

Social Studies Unit Planning Form adapted from

Education Advisory Service, Christchurch

Curriculum Integration (links with other learning areas)

History- of the United Nations, Politics, Conflict
Geography - of natural resources, locating conflicts on the map of the world
Economics- its role in resource conflicts, inequality
Art – looking for symbolism in conflict art

Title Modern Peace and Conflict	Social Studies Strand(s) Identity, Culture and Organization Continuity and Change	Duration 17 Lessons
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Achievement Levels & Objectives <ul style="list-style-type: none"> Understand how cultural interaction impacts on cultures and societies Understand how the ideas and actions of people in the past have had a significant impact on peoples' lives Understand how people define and seek human rights Understand how economic decisions impact on people, communities and nations 	
Year/Class 10	Curriculum Level (tick) <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Key Vocabulary Conflict, War, Peace, Child Soldiers, United Nations, Sanctions, International Community, International Humanitarian Law, Crimes against humanity, Human Rights, Small Arms, Peacekeeping, Terrorism, Genocide Literacy Strategies <ul style="list-style-type: none"> Student/class glossary Guided reading Self-directed research on conflict (students will be provided resources accessible to different reading levels) Cloze exercises 	Key Social Studies Concepts Cooperation Political Systems Justice Human Rights Laws Treaties Organizations Cause and Effect Identity Values Resources Scarcity Needs Equity Memory Ideas, Forces and Movement
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Key Competency Focus Managing Self; Using language, symbols and texts	Key Skills Focus Communication Skills- through group work, presentation of conflict and art show Work and Study Skills- through self-directed summative assessment Information Skills- research for summative assessment; looking for bias
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Unit Learning Outcomes/Intentions What should the students learn?	Possible Learning Experiences (strategies/activities) How can the students achieve this?	Assessment How can learning achievement be measured?	Teacher Preparation & Resources	Special Needs and Abilities	
				Needs	Abilities
<u>Unit Learning Outcome #1</u> Define and explain the key peace and conflict vocabulary.	<ul style="list-style-type: none"> "Is it War?" Activity (Oxfam) Conflict quiz (Oxfam)– statistics about modern conflict Students compile list of vocabulary words they think will be important over the course of the unit Vocabulary Treasure Hunt Students will read p. 26-27 of Time to Abolish: A Youth Agenda for Peace and Justice, 	<u>Formative assessment</u> <ul style="list-style-type: none"> Completion of classroom task; contribution to small group and class discussions Completion of personal glossary of terms Each week, students will bring in a headline or photo from their 	<ul style="list-style-type: none"> Various powerpoint presentations Access to computer lab/ class set of laptops Photocopies of various articles Preparation of focus questions 	Scenario 1: Students have lower literacy ability Reading activities can be done in small groups or as a class Students will create a glossary that they can refer back to	

	<p>Hague Appeal for Peace (http://www.scribd.com/doc/8073140/Youth-Agenda) for definition of Child Soldier – small group discussion</p> <ul style="list-style-type: none"> - Brief presentation on the history of International Humanitarian Law - Choice board on International Humanitarian Law: Students can choose one of three activities and work either individually or in groups of 3 or less, then will share their answers in small groups - Revisiting the definition of war: Can there be a “war on terror”? – Guardian Article <i>Terror or Tyranny?</i> (http://www.guardian.co.uk/world/2001/oct/25/afghanistan.terrorism9) - Is it Terrorism? Teacher presents a series of historical/current events (without specifics on the region/government) and students have to decide if it’s terrorism/guerilla warfare or not (powerpoint and on handout) - Peacekeeping – intro to the role of peacekeepers, their tasks and limitations (review of what students saw in <i>Ghosts of Rwanda</i>) - Students will watch UN Video (http://www.youtube.com/watch?v=bHmXZXSABm0) and brainstorm the different activities that the UN is involved in based on the video - Powerpoint presentation on aims and principles of the UN - Students will form and will create posters for their respective topics (UNHCR, UNICEF, OHCHR, Peacekeeping) – “Walk and Gawk” 	<p>selected conflict to add to a class world conflict map</p> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - Students will be following a conflict in the news over the course of the unit, and in so doing will identify some of the events/conditions that led to their specific conflict 		<p>More emphasis on research for summative assessment on websites designed for youth</p>
<p><u>Unit Learning Outcome #2</u></p> <p>Identify the causes of modern conflicts.</p>	<ul style="list-style-type: none"> - Small Arms Bazaar Mystery (Oxfam) - Video: <i>Devil’s Bargain: A Journey into the Small Arms Trade</i> (first 10 minutes) - Obedience to Authority: Class activity on Milgram Experiment – present scenario and have students answer anonymously using SurveyMonkey - Resource wars Article – Fictional account of a 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - Completion of classroom tasks; contribution to small group and class discussions - Completion of personal 	<ul style="list-style-type: none"> - Various powerpoint presentations - Access to computer lab/ class set of laptops - Photocopies of various articles 	<p><u>Scenario 2:</u></p> <p>Student is quickly progressing through all classroom assignments</p> <ul style="list-style-type: none"> - They will be able to work

