Conflict in the Syrian Civil War

Grade Level: 7th Grade

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Purpose/Overview: This lesson examines the Syrian Civil War and examines the complexities of international actors intervening in the conflict, or choosing to avoid intervention. Using geographic terminology, the lesson provides background and examples of terms in action. This support Oklahoma standard 2.4, focusing on conflict and cooperation in the Eastern hemisphere with a case study.

National Geography Standards from *Geography for Life*
Geographic Elements & Standards:

Geography for Life Standards 9 (Characteristics, distribution and migration of human population on the Earth's surface) and 13 (How the forces of cooperation and conflict among people influence the division and control of Earth's surface).

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
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:

Migration, landscape, population,

Objectives:

Materials: Projector, computer. Internet connection.

Time Frame: Approximately how many days or class periods are needed to teach the lesson? **Two days**

Procedures: Identify each step/activity* driving the lesson in a narrative description ("students will"..."the teacher will"): i.e., opening the lesson, developing the lesson, concluding the lesson, closure (can be a product).

Assessment Options: Summarize what your suggested assessment will be. Refer back to objectives above: how will the teacher know that students have learned the intended objectives?

Application assessment: Apply lesson content**
Performance-based assessment**
Authentic assessment (real world applications)**
Rubric assessment** (scoring tool) for grading
Assessment can be individual, group, project, product, long-term, short-term, student-directed, student-produced, written, oral, visual, field-based, research-based, etc. Ideally, an assessment will include several (3-5) multiple choice questions at "depth of knowledge" level 2 or 3 comparable to what students will see on the **Oklahoma Core Curriculum Tests, i.e., criterion-referenced test (CRT) or end-of-instruction (EOI) exam, especially in those grades/courses for which there is state testing.

Resources for teachers and students:

Understanding Population Pyramids – Dependency Ratios GCSE Bitesize – Geography, Population Change and Structure
http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_change_structure_rev5.shtml
http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_change_structure_rev6.shtml
Population Pyramid for Syria – 2014: https://www.cia.gov/library/publications/the-world-factbook/graphics/population/SY_popgraph%202014.bmp
Population Data for 2015 Population Age Composition - http://wdi.worldbank.org/table/2.1
http://www.undispatch.com/100k-resettlement-spots-syrian-refugees-falls-short/
Razed to the Ground - https://www.hrw.org/report/2014/01/30/razed-ground/syrias-unlawful-neighborhood-demolitions-2012-2013
Fifty Most Populous Refugee Camps - http://storymaps.esri.com/stories/2013/refugee-camps/
BBC News, Syria: the Story of the Conflict. http://www.bbc.com/news/world-middle-east-26116868
http://middleeast.about.com/od/syria/tp/The-Difference-Between-Alawites-And-Sunnis-In-Syria.htm
"In Syria's war, Alawites pay heavy price for loyalty to Bashar al-Assad
http://www.telegraph.co.uk/news/worldnews/middleeast/syria/11518232/In-Syrias-war-Alawites-pay-heavy-price-for-loyalty-to-Bashar-al-Assad.html
Kurdish Areas in the Middle East and the Soviet Union.
http://www.lib.utexas.edu/maps/middle_east_and_asia/kurdish_86.jpg
https://www.washingtonpost.com/news/worldviews/wp/2015/08/28/before-and-after-images-show-the-destruction-of-palmyras-treasured-temple/
Joshua Landis on ISIS, Syria, and the "Great Sorting Out" in the Middle East. Denver University Center for Middle East Studies. https://www.youtube.com/watch?v=_-roW5Y7vbw

http://data.unhcr.org/syrianrefugees/regional.php

Extension and Enrichment/Simplification: Describe how a teacher could adapt this lesson: to higher/lower grades, gifted or special needs students, and/or to reduce the amount of time needed to present the lesson (choose one.)

- Using the Population pyramid dataset at http://populationpyramid.net/, use this to explore the population of countries that experienced the Arab Spring. (Egypt, Libya, Bahrain, Algeria, Saudi Arabia). Ask student to describe what is common to all of the countries, what differences there would be.

- Have the students calculate the Dependency Ratios for Arab Spring Countries to highlight the problems of serving larger, younger populations, using data from the http://wdi.worldbank.org/table/2.1., specifically the Population Age Composition tables.

- Using Google Earth, have students search for Gaziantep, Turkey. Have them use the historical imagery function to look around the city to notice the changes and the construction of the camp. Repeat for the Al Zaatri Refugee Camp, near Al; Mafraq, Jordan.

Connections (optional): Include OAS standards for other disciplines/subjects (e.g., English/language arts, history, science and mathematics) that are met by your lesson/unit.

History – Destruction of the Palmyra site (article under resources)

Mathematics – graphical interpretation of numerical data
Calculations of youth dependency ratio