



Living in Times of Conflict and Global Citizenship

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Outline on Teaching in Times of Conflict (Track 3)

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1. What was your main inspiration/motivation in developing this module/unit plan?

My main inspiration for considering a unit on global citizenship was that it gave me a way to approach the difficult subject of global conflict, with suffering and polarization happening concurrently, with the intention to have students develop the proper perspective and interpretive skills to rise above the complexities of conflicts and the fixed boundaries set by time, geography, or other divisions. With this approach, the purpose is to help students become more curious, critical, insightful, caring, empathetic, global, and philanthropic, as they read into each global issue and grow into non-judgmental, ethical resilient, and mindful citizens of their neighborhood, state, country, the world and, ultimately, grow into agents of harmony, progress, understanding, and peacebuilding.

2. - What are the major learning outcomes that you hope to achieve with your students when teaching this unit/module? (You may also want to think about your state's common core standards where it's applicable.)

STANDARDS:

10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RULER tool builds vocabulary of emotion

The mood meter is one of RULER's four main tools to help students figure out what they're feeling in terms of their energy level (the Y axis) and pleasantness (the X axis).



Source: Yale Center for Emotional Intelligence

MARK NOWLIN / THE SEATTLE TIMES

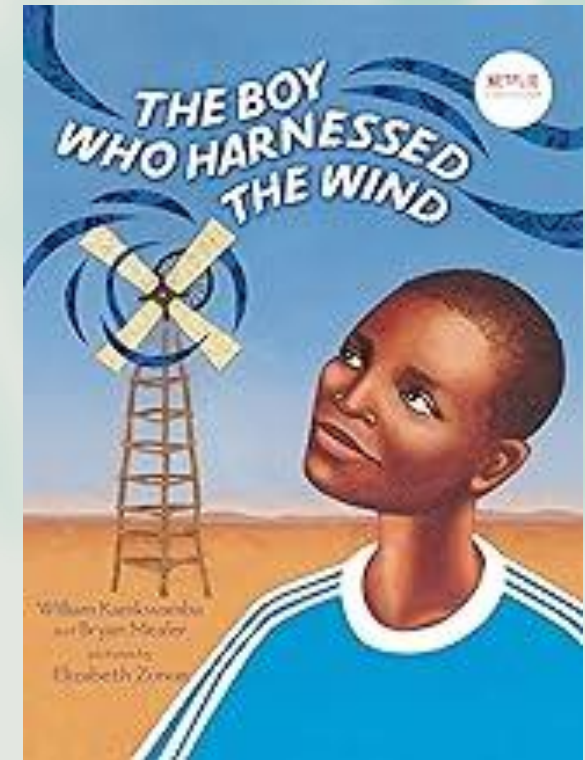
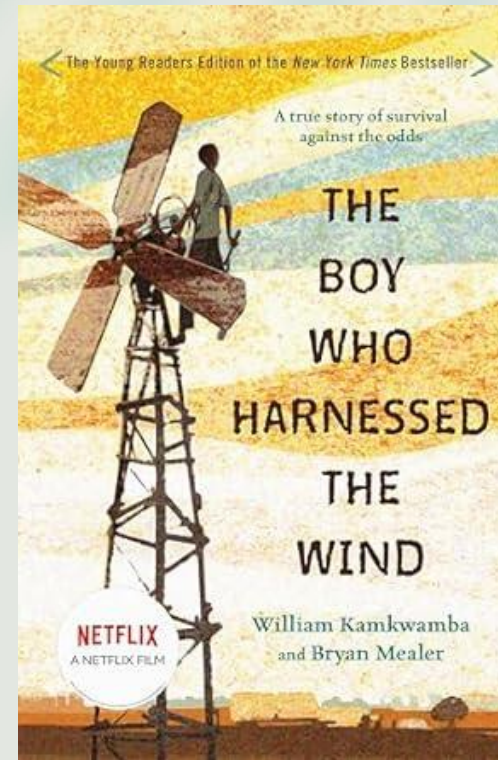
PART I(WEEK 1):

Context and mindset building

- a. First, it will be to have students watch the following videos and discuss the origin, history, meaning, purpose, practice, and audience for those. Students can work in pairs to explore the two videos and discover information about the countries that developed them, or how they are practiced, by whom, and why? This can build their knowledge of global influences to a current and local audience. Students **share orally, or can reflect with a paragraph their reactions** to the clips.
 - [“TaiChi24-English and Chinese subtitles”](#)
 - ["5-minute yoga for teens with Jess | Improve strength and flexibility"](#)