	<p>future war over water and oil (http://fallout.wikia.com/wiki/Resource_Wars) Focus questions: Do you think this could really happen? Why or why not?</p> <ul style="list-style-type: none"> - Small group brainstorm causes of war in the world today - Global Issues #5 – p. 3 (Causes of conflicts) – students read - Ask students which conflicts they have chosen for their summative assignment, and point their locations on a map of the world's resources 	<p>glossary of terms</p> <ul style="list-style-type: none"> - Each week, students will bring in a headline or photo from their selected conflict to add to a class world conflict map <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - Students will be following a conflict in the news over the course of the unit, and in so doing will identify some of the events/conditions that led to their specific conflict 	<ul style="list-style-type: none"> - Preparation of focus questions 	<p>on their summative assignment</p> <ul style="list-style-type: none"> - Extension activities will be provided
<p><u>Unit Learning Outcome #3</u></p> <p>Determine how human rights are affected in conflict situations</p>	<ul style="list-style-type: none"> - Screening of “Ghosts of Rwanda” – Student watch documentary with one perspective - “Demotivational” poster of child soldier; unpack image - Video – Interview with Ishmael Beah (former child soldier) and read excerpt from book (http://www.youtube.com/watch?v=5K4yhPSQEzo) focus questions and fill in the blanks - Students will read p. 26-27 of Youth Action Workbook (Child soldiers) Small group discussion. Each group will have a different focus question, and will share their answer with the rest of the class - Students read article: “War Crimes in Video Games Cause Red Cross Scrutiny” - Brief presentation on the history of International Humanitarian Law - Choice board on International Humanitarian Law: Students can choose one of three activities and work either individually or in groups of 3 or less, then will share their answers in small groups 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - Completion of classroom tasks; contribution to small group and class discussions - Completion of personal glossary of terms - Each week, students will bring in a headline or photo from their selected conflict to add to a class world conflict map <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - Students will be following a conflict in the news over the course of the unit, and in so doing will identify some of the ways that human rights are affected in their conflict 	<ul style="list-style-type: none"> - Various powerpoint presentations - Access to computer lab/ class set of laptops - Photocopies of various articles - Preparation of focus questions 	<p><i>Scenario 3:</i></p> <p>Some students are uncomfortable watching the <i>Ghosts of Rwanda</i> documentary.</p> <ul style="list-style-type: none"> - They will be provided with reading material geared towards youth that summarizes the conflict. They can spend the period doing research on the conflict online, with teacher guidance.

