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Understanding Conflict and Genocide in the Former Yugoslavia

Traci Lake
Cedar Falls High School

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Understanding Conflict and Genocide in the Former Yugoslavia

Created by: Traci Lake, Cedar Falls High School

Grade Level (Req.): 11th-12th grade	Content Area (Req.): World Geography	Unit (Opt.): Human Geography
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 7-8 class periods	Goal (Req.): This lesson plan presents an overview of the origins of conflict and genocide among different groups of people around the world. Because conflict can play a large role in geographic patterns, students will determine the difference between conflict and genocide, the causes of each, and analyze a specific case of genocide in the former Yugoslavia to determine how conflict led to one of the worst cases of genocide since the Holocaust.	
	Objective (Req.): Students will know: the causes of conflict, the definition of genocide, the causes of conflict in the former Yugoslavia, what action has been taken to recover from genocide in the former Yugoslavia. Students will be able to: identify sources of conflict in other parts of the world and analyze the role geography plays in those conflicts, determine the responses that were made to the genocide in the former Yugoslavia and formulate a plan about what should have been done differently to prevent/lessen the severity of the conflict, analyze the current situation in the former Yugoslavia and how the past plays a role in the area today.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Whiteboard • Computer lab • Handouts • Textbook • Access to unit website (https://sites.google.com/a/cfschools.org/geography-of-conflict/) • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Inquiry Question: What was causing conflict in the former Yugoslavia and how did it lead to the genocide of the Bosnian population? As an introduction to the series of lessons on conflict and genocide, the teacher will provide the handout "Conflict Around the World" and ask students to define the word CONFLICT as a bellringer activity. After a minute or two, the teacher will lead a discussion with the class about what they think conflict means as well as provide a dictionary and ask one student to look up and read the definition of CONFLICT. The discussion will lead into a Think/Pair/Share activity where students will come up with as many ideas as possible about what could cause conflict in parts of the world. Students will come up with a list of ideas on their own first, then partner up to discuss their ideas, and finally share those ideas as a whole class. As students are sharing their ideas about what causes conflict around the world, the teacher will be making a collective list of these causes on the board and ask students to be sure to copy down any answer they may not have to help them with the next activity.		

Instructional Sequence/Procedure (Req.):

1. Once the teacher feels the students have a solid understanding of CONFLICT and the causes of conflict, have students find articles that address conflicts between groups of people, either in the United States or internationally. They may find articles on border disputes, land use disputes, or other conflicts that have already been discussed in class. Ask each student to read three articles and take notes by answering the questions in the chart on the handout "Conflict Around the World" that they have already been using that day.
2. Upon completion of their reading of three articles, have students get with partners and take turns telling their partners about the articles they have read. Give each pair of students a world outline map and have them label the map with the places they have discussed in their articles. Have students look carefully at the map and their article summaries and ask them to see if they can find any patterns or consistencies between the conflicts in different parts of the world. Are there similar border-related or political situations causing problems for different groups of people around the world? Have them write down the patterns and similarities they notice at the bottom of their handout.
3. Write the names of the following regions on the board and leave space next to or under each one: North America, South America, Caribbean/Central America, Asia, Pacific Ocean/Australia, Europe, Africa. Go one by one through the regions and have students share information on the conflicts they have read about for each region. Write a one or two word description of their information on the board next to or under the region.
4. Ask each student to choose one type of conflict they or their classmates have read about and write a brief one page paper explaining their thoughts on: 1. Why this same situation occurs in different parts of the world; 2. The ways in which this situation may differ between various parts of the world due to geographical and cultural factors such as language, religion, climate or physical landscape. Students may need to conduct additional research to answer these questions. Have a class discussion on the ideas presented in the students' papers.
5. In the next phase of the lesson on the former Yugoslavia, like the bellringer activity with conflict, ask students to define GENOCIDE. After a one or two minutes, ask students to share their definitions of genocide. Provide each student with a copy of the handout "UN Definition of Genocide" and read it aloud with the class. Then ask students how this definition may be different than their own or what parts of this definition they were unaware of, leading them to understand that genocide DOES NOT always mean mass murder, but rather the intent to destroy a particular group through other acts committed that are listed. Conduct a Think/Pair/Share activity and ask students to brainstorm a list of what they think may cause genocide. Complete in the same manner as the Think/Pair/Share as explained above, writing examples provided on the board. Ask the students if they notice any patterns in the list you are creating on the board between this Think/Pair/Share and the one that was done over CONFLICT. Students should be seeing that the lists are very similar, and making the connection that conflict among populations leads to genocide.
6. Provide each student with a copy of the handout "Genocide Case Studies" and split the class into seven different groups. Assign each group a situation and ask them to decide if the situation is an example of genocide or not and explain their reasoning. They should use their definition handout to help them decide. Ask each group to share a brief summary of their situation and an explanation of their conclusion. The teacher will then reveal to each group and the class the correct answer and the reasoning behind it.
7. When the teacher feels the students have a good grasp on the differences between and causes of conflict and genocide, inform the students that they will be studying one specific genocide in detail. Refer back to Situation #2 in the Genocide Case Studies handout and explain to the students that this is the situation they will learn more about in terms of what made the situation a genocide, how it got to the point of genocide, responses to the conflict and the

aftermath/what the area is like today. Provide students with a copy of the article “Yugoslavia’s Death Throes” and ask students to read independently and determine what they believe to be the source of conflict in the former Yugoslavia and also gain some brief background information on the situation. Once all students have had a chance to read the article and answer the question, lead a class discussion to determine if students understand that ethnic and religious differences are the main cause of conflict in the area.