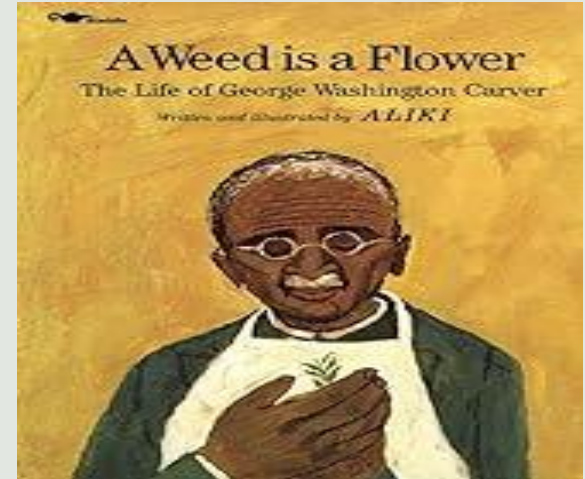
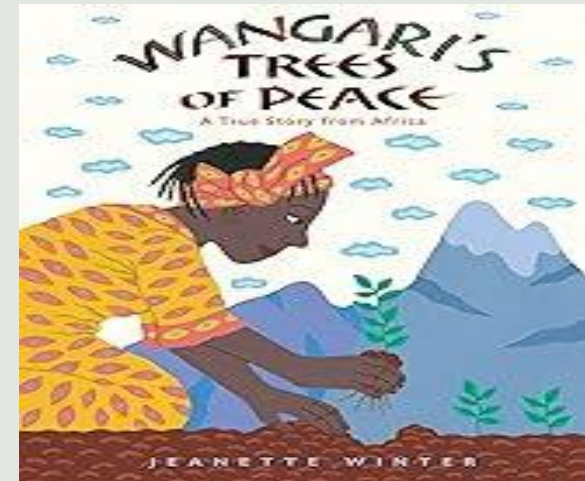
Part I: 4 Column Chart

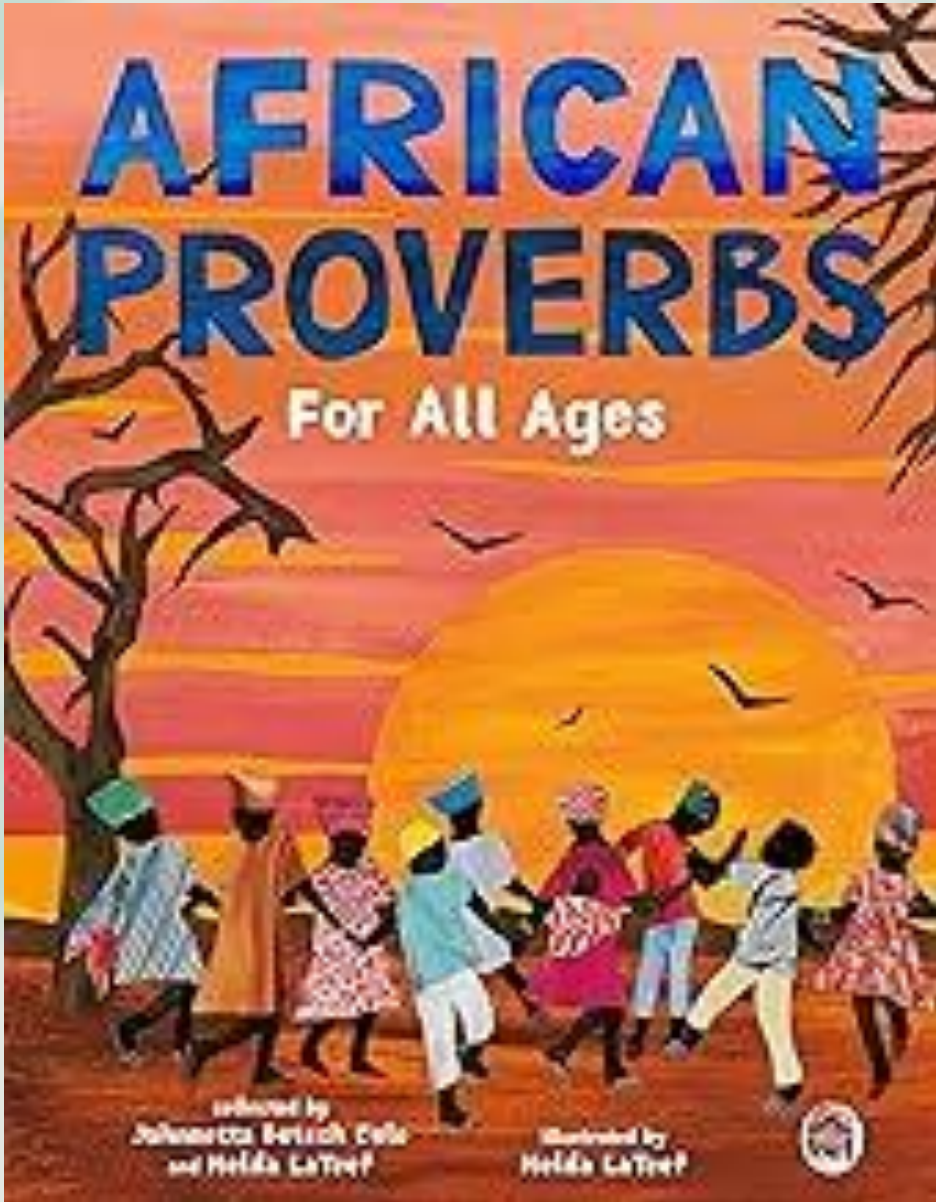
- Next, it will be to have students watch, or read “The Boy Who Harnessed the Wind.” They will develop a 4-column chart with **information about the what(plot), where/when(setting), characters, and conflict(s).** Students will reflect on what the most favorite and least favorite scene was for them and explain why and how that scene contributes to the theme of the story. Such a story will introduce students to the African philosophy, heritage, knowledge, and values.