<p><u>Unit Learning Outcome #4</u></p> <p>Explain the affect of conflict on individuals and communities.</p>	<ul style="list-style-type: none"> - Against All Odds – UNHCR computer game. After completion of game, students will read 3 sections of “Web facts” and complete worksheet - Photo analysis – Students will bring in a photo from the conflict they’re following and will look at the photo within the context of resources they see destroyed or lost, and imagine implications for personal belongings, death and separation of family members, and loss of community services. - Review of conditions seen and reconstruction efforts from <i>Ghosts of Rwanda</i> - Students will bring in a piece of art (song, poem, painting (reproduction) or short film clip (not documentary)) produced in relation to the conflict they’ve selected for their summative assignment. They will provide an info card on what the artwork represents, and will be prepared to explain it to other students. 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - Completion of classroom tasks; contribution to small group and class discussions - Completion of personal glossary of terms - Each week, students will bring in a headline or photo from their selected conflict to add to a class world conflict map <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - Students will be following a conflict in the news over the course of the unit, and in so doing will identify some of the ways individuals and communities are affected by conflict 	<ul style="list-style-type: none"> - Various powerpoint presentations - Access to computer lab/ class set of laptops - Videos - Photocopies of various articles - Preparation of focus questions 	<p><u>Scenario 4:</u></p> <p>Some students finish the <i>Against All Odds</i> video game quicker than others.</p> <ul style="list-style-type: none"> - They will explore the “web info” sections of the website
<p><u>Unit Learning Outcome #5</u></p> <p>Identify and classify the conditions required for lasting peace.</p>	<ul style="list-style-type: none"> - Peacekeeping – intro to the role of peacekeepers, their tasks and limitations (review of what students saw in <i>Ghosts of Rwanda</i>) - Intro to NZ involvement in peacekeeping - Students go on NZF website groups examine where NZ soldiers are, the issue in the area and their role and develop questions for the guest speaker - Group discussion on conflict art - on general themes, importance of expression, overcoming conflict - Students will write individually which 4 things are most important for world peace, then try to convince another person, then a group of 4, etc. - Students will be provided with brochures/reading materials on several 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - Completion of classroom tasks; contribution to small group and class discussions - Completion of personal glossary of terms - Each week, students will bring in a headline or photo from their selected conflict to add to a class world conflict map <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - Students will be following a conflict in the news over the 	<ul style="list-style-type: none"> - Various powerpoint presentations - Access to computer lab/ class set of laptops - Photocopies of various articles - Preparation of focus questions 	<p style="border-left: 1px dashed black; border-right: 1px dashed black;"></p>

	<p>different organizations that promote world peace, and will decide if their priorities match up with the class priorities</p> <ul style="list-style-type: none"> - Conclusion: Powerpoint summary of the articles <i>Naughty or Nice</i> by Charles Kenney and <i>War- Think Again: Why World Peace May be Closer Than You Think</i> by Joshua Goldstein , which presents statistics on how intolerance and violent conflict are on the decline (http://www.foreignpolicy.com/articles/2011/12/19/naughty_or_nice?page=0,0) - Students will watch UN Video (http://www.youtube.com/watch?v=bHmXZXSABm0) and brainstorm the different activities that the UN is involved in based on the video - Students will form and will create posters for their respective topics (UNHCR, UNICEF, OHCHR, Peacekeeping) – “Walk and Gawk” 	<p>course of the unit, and in so doing will identify what they believe is required for peace</p>			
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Unit Evaluation [What worked and what did not work? What will I change or do better the next time I teach this unit?]

Lesson Schedule for Social Studies Unit		
Lesson Title	Learning Intention(s)	Lesson Focus/Content
1 Introduction: War vs. Conflict	<ul style="list-style-type: none"> - Demonstrate an understanding of the similarities and differences between distinct types of conflict, and differentiate between interpersonal, inter-group, and international conflict 	<ul style="list-style-type: none"> - Introduction to Unit - “Is it War?” Activity (Oxfam: http://www.oxfam.org.uk/education/resources/making_sense_of_world_conflict/files/lesson5_is_it_war.pdf) - Explanation of Summative Assignment

