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Border Disorder – Cultures in Conflict Throughout the World

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Border Disorder – Cultures in Conflict Throughout the World

Grade Level: 6th grade

Subject/Topic Area(s): Social Studies

Designed By: Bethany Lorge

Time Frame: 4 weeks

School District: North East ISD

School: Jackson Middle School

School Address and Phone: 4538 Vance Jackson Rd. San Antonio, TX 78230

Brief Summary of Unit: This unit is designed to look at various cultures throughout the world and examine the reason for conflict in each of them. By looking at snapshots of information for various cultures and situations (e.g. Africa, Israel/Palestine, India/Pakistan, North/South Korea), students come to the understanding that conflict is due to many factors, but there is always a matter of different perspective for each situation. The students look at the history of each situation from a factual standpoint, but they also are stretched to investigate and explore the perspectives of each as well. The students' performance task has them creating a news show that interviews representatives of each side of the conflict as well as a "scholar" on the situation who has developed a solution to bring peace to the area.

Border Disorder – Cultures in Conflict Throughout the World

Stage 1 – Desired Results		
<p>1) (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>4) (E) draw sketch maps that illustrate various places and regions; and (F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</p> <p>(5) (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory.</p> <p>(11) (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited), (D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.</p> <p>(15) (E) analyze the similarities and differences among various world societies; and (F) identify and explain examples of conflict and cooperation between and among cultures.</p>	<h3>Transfer</h3>	
	<p><i>Students will independently use their learning to...</i></p> <p>Independent: students will make an individual Glogster (www.glogster.com) over the conflict that their group will be assigned. Students will have to complete their Glogster with information that will be used in their skits (Who: What: Where: When: Why: How: of highlighting the problem, what the conflict is a result of, and then a possible solution).</p> <p>Group: Complete a news cast in groups of 3-4 students where they have one anchor, one on each side of the argument, and then someone who is interviewed for a solution (college professor or expert in the field). Students will have to present perspective from each side of the debate, what the argument is over, if it is due to a difference in how culture, religion, natural resources, location, historical pasts (invasion, conquests, colonization, immigration, trade), or any collection of these events, and then have an expert in the field propose a solution for the situation.</p>	
	<h3>Meaning</h3>	
	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Conflict throughout the world and between countries often results from differences in perspective. • Conflict solutions are challenging to arrive at and usually have long lasting effects. • Conflicts of the past, present, and future influence one another. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is worth fighting for? • How does change cause conflict? • How are conflicts resolved or avoided?
<h3>Acquisition</h3>		
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • That different perspectives of culture, religion, natural resources, location, government, and historical past (invasion, conquests, colonization, immigration, trade) lead to conflict. • History of individual conflicts such as World War I, colonial Africa, Bosnia-Herzegovina, Belgium, Northern Ireland, Rwanda, Canada, Israel, India, Pakistan, and North and South Korea • Similarities and differences of conflicts throughout found worldwide. • Vocabulary: limited government, unlimited government, colonization, border, boundary, genocide, resource 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Locate and identify countries involved in conflict on a map (colonial Africa, Bosnia-Herzegovina, Belgium, Northern Ireland, Rwanda, Canada, Israel, India, Pakistan, and North and South Korea). • Define key vocabulary such as limited government, unlimited government, colonization, border, boundary, genocide, resource • List similarities and differences of major conflicts throughout the world. • Describe how culture, religion, natural resources, location, government, and historical pasts (invasion, conquests, colonization, immigration, trade) could contribute to conflict and give examples of each. • Analyze political maps of each conflict and describe why each location would contribute to conflict. • Weigh options of political solutions to major conflicts, arguing both the 	

		<ul style="list-style-type: none"> pros and cons of each side. Compare and contrast students' personal conflicts to those of the world.
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Stage 2 – Evidence