Context/mindset building, continued

- Students can continue their exploration of African philosophy, heritage, values through the reading of two more books, which can be **read aloud** to the whole class as a further instance of practicing with identifying fictional elements and talking about the conflict and theme in the context of global conflicts, problems, and solutions. Discuss further the similarities between and among all three texts/stories.





Part I: WARM -UPS

- Using the following book on African Proverbs as a treasure cove for **warm ups** and ask students to describe what they see, and how similar or different is what they see happening from what they are familiar with, or in terms of their own practices, habits, customs, beliefs, values, and lifestyle.

Part I --Vocabulary Visual Charts

a. Continuing with the building up of the climate of global thinking and evaluating, students will be divided into teams and develop visual vocabulary boards on cultural terms coming from Japan and its history of suffering tragedies from natural or historical events. Students will work in groups or pairs to develop a **four-square graphic organizer** with one being dedicated to the definition, the other to what part of speech it is, the next to representing it in a picture and the last one in using it in a sentence. At the center, a synonym and antonym could be part of the completed graphic organizer.

- The words to consider for the diagram will be: Shoganai, monttainai, and gaman.
- Such an activity will introduce and familiarize students to a foundational aspect of Japanese culture with an emphasis on patience, and self-discipline, dignity, perseverance, tolerance, ethos of embracing fate, recognition of limits of human control, also staying strong, and not giving up, adapting quickly, and finding solutions.
-



Part I: Debrief, whole class discussion

- Finally, students can discuss in a **whole discussion** how such value correlate to the ones they hold up to and explain the value of each for Japan, or for their own lives. The final debrief and general discussion can rely on the following two images, the one on the left depicting a tree holding on seemingly in a precarious way against a turbulent and threatening sea. Students can use the same images to discuss connections with other texts and their life.

INDIVIDUALS	SOCIETIES
1. Acknowledgement that one is in crisis	Consensus that nation is in crisis
2. Acceptance of one's personal responsibility to do something	Acceptance of national responsibility to do something
3. Building a fence, to delineate individual problems needing to be solved	Building a fence, to delineate national problems needing to be solved
4. Getting help from other individuals and groups	Getting material and financial help from other nations
5. Using other individuals as models	Using other nations as models
6. Ego strength	National identity
7. Honest self-appraisal	Honest self-appraisal
8. Experience of previous personal crisis	Historic experience of previous national crisis
9. Patience	Dealing national failure
10. Flexibility	Situation-specific national flexibility
11. Individual core values	National core values
12. Freedom from personal constraints	Freedom from geopolitical constraints
From Jared Diamond's book <i>Upheaval</i>	

