

SOCIAL STUDIES  
 Conflict resolution Mini-unit (teach Cyprus)  
 High School World History or current events course

<b>Mini-UNIT:</b> Conflict Resolution in the World Today: Introduction to current world conflicts, their antecedents, their progression, and their potential conclusions		<b>Educator:</b> Jennifer Turner	<b>Date:</b> 1-2 weeks
<b>Please note:</b> -Lesson is best used at the beginning of a semester as an introduction before tackling conflicts and conflict resolution in early history. Students will build upon background knowledge they have of current conflicts.  -Time for activities will vary depending on class size. A thorough, in-depth study will take longer, but time may be limited in a regular social studies course.			
<b>Arizona Content Standards: World History Strand</b> <b>Concept 1: Research Skills for History</b> <b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data. <b>PO 5.</b> Evaluate primary and secondary sources for: <ol style="list-style-type: none"> <li>a. authors' main points</li> <li>b. facts vs. opinions</li> <li>c. different points of view on the same historical event</li> <li>d. credibility and validity</li> </ol> <b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. <b>PO 7.</b> Compare present events with past events: <ol style="list-style-type: none"> <li>a. cause and effect</li> <li>b. change over time</li> <li>c. different points of view</li> </ol> <b><u>Some of the below concepts (conflicts) may be covered if they are selected by student groups</u></b> <b>Concept 8: World at War</b> <b>PO 6.</b> Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Sudan). <b>Concept 9: Contemporary World</b> <b>PO 2.</b> Explain the roots of terrorism: <ol style="list-style-type: none"> <li>a. background and motives</li> <li>b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)</li> <li>c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)</li> <li>d. economic and political inequities and cultural insensitivities</li> </ol> <b>PO 5.</b> Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).			
<b>Key Vocabulary:</b> Conflict resolution, transformative resolution, reconciliation, mediation, arbitration, litigation, negotiation, Turkish/Greek Cypriot, Green Line, United Nations, EOKA (National Organization of Cypriot Fighters), self-determination, Greek Orthodox, TMT ( <i>Turk Mudafa Teskilat</i> - Turkish Defense		<b>Visuals/ Resources:</b> Internet access, Computer/TV hook-up for streaming (www.cnn.com/Yahoo News-http://news.yahoo.com) Map of the world, AZ Republic/New York Times, poster board, markers, glue, dry erase posters, flipchart paper <b>Teacher resources:</b> Cyprus Profile/Conflict/Visitors' Guide	

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Organization), AKEL (Cypriot Communist Party), enosis, taksim	<a href="http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1016541.stm">http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1016541.stm</a> <a href="http://www.cyprus-conflict.net">www.cyprus-conflict.net</a> <a href="http://www.cia.gov/cia/publications/factbook/geos/cy.html">http://www.cia.gov/cia/publications/factbook/geos/cy.html</a> <a href="http://www.visitcyprus.org.cy/">http://www.visitcyprus.org.cy/</a> <b>Websites to be used in creating Cyprus graphic organizer/PowerPoint</b>
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**Connections to Prior Knowledge/ Provide Background Information:**  
 Ask students to recall personal conflicts they have experienced with friends/family members. Each student will write down a paragraph describing the conflict and a paragraph explaining how and if it was resolved. If it was resolved they will explain why they think they think it was a success. If it is currently unresolved they will explain why and write down possible solutions. Students will share with a partner and get suggestions if necessary. Ask students to share with the class.

**Content Objective:**  
 Students will be able to demonstrate knowledge and comprehension of conflicts and conflict resolution worldwide by brainstorming conflicts collectively, seeing images of peace and conflict within a country, watching news broadcasts, and by researching a regional conflict in pairs to be shared with the class in the form a poster and PowerPoint presentation.

**Language Objective:**  
 Students will be able to demonstrate evaluation and analysis of conflicts and conflict resolution worldwide by suggesting resolutions or steps towards resolution for each of the conflicts presented and by comparing and contrasting their conflict with another pair's using a T-chart. Students will also complete at least 3 follow-up reflections by researching updates on the conflict.

**Meaningful Activities:**  
 -Teacher will utilize the above activity as an intro to the mini-unit on "Conflict Resolution in the World Today." Once students have shared their responses the teacher will ask students to brainstorm in teams (2-3 students) issues of conflict in the world today on dry erase posters. Each group will informally share their responses. One student will create a collective list on flipchart paper to be posted. Teacher will also aid students in coming up with student generated definitions for conflict resolution and its various forms (negotiation, transformative, etc.-see vocabulary). These definitions will be posted throughout the unit as well.