Evaluative Criteria (for rubric)	CODE (M or T)	
<ul style="list-style-type: none"> Collaboration with peers Evidence of research for country's conflict Perspective of varying sides of conflict Solution Proposed for Conflict Resolution and Implications of Solution Completion of Glogster information 	M	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Independent: students will make an individual Glogster (www.glogster.com) over the conflict that their group will be assigned. Students will have to complete their Glogster with information that will be used in their skits (Who: What: Where: When: Why: How: of highlighting the problem, what the conflict is a result of, and then a possible solution).
	M/T	Group: Complete a news cast in groups of 3-4 students where they have one anchor, one on each side of the argument, and then someone who is interviewed for a solution (college professor or expert in the field). Students will have to present perspective from each side of the debate, what the argument is over, if it is due to a difference in how culture, religion, natural resources, location, historical pasts (invasion, conquests, colonization, immigration, trade), or any collection of these events, and then have a expert in the field propose a solution for the situation. Newscast will be video recorded and made into a pretend news show. ----- Other Evidence: Unit Worksheet, vocabulary, Think, Pair, Share, exit slip, Jeds vs. Pads reflection sheet, Kashmir reading flow chart (graphic organizer), Kashmir video questions, computer lab questions, concept attainment, Glogster worksheet/template, Glogster website product, news skit conversation worksheet, videotaped news skit

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment	
	Introduction to EQ with class discussion of conflict using videos of modern day conflict throughout the worlds as well as an example of personal conflict one could experience.	
	Learning Activities	Progress Monitoring
A	Day1: Introduction: Students will be introduced to conflict by showing a video clip from the movie "The Waterboy" (http://www.youtube.com/watch?v=ZpDnXYIFjo). The video highlights arguing and disagreements, which can lead to violence and conflict. Then, a clip of a present day conflict (eg. Libya) will be shown to portray conflict in a world event. Lastly, a PowerPoint that shows conflicts that have taken place throughout the world will be shown, displaying where many of the conflicts throughout history have taken place in the past, as well as current conflicts (introduction of first EQ "What is worth fighting for?" for class discussion). Students will then come up with a definition for conflict that will be written across the board, and each day, students will add/take away from the definition (working definition) so, as a class, we will come up with a final description of what conflict is by the end of the unit. Finally, the Unit Worksheet , which will be their notes page for the unit, will be handed out and explained.	Unit Worksheet Vocabulary
A/M	Day 2-3: Changing Borders: Students will be presented with images of colonial Africa (before colonialism, after colonialism, present day conflicts) as well as images of WWI (before and after) . Students will have to compare the images, and for each location, describe what is happening and why this might lead to conflict. After comparison, class discussion will introduce EQ "How does change cause conflict?" Students will then read History Alive: Enrichment Essay on WWI. HW: complete Unit Worksheet for WWI	Unit Worksheet