Part I: resilience and mindfulness and writing

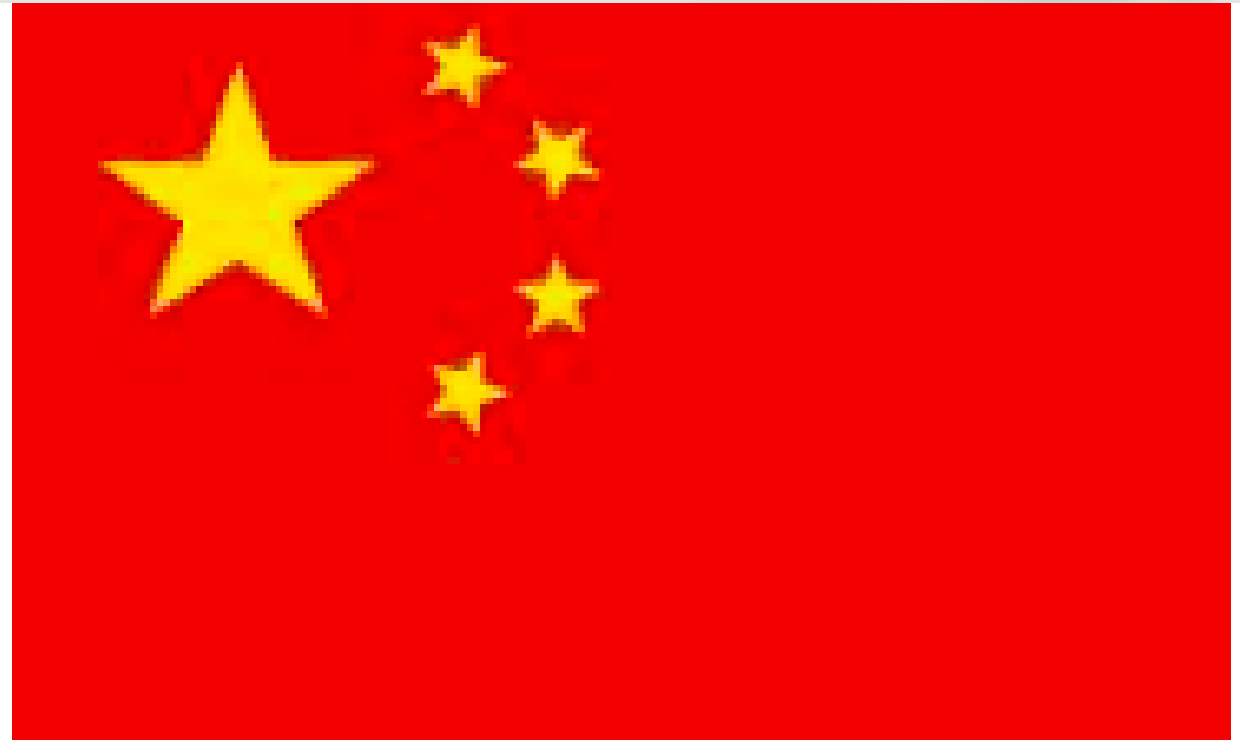
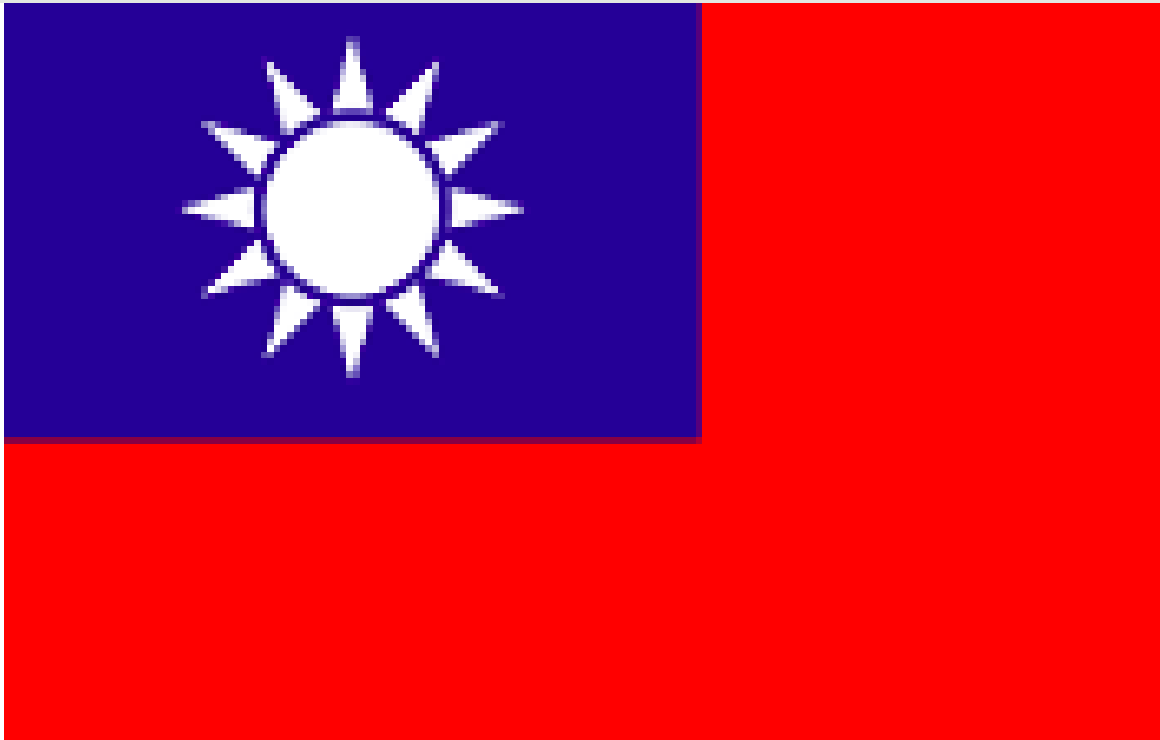
a. Students will define resilience and mindfulness using 2-3 resources from below and write a **3 paragraph essay** using evidence from the resources they use:

- ["310 Fukushima, Japan - Hope Tourism, not Dark Tourism The Thoughtful Travel Podcast"](#)
- ["Why so many Japanese children refuse to go to school"](#)
- ["6 Lessons in Japanese Resilience"](#)



Part II(WEEK 2): 2 CONFLICTS – Describe an Event Chart

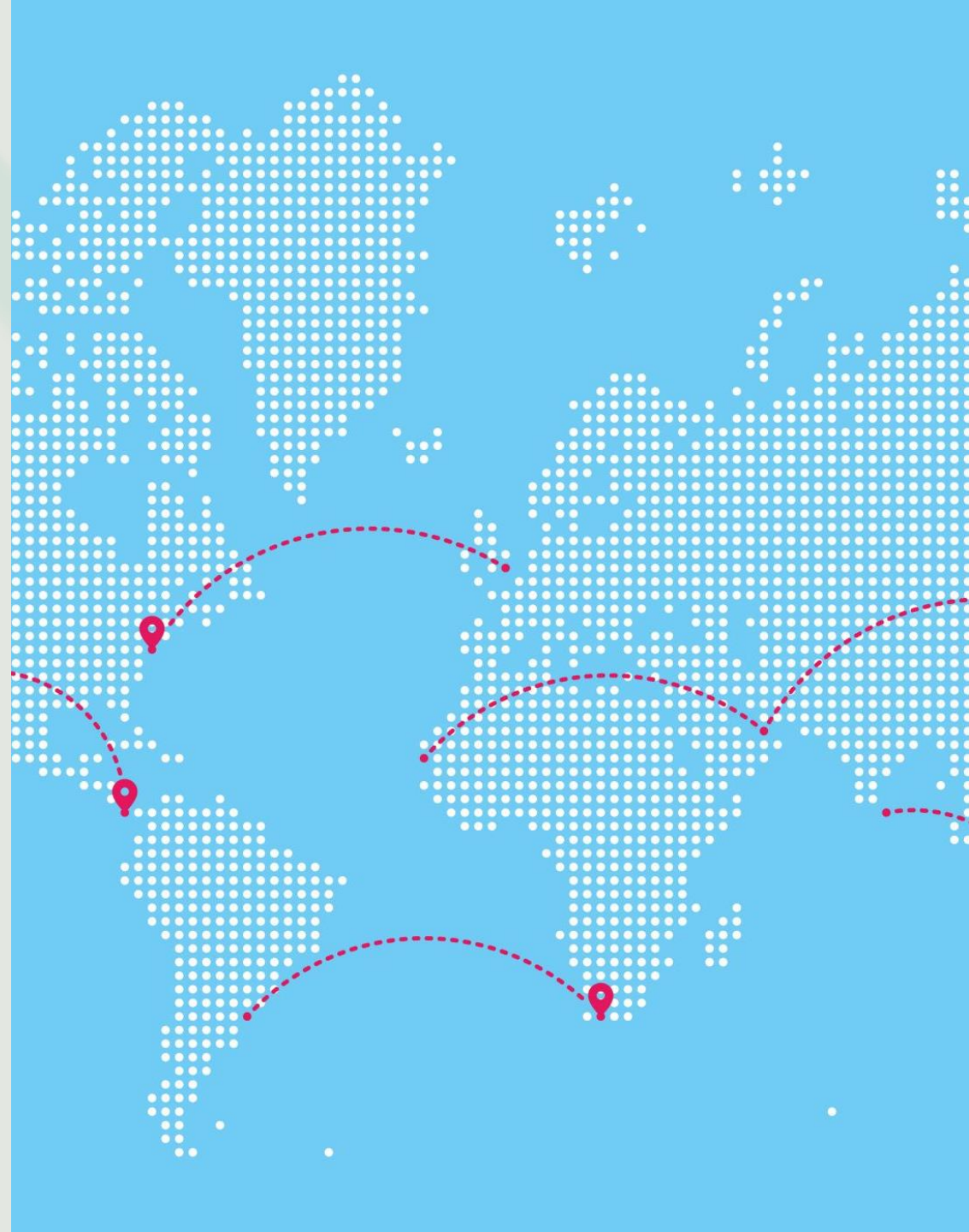
- a. Students will explore the article about China and Taiwan to discover more information about the history of the tension between China and Taiwan using the following article:
- ["China and Taiwan: A really simple guide"](#)
 - They will develop a **describe the event chart** where they describe the main historical event within the article. The diagram will ask them to describe first the event they recognize from their reading before they answer the who, when, and where, questions, and then the why, how, and the significance, overall, of the event, in their opinion. They can work in pairs, or individually.