<p>2 Analyzing the News</p>	<ul style="list-style-type: none"> - Recognize bias in media - Find information on conflicts using appropriate web-based sources - Identify vocabulary that they feel is important and wish to understand by the end of the unit 	<p>(Computer Lab/laptop class)</p> <ul style="list-style-type: none"> - Intro to websites where they can find news, videos, etc. - Brief overview/definition of bias - Looking for Bias checklist - Students have to find an article on a conflict and complete the checklist - Students create a list of vocabulary that they encounter in this preliminary research session that they do not understand (they will add them to a list on a Google Doc)
<p>3 The United Nations</p>	<ul style="list-style-type: none"> - Identify the aims and principles of the United Nations - Describe the different bodies that make up the United Nations - Identify some of the problems inherent in the structure 	<ul style="list-style-type: none"> - Students will watch UN Video (http://www.youtube.com/watch?v=bHmXZXsABm0) and brainstorm the different activities that the UN is involved in based on the video - Powerpoint presentation on aims and principles of the UN - Students will form and will create posters for their respective topics (UNHCR, UNICEF, OHCHR, Peacekeeping – “Walk and Gawk”
<p>4 Small Arms Trade</p>	<ul style="list-style-type: none"> - Recognize the link between the availability of small arms and the nature of modern conflicts - Determine the definitions to key vocabulary words 	<ul style="list-style-type: none"> - Small Arms Bazaar Mystery (Oxfam : http://www.oxfam.org.uk/education/resources/making_sense_of_world_conflict/files/lesson3_the_arms_bazaar.pdf) – Students given facts about small arms trade and have to figure out why there is an increase in arms - Screening of first 10 minutes of “Devil’s Bargain” (http://www.youtube.com/watch?v=WrlxhbeyT34) – group discussion on “Guns do not kill people, people kill people” - Vocabulary treasure hunt based on words provided in the previous lesson
<p>5 Resource conflicts</p>	<ul style="list-style-type: none"> - Identify our dependence on natural resources - Recognize the link between natural resources and modern conflict 	<ul style="list-style-type: none"> - Starter- Resource wars Article – Fictional account of a future war over water and oil (http://fallout.wikia.com/wiki/Resource_Wars) Focus questions: Do you think this could really happen? Why or why not? - Small group brainstorm causes of war in the world today - Global Issues #5 – p. 3 (Global Focus Aotearoa: http://www.globalfocus.org.nz/uploaded/documents/Global_Issues_5.pdf) – students read and highlight sections that they think are important - Ask students which conflicts they have chosen for their summative assignment, and point their locations on a map of the world’s resources
<p>6 Psychology and Conflict</p>	<ul style="list-style-type: none"> - Explain how obedience to authority can result in people acting in ways they normally wouldn’t - Connect psychology to the nature of modern conflict 	<ul style="list-style-type: none"> - Starter: Using surveymonkey, the teacher will ask all students to answer a series of yes/no questions about how they would respond if a teacher/person in position of authority were to ask them to do something that is morally problematic - Overview (powerpoint and video) on obedience to authority and construction of difference on a psychological level: Milgram Experiment, Third Wave Experiment, Jane Elliot Experiment
<p>7 Rwanda</p>	<ul style="list-style-type: none"> - Explain how different groups of people are involved in conflict in Rwanda - Identify the different perspectives found in the conflict in Rwanda 	<p>Film: <i>Ghosts of Rwanda pt. 1</i></p> <ul style="list-style-type: none"> - Students will view film from one perspective (Hutus, Tutsis, UN, America, International Red Cross/NGOs). Each group of students will be given a template for notes including a list of names/ideas to listen for.

