

2012

Are Your Electronic Products Fueling the Deadliest War in the World?

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Are Your Electronic Products Fueling the Deadliest War in the World?

Created by: Kimberly Thielen-Metcalf
 Mason City High School, Mason City Community School District

Grade Level (Req.): 11th-12th grade	Content Area (Req.): Economics	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Social Studies to Business and Technology • • 		
Time Frame (Req.): 2-3 days	Goal (Req.): To understand how the 5 Principles of Economic Reasoning and personal choices impact the global economy.	
	Objective (Req.): The student will answer a series of questions applying economic reasoning to the Conflict in the Congo. The student will apply the laws of supply and demand and evaluate his or her role in the conflict.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Computer (access to my website) • Student questions are on handout attached • Map for formative assessment • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Look at the home page of this site. Answer the first question on the student handout.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. See attached document for specific instructions. The questions on it for the student to answer require that the student use the tabs on this website in order to complete the analysis and evaluation and application of this conflict to the 5 Principles of Economic Reasoning. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 		

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- 20.

Formative Evaluation (Req.): On the website

Assessment (Req.): Answers to questions on Student Handout document (see attached)

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Economics, grade 9-12: Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.
- Economics, grade 9-12: Understand how universal economic concepts present themselves in various types of economies throughout the world.
- Economics, grade 9-12: Understand the impact of advancing technologies on the global economy.
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Common Core Curriculum Standards Used (Opt.):

- Reading for Literacy in History/Social Studies, grade 6-12: Cite specific textural evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Reading for Literacy in History/Social Studies, grade 6-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Writing for Literacy in History/Social Studies, Science and Technical Subjects, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing for Literacy in History/Social Studies, Science and Technical Subjects, grade 6-12: Draw evidence from information texts to support analysis, reflection, and research.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The characteristics, distribution, migration of human populations on Earth’s surface
- The changes that occur in the meaning, use, distribution, and importance of resources
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Movement • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • https://sites.google.com/a/masoncityschools.org/mrs-metcalf-the-congo-in-econ/geography • • • 	

Student Handout

1. Go to <https://sites.google.com/a/masoncityschools.org/mrs-metcalf-the-congo-in-econ/geography>
2. Print out a copy of the outline map at the bottom of the page. Using the maps on the website color in **3** parts of the Congo you would like to be in control of. On the back of the map explain why you would want to have control of each of the regions. Give this to me to look at before you go on.
3. Go to <https://sites.google.com/a/masoncityschools.org/mrs-metcalf-the-congo-in-econ/home>
4. Look at the home page of this site. Where might you fit into the flow charts presented here? (3 points)
5. Do you think that you are directly participating in a Conflict in Africa? Why or why not? (5 points)
6. Click on the Origins of the Conflict tab on the left side of the site. Read each of the articles attached. Summarize the conflict in 50- 60 words. (Yes, I will count words so make sure you "word smith" succinctly. This will force you to show your understanding or lack thereof). (10 points)
7. Click on the video clips tab on the left. Watch the videos.
8. Click on the Articles/Websites tab on the left. Read through each of them.
9. Why would companies ignore this problem? (10 points)
10. Which companies are the worst culprits? (3 points)
11. What are the share prices of each of these companies? (You will need to look at www.msnmoney.com for this information. Just type in the name of the company where it says symbol and it will give you the stock price). - (3 points)
12. What did Stanford do about this? (5 points)
13. What is the U.S. government doing about this in its Dodd-Frank legislation? (5 points)
14. What can you do? (5 points)
15. Look at the 5 Economic Principles Tab. (Here is where you culminate the information from the previous two tabs). How are each of the 5 Principles of Reasoning evidenced in the Conflict in the Congo? Be sure to address each of the principles in a paragraph (25 points)