Part II: Taiwan-China

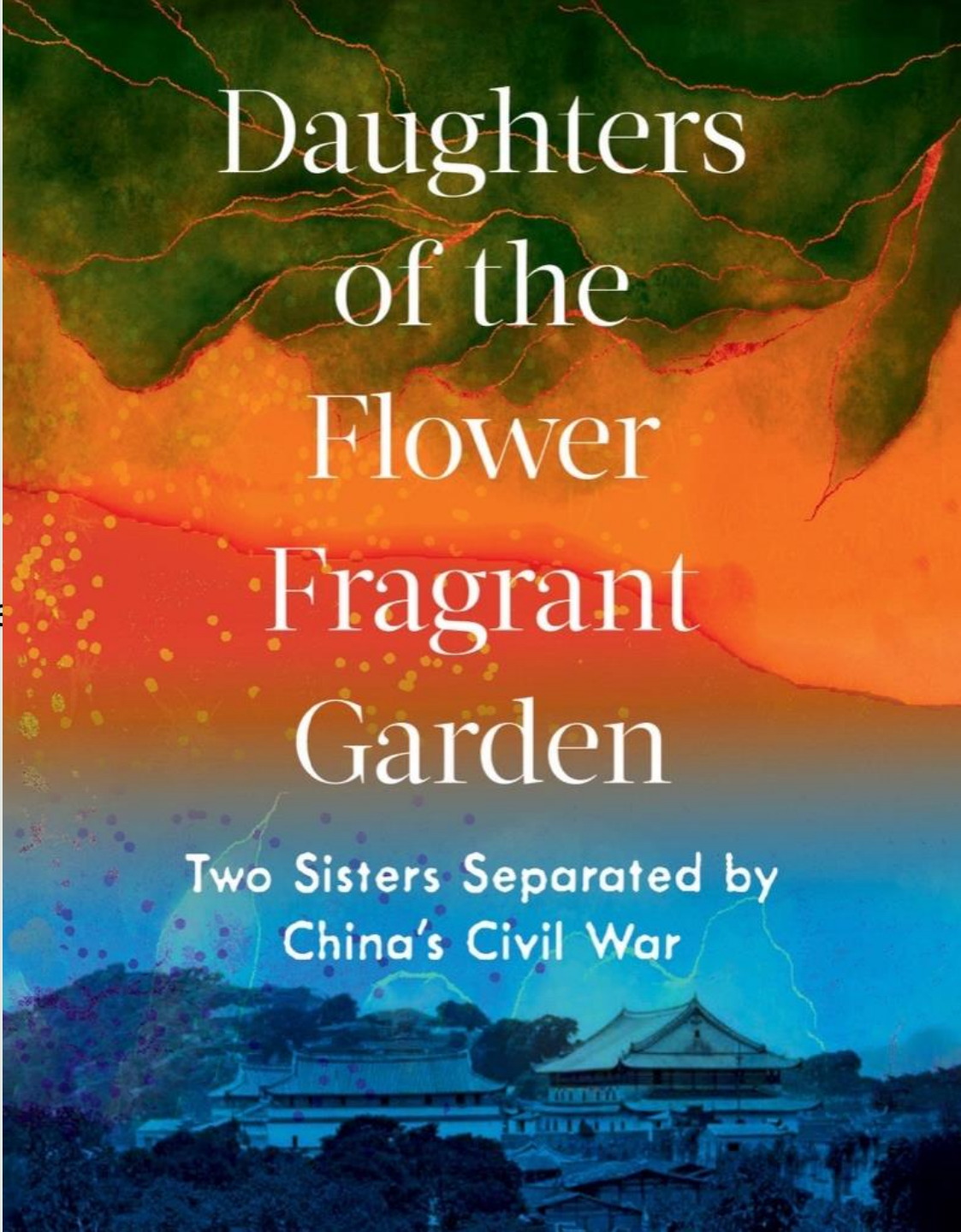
VISUAL MAP

- Students can study the maps from the website on maps, which provides a visual history of Taiwan in ancestral years and in later years: ["Maps"](#) The website is visual and interactive, so students can then **develop a visual map** of their own pointing out the most significant part of the history with images and text from what they have read with quotations.