8 Rwanda pt. 2 - Discussion	<ul style="list-style-type: none"> - Explain how different groups of people are involved in conflict in Rwanda - Identify the different perspectives found in the conflict in Rwanda 	<p>Film: <i>Ghosts of Rwanda pt. 2</i>:</p> <ul style="list-style-type: none"> - Students will finish watching the documentary, will consolidate their notes on their perspective in their “expert” groups, discuss, and share “expertise” with home group (jigsaw)
9 Child Soldiers	<ul style="list-style-type: none"> - Define “child soldier” - Recognize the social and psychological effects of war on child soldiers 	<ul style="list-style-type: none"> - Starter: Photo montage of child soldiers – unpack images - Video – Interview with Ishmael Beah (former child soldier) (http://www.youtube.com/watch?v=5K4yhPSQEzo) focus questions and fill in the blanks - Students will read p. 26-27 of Time to Abolish: A Youth Agenda for Peace and Justice, Hague Appeal for Peace (http://www.scribd.com/doc/8073140/Youth-Agenda) Details (http://www2.wcc-coe.org/dov.nsf/41c6b7355083931ec1256c14002d2a77/107231d0f1f034d8c1256de800385543?OpenDocument) Small group discussion. Each group will answer focus questions.
10 International Humanitarian Law	<ul style="list-style-type: none"> - Relate the rules of war to the glorification of violence in video games - Identify key tenets of International Humanitarian Law - Explain the history of International Humanitarian Law 	<ul style="list-style-type: none"> - Students read article: “War Crimes in Video Games Cause Red Cross Scrutiny” (http://kotaku.com/5863817/war-crimes-in-video-games-draw-red-cross-scrutiny) - Brief presentation on the history of International Humanitarian Law - Choice board: Students can choose one of three activities and work either individually or in groups of 3 or less then will share their answers in small groups - Limits in Armed Conflict (Module 2) - Exploring Humanitarian Law, International Committee of the Red Cross www.ehl.icrc.org/images/stories/explorations_pdfs/2_comp.pdf Table: “What are the basic principles of humanitarian law?” (pp.32-33) Article: “Codes and Traditions of Warfare” (pp. 24-31)
11 Cost of conflict	<ul style="list-style-type: none"> - Infer the cost of conflict on individuals, communities, and infrastructure from photographs - Identify the struggles facing refugees and Internally Displaced Persons (IDPs) 	<ul style="list-style-type: none"> - Photo analysis – Students will bring in a photo from the conflict they’re following and will look at the photo within the context of resources they see destroyed or lost, and imagine implications for personal belongings, death and separation of family members, and loss of community services. - Against All Odds – UNHCR computer game. After completion of game, students will read 3 sections of “Web facts” and take notes (http://www.playagainstalloods.com/)
12 Terrorism	<ul style="list-style-type: none"> - Relate terrorism and 9/11 to modern conflict - Define terrorism - Examine acts of terrorism from different perspectives 	<ul style="list-style-type: none"> - Pass the Pen: 9/11 - Revisiting the definition of war: Can there be a “war on terror”? – Guardian Article <i>Terror or Tyranny?</i> (http://www.guardian.co.uk/world/2001/oct/25/afghanistan.terrorism9) - Is it Terrorism? Teacher presents a series of historical/current events and students have to decide if it's terrorism/guerilla warfare or not (powerpoint and on handout) - “Peace Education Lens” photo analysis

<p>13 New Zealand at war and peace pt.1</p>	<ul style="list-style-type: none"> - Describe the role of New Zealand Defence Force in Afghanistan - Define “peacekeeping” and relate it to material already covered in the unit - Describe the role of the NZDF in Peacekeeping operations 	<ul style="list-style-type: none"> - Afghanistan – intro to NZ involvement (powerpoint) - Peacekeeping – intro to the role of peacekeepers, their tasks and limitations (review of what students saw in <i>Ghosts of Rwanda</i>) Video: http://www.youtube.com/watch?v=rqYuRh78-_4&feature=relmfu - Intro to NZ involvement in peacekeeping (powerpoint) - Students go on NZDF website groups examine where NZ soldiers are, the issue in the area and their role and develop questions for the guest speaker
<p>14 New Zealand at war and peace pt. 2</p>	<ul style="list-style-type: none"> - Describe the role of NZDF in overseas missions - Apply knowledge of the role of the NZDF to ask guest speaker relevant questions 	<ul style="list-style-type: none"> - Guest speaker from New Zealand Defence Force
<p>15 Catch-up period/ Art show preparation</p>	<ul style="list-style-type: none"> - Cooperate to organize the conflict art show 	<ul style="list-style-type: none"> - Students can work on summative assessment, prepare their art work for the art show - As a class, they will organize the setup of the classroom for the art show and ensure that they have all the required equipment
<p>16 Conflict Art Show</p>	<ul style="list-style-type: none"> - Explain how there can be different perceptions of conflict - Describe how people express situations of conflict through art 	<ul style="list-style-type: none"> - Art show – Students will bring the art that is part of their summative assessment - Students will bring in a piece of art (song, poem, painting (reproduction) or short film (not documentary)) produced in relation to the conflict they’ve selected for their summative assignment. They will provide an info card on the artwork with basic information. - “Walk and Gawk” Students will circulate around the class, complete an evaluation sheet on at least 5 pieces of art - Group discussion on general themes, importance of expression
<p>17 Building Peaceful Societies</p>	<ul style="list-style-type: none"> - Identify the many interdependent criteria required for lasting peace - Determine how these criteria are pursued by various international organizations 	<ul style="list-style-type: none"> - Students will write individually which 4 things are most important for world peace, then try to convince another person, then a group of 4, etc. - Students will be provided with brochures/reading materials on several different organizations that promote world peace, and choose one of 5 organizations that promote peace, and will see if the characteristics - Conclusion: Powerpoint summary (simplified) of the articles <i>Naughty or Nice</i> by Charles Kenney and <i>War- Think Again: Why World Peace May be Closer Than You Think</i> by Joshua Goldstein , which presents statistics on how intolerance and violent conflict are on the decline (http://www.foreignpolicy.com/articles/2011/12/19/naughty_or_nice?page=0,0)

