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Siege Mentality: Current and Past Conflicts

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Siege Mentality: Current and Past Conflicts

Dave DenHartog – School not available

Grade Level (Req.): 9th-12th grade	Content Area (Req.): World Geography, World History, English/Reading, Technology	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): Designed to take 150-180 minutes	Goal (Req.): To understand how world history has a pattern of repeating itself.	
	Objective (Req.): Students will research all about sieges. Students will reiterate creatively what they learned.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Internet access (Note: this lesson is best done using access to multiple online computers but can be done without.) • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Genocide • Siege • Riot • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How does ethnic background, political allegiance, or religious following interact with conflict? What geographical features contributed to the success or failure of the following struggles?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Define all the key terms. 2. Divide into groups of three (if you have more than 24 in a class the groups could be larger). 3. Select a historical conflict from the list attached. 4. Divide tasks among the group: Reporter – this person will put together a report on the topic, Story Teller – this person will be creating a fictional story about a character that would have been at or involved in the conflict, Cartographer – this person will be making two different maps on the areas. 5. Review expectations. Reporter – one to three pages (typed) – should contain the following: an overview of the situation, a description of the conflicting parties, define success for both sides, explain how this conflict fits the definition of a siege, explain which side “won” and which side “lost”. Story Teller – using factual information weave together a fictional account of an individual or group that would have been involved in the conflict; the story should be between one to three pages typed – explain the psychological effects of a siege in your city, describe how all five senses are affected in your story. Cartographer – your job is to create two different maps – one map should be two-dimensional and should include the country and area surrounding the chosen conflict; the other map should focus specifically on the area of conflict – the map should have three-dimensional characteristics (in other words, there should be props that you add to 		

<p>your map).</p> <ol style="list-style-type: none"> 6. All three people are working together, but will be scored separately. 7. Each group should present their findings to the class. 8. Extension: The lesson “War and the Animal: One man’s experience during the beginning of the Biafran War” coincides with this lesson but can be done separately. (This lesson is listed on the GAI website.) 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 	
<p>Formative Evaluation (Req.): Class participation and group work</p>	<p>Assessment (Req.): Students are scored on three different criteria: I – Thorough completion of role expectation (70%) – Criteria and directions followed, Work is quality; II – Presentation covers part and helps all students understand the conflict (10%); III – Each group member is a positive, helpful contributing member of the group (20%).</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • 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 physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • • • • • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Writing, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • Analyzing the spatial organization of people, places, and environments in a spatial context • The physical and human characteristics of places 	

- The culture and experience influence people’s perceptions of places and regions
- The characteristics, distribution, and complexity of Earth’s cultural mosaics
- The processes, patterns, and functions of human settlement
- How the forces of cooperation and conflict among people influence the division and control of 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.):

- Place
- Human-Environmental Interaction
- Movement
- Region
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.): Collaboration, Creativity

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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TOPICS AND WEB SITES

Battle of Leningrad

[Battle of Leningrad](#)

[World War II Through Russian Eyes](#)

Berlin Airlift

[Introduction to the Berlin Airlift](#)

[Operation Vittles - The Berlin Airlift](#)

[The Berlin Airlift](#)

Mitrovica, Kosovo, Yugoslavia

[Kosovo: Maps and More](#)

[Summary Report on Serbian Offensive](#)

[World: Europe: Mitrovica: a Divided Town](#)

[War Crimes Arrests Over 26 Murders](#)

Grozny, Chechnya

[Grozny on Guard](#)

[The World After Chechnya](#)

[Weary Grozny Prepares for Another War](#)

Nanjing, China

[WWW Memorial Hall of the Victims in the Nanjing Massacre](#)

[Nanjing Massacre](#)

[Breaking the Silence](#)

Siege and Battle of the Alamo

[Siege and Battle of the Alamo](#)

[Battle of the Alamo: Victory in Death](#)

Kinshasa, Democratic Republic of the Congo (Zaire)

[Africa's 'First World War'](#)

[Zaire: Reign of Error](#)

[Democratic Republic of the Congo](#)

[In Focus: War in the Congo](#)

Tulsa Race Riots of 1921

[The Tulsa Race Riot of 1921](#)

[Historians: 300 Died in 1921 Race Riot](#)

[Tulsa Panel Seeks Truth from 1921 Race Riot](#)