



**Lesson Plan<sup>1</sup>**

**Subject: Conflict Mapping**

**Unit(s): Social Sciences; History**

**Grade(s): 9-12**

**1) Learning Targets**

- Build comprehension skills through engagement with multiple forms of content/media
- Cultivate ability for critical thinking through engagement with material concerning current affairs
- Develop capacities for analysis and interpretation

**2) Lesson Objectives**

- Students will...
  - a) gain knowledge of a particular conflict/scenario through participation and engagement with lecture materials
  - b) develop familiarity with analytical questions and tools through exploratory practice with conflict mapping
  - c) engage in reflection/discussion about the overall learning process

**3) Relevance/Rationale**

- Promote global citizenship through activities that build knowledge of international affairs and encourage collaborative discovery and learning

**4) Assessment Criteria**

- Students will be evaluated on the basis of participation and their ability to reasonably utilize and fill-in mapping tools/handouts.

**5) Activities/Tasks** (*Follow flow of accompanying powerpoint*)

- Introduce topic of conflict analysis/mapping
- “Why is this skill important?” (Ideally, students will generate some thought around this question with minimal instructor support)
- Introduce case that the class will be working with for the day. A video/audio clip that provides an overview of the content might be optimal here. Encourage students to take notes, particularly if they are auditory learners.
- Review lenses/tools (see powerpoint)

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<sup>1</sup> Lesson plan created/compiled by WAC-DC Spring 2015 Global Education Graduate Associate, Tony Harris. Neither the author nor WAC-DC claim ownership over materials cited from non WAC-DC external sources. This resource has been made publicly available explicitly for noncommercial educational purposes only.



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- Distribute handouts of blank lens templates and supporting case materials. You might have small groups each work to fill out all three lenses, or if you have less time you could assign one lens to each small group.

- Move into discussion component. Ask students to share about the analysis process. How did they filter through the information provided to fill out their assigned map(s)? Was their disagreement amongst working groups? What was most challenging? How might more information change their perspectives or impact their analysis?

### **6) Primary Resources**

- Corresponding Conflict Mapping powerpoint
- Case materials (outlined below)

### **7) Equity/Access**

- Design groups/pairs in a way that enables bilingual exploration of materials, if appropriate/necessary
- Supporting written materials might be substituted for more in-depth video or audio sources. (This may be most feasible if a computer lab or similar facility is available.)
- If group is small enough and time permits, instructor could work with the class to collectively analyze one case/example and then allow students to work on a second (This may be a good approach to working with groups that have strong comprehension abilities but minimal experience with analysis and skills application.)

### **8) Modifications/Accommodations**

- If students aren't able to effectively discuss the process as a group (or if there is not enough time to do so), the group discussion questions could be modified and serve as prompts for students to write personal reflections (either in class or as homework).
- If time does not allow for the full range of activities, instructors might introduce the materials and lenses and then ask students to fill out templates as homework. Reflection on the process could be an additional written assignment or a discussion at the beginning of the next class.

## **Supporting Materials**

### *Conflict Case Materials*

#### 1) Israel/Palestine

a) WAC-DC Webinar: Understanding the Conflict in Gaza

<https://www.youtube.com/watch?v=J28oHixlHJI>

b) A Beginner's Guide to the Israeli Palestinian Conflict

<https://www.youtube.com/watch?v=cZlZRB1T8ug>

This clip provides a broad overview and strong historical background.



- c) “Israel and Palestine: Challenging Conventional Peace and Conflict Paradigms” by Adan E. Suazo (Blog)  
<http://www.insightonconflict.org/2014/08/israel-palestine-challenging-paradigms/>
- 2) Iraq
  - a) Iraq Conflict Profile  
<http://www.insightonconflict.org/conflicts/iraq/conflict-profile/>
  - b) BBC Country profile  
<http://www.bbc.com/news/world-middle-east-14542954>
  - c) A brief history of ISIS and the conflict in Iraq  
<https://www.youtube.com/watch?v=HJ034SvB16E>
- 3) Nigeria
  - a) Nigeria Conflict Profile  
<http://www.insightonconflict.org/conflicts/nigeria/conflict-profile/>
  - b) BBC Country Profile  
<http://www.bbc.com/news/world-africa-13949550>
  - c) Millions are Affected by Conflict with Boko Haram in Nigeria  
<https://www.youtube.com/watch?v=SR3qQdZvTcM>

*An Alternative Approach...*

Instructors may find that time restraints, class size, or differing student abilities keep them from delving deeply into a real-time conflict case study. In this situation, teachers could use modified materials that pose hypothetical conflict scenarios as cases for students. This approach might also prevent conflict from erupting within the classroom if students have deeply held beliefs/differences with regard to a current issue. One resource for such scenarios is The Third Side website. <http://www.thirdside.org/stories.cfm>