5.htm</a><br><br><b>SPLA-Sudanese People's Liberation Army</b><br><a href="http://www.globalsecurity.org/military/world/para/spla.htm">http://www.globalsecurity.org/military/world/para/spla.htm</a> |

## They Poured Fire on Us from the Sky Culture Expert Group

### Suggested Video:

#### National Geographic Video: Cultural Differences

<http://video.nationalgeographic.com/video/player/places/countries-places/sudan/from-sudan-ggtu.html>

#### National Geographic Video: A Sense of Place and Community

<http://video.nationalgeographic.com/video/player/places/countries-places/sudan/from-sudan-ggtu.html>

### Task One: What does the text say about Culture?

- Describe the family structures
- What languages are typically spoken?
- Where are people living?
- What are they doing to make a living?
- Who is in poverty-who isn't
- What are the major religions of the country?
- How gender affects the way the community functions?
- Describe marriage/parenting/relationships
- Rituals/Celebrations/Customs
- Schooling/Education

### Task Two: What does the text not say about culture- what do we want to know more about?

Students create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply or will help them understand the story of the boys more fully.

### Task Three: In-Depth Inquiry

Each student chooses one of the questions they've developed about culture to investigate fully. They should do independent research and report their findings to

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|  | <p>the class. They need to connect the issue to the text for relevance. Their findings may be reported in various formats:</p> <ul style="list-style-type: none"><li>○ A written/oral report</li><li>○ An essay</li><li>○ A visual representation</li><li>○ other</li></ul>   |
| <b>Task Four: Compare and Contrast</b> | <p>Students choose either in-depth inquiry topic or another topic of interest to them and create a comparison project between a similar Sudanese and American aspect of culture</p> <p>For example:</p> <ul style="list-style-type: none"><li>○ initiation rituals for males</li><li>○ roles and responsibilities of mothers, fathers, children, friends, husbands, wives</li><li>○ experience of males and females</li></ul> |
| <b>Task Five: Current Events</b>       | <p>Investigate current news/media resources about current issues related to culture</p> <p>For example:</p> <ul style="list-style-type: none"><li>○ What happens to families in times of war?</li><li>○ What happens to the education of children when they are forced to flee their homes?</li><li>○ Health care, food production and distribution in times of war/crisis.</li></ul>   |
| <b>Task Six: Connection to Self</b>    | <p>Students choose an aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with the text.</p> <p>This task could also be used in the form of daily journal questions</p>   |

| Outside Resources |  |
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|                   | <p><i>Available from MSU Libraries</i></p> <p><b>Five women of Sennar : culture and change in central Sudan</b> by Susan M. Kenyon.</p> <p><b>Culture and context in Sudan : the process of market incorporation in Dar Masalit</b><br/>by Dennis Tully</p> <p><b>Culture history in the southern Sudan : archaeology, linguistics, and ethnohistory</b><br/>edited by John Mack and Peter Robertshaw.</p> <p><b>Sudan today.</b> [Written, photographed, produced and published for the Ministry of Information and Culture, Khartoum]</p> <p><b>National Geographic-Sudan Artists</b><br/><a href="http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/country/content.country/sudan_18?fs=travel.nationalgeographic.com">http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/country/content.country/sudan_18?fs=travel.nationalgeographic.com</a></p> <p><b>Sudan: Society and Culture</b><br/><a href="http://www.sudan.net/society.shtml">http://www.sudan.net/society.shtml</a></p> <p><b>Sudan from Infoplease</b><br/><a href="http://www.infoplease.com/ipa/A0107996.html">http://www.infoplease.com/ipa/A0107996.html</a></p> |

## The Poured Fire on Us from the Sky Refugee Expert Group

**Suggested Video: On Our Watch-A Documentary about Genocide in Darfur**

<http://video.google.com/videoplay?docid=-1587138622759665645>

**National Geographic Video: From Sudan to the United States**

<http://video.nationalgeographic.com/video/player/places/countries-places/sudan/from-sudan-ggtu.html>

**United Nations Decision for Darfur**

<http://videos.howstuffworks.com/reuters/1235-un-decision-for-darfur-video.htm>

**Task One: What does the text say about Refugees?**

- What is the process of becoming a refugee
- Definition of refugee
- What countries take refugees?
- What is the status of a refugee in the US
- What refugees
  - Language
  - Schools
  - Employment
  - Cultural adjustment

**Task Two: What does the text not say about refugees-what do we want to know more about?**

Students create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply or will help them understand refugees more fully.