Part II: Taiwan-China– DIALECTICAL JOURNAL

- Using a **dialectical journal** where they construct a **two column chart** and students copy an important passage, map, photo, on the left side of their chart and on their right, they respond by asking a question, summarize, interpret, draw a picture, make a connection, or give a reaction. For this activity students will use excerpts from “Daughters of the Flower Fragrant Garden: Two Sisters Separated by China's Civil War,” which tells the story of two sisters who were separated when they were young adults and reunited years later. It gives interesting aspects of their life, but essentially, explains the conditions of life under the communist China and the Nationalist KMT China, which will help students understand the reason why historically there is the tension today between China and Taiwan.
- <https://www.goodreads.com/book/show/58999178-daughters-of-the-flower-fragrant-garden>

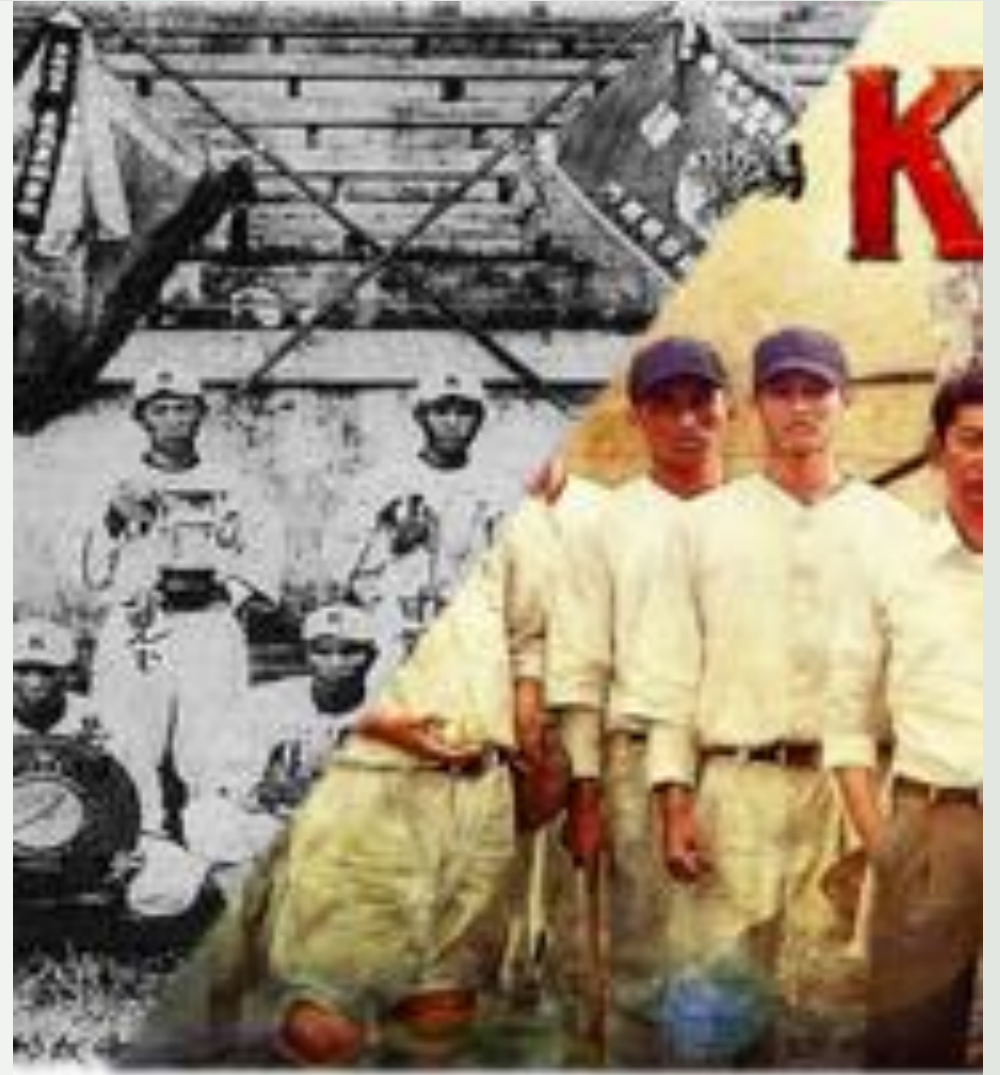


Daughters of the Flower Fragrant Garden

Two Sisters Separated by
China's Civil War

Part II: Taiwan-China– DIALECTICAL JOURNAL & REFLECTION-CHOICE 1

- As a final project, students will watch either the Kano movie, or the Untold-Herstory movie, where they will summarize, ask questions, seek to clarify, and make predictions about the story behind the movie using a **dialectical journal** and a **reflection paragraph**.
 - ["Kano : In a League of Their Own Exploring Taiwan's Colonial Past through the Baseball Film, Kano Resource Page"](#)
 - ["Kano" film](#)





Yu Hsing-hui, a high school student who goes by the name Kyoko, is inexplicably sentenced as a thought criminal and sent to Green Island for re-education. She is forced to endure bullying from officers and is snitched on by other prisoners, but friendlier companions help her in the struggle for survival. Soon after her arrival, the Department launches a movement that spurs a rebellion among the prisoners. The prisoners think their resistance has succeeded, but they are unaware that others are headed to their deaths. Their sacrifices will be remembered by the free men and women of tomorrow.