8. Introduce the location of the former Yugoslavia to students by having them complete a mapping activity to understand where the former Yugoslavia is located, what countries make up the area today and how the ethnic and religious make up of the area would lead to conflict and genocide. Provide each student with the handouts “Conflict in the former Yugoslavia” and “Eastern Europe Outline Map” and have students complete the handout using resources provided on the unit website as instructed. Review the students’ findings upon completion and discuss as a class how the changing control of the area and the many different ethnicities have led to conflict in the area over the years.
9. Show the video “Terror in the Balkans” and ask students to use their UN Definition of Genocide to provide examples of evidence from the video where acts of genocide were being committed. Student should be able to provide examples for all five parts of the definition. After the video, have students work in small groups to discuss the evidence they found and determine as a small group if this situation is indeed a genocide based on what they saw in the video.
10. Using the outline map of the former Yugoslavia, have students use the Google Earth GIS Project to add the Locations of Conflict and Locations of Conflict and Genocide to their maps and make a map key to differentiate between the two. In a separate area of the map (in the margin at the bottom) students should also include a brief summary of the events that occurred at the Locations of Genocide. Upon completion, discuss with students that there are actually five locations where genocide was taking place in the area but Srebrenica was the site of the most acts of genocide committed.
11. Provide students with the handout “Responses to Genocide” and have students work with a partner to determine how each of the listed parties responded to the situation and determine if they felt enough action was taken to stop the genocide. Lead a class discussion and have student share out their responses.
12. Direct students to the Aftermath tab on the unit website and give them the instructions needed to find out more about the status of the Balkan region today and write a report discussing the current status of the region and how it is affected by its past. They should refer to the resources that are provided to them, any handouts or other websites listed on the website, and conduct additional research where necessary. At the conclusion of their report, students should provide a detailed narrative about what they would have done differently to stop the genocide or even prevent it from happening.

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Formative Evaluation (Req.): Formative evaluation can be assessed in the following ways throughout the course of the lesson: 1. Participation in class discussion; 2. Reading of three articles and completion of the table in the handout with answers that reflect their understanding of the articles; 3. Accurately mapped locations of places discussed in the articles and completion of the last section of the handout that is regarding observation of

Assessment (Req.): Summative evaluation can be assessed in the following ways throughout the course of the lesson: 1. Writing of thoughtful papers that answer the two questions presented in Step 4; 2. A detailed and accurate report of the current situation in the Balkan region and a realistic narrative about what could have

<p>patterns; 4. Reading of their Genocide case study and participation in the group effort to determine if it is genocide or not; 5. Response to causes of conflict after reading “Yugoslavia’s Death Throes” article; 6. Completion of Conflict in the former Yugoslavia handout and participation in class discussion on causes of conflict in the region; 7. Accurate examples of genocide from the video; 8. Responses to Responses to Genocide and the role each group played</p>	<p>been done differently to lessen the degree of the situation.</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. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • • • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • Reading for Literacy in History/Social Studies, grade 6-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • Reading for Literacy in History/Social Studies, grade 6-12: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a questions or solve a problem. • Writing for Literacy in History/Social Studies, grade 6-12: Write informative/explanatory texts, including the narration of historical events or technical processes (includes introducing and developing a topic, transitions, precise language and conclusion). • Writing for Literacy in History/Social Studies, 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"> • How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective • That people create regions to interpret Earth’s complexity • How culture and experience influence people’s perceptions of places and regions • How the forces of cooperation and conflict among people influence the division and control of Earth's surface • How human actions modify the physical environment • How to apply geography to interpret the past • How to apply geography to interpret the present and plan for the future 	

<ul style="list-style-type: none"> • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • • • 	<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.): https://sites.google.com/a/cfschools.org/geography-of-conflict/</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • Conflict Around the World handout adopted from www.maps101.com • Blank World Outline map taken from www.maps101.com • “Genocide Case Studies” and “UN Definition of Genocide” handouts taken from Brittany Lassen/Holly Hanna, materials provided during the Workshop on Conflict and Human Rights, University of Northern Iowa, June 2012 • Conflict in the former Yugoslavia handout adopted from www.maps101.com 	

Response to Genocide

Using the websites provided (and others you may find that are credible sources) determine how the following people, groups, or countries responded to the genocide in Bosnia:

Group/Country/ Individual	Response to Genocide in Bosnia
Europe	
United Nations	
NATO	
President George Bush	
President Bill Clinton	
US Media	
Bosnia	

Based on what you have read about the responses to the genocide, do you believe that more could have been done to stop the genocide or was everything being done that could be done? Support your answer using information that you have listed above.