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| <b>Task Three: In-Depth Inquiry</b>    | Each student chooses one of the questions they've developed about refugees to investigate fully. They should do independent research and report their findings to the class. They need to connect the issue to the text for relevance. Their findings may be reported in various formats: <ul style="list-style-type: none"><li>○ A written/oral report</li><li>○ An essay</li><li>○ A visual representation</li><li>○ other</li></ul>                                    |
| <b>Task Four: Compare and Contrast</b> | Students choose either an in-depth inquiry topic or another topic of interest to them and create a comparison project between issues related to movement to a new country/state/town by refugees and Americans<br>For example: <ul style="list-style-type: none"><li>○ living, working, educational conditions-what issues factor in (language, paperwork)</li><li>○ challenges that refugees face compared to what their family might face if they had to move</li></ul> |
| <b>Task Five: Current Events</b>       | Investigate current news/media resources about current issues related to refugees<br>For example: <ul style="list-style-type: none"><li>○ In MI-driver's license restrictions</li><li>○ English as a second language services</li><li>○ Access to financial aid for college</li></ul>   |
| <b>Task Six: Connection to Self</b>    | Students choose an aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with the text.   |

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|                          | <p>This could be done in the form of</p> <ul style="list-style-type: none"><li>○ Writing: narrative, poetry</li><li>○ Film</li><li>○ Other</li></ul> <p>This task could also be used in the form of daily journal questions, memoir, etc.</p>   |
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| <b>Outside Resources</b> | <p><i>Available from East Lansing Public Library</i></p> <p><b>Teenage Refugees from [Somalia, Guatamala, Ethiopia, Cambodia, Boznia-Herzegovin, Vietnam]</b><br/>New York : Rosen Pub. Group, 1995.</p> <p><b>Asylum denied : a refugee's struggle for safety in America</b> by David Kenney Ngaruri</p> <p><b>Human cargo : a journey among refugees</b> by Caroline Moorehead</p> <p><b>Nuer journeys, Nuer lives : Sudanese refugees in Minnesota</b> by Jon Holtzman</p> <p><i>From Michigan State University</i></p> <p><b>Sudanese women refugees: transformations and future imaginings</b> by Jane Kani Edward.</p> <p><b>Human rights</b> edited by Adela Soliz</p> |

| <b>They Poured Fire on Us from the Sky<br/>Geography Expert Group</b>   |  |
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| <b>Task One: What does the text say about the geography of Sudan?</b>   | <ul style="list-style-type: none"><li>○ What is the climate like</li><li>○ Tracing the routes that the boys took</li><li>○ How many miles apart the cities are-how far the boys walked</li><li>○ Dangers to survivals</li><li>○ Terrain</li></ul>  |
| <b>Task Two: What does the text <u>not say</u> about the geography of Sudan-what do we want to know more about?</b> | Students create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply or will help them understand the story of the boys more fully.   |
| <b>Task Three: In-Depth Inquiry</b>   | Each student chooses one of the questions they've developed about the geography of Sudan to investigate fully. They should do independent research and report their findings to the class. They need to connect the issue to the text for relevance. Their findings may be reported in various formats: <ul style="list-style-type: none"><li>○ A written/oral report</li><li>○ An essay</li><li>○ A visual representation</li><li>○ other</li></ul> |
| <b>Task Four: Compare and Contrast</b>  | Students choose either in-depth inquiry topic or another topic of interest to them and create a comparison project between an aspect of Sudanese and American geography  |