Part II: Taiwan-China— DIALECTICAL JOURNAL & REFLECTION-CHOICE 2— Untold Herstory

- ” <https://www.taiwanplus.com/shows/films-and-dramas/untold-herstory-a-film-about-female-thought-prisoners-of-1950s-taiwan/240226001/untold-herstory-official-trailer>

Part II(WEEK 3): Palestine-Israel—summary, paraphrase main points about culture and history

- a. Students will watch 2-3 videos to help them learn more about the culture and history of the two countries using:
 - ["Rick Steves' The Holy Land: Israelis and Palestinians Today"](#)
 - ["Conflict in Israel and Palestine through 2015: Crash Course World History "](#)
 - ["The Entire Israeli-Palestine Conflict Explained | Secret Wars Uncovered | War Stories"](#)
 - ["Promises"](#)
 - They can summarize, paraphrase, or retell the main ideas of the movie, documentary. They can respond to the who, what, when, where. Then, the how and why. They can also talk about what they wonder about. They can analyze more aspects of the videos by focusing on an idea, word meaning, talk about something confusing, or complete a reflection on what they realized after watching those 2-3 videos. They can predict what is going to happen in the future.

Part II: Palestine-Israel—summary, paraphrase main points about culture and history

- The same activity, or a little different will focus on the following videos/podcasts:
- ["Why Choosing the Right Historical Approach to the Israeli-Palestinian Conflict Matters"](#)
- ["The "These Last Awful Days Through the Eyes of a Palestinian" Edition The Promised Podcast"](#)
- ["My Israel And Palestine, Explained"](#)



The "These Last Awful Days Through the Eyes of a Palestinian" Edition

The Promised Podcast

Judaism

[Listen on Apple Podcasts ↗](#)



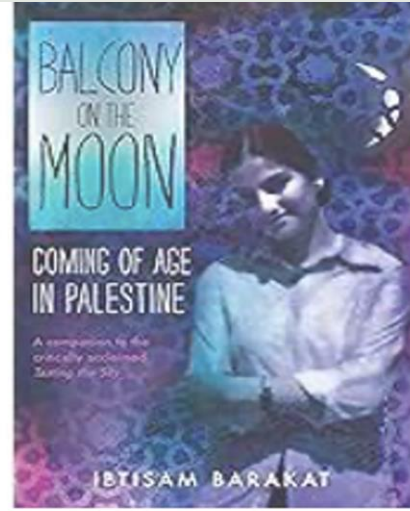
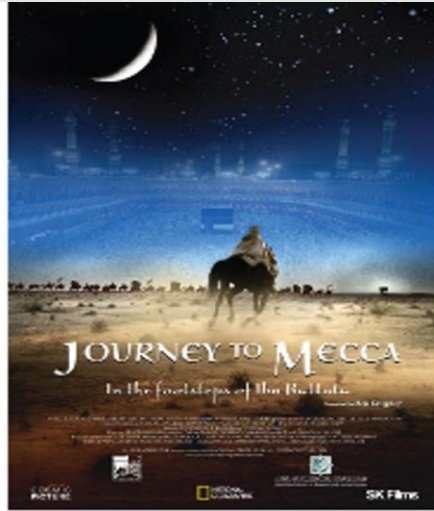
Peace, co-existence and social-justice activist Sally Abed tells Noah what these last, terrible days of grief, anger and fear have been like for her, as an Israeli Arab. This is not for everyone, not at this moment, and if it is not for you, at this moment, don't listen to it. For some people, it is maybe just what they want to hear, at this moment.



Part II: Palestine-Israel— dialectical journal

- Having developed knowledge about the historical context of the Israeli-Palestine conflict, students will be ready to read and develop a **dialectical journal** on the book before writing an argumentative essay.

Part II: Palestine-Israel—argumentative essay



GUIDELINES: For this assignment, you will use evidence from 3 resources: **1.** Journey to Mecca, Battuta's journey to Mecca in the 1300s, seeking wisdom and truth along his journey to Mecca, the most sacred place for the Muslims. **2.** Balcony on the Moon, Ibtisam Barakat's retelling of her life using her memory from when she was a teenager and a graduate of high school at Ramallah, in Palestine. **3.** Promises: a story of the conflict in Israel seen through the eyes of Palestinian and Israeli youth and lessons learned.

Your task will be to write a **5-7 paragraph essay** about the role of seeing life as a journey versus as a destination, or race.

Does life become more enjoyable, or less?? does it require such a perspective for the individual to have a long-term purpose in life? Do any of the stories you read, or watched, point to the value of perspective for individual and social welfare, peace, and happiness?

EDUCATION IS THE POINT AT
WHICH WE DECIDE WHETHER
WE LOVE THE WORLD
ENOUGH TO ASSUME
RESPONSIBILITY FOR IT.

HANNAH ARENDT

