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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"> <li>•</li> <li>•</li> <li>•</li> </ul>		
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.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> <li>• Internet access (Note: this lesson is best done using access to multiple online computers but can be done without.)</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Genocide</li> <li>• Siege</li> <li>• Riot</li> <li>•</li> <li>•</li> </ul>	
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"> <li>1. Define all the key terms.</li> <li>2. Divide into groups of three (if you have more than 24 in a class the groups could be larger).</li> <li>3. Select a historical conflict from the list attached.</li> <li>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.</li> <li>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</li> </ol>		

<p>your map).</p> <ol style="list-style-type: none"> <li>6. All three people are working together, but will be scored separately.</li> <li>7. Each group should present their findings to the class.</li> <li>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.)</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> <li>16.</li> <li>17.</li> <li>18.</li> <li>19.</li> <li>20.</li> </ol>	
<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"> <li>• Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>• Geography, grade 9-12: Understand how physical and human characteristics create and define regions.</li> <li>• Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Writing, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Analyzing the spatial organization of people, places, and environments in a spatial context</li> <li>• The physical and human characteristics of places</li> </ul>	

- 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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21<sup>st</sup> 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](#)