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|                                     | <p>For example</p> <ul style="list-style-type: none"> <li>○ issues of survival based on environmental factors</li> <li>○ How the climate and terrain effect the way people live</li> </ul>   |
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| <b>Task Five: Current Events</b>    | <p>Investigate current news/media resources about current issues related to the geography of Sudan</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ What are the environmental consequences of this kind of pillaging, war and disaster in Darfur?</li> <li>○ Where are the current refugee camps and what impact do they have on the landscape of other countries geography?</li> </ul>   |
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| <b>Task Six: Connection to Self</b> | <p>Students choose a geographical aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with the text.</p> <p>This task could also be used in the form of daily journal questions, memoir, etc.</p>  |
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| <b>Outside Resources</b>            | <p><i>From MSU Libraries</i></p> <p><b>Rural development in White Nile Province, Sudan [electronic resource] : a study of interaction between man and natural resources</b> edited by H.R.J. Davies.</p> <p><b>The Republic of the Sudan; a regional geography.</b> By Kenneth Michael Barbour</p> <p><b>Sudan geography.</b> By Robin A. Hodgkin</p> <p><b>A study in an arid and semi-arid environment in central Sudan. Monitoring the impact of climate and man on land transformation: a study in an arid and semi-arid environment in central Sudan</b> by Eva Ahlcrona.</p> |

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|  | <p><b>About Geography: Sudan</b><br/><a href="http://geography.about.com/library/maps/blsudan.htm">http://geography.about.com/library/maps/blsudan.htm</a></p> <p><b>Sudan Geography Index</b><br/><a href="http://www.photius.com/countries/sudan/geography/index.html">http://www.photius.com/countries/sudan/geography/index.html</a></p> <p><b>Sudan-Geography</b><br/><a href="http://www.mongabay.com/reference/country_studies/sudan/GEOGRAPHY.html">http://www.mongabay.com/reference/country_studies/sudan/GEOGRAPHY.html</a></p> <p><b>Geography of Sudan-Google Earth Maps</b><br/><a href="http://wiki.worldflicks.org/geography_of_sudan.html">http://wiki.worldflicks.org/geography_of_sudan.html</a><br/>or you can just use Google Earth<br/>there are photos of geography that students can click and view</p> |
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| <b>They Poured Fire on Us from the Sky<br/>The Boy's Story Expert Group</b>  |   |
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| <b>Suggested Video: The Lost Boys of Sudan</b><br><a href="http://www.lostboysfilm.com/">http://www.lostboysfilm.com/</a><br>will be shown at the MSU Main Library Room W449<br>Friday, September 12, 7 p.m. |   |
| <b>Task One: What does the text say about The Boys?</b>  | <ul style="list-style-type: none"><li>○ What characteristics do they exhibit throughout the story (personality, survival)</li><li>○ What was the key component of who they were that helped them survive?</li><li>○ What are some of the choices that they made that helped them survive?</li><li>○ How did they overcome fear and terror?</li><li>○ What kinds of things did they do to help others?</li><li>○ How many of their friends and family did they lose?</li></ul> |
| <b>Task Two: What does the text not say about The Boys- what do we want to know more about?</b>  | Students create their own questions from what they feel is left out of the text and they feel is important for them to understand more deeply or will help them understand the story of the boys more fully.  |
| <b>Task Three: In-Depth Inquiry</b>  | Each student chooses one of the questions they've developed about the boys' stories to investigate fully. They should do independent research and report their findings to the class. They need to connect the issue to the text for relevance. Their findings may be reported in various formats:  |

