



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Title: Whose Land Is It Anyway?

Author: Linda Burrows

Purpose/Connection to the Curriculum:

The modern story of Bosnia and its subsequent quest for a national identity is one that can be used as a case study of decolonization, nationalism, globalism, and neo-imperialism. After students have an understanding of the complexity of emerging nations of the 20th century, they can then apply those concepts to other situations across the world.

Overview:

Bosnia has a long and complex history. Mostly manipulated by outside forces, it struggles to maintain its autonomy from within. In this lesson students will understand the different points of view involved with Bosnia's independence movement and the greater impact it has had on the global world.

Grade Level:

9-12

Time Required:

1 to 2 55-minute class periods

Objectives:

Students will

- Understand the concept of self-determination
- Analyze a map of Bosnia Herzegovina
- Read and answer questions about the Bosnian War
- Investigate and analyze points of view from different perspectives of the war

Targeted Skills - Based on Arizona State Standards:

- Strand 2, Concept 1, PO 1 – Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
- Strand 2, Concept 1, PO 5 – Evaluate primary and secondary sources for author's main points, purpose and perspective, facts and opinions, different points of view on the same historical event.
- Strand 2, Concept 1, PO 6 – Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- Strand 2, Concept 8, PO 6 – Examine genocide as a manifestation of extreme nationalism in the 20th century.

- Strand 2, Concept 9, PO 5 – Connect current events with historical events and issues using information from class discussions and various sources.
- 9-10.RH.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.
- 9-10.RH.1. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Materials:

- Copies of UN Decolonization Declaration for each student
- Copies of Brief History of Bosnian Conflict for each student
- Copies of Ethnic Minorities Map for every paired group.
- Copies of Who Are They? worksheet for each student.
- Projector to display PowerPoint presentation.

Suggested Procedures:

1. Students will read the UN Decolonization Declaration. Students will be able to understand the concept of self-determination, national identity, and the UN's role. As a modification, have students read in mixed-level pairs and write definitions together.
2. Students will participate in a whole class discussion of the concepts: self-determination, national identity, and the role of the United Nations to check for understanding and the goals the United Nations has for emerging nations.
3. Students will read and annotate the Brief History of the Bosnia Conflict. As a modification, have students read in mixed-level pairs and take notes.
4. Students will analyze the Bosnian Ethnic Minorities Map.
5. Students will complete the Who Are They? worksheet.
6. Show Road Signs PowerPoint pointing out the divisions within Bosnia having two languages and the graffiti on the signs that will cross out the Cyrillic alphabet in high Croat populated areas and in high Serb populated areas the Latin alphabet.
7. Divide class into four groups: Bosniaks, Bosnian Croats, Bosnian Serbs, UN Peace Keepers.
8. In the small groups, students will make a proposal that will both meet the needs their particular group and propose a way forward for Bosnia to have a national identity.
9. Gather representatives (1 or 2) from each of the four groups to meet at a United Nations Special Session. Have students gather in a circle in the center of the room. Leave a couple of seats empty in the circle. The students not in the special session should be seated behind their representatives as their respective delegation.
10. Students will discuss a way forward for Bosnia to create a national identity. Students not in the special session should take notes on the discussion and if they have a good point to make they can join the circle in one of the empty seats to participate in the discussion and then return to their delegation.

Extending the Lesson:

Students will research the Dayton Peace Accords and evaluate its strengths and weakness in forming a national identity for all Bosnians.