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Instructional Design

Stage 1 – Desired Results

Established Goals:

- 1) Describe the structure and function of international intergovernmental and non-governmental organizations.
- 2) Analyze how social and cultural beliefs and political ideologies influence national and international politics.
- 3) Analyze how international organizations, the media and technology are able to influence the actions of sovereign states.
- 4) Evaluate the role and operation of human rights protection system.
- 5) Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis.

Enduring Understandings:

- 1) The make up of various organizations such as the IMF, World Bank, and the UN and their function is based within a western democratic model, however this is not always reflected in their practice.
- 2) Inequalities and differences amongst various religious, ethnic, and socio-economic groups can lead to tensions both within states and between states.
- 3) The differences and biases inherent in reporting on conflict and their effects on the conflict in question.
- 4) The difficulty in applying a universal code of ethics to resolve conflict at an international level.

Essential Questions:

- 1) How do ideological differences within international organizations hinder conflict resolution?
- 2) In what way do the differences within these groups affect the conflict-resolution process?
- 3) Do media biases have a positive or negative effect on the outcome of conflicts, or do they have no impact at all?
- 4) How does individual and group interpretations clash with international definitions of human rights and their standards.

Students will know ...

- The creation of key human rights documents and the impact of state and agencies in protecting human rights.
- The debate between relativism and universalism.
- How changes in technology have impacted upon changes in the international community.
- The origins and functions of current intergovernmental and non-governmental organizations such as the UN, WHO and OPEC.

Students will be able to ...

- Debate controversial issues using specific case examples to support their beliefs.
- Critically assess and evaluate international agreements and international institutions.
- Identify bias and prejudices in human rights theory while using the appropriate vocabulary in context.
- Develop their own opinions and formulate their own theories through inquiry and research.

Differentiation and Inclusive Practice

How does the unit differentiate for Student Interest, Readiness, and Learning Profile?

We designed numerous creative and interactive assessment activities, which are differentiated for varied student interests and abilities throughout the unit. The activities have been designed to scaffold for both the content, and skills necessary for student understanding. The Culminating Activity will provide student the opportunity to use these skills and demonstrate their knowledge and understanding of the content. The resources and teaching strategies used throughout the activities in the unit cater to the many types of learners found in the classroom. Each activity has an individual focus tailored to addressing a particular learning style. For example, for visual learners we have included an activity based on media literacy. As the unit progresses each activity is designed to meet other learning style needs.

How will teaching and learning, as well as assessment/evaluation strategies be differentiated across Product, Process, Content, and Environment?

The unit encompasses a variety of different assessment strategies ranging from peer and self-assessments to teacher assessment, which is incorporated into the various activities. Each activity focuses on using different teaching strategies that are both teacher-directed and student-centered. In addition, the student-centered strategies incorporate peer, small and large group assessments. Our activities are designed to facilitate a very creative and cooperative environment with opportunities for individuals to pursue their own areas of interest.

How does the unit align with the transformation and/or social action stages of the James Banks Continuum?

Throughout the unit the content that is delivered strives to move students away from the traditional Western narrative. It seeks to introduce a diverse range of perspectives and views towards the curriculum, and to answer the critical questions explored throughout the unit. The various activities seek to challenge traditional biases and cultural assumptions and motivate students to think critically and make informed educated decisions. By exploring non-Western dominated perspectives students will be exposed to more equitable and diverse viewpoints. Our unit focuses on analyzing various forms of international conflict through in class debates, discussions, simulations and judging different types of media. Using a global perspective as a point of reference the students will learn how decisions made by people in other parts of the world affect their lives, just as our decisions affect the lives of others.

Unit and Culminating Activity Overview

Unit Overview:

International Institutions and Conflict Resolution is generally taught towards the latter half of the course. This unit will utilize the pre-existing knowledge students already have on political actors, structures, and ideologies. Students have also will build their analytical and critical thinking, communication and research skills in order to gain a deeper understanding of global issues. Activities will focus on developing inquiry and creative thinking from a theoretical and analytical perspective. The unit activities have been designed with various teaching strategies in mind and to suit different learning styles.

The purpose of this unit is for students to understand the difficult reality of international conflict resolution. The content for the unit highlights different obstacles that are present in achieving the resolutions. These include examining the institutions themselves, the actors/groups involved in decision-making and advocacy, differing political and philosophical ideologies and theories, and the impact how groups and conflict are both reported and represented in the media. Students will strengthen their skills in media literacy, collaborative group work, knowledge of controversial issues and multiple perspectives.

Culminating Activity Overview:

The Culminating Activity will be an international conference addressing the increased conflict in the world and the difficulty in resolving it. All the different conflicts covered will be contemporary and current events. The activity requires students to work independently and collaboratively, conducting research using various types of mediums in order to address and understand the difficulties of conflict resolution through a group simulation and an individual report. This activity connects to the desired enduring understandings of the unit, as students will experience the difficulty of applying universal notions when dealing with different groups within international structures.

Unit Expectation Chart

Enduring Understanding	Essential Questions	Overall Expectations	Specific Expectations
The makeup of various organizations such as the IMF, World Bank, and the UN and their function is based within a democratic model, however this is not always reflected in their practice.	How does ideological differences within international organizations hinder conflict resolution?	Participation in the International Community Describe the structure and function of international intergovernmental and non-governmental organizations.	<ul style="list-style-type: none"> Explain the origins, functions, and objectives of selected international non-governmental organizations (e.g., the International Committee of the Red Cross, Amnesty International, the International Olympic Committee).
Inequalities and differences amongst various religious, ethnic, and socio-economic groups can lead to tensions both within states and between states.	Is it more effective for conflict resolution to reconcile or compromise the differences found within these groups.	Values, Beliefs, and Ideologies Analyze how social and cultural beliefs and political ideologies influence national and international politics.	<ul style="list-style-type: none"> Identify the key components of nationalist ideology (e.g., the definition of a nation, types of nationalism, the role of theorists and groups, national symbols and images).
Identify the differences and biases inherent in reporting on conflict.	Do media biases have a positive or negative effect on the outcome of conflicts, or do they have no impact at all?	Power, Influence and the Resolution of Differences Analyze how international organizations, the media and technology are able to influence the actions of sovereign states.	<ul style="list-style-type: none"> Explain the relationship between changes in information, telecommunications, and military technologies and changes in international, political, and economic relations (e.g., the American military development of the Internet, military and commercial uses of satellite telecommunications, the spread of industrial espionage)

<p>Understand the complexities of applying a universal code of ethics on the international stage.</p>	<p>How does individual and group interpretations clash with international definitions of human rights and their standards.</p>	<p>Methods of Political Inquiry and Communication Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis.</p>	<ul style="list-style-type: none"> • Present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role-plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images).
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