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|  | <ul style="list-style-type: none"><li>○ A written/oral report</li><li>○ An essay</li><li>○ A visual representation</li><li>○ other</li></ul>  |
| <b>Task Four: Compare and Contrast</b> | <p>Students choose either in-depth inquiry topic or another topic of interest to them and create a comparison project between one of the boys' experiences, choices or character traits and an American child's experience, choices or character traits</p> <p>For example</p> <ul style="list-style-type: none"><li>○ issues of survival</li><li>○ Helping others</li><li>○ The values of relationships with friends and family</li></ul> <p>Other thoughts on what could be done here:</p> <ul style="list-style-type: none"><li>○ This could also be a literature/story comparison-they read one other autobiography/story by another Sudanese refugee and compare the stories</li><li>○ Choose an American children's/young adult book with similar themes to the boy's story and compare and contrast the two stories.</li></ul> |
| <b>Task Five: Current Events</b>       | <p>Investigate current news/media resources about current issues related to the Boys' Story</p> <p>For example:</p> <ul style="list-style-type: none"><li>○ In the last year how has the story of Darfur been represented in popular news media (newspaper, news, radio)</li><li>○ Explore a local organization that has been involved with helping refugees from Sudan</li></ul>   |

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| <b>Task Six: Connection to Self</b> | <p>Students choose an aspect of the text that they personally connected to and write a personal narrative about that experience and how they feel it connects with the text.</p> <p>This task could also be used in the form of daily journal questions</p>   |
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| <b>Outside Resources</b>            | <p><i>From East Lansing Public Library</i></p> <p><b>Escape from slavery : the true story of my ten years in captivity--and my journey to freedom in America</b> by Francis Bok, with Edward Tivnan.</p> <p><b>Making it home : real-life stories from children forced to flee</b> with an introduction by Beverley Naidoo.</p> <p><b>Year of no rain</b> by Alice Mead.</p> <p><b>Home of the brave</b> by Katherine Applegate.</p> <p><b>God grew tired of us</b> by John Bul Dau, with Michael S. Sweeney.</p> <p><b>The devil came on horseback : bearing witness to the genocide in Darfur</b> by Brian Steidle and Gretchen Steidle Wallace.</p> <p><b>The translator : a tribesman's memoir of Darfur</b> by Daoud Hari.</p> <p><b>Brothers in hope : the story of the Lost Boys of Sudan</b> by Mary Williams ; illustrated by R. Gregory Christie.</p> |

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|  | <p><b>The American Red Cross Website: The Lost Boys of Sudan</b><br/><a href="http://www.redcross.org/news/in/africa/0108lostboyspage.html">http://www.redcross.org/news/in/africa/0108lostboyspage.html</a></p> <p><b>BBC News: Sudan's 'lost boys' in America</b><br/><a href="http://news.bbc.co.uk/2/hi/africa/3602724.stm">http://news.bbc.co.uk/2/hi/africa/3602724.stm</a></p> <p><b>PBS-P.O.V: Lost Boys of Sudan</b><br/><a href="http://www.pbs.org/pov/pov2004/lostboysofsudan/">http://www.pbs.org/pov/pov2004/lostboysofsudan/</a></p> <p><b>A-Z Lost Boys Center</b><br/><a href="http://www.azlostboyscenter.org/">http://www.azlostboyscenter.org/</a></p> |
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## English Language Arts Standards and Benchmarks For High School to be used with *They Poured Fire from the Sky on Us*

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| <b>Meaning and Communication</b>   |   |
| <i>Content Standard 1: All students will read and comprehend general and technical material.</i>   |   |
| 3. Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question and deciding how to represent content through summarizing, clustering and mapping. | 5. Respond personally, analytically and critically to a variety of oral, visual, written and electronic texts, providing examples of how texts influence their lives and their role in society. |
| <i>Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.</i>  |   |
| 1. Write fluently for multiple purposes to produce compositions such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes and memos   |   |
| <i>Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational, and civic contexts.</i>   |   |
| 1. Integrate listening, viewing, speaking, reading, and  | 3. Read and write fluently, speak confidently, listen and   |

