



Amnesty International

# A LONG WAY TO CHERRY TIME

## HUMAN RIGHTS IN THE CURRICULUM

A resource for teachers of  
KS2-3 Citizenship, English, RE  
and related subjects

### BACKGROUND

Prisoners of conscience and the 'disappeared' suffer a denial of basic human rights. The right to a fair trial and to be free from arbitrary arrest and detention, the right to freedom of religious belief and freedom of opinion and expression are all necessary within a modern democracy, and yet are all too often denied to individuals around the world today. Students can explore these issues in a simple way by reading and reflecting upon the award-winning story *A Long Way to Cherry Time*.

[www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

**PROTECT THE HUMAN**



## ABOUT THIS RESOURCE

This resource includes questions and activities around the award-winning story *A Long Way to Cherry Time*. This story can be downloaded (free) from the Amnesty International education web pages: [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education).

The questions can be raised as discussion points whilst reading the text. Alternatively, pupils can write answers to all questions after having read the story.

The activities, which ask pupils to reflect more closely on their feelings and values, include opportunities for discussion, poetry writing and role-play. You will need at least two lessons to do all activities.

This resource is part of Amnesty International's Human Rights in the Curriculum series, raising awareness of human rights issues through curriculum-linked lessons and resources. Full curriculum links for this resource are provided at the end of the document.

For more free resources see [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

### Learning objectives

- To understand and explore the human rights violations that happen to prisoners of conscience and the 'disappeared'.
- To use their imagination to explore other people's experiences
- To explore an issue through studying a text, group discussion and role-play

### Resources

In addition to copies of the worksheets provided, you will also need:

- Copies of the story *A long way to Cherry Time*, which can be downloaded (free) at [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

### ICT opportunities

Answers to the Questions and Activities can be typed up as an information leaflet using Word or Publisher. The story, *A Long Way to Cherry Time*, can be shown on an interactive whiteboard.



### Human rights

The following articles of the Universal Declaration of Human Rights (UDHR) are relevant to this activity:

#### Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

#### Article 10

Everyone is entitled to a fair and public hearing by an independent and impartial tribunal

#### Article 18

Everyone has the right to freedom of thought, conscience and religion

#### Article 19

Everyone has the right to freedom of opinion and expression.

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## ACTIVITY 1

After reading *A Long Way to Cherry Time*, answer the following questions to check your knowledge and understanding of the story.

### A LONG WAY TO CHERRY TIME QUESTIONING THE TEXT

#### Questions

Letters 1-2

1. Who are Djamila and her Uncle?
2. Where are they from?
3. What does Latif do?
4. Why doesn't he answer Djamila's letters?

Letter 3

5. What can have happened to Latif?
6. What do you imagine Djamila's parents think they should do and what they should tell Djamila about Uncle Latif?

Letter 4

7. In what sort of place is Latif being held?

Letter 5-8

8. Why is Djamila's letter returned?
9. How does the Doctor find out about Latif?

Letter 9

10. What has happened to Latif?
11. How is he feeling now?
12. Does he know if his letters have reached Djamila?

Letters 10, 11, 12

13. Why did all this happen to Latif?

Letter 13

14. Who is Prisoner number 3821?
15. What do you think Latif would have thought when Dr Khaitouni came to visit him?

Letters 14, 15

16. Why does Latif say 'Latif Nobody has become Mr Abdellatif Somebody'?

# A LONG WAY TO CHERRY TIME

## QUESTIONING THE TEXT



### ACTIVITY 2

Uncle Latif is what some people call 'a prisoner of conscience'. This means that he has been put in prison because of his beliefs.

- Make a list of things that you believe in. They might be religious beliefs, or non-religious beliefs. They will be about things that are important to you and that you value, for example: 'I believe that my family are important to me'; 'I believe that people should not be racist'.
- Look at your list and try to pick out two or three beliefs that are the most important to you. Imagine if the leaders of your country tried to make you give up those beliefs. Imagine if they said you would go into prison unless you changed your beliefs. What would you do? Discuss your thoughts with a partner and try and come up with a plan of action.

### ACTIVITY 3

Make a list of everyone who appears in this story. For each person write out and complete the following sentences:

- 'The character of \_\_\_\_\_ (*put the character's name in this gap*) behaved in a way that I would describe as \_\_\_\_\_ (*put an adjective here, like 'brave', 'patient' 'cruel', 'kind'*).
- I think this because they did the following things \_\_\_\_\_ (*describe one or two of the actions that they took*).

### ACTIVITY 4

Read the whole of Abdellatif Labbis's poem and think about what it means.

- What are the symbols or metaphors he uses?
- What are the feelings and thoughts he is describing?
- Imagine you were Djamila. Write a poem using different symbols and metaphors to show your feelings.

### ACTIVITY 5

In groups, recreate a scene from early in on in the story in which Djamila's parents discuss what has happened, what they might do, their fears and what they will tell Djamila about the 'disappearance' of Uncle Latif. Role-play this scene to the rest of the class.

