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Geography of Conflict: Syria

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Geography of Conflict: Syria

Andrea Aykens, Cedar Falls High School

Grade Level (Req.): 10th grade	Content Area (Req.): Social Studies – American Government	Unit (Opt.): Foundations of Government
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • English/Language Arts • • 		
Time Frame (Req.): 1 class period with homework	Goal (Req.): To develop a standards-based lesson that integrates geography, conflict, and human rights.	
	Objective (Req.): Students will understand the origins of the current conflict in Syria and the human rights abuses that can occur under an autocratic form of government.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Computer lab with Internet access • Copies of graphic organizer to handout with the activity • Head phones for each student • • • • 		<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • Autocratic • Totalitarian • Conflict vs. Genocide • Human Rights • Arab Spring
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Take a moment and think of a recent conflict you have experienced. What was the reason for the conflict? How do you define the word conflict?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Review of the forms of gov't and the characteristics of a republic 2. Anticipatory Set/Introduction Question about conflict – preview Google site in classroom 3. Pair-Share and record discussion about conflict vs. genocide on graphic organizer handout 4. Students work in the computer lab to learn about the Syrian conflict through the Google site with exit questions at the end of the period to check for understanding/formative evaluation 5. Graphic organizer to be completed as students explore the Google site 6. One class period devoted to exploring the site with the rest as homework for the next class as a summative evaluation 7. Small group and large group class discussion on questions about Syrian conflict 8. Transition to talking more about human rights and the U.S. Bill of Rights as a means of preventing the abuses of government 9. 10. 11. 12. 13. 14. 15. 		

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- 20.

Formative Evaluation (Req.): At the end of the class period, students will be asked to respond to 2 questions as an exit tool from the class: What is genocide? What is the main reason for the conflict in Syria?

Assessment (Req.): Student completion of the graphic organizer that accompanies this activity.

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 culture affects the interaction of human populations through time and space.
- Political Science/Civil Literacy, grade 9-12: Understand how various political systems throughout the world define the rights and responsibilities of the individual.
- Political Science/Civil Literacy, grade 9-12: Understand the role of the United States in current world affairs.
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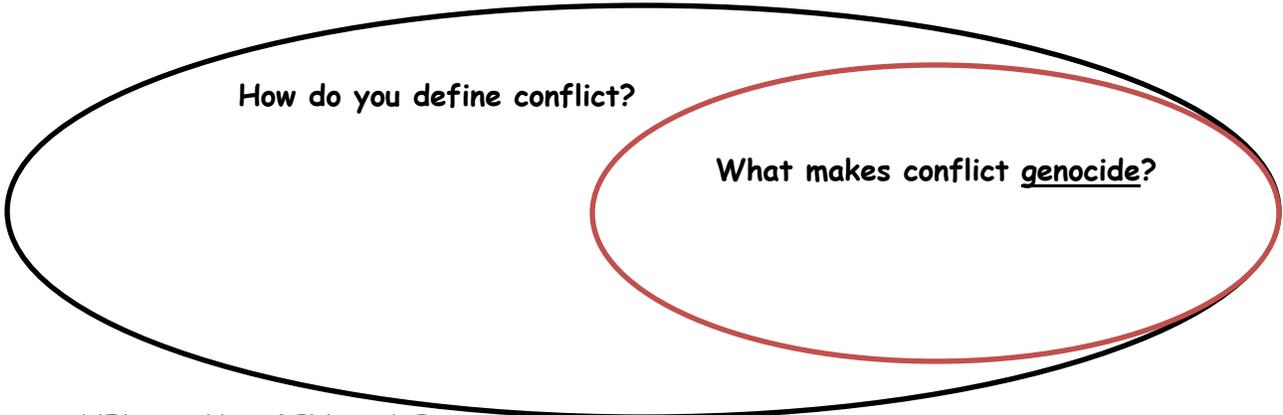
Common Core Curriculum Standards Used (Opt.):

- Reading for Informational Text, grade 6-12: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Writing, grade 6-12: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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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, and migration of human populations on Earth's surface
- How to apply geography to interpret the past
- How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Place• Human-Environmental Interaction•••	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">• https://sites.google.com/a/cfschools.org/ms-aykens-classroom/home•••	



CONFLICT VS. GENOCIDE:

Discuss your ideas with at least one other person and record your ideas in the graphic above.

ALL ABOUT SYRIA:

The official name of Syria is the *Syrian Arab Republic*. Is Syria truly a republic?

Criteria Syria Meets for being a Republic:	Criteria Syria Defies to be a Republic:

Is Syria truly a republic? Using several examples explain how you reached your conclusion.

DESCRIPTION OF THE CONFLICT:

What do you believe is the main reason for the current conflict in Syria?

Create a list of the human rights abuses being leveled at the Syrian government.

It may help you to look at *The Universal Declaration of Human Rights* to see what the United Nations believes are human rights.

INTERNATIONAL RESPONSE:

What steps do you believe should be taken by the international community and the United States to resolve the conflict in Syria?

How is a free press important in stopping the abuses of government?

Is what is happening in Syria genocide? Based on what you have learned about the Syrian conflict write a paragraph explaining your opinion.