



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

## Center for Middle Eastern Studies

### **Syrian Civil War and Human Rights Violations**

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#### **Essential Question:**

- **How have human rights been violated in the Syrian Civil War and how has the international community attempted to address them?**

#### **Objectives:**

- Describe the human rights violations that have been committed under Bashar Al Assad's regime.
- Identify which articles of the UN Declaration of Human Rights have been violated in the Syrian Civil War and describe how they have been violated.
- Describe the role of the international community during the Syrian Civil War.

#### **Curriculum Standards:**

##### **CCSS Standards-**

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

##### **C3: College, Career and Civic Readiness Standards-**

D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Lesson Plan:**

Students will have reviewed the background and context of the Syrian Civil War and the UN Declaration of Human Rights the day before this lesson. The teacher will be doing lecture notes the day before to provide this context. They should be fairly aware of the broad ideas, concepts and issues persisting in this conflict. They will also be introduced to the idea of bystanding, as this is our overarching theme for this case study.

**Lesson Intro (2 mins)** As students walk in, the teacher will review the essential question and objectives for the day. The teacher will emphasize that the focus of the day will be addressing the question:

- **How have human rights been violated and how has the international community attempted to address them?**

**Bellringer (5 mins)** Students will have completed a **pre-assessment** at the end of class the day before. This will be an attitude inventory gauging their prior knowledge and opinions regarding the act of bystanding. We will discuss as a class for 5 minutes today the results of this attitude inventory, and student's knowledge, thoughts and opinions regarding the bystander effect. This will preface and set the stage for our work throughout the period.

**Response to Syria "Tweet Out" (40 minutes)**

After our discussion setting the stage for looking at bystanding, students will have the opportunity to engage in a "Tweet Out". Teacher will take some time to remind students what a "Tweet Out" is, and what is expected when we take part in a "Tweet Out"

- *A "Tweet Out" is where we are analyzing various sources of information and responding to said sources with authentic, meaningful tweets. These tweets can be in the form of a question, comment, reaction, A-HA moment, something confusing or something you knew before. The purpose here is to "go meta" on the sources and information we are looking at, and take a critical stance in your assigned roles as UN inspector teams, assessing and evaluating bystanding as our overarching theme. The expectation is that you will respond thoughtfully, critically, and possibly controversially, to the material you witness, in an effort to develop a larger conversation around Syria and the issue of bystanding*

There will be 4 case study stations (round the room, each with various primary and secondary artifacts related to specific country/ international government responses to the crisis in Syria. The stations include from the following: **The United States Response, Arab/Middle East Response, Assad Regime Response, and the European Union Response.**

Students will be paired in teams of 2. These teams will be chosen ahead of time by the teacher based on data from the attitude inventory. Teams will have students who responded differently to the questions on the attitude inventory, as to set the stage for fruitful, inquisitive work. Students will act as **United Nations Inspector Teams** for this activity.

The job of the United Nations inspector teams will be to assess and critique the responses of these countries/international governments to the crisis in Syria. The team will have **three major responsibilities.** The duties (instructions) for the team are provided below.

## Round 1 (10 minutes)

### Read & TURN & TALK:

-As a team, read and review the primary/secondary artifacts before describing this particular country's response to Syria. After reviewing, consider the BIG QUESTION posted next to this station, and TURN to your team partner to discuss your thoughts, opinions and possible answer to this question.

### Tweeting:

-After considering your BIG QUESTION, each person on your UN team will create **(2) tweets**, (with a question, comment, reaction, any confusion, something you know/recognize, something you learned, or an A-HA moment) that you will post on your targeted document/artifact.

\*As student teams work on analyzing their stations, teacher will be rotating and monitoring student progress, probing student thoughts and asking questions

### Checkpoint (5 minutes)

After students complete Round 1, teacher will stop the class for a quick check-in and brief discussion. teacher will have prepared guiding questions to ask student teams, including:

*-How do you believe your country/government's response impact(ed) the people and civilians of Syria?*

*-Which human rights have been violated under the UN Declaration of Human Rights? How have they been violated?*

*-Would you consider your country/government to be an **upstander** or **bystander** to the crisis in Syria? Explain your reasoning.*

## Round 2: (10 minutes)

After completing this, your team will rotate to another station, and repeat the steps from Round 1. As student teams work on analyzing their stations, teacher will be rotating and monitoring student progress, probing student thoughts and asking questions.

### Checkpoint (5 minutes)

After students complete Round 2, teacher will stop the class for a quick check-in and brief discussion. teacher will have prepared guiding questions to ask student teams, including:

*-How do you believe your country/government's response impact(ed) the people and civilians of Syria?*

*-Which human rights have been violated under the UN Declaration of Human Rights? How have they been violated?*

*-Would you consider your country/government to be an **upstander** or **bystander** to the crisis in Syria? Explain your reasoning.*

## Round 3: (10 minutes)

After analyzing two stations, your UN team will have a **third and final responsibility**.

Each team must rotate to a station they have not analyzed yet. The team will **NOT answer** the BIG QUESTION, **nor will they post 2 tweets**. Here, **each person** on the team will **ADD** a tweet to someone else's tweet post, following up that person's tweet with **another question, continuing reaction/comment, counter argument or A-HA moment**.

## Closure and Goals for Tomorrow (5 mins):

As a closure to today's lesson, students will synthesize their understanding of the international community responses to the Syrian crisis by answering the Essential Question in the form of a thesis statement and by bulleting at least 3 pieces of evidence to support their claim.

Students will complete an exit ticket by responding to the question-*How have human rights been violated in the Syrian Civil War and how has the international community attempted to address them?* Provide evidence from the documents.