-Teacher will use students' knowledge of present day conflicts to build on a larger study of the state of the world today. Teacher will first show images of various countries in conflict, some of which may have been discussed already during the above activity (i.e. Somalia, Iraq, Nepal, Congo, Ivory Coast, etc.). The first picture of each will show the more commonly depicted image of the country in conflict, at war, or facing

**Assessment:**

**Informal:**  
 -Class brainstorming and discussion/dialogue on various conflicts presented, in particular, Cyprus  
 -Observation of student progress toward goal  
 -Graphic organizer with notes

**Formal:**  
 -Poster and PowerPoint Presentation of conflict  
 -T-Chart comparison of conflicts with another pair  
 -Ongoing reflections on updates of conflict throughout the semester (at least 3)



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devastation. The second will be a peaceful image of art, architecture, or people of various conflicting groups interacting. The idea will be to have the students see other aspects of a country in conflict that may not normally be depicted in the media. The other idea is that students need to see that not “all” of those belonging to a “certain group” feel similarly about the “other.” Some “groups” are working through deeply rooted issues towards resolution. Teacher will encourage dialogue throughout the presentation and ask students why and how one group can have and maintain power over another. Teacher will also ask students how animosity can be supported between groups (i.e., propaganda). One student will act as a recorder and keep a list of the responses to be copied for the rest of the class. Current news broadcasts may be streamed through Yahoo News/CNN as a supplement.

-Teacher will utilize Cyprus as an example/model. A PowerPoint overview of the history of Cyprus will be utilized along with its current state of conflict resolution. Similar to the above, students will see peaceful images of Cyprus along with signs of conflict (i.e. the Green Line, Nicosia divided, and graffiti on walls). Students will be given a graphic organizer of the conflict as a resource for a later activity.

-Students will form pairs and be assigned a region of the world. Each pair will choose a conflict based on the collective list or will look in the newspaper/on the Internet to find a

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conflict within their region. When a conflict is found the students will create a graphic organizer to take notes on the issue itself and the various viewpoints (remind students that there may be more than two sides to any issue). Students will need to document what fuels each side's cause. Students will also need to list the steps taken to resolve the conflict and the events that have halted the progress. Teacher will remind students to utilize the Cyprus graphic organizer as a model for theirs. (Students will have previously completed a lesson on analyzing primary/secondary sources especially in relation to mass media)

-Pairs will create a poster and PowerPoint (each person in the pair may focus on one). The poster and PowerPoint (at least 10 slides) will need to include images along with the data collected from the research. The PowerPoint presentation will be approximately 10 minutes, allowing time for questions from other students. Each pair will also suggest their idea for resolution within their presentation. The posters will be displayed and students will be allowed time to add post-it notes with suggestions they have for resolution or at least steps towards resolution of the conflict.

-Student pairs will join with another group and compare and contrast similarities and difference between their chosen conflicts using a T-Chart.

-Students will be asked to reflect on any



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	<p>“conflicts” they faced while working with their partner and what method they used to resolve them (refer to vocabulary on resolution).</p>	
<p><b>Wrap-up/Follow-up:</b> Students will be asked to follow-up on their conflicts three times more during the semester. They will keep a log of their updates and share them with the class during a designated time. They will also reflect upon their initial ideas of resolution of these conflicts to see whether the parties involved have taken these routes. They may also decide to suggest another idea based on the new information gathered. Students may keep printouts from the Internet or cut-outs from newspapers as a reference in a folder and will post them around the world map in the classroom for others to view. During each of these times, the teacher will update the students on the political climate of Cyprus as well. Teacher will also remind students that many of these issues are extremely complex and as they likely noticed, have ties in early history. The study of World History during the semester will cover the roots of some of these conflicts and add more depth to discussions of them.</p>		
<p><b>Additional activities for gifted students:</b> Require students do additional research on primary resources/personal accounts, ask students to research one chosen conflict thoroughly and perform a debate.  <b>Accommodations/Modifications (will vary depending on students in the classroom):</b> Assign a partner who can assist in interpreting text and research, provide websites on a pre-determined conflict that are helpful and outline the topic well, provide an outline of class discussions and vocabulary for further review, allow more time (after school) for creation of poster/PowerPoint.</p>		