# Unit 6: Conflict

Content Area: **Global Studies**
Course(s): **Global Studies**
Time Period: **Marking Period 3**
Length: **5 Weeks**
Status: **Published**

## Unit Overview

In this unit, students will research models for mediating conflict and discuss strategies for preventing conflict. Students will become familiar with current areas of conflict throughout the world and be able to explain things that work and things that don't work in mediating conflict. Students will make edits to their final projects and make presentations to the class of their proposed solutions, making suggested edits or improvements before final presentations before the larger school body.

## Standards

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| LA.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.8.1.A | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| LA.W.8.1.D | Establish and maintain a formal style. |
| LA.W.8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| SOC.6.1.8.D.4.a | Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. |
| SOC.6.3.8.CS2 | Recognize the value of cultural diversity, as well as the potential for misunderstanding. |
| SOC.6.3.8.CS5 | Collaboratively develop and practice strategies for managing and resolving conflict. |
| SOC.6.3.8.CS7 | Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. |
| SOC.6.3.8.CS8 | Challenge unfair viewpoints and behaviors by taking action. |
| SOC.6.3.8.CS9 | Make informed and reasoned decisions. |
| SOC.6.3.8.CS10 | Accept decisions that are made for the common good. |

## Essential Questions

- What are the causes of people to come to fight with one another?
- How can understanding, instead of animosity, be fostered in a community?
- What are the differences that drive us apart, and what are the qualities that help bring us together?
- What leadership qualities help encourage deescalation of conflict?

## Application of Knowledge: Students will know that…

- The causes of conflict include disputes over land use, economic gain, ethnic origins, and differing worldviews
- The reasons for conflicts can evolve over time due to changing economic conditions
- The Truman Doctrine set up US foreign policy to prevent the spread of the Communist bloc
- US policy shifted to a focus on terrorism after the September 11th, 2001 attacks

## Application of Skills: Students will be able to…

- Describe the history of disagreements between the US and Iran
- Detail the causes of several current conflicts worldwide, in Syria, Israel/Palestine, North Korea, and China
- Explain the role of nuclear weapons in global peace negotiations
- Relate past conflicts to current ones in specific areas of the world

## Assessments

-Team news report on one conflict around the globe

-Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

-Role-playing activity where students represent the interests of different countries or groups

## Suggested Activities

-Class discussion on necessity of war

-Class reading on history of conflict in Korea, Israel/Palestine, the DRC, Yemen, or Sudan

-Documentary on history of conflict in one area of the world

-Class discussion on conflict resolution based on project presentations

-Powerpoint presentation on causes of conflicts, with examples

## Activities to Differentiate Instruction

**Differentiation for special education:**

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - packets of resources for conflict reports
  - study guide

**Differentiation for ELL's:**

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: nuclear non-proliferation, deterrent, deescalation, demilitarization, sanctions

**Differentiation to extend learning for gifted students may include:**

- Reflections on project presentations

## Integrated/Cross-Disciplinary Instruction

Social Studies: conflict resolution, world military history

ELA: understanding differing viewpoints

## Resources

https://www.cfr.org/global/global-conflict-tracker/p32137#!/

https://www.crisisgroup.org/global/10-conflicts-watch-2017

http://www.pbs.org/wgbh/globalconnections/mideast/educators/lessons.html

http://nationalinterest.org/feature/water-wars-the-next-great-driver-global-conflict-13842

http://www.circleofblue.org/2015/world/infographic-nasa-satellites-reveal-global-groundwater-depletion/

https://www.crisisgroup.org/

http://www.pbs.org/wgbh/globalconnections/mideast/educators/uspolicy/lesson2.html

## 21st Century Skills

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |