GIVE PEACE A CHANCE

Grade Level 7

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Purpose and Overview:

National Geography Standards from Geography for Life Geographic Elements & Standards: Human Systems

Geography Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface
The World in Spatial Terms Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.	Read Critically and Interpret Informational Sources: Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.	Engage in Evidence-Based Writing: Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes

	and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
2.A.1.b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure. **5.B.6-8.2** Quote, paraphrase, and summarize findings, avoiding plagiarism.
Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.	**7.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.
2.4 Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization.	**7.5.6** Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.

Geographic Themes:
Movement

Objectives:
Students will be able to discuss the UN and how it helps with humanitarian need.
Students will be able to identify four areas of the world currently receiving help from the UN
Students will be able to write a brief, informal blog post demonstrating their knowledge of an area of the world in crisis and how it is being affected.

Materials:
"Give Peace A Chance" PowerPoint, LCD projector or SmartBoard, computers, list of acronyms and other vocabulary, GRADE graphic organizer(one per student or as a poster for the whole class), maps of the world or atlases for each student, examples of blog posts from Voices of Youth.

Time Frame:
1-3 class periods. Teacher may have students do their own research which would take an extra day or provide vignettes for them. One day to write, share, and assess.

Procedures:
Opening the Lesson:
1. Introduce the vocabulary and acronyms
2. Show the "Give Peace a Chance" PowerPoint.

Developing the Lesson:
1. Discuss the ppt. and have students demonstrate through discussion, etc., that they understand the basics of the UN's policy on humanitarian assistance and military intervention.
2. Have students locate on their maps where each of the four L3 areas are located. They should also identify any other current areas that they consider to be in crisis. (Nepal, the countries of the Sahel, Afghanistan, Yemen)
3. Go over the four L3 areas and discuss other current areas of crisis.

Concluding the Lesson:
1. Have students research an area of the world in crisis and the key issues involved
2. Students select one area of crisis and one sector to focus on.
3. Give examples of the Voices of Youth blogs(these may be looked up online or printed off)
4. Students write a blog post based on their area of crisis, the key issue involved and the effect the crisis could have on people, the environment, sustainability, etc.

Assessment Options:
1. Have each student read and grade 3-5 other blogs using a rubric
2. Have students that wrote over the same area grade each other's blog using a rubric.
3. Teacher grades all blogs using the rubric of choice (examples included)

Resources:
http://www.un.org/en/preventgenocide/adviser/responsibility.shtml R2Pguidelines

http://www.voicesofyouth.org/ Voices of Youth homepage with blog examples
http://www.voicesofyouth.org/files/VoY%20blogging%20101%20EN_55720c1885dc8.pdf Blogging how-to
http://www.bloomberg.com/news/articles/2015-09-06/refugees-welcomed-in-germany-and-austria-after-hungary-ordeal recent article on war refugees
http://www.unhcr.org/55eaca866.html UN new article on German and Austrian assistance http://www.aljazeera.com/news/2015/09/red-cross-water-weapon-war-syria-150902114347090.html news article on Syrian crisis
http://www.unhcr.org/55ed7fcb6.html UN news article on Yemen crisis
http://www.un.org/press/en/2015/sgsm17054.doc.htm SG's remarks to GA 8 Sept.'15 R2P http://www.un.org/en/sections/priorities/humanitarian-assistance/index.html description of 'L3' priority
http://www.unocha.org/where-we-work/emergencies additional information on 'L3'
http://reliefweb.int/sites/reliefweb.int/files/resources/CERF_2015UFE-2_04082015.pdf
Relief Web sites and CERF information:
http://www.unhcr.org/55e0810d6.html statistics
http://www.crfcap.org/images/pdf/5B%20GRADE.pdf GRADE graphic organizer
http://geography.about.com/od/politicalgeography/a/securitycouncilmembers.htm picture of Security Council
http://www.lib.utexas.edu/maps/middle_east_and_asia/n_africa_mid_east_pol_95.jpg map of Africa and the Middle East
http://syrianrefugees.eu/ information on Syrian refugees
http://data.unhcr.org/syrianrefugees/regional.php same as above
http://www.cbc.ca/news/world/south-sudan-conflict-leaves-children-to-fend-for-themselves-1.2479563 picture of South Sudan children in camp
http://www.hrf.org.uk/project/displaced-families-in-iraq/ picture of refugees by side of road in Iraq
https://www.emaze.com/@ALOIZZRQ/Central-African-Republic picture of Central African refugee camp
http://www.mercycorps.org/articles/turkey-iraq-jordan-lebanon-syria/quick-facts-what-you-need-know-about-syria-crisis Map of where Syrian refugees are going
http://www.un.org/en/peacekeeping/operations/history.shtml History of UN peacekeeping
http://news.bbc.co.uk/2/hi/6524867.stm#graphic map of multinational missions
http://www.voicesofyouth.org/es/posts/humanitarian-intervention UN political cartoon https://www.foreignaffairs.com/articles/2011-11-01/humanitarian-intervention-comes-age picture of couple receiving aid
https://thenounproject.com/search/?q=humanitarian click on the OCHA link for universal symbols used by UN and NGOs

http://thereadingworkshop.wikispaces.com/Blog+Comment+Rubric My favorite blog rubric.
http://www.evenfromhere.org/2010/02/16/blogging-rubric/ another example of a blog rubric.
https://www2.uwstout.edu/content/profdev/rubrics/blogrubric.htmland one more blog rubric.
https://www.youtube.com/watch?v=bfh2AtBhZDM a YouTube video of the new book about a Sierra Leone orphan
http://www.amazon.com/Taking-Flight-From-Orphan-Ballerina/dp/0385755112 Michaela's book

Extension and Enrichment/Simplification:
Using the GRADE graphic organizer, have students evaluate the UN policy of Responsibility to Protect.
Use only a part of the PowerPoint(1st and last?) and supply news articles on world crises rather than the facts portion to have students locate the facts. Select the political cartoon to analyze or any of the pictures/graphics. For example, the picture of the little boys in the refugee camp-Why are they smiling?

Give students the conditions Michaela DePrince lived in and discuss what she could grow up to do. Follow with the YouTube video.

Connections (optional): Economy, Environmental Science, Political Science, ELA

"Give Peace a Chance" and *The Humanitarians*

Vocabulary/Terminology

Peacekeeping

Intervention

Humanitarian

Civil Society

Global Policy

Food Insecurity

Displaced persons and IDP-Internally displaced persons

Refugees

UN acronyms -

- OCHA
- CERF
- UNDP
- UNICEF
- WFP
- UNHCR
- FAO
- WHO