Curriculum Linkages	
<p>New Zealand Curriculum (NZ Curriculum, p. 7)</p> <p>Vision [how will this unit contribute to students becoming confident, connected, actively involved, lifelong learners?</p> <p>Students will follow in “real time” conflicts that are currently ongoing in the world, and will develop the skills to analyze the news and media that they can use throughout secondary school.</p>	<p>Social Studies Expectations</p> <p>Learning Mechanisms [how does this unit exemplify stated aspects of the four learning mechanisms identified for good Social Science teaching?]</p> <p>Connection: Students will make connections to their lives through the examination of how conflict is depicted in video games and movies.</p> <p>Alignment: Students will consistently revisit key concepts (ex. Human rights) throughout the unit. Students will also have the opportunity to follow one conflict specifically, and will use their knowledge of that conflict in several different activities throughout the unit.</p> <p>Community: Students will participate in many small and large group discussions. They will come together to organize an art show near the end of the unit.</p> <p>Interest: A variety of activities, resources and films will spark student interest in the subject. Students will also choose a conflict that they are interested in learning more about, and follow it for the duration of the unit.</p>
<p>Values [how will this unit contribute to students developing selected curriculum values?]</p> <p>Through studying situations where human rights are compromised, students will develop the concepts of equity, social justice and respect. In studying how conflicts affect the world and New Zealanders, they will develop a sense of global citizenship, developing the value of community and participation.</p>	<p>Perspectives [including Te Ao Māori where appropriate]</p> <p>Students will be examining conflicts through multiple perspectives, including those participating in conflict, those who try to create peace, those who are victims of conflict, as well as New Zealanders.</p>
<p>Principles [how will this unit contribute to students understanding selected curriculum principles?]</p> <p>Through examining situations when racism, discriminatory practices lead to violent conflict, students will develop a better understanding of the principle of “Inclusion.” The unit also emphasizes “Future Focus”, in that it examines the conditions required for lasting peace. Students will develop the ability to “learn to learn” through an independent research project in which they are examining and evaluating information found in mainstream media.</p>	<p>Settings / Contexts</p> <p>Global Settings – Students will focus in detail on one conflict, and the unit as a whole will be looking at conflicts in Africa, Asia, and the Middle East, as well as the involvement of New Zealanders.</p>
<p>Key Competencies [how will the competencies chosen for this unit contribute to students’ incremental learning in Social Studies?]</p> <p><u>Managing Self:</u> The summative assessment for this unit has students doing individual inquiries into a ongoing conflict. They will thus be establishing personal goals, and managing their own project.</p> <p><u>Using Languages, Symbols and Texts:</u> Students will be using texts primarily. They will learn how to analyse written sources for bias. They will also learn how to look for symbolism in art, and</p>	<p>Essential NZ Learning [where appropriate]</p> <p>Students will examine the role of New Zealand in modern international conflicts and peacekeeping operations.</p>

examine photographs in depth.