## CURRICULUM LINKS



### England

#### KS2 English

##### EN1: Speaking and Listening

##### 3 Group discussion and interaction

To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- c. qualify or justify what they think after listening to others' questions or accounts

##### 8 Speaking

The range should include:

- a. reading aloud

##### 9 Listening

The range should include:

- c. listening to others in the group.

##### EN2: Reading

##### 2 Understanding texts

Pupils should be taught to:

- b. look for meaning beyond the literal
- c. make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]

##### 4 Literature

To develop understanding and appreciation of literary texts, pupils should be taught to:

- c. identify how character and setting are created, and how plot, narrative structure and themes are developed
- f. consider poetic forms and their effects
- g. express preferences and support their views by reference to texts
- h. respond imaginatively, drawing on the whole text and other reading
- i. read stories, poems and plays aloud.

##### EN3: Writing

Breadth of Study

##### 9 The range of purpose of writing should include

- a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader
- b. to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- c. to persuade, focusing on how arguments and evidence are built up and language used to convince the reader
- d. to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it.

##### 12 The range of forms of writing should include poems, explanations, opinions, reviews, commentaries.

#### KS2 RE

##### 2 Learning from religion

Pupils should be taught to:

- c. discuss their own and others' views of religious truth and belief, expressing their own ideas
- d. reflect on ideas of right and wrong and their own and others' responses to them

##### 3 Themes, Experiences and Opportunities

- m. beliefs in action in the world: how beliefs respond to global issues of human rights, fairness and social justice
- o. discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- p. considering a range of human experiences and feelings
- q. reflecting on their own and others' insights into life and its origin, purpose and meaning

##### 5 A LONG WAY TO CHERRY TIME



## CURRICULUM LINKS contd

### KS2 Citizenship

#### 1 Knowledge, Skills and Understanding

Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

#### 2 Preparing to play an active role as citizens

Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events.
- c. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

#### 4 Developing good relationships and respecting the differences between people

Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs

### KS3 English

#### EN1 Speaking and Listening

##### 3 Group discussion and interaction

To participate effectively as members of different groups, pupils should be taught to:

- a. make different types of contributions to groups, adapting their speech to their listeners and the activity
- b. take different views into account and modify their own views in the light of what others say

##### 8 Speaking

The range of purposes should include:

- a. describing, narrating, explaining, arguing, persuading, entertaining
- b. extended contributions to talk in different contexts and groups

##### 9 Listening

The range should include listening to and watching:

- a. discussions in which pupils respond straight away.

#### EN2 Reading

##### 1 Understanding texts

To develop understanding and appreciation of texts, pupils should be taught:

- a. to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings
- c. how ideas, values and emotions are explored and portrayed
- f. to read and appreciate the scope and richness of complete novels, plays and poems
- g. how language is used in imaginative, original and diverse ways

##### 8 Range of Literature

- b. recent and contemporary fiction written for young people.

#### EN3 Writing

##### 1 Composition

- a. draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays
- b. use imaginative vocabulary and varied linguistic and literary techniques
- e. form sentences and paragraphs that express connections between information and ideas precisely
- l. reflect on the nature and significance of the subject matter
- m. form their own view, taking into account a range of evidence and opinions

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## CURRICULUM LINKS contd

### 9 Range of purposes of writing

- a. to imagine, explore and entertain, focusing on creative, aesthetic and literary uses of language. The forms for such writing should be drawn from different kinds of stories, poems, playscripts, autobiographies, screenplays, diaries.
- c. to persuade, argue and advise, focusing on presenting a case and influencing the reader. The forms for such writing should be drawn from brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemical essays.

### KS3 RE

#### 2 Learning from religions

- d. reflect and evaluate their own and others' beliefs and world issues, communicating their own ideas.
- e. express their own beliefs and ideas, using a variety of forms of expression.

#### 3 Themes, Experiences and Opportunities

- j. rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship
- o. discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- p. reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments
- q. using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully

### KS3 Citizenship

#### 1 Knowledge and understanding

- a. Pupils should be taught about the human rights and responsibilities underpinning society.
- i. Pupils should be taught about the world as a global community, and the political, economic environmental and social implications of this.

#### 2 Skills of enquiry and communication

- a. Pupils should be taught to think about topical moral and social issues, problems and events by analysing information and its sources.
- b. Pupils should be taught to justify orally and in writing a personal opinion about such issues, problems or events.
- c. Pupils should be taught to contribute to group and exploratory class discussions.