	(Europe).	
A/M	Day 4: Blood Diamonds: Students, continuing with Africa, will look at how resources can also be a source of conflict. Two videos that portray “Blood Diamonds” and the struggle to control and make money from the sale of diamonds, at the expense of human life, will be shown. One video is from the History Channel (http://www.history.com/videos/blood-diamond-beyond-the-bloodshed#blood-diamond-beyond-the-bloodshed) and the other is from a 60 Minutes feature (http://www.cbsnews.com/video/watch/?id=5825990n). Students will then complete a Think, Pair, Share over the question, “How does the resource of diamonds lead to conflict in African countries?” HW: Complete Unit Worksheet for Africa.	Unit Worksheet Think, Pair, Share
A	Day 5-6: Cultures in Conflict: Students will read History Alive: Enrichment Essay – Cultures in Conflict and fill in their unit worksheet for each of the countries that are discussed. Students will have to write about the conflict and possible solutions for each country in the essay on their Unit Worksheet. Exit Slip: How are conflicts resolved or avoided? What are solutions you’ve seen so far?	Unit Worksheet Exit slip
A/M	Day 7: Israeli/Palestinian Conflict: Students will look at how religion and land is a source of conflict as they complete the History Alive: Jeds and Pads Activity as a class. HW: Students will complete Jeds vs. Pads Reflection sheet.	Jeds vs. Pads Reflection Sheet
A	Day 8: Israeli/Palestinian Conflict: Students will watch a 60 Minutes video on the Israeli/Palestinian conflict (http://www.cbsnews.com/video/watch/?id=4752349n). Students will then complete their Unit Worksheet for the Israeli/Palestinian conflict.	Unit Worksheet
A/M	Day 9: India and Pakistan: Students will look at how religion and resources are a cause for conflict as they read pp.631-635 in their textbook and complete graphic organizer while reading.	Reading Flow Chart (graphic organizer)
A/M	Day 10: India and Pakistan: Students will watch a documentary (http://topdocumentaryfilms.com/the-killing-of-kashmir/) on Kashmir and complete questions while they watch. HW: complete Unit Worksheet for Kashmir conflict.	Video Questions Unit Worksheet
A	Day 11: North and South Korea: Students will look at how governments are a cause for conflict when they go to the computer lab and use this site (http://geography.about.com/od/northkorea/a/korean-conflict.htm) to answer questions about the conflict.	Computer Lab Questions
M	Day 12: North and South Korea: Students will complete a concept attainment activity that has them grouping a point-of-view that North Korea has vs. point-of-view that South Korea has over various conflicts the country has. Then, as a pair, students will have to choose (1) conflict and draft a peace solution to the argument. All solutions will be read to the class, and the class will have to vote on best peace solution. HW: complete Unit Worksheet for South/North Korea conflict.	Concept Attainment Unit Worksheet
M	Day 13-15: Glogster: students as a group will choose ONE conflict of the countries we’ve looked at closely (Africa, Israel/Palestine, India/Pakistan, North Korea/South Korea) and come up with a Glogster poster individually for that country. They must complete a template before they are allowed to make their Glogster webpage that answers the following questions: “What is the conflict in your country about?” “What is the history behind your conflict?” “What are possible solutions?” “How is this similar and different to a conflict in your own life?” and then include one pictures with a caption.	Glogster worksheet/template Glogster website product
M/T	Day 16-18: Performance Task: News skits – students will have to complete a dialogue for the 4 members in their group and write it down on their worksheet. They must use the country they were assigned to for Glogster and then come up with dialogue for an anchor, one person for each perspective of the conflict in the country, and then an “expert” on the situation who can come up with a solution to the conflict. Students will perform their skits while they’re videotaped and then the videos will be arranged into a news style show to be shown to the classes afterwards.	News skit conversation worksheet Video taped skit

	Ideas: microphone, cue cards (butcher paper)	
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Name: _____ Date: _____ Period: _____

Breaking News!!

You are on the set of a news station that's going to cover the conflict in _____ . It is your job to set up the cue cards of what's going to be said by your anchorman/woman, your two guests, and your expert on the situation. Then, it's time to take to the streets as the cameras will start rolling and you're live!! Come up with what everyone is going to say here in preparation for the real thing. The whole world is going to be tuning in to YOUR broadcast...be prepared and knowledgeable!!



News Anchor _____
(name goes here)

Lines:

Perspective #1 _____
(name goes here)

Lines:





Perspective #2 _____

(name goes here)

Lines:

Expert _____

(name goes here)

Lines:



Closing

	Excellent	Good	Acceptable	Unacceptable
Cue Card Worksheet	Contains all the following: all characters have written parts, each perspective is represented, and solution to conflict is given	Missing one of the following: all characters have written parts, each perspective is represented, and solution to conflict is given	Missing two of the following: all characters have written parts, each perspective is represented, and solution to conflict is given	Missing all three required parts
Skit	Contains all the following: members are prepared and well-rehearsed, lines are spoken clearly, and props are used	Missing one of the following: members are prepared and well-rehearsed, lines are spoken clearly, and props are used	Missing two of the following: members are prepared and well-rehearsed, lines are spoken clearly, and props are used	Missing all three required parts
Perspective	Contains all the following: all perspectives are given, well-researched, and accurate	Missing one of the following: all perspectives are given, well-researched, and accurate	Missing two of the following: all perspectives are given, well-researched, and accurate	Missing all three required parts
Participation	All members participate equally in research and performance	All but one member participate equally in research and performance	All but two members participate equally in research and performance	One member is solely responsible for research and performance.
Glogster Poster	Poster contains all of the following: answers all (4) questions, contains (1) picture, neat and creative	Poster is missing one of the following: answers all (4) questions, contains (1) picture, neat and creative	Poster is missing two of the following: answers all (4) questions, contains (1) picture, neat and creative	Poster is missing all three required parts