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| writing skills for multiple purposes and in varied contexts.   | interact appropriately, view critically, and represent creatively.   |
| 5. Employ the most effective strategies to construct meaning while reading, listening to, viewing or creating texts  | 8. Analyze their responses to oral, visual, written and electronic texts, providing examples of how texts affect their lives, connect them within the contemporary world, and transmit issues across time. |
| <p><b>Literature</b></p> <p><i>Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.</i></p> |  |
| 1. Select, read, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.  | 2. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.   |
| 4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interaction as it relates to our common heritage.  | 5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts.   |
| <p><b>Skills and Processes</b></p> <p><i>Content Standard 7: All students will demonstrate, analyze and reflect upon the skills and processes used</i></p>   |  |

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| <i>to communicate through listening, speaking, viewing, reading and writing.</i>  |   |
| 1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.   | 3. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning. (?) |
| <b>Depth and Understanding</b>  |   |
| <i>Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</i> |   |
| 1. Analyze and reflect upon universal themes and substantive issues from oral, visual and written texts.  |   |
| <b>Ideas in Action</b>  |   |
| <i>Content Standard 10: All students will apply knowledge, ideas and issues drawn from texts to their lives and the lives of others.</i>  |   |
| 1. Use these and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.   | 2. Function as literate individuals in carried contexts within their lives and beyond the classroom.  |
| 3 Utilize the persuasive power of text as an instrument of change in their community, their nation and the world.   |   |
| <b>Inquiry and Research</b>   |   |
| <i>Content Standard 11: All students will define and investigate important issues and problems using a variety</i>  |   |

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| <i>of resources, including technology, to explore and create texts.</i>  |  |
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| 1. Generate questions about important issues that affect them or society, or topics which they are curious; narrow the questions to a clear focus and create a thesis or a hypothesis. | 2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic. |
| 3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.   | 4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.          |

**Social Studies Standards and Benchmarks**  
**High School to be used with**  
*They Poured Fire from the Sky on Us*

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| <b>Historical Perspective</b>  |   |
| <i>Content Standard 1: All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships to explain cause and effect: (beginnings to 1620, 1585-1763, 1850-1877, 1870-1900, 1890-1930, 1929-1945, 1945-1970, 1968-present).</i> |   |
| 3. Identify some of the major eras in world history and describe their defining characteristics.   |   |
| <i>Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting and sequencing the events.</i>  |   |
| 2. Identify and explain how individuals in history demonstrated good character and personal virtue.  | 3. Select events and individuals from the past that have had global impact on the modern world and describe their impact. |
| <i>Content Standard 3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.</i>   |   |
| 2. Challenge arguments of historical inevitability by formulating examples of how different choices could have been led to   | 3. Select contemporary problems in the world and compose historical narratives that explain their antecedents.            |

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| different consequences. (?)   |   |
| <i>Content Standard 4: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.</i>  |   |
| 2. Evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.   | 3. Analyze key decisions by drawing appropriate historical analogies.                       |
| <b>Geographic Perspective</b>   |   |
| <i>Content Standard 1: All students will describe, compare, and explain the locations and characteristics of places, cultures and settlements.</i>  |   |
| 2. Describe how major world issues and events affect various people. Societies, places and cultures in different ways.  | 3. Explain how culture might affect women's and men's perceptions.                          |
| <i>Content Standard 2: All students will describe, compare and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact and the inter-relationships among them.</i>   |   |
| 2. Describe the environmental consequences of major world processes and events.   |   |
| <b>Inquiry</b>  |   |
| <i>Content Standard 10: All students will acquire information from books, maps, newspapers, data sets and other resources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.</i> |   |
| 1. Locate information pertaining to a specific social science topic in-depth using a variety  | 2. Use traditional and electronic means to organize and interpret information pertaining to |

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| of sources and electronic technologies  | a specific social science topic and prepare it for in-depth presentation.  |
| 3. Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.   |  |
| <i>Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.</i> |  |
| 5. Conduct investigation prompted by a social science question and compare alternative interpretations of their findings.   | 6. Report the results of their investigation including procedures followed and a rationale for their conclusions |
| <b>Citizen Involvement</b><br><i>Content Standard 1: All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.</i>   |  |
| 3. Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.   |  |