#### 3 Skills of participation and responsible action:

- a. Pupils should be taught to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## Northern Ireland

### KS2 Language and Literacy

#### Speaking and Listening

- listening and responding to a range of fiction, poetry, drama and media texts through the use of traditional and electronic resources
- taking part in group and class discussions for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view, using evidence or reasoning and justifying opinions, actions or proposals
- improvising a scene based on experience, imagination, literature, media and curricular topics;
- describing and talking about real experiences and imaginary situations, about people, places, events and things,
- expressing thoughts and feelings by reading aloud from a variety of sources including their own work

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## CURRICULUM LINKS contd

### Reading

- reading and understanding a range of traditional and electronic texts;
- taking part in shared and paired reading experiences;
- retelling, re-reading and acting out familiar poems, stories and other assorted texts through individual and group dramatisation, for example, *develop characters from stories using evidence from their reading*;
- discussing and interpreting the texts they have read;
- justifying their responses logically, by inference, deduction or reference to evidence within the text;
- discussing and considering aspects of stories, for example, *themes, characters, plots, places, objects and events*;

### Writing

- experimenting with simple poetic forms;
- using imagination to express thoughts, feelings and opinions in written form, for example, compose a poem about their feelings on a special occasion;
- writing creatively using imaginative vocabulary;
- writing for a variety of purposes, including, to inform, explain, describe, narrate, report, persuade, interpret, express a point of view and give instructions;

### KS2 Whole-Curricular aims and objectives:

#### Citizenship

- become aware of some of their rights and responsibilities;
- become aware of some of the issues and problems in society;
- contribute to creating a better world for those around them

#### Moral Character

- understand that values, choices and decisions should be informed by a sense of fairness;
- take responsibility for their actions;

### KS3 English Learning Area

Develop knowledge, understanding and skills through engagement with a range of stimuli including poetry and prose which enhance creativity and stimulate curiosity and imagination, young people should have opportunities to become critical, creative and effective communicators by:

expressing meaning, feelings and viewpoints;

talking to include debate, role-play, interviews, presentations and group discussions;

listening actively and reporting back;

reading and viewing for key ideas, enjoyment, engagement and empathy;

participating in a range of drama activities;

#### Objective 1: Developing pupils as individuals

Personal Understanding: Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential

#### Objective 2: Developing pupils as contributors to society

Citizenship: Use literature, drama, poetry or the moving image to explore others' needs and rights

### KS3 Learning for Life and Work: Local and Global Citizenship Strand

#### Human Rights and Social Responsibility

Young people should have opportunities to:

- Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.
- Investigate key human rights principles as outlined in the UDHR





## CURRICULUM LINKS contd

- Investigate local and global scenarios where human rights have been seriously infringed, for example, prisoners of conscience, instances where the actions of the state have been questioned and challenged etc.
- Investigate the principles of social responsibility and the role of individuals, society and government in promoting these.

### Scotland

Curriculum links relate to the current guidelines for the new Curriculum for Excellence.

The activity supports the development of students as:

#### Successful learners able to:

- learn independently and as part of a group
- make reasoned evaluations

#### Responsible citizens able to:

- make informed choices and decisions
- develop informed, ethical views of complex issues.

#### Effective contributors

- communicate in different ways and in different settings
- solve problems.

### Wales

#### KS2 English

Oracy

##### 1 Range

3. listen and respond to a range of people
4. make a range of contributions in discussions,
5. participate in a wide range of drama activities,

##### 2 Skills

6. listen to others, questioning them to clarify what they mean, and extending and following up the ideas
7. qualify or justify what they think after listening to other opinions or accounts, and deal politely with opposing points of view.

Reading

##### 1 Range

5. read texts:
  - with challenging subject matter that broadens perspectives and extends thinking
  - with more complex narrative structures and sustained ideas
  - that include figurative language, both in poetry and prose

##### 2 Skills

4. consider in detail the quality and depth of what they read, responding imaginatively to the plot, characters, ideas, vocabulary and organisation of language in literature and media and moving image texts
5. use inference, deduction and prediction to evaluate the texts they read, and refer to relevant passages or episodes to support their opinions

Writing

##### 1 Range

3. write in response to a wide range of stimuli, including stories, plays and poems
5. write in forms which include imaginative writing

#### KS2 PSE

##### KS2 Community Aspect

- Understand the importance of democratic decision-making and involvement and how injustice and inequality affect people's lives.



## CURRICULUM LINKS contd

### KS3 English

#### Oracy

##### 1 Range

1. talk for a range of purposes, including:
  - explanation, description and narration
  - argument, debate, prediction and persuasion
  - analysis
3. participate in a wide range of drama activities

##### 2 Skills

1. make different types of contributions in discussion, adapting their speech to their listeners and to the activity
9. identify the major elements of what is being said
11. ask and answer questions and modify their ideas in the light of what others say.

#### Reading

##### 1 Range

2. read literature drawn from a variety of genres. Texts selected should extend pupils' ideas and their emotional and moral understanding...

The range of reading should include:

novels and short stories that:

- include a range of narrative structures and literary techniques
- offer perspectives on society and community and their impact on the lives of individuals

##### 2 Skills

1. talk and write about a wide range of reading, learning to articulate informed personal opinions
2. respond, both imaginatively and intellectually, to the substance and style of what they read

#### Writing

##### 1 Range

2. write to inform, instruct, explain, argue, narrate, report, describe and persuade
3. write in a range of forms.

### KS3 PSE

#### Community Aspect

- Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence.