

Activity 2: International Conflict and Cooperation

Activity: How are the ongoing power struggles between super power nations impacting international cooperation?

Time: 225 minutes

Description

This activity provides students with an introduction to the issues surrounding international conflict and cooperation as framed within the War on Terrorism, stemming from the September 11, 2001 attacks on the United States. From here students will practice forming an opinion on a political issue and model their research and communication skills through a triangle debate.

Connection to Culminating Activity

Modelling the Debate Process

The Triangle Debate activity will model for students political debate procedures, which will be re-visited on a larger scale during the culminating activity's simulation.

Strand(s) and Expectations

Strand(s):

- Participation in the International Community
- Methods of Political Inquiry and Communication

Overall Expectations:

- Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts.
- Communicate knowledge, opinions, and interpretations about events, issues, and trends, relating to politics and citizenship, using a variety of forms of communication.

Specific Expectations:

- Identify ways of preventing war and conflict between states.
- Identify the causes and consequences of non-governmental international conflict and violence.
- Express opinions, understandings, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms.
- Use appropriate terminology to communicate political concepts, opinions, and arguments.

Planning Notes

- The teacher should reflect on his or her own personal views related to state power, terrorism and international law.
- The teachers should ask himself or herself how well he or she is prepared to discuss and accept differing perspectives when presenting this material.
- Reflect on the composition of your class and whether there are any students who may have experienced, or witnessed, or have families and friends that may have experienced acts of terrorism or stereotyping, prejudice and/or racism because of terrorism and specifically the attacks on the United States on September 11, 2001.
- Be prepared to address and support any disclosures about discrimination that students may have personally experienced.
- Book computer time in the appropriate location for Triangle Debate research.
- Action → Triangular Debate: requires the physical layout of the classroom be conducive to creating a triangular shape of the desks during the debate.

- Make the appropriate number of copies of each of the following:
 - Appendix 1.1: David Held, “Violence and Justice in a Global Age” PDF.
 - Appendix 1.2: Ed Morgan, “International Law Is Not Up To the Task”
- Download and print appropriate number of copies of:

Both Sides Now: Making Judgments Worksheet
 Available at: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf> (p.73)
- Download and print entire package: **Whole-class Discussions: Triangle Debate**
 Available at: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf> (p.38/186)
 Print appropriate number of copies of student resources (labeled) from this package.

Prior Knowledge Required

- Students may have already studied the events of September 11, 2001 in Civics or History or have at least had exposure to the issue through the media.
- Experience communicating knowledge, opinions, and interpretations about events, issues, and trends, relating to politics and citizenship, using a variety of forms of communication.
- Experience forming political opinion based on independent research.

Teaching/Learning Strategies

<p><u>Minds On → Introductory Lecture</u></p> <ol style="list-style-type: none"> 1. Prepare small lecture on International Conflict and Cooperation. 2. Recommended Resource: <p>Ruypers, John, Marion Austin, Patrick Carter et al. <i>Canadian and World Politics</i>. (Emond Montgomery Publications Ltd, 2005).</p> <p><u>Action → Whole-class discussions: Triangle Debate</u></p> <p><i>Can international law deal with the threat of terrorism?</i></p> <ol style="list-style-type: none"> 1. Ask students to answer the question: “do you agree or disagree that international law can deal with the threat of terrorism?” by a show of hands, “Agree” and “Disagree”. 2. Divide class between students who believe AGREE and DISAGREE. 3. Introduce the case study (Appendix 1) by reading aloud to students. 4. Distribute the necessary number of copies of the two articles (Appendix 1.1, Appendix 1.2) to groups each of the group members. <p>DI To challenge students, consider distributing the alternative article to those who agree (Morgan) and those who disagree (Held).</p> <ol style="list-style-type: none"> 5. Have students individually read the articles. 6. In a cooperative group strategy, provide a <i>Both Sides Now: Making Judgments</i> blank worksheet for facilitating reading of article. 7. Allow students time to fill in worksheet. 8. Have one peer elected leader from each group share their findings with the class. 9. Introduce Triangle Debate. <p>Before</p> <ol style="list-style-type: none"> 1. Download copy of Whole-class Discussions: Triangle Debate <p>Available at: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf (p.38/186)</p> <ol style="list-style-type: none"> 2. Introduce students to Triangle Debate by reading p.186 	<p>Assessment <i>For, As, and Of</i> Learning Strategies and Tools</p> <p>AfL AaL</p> <p>Teacher evaluation and anecdotal comments</p> <p>Teacher observations <i>Triangle Debate Group 3 - Observations</i></p> <p>Oral component</p> <p>Self-Reflections</p>
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Students will:

- Participate in an informal debate.
 - Practice cognitively-demanding speaking skills in a comfortable environment.
 - Benefit from the research process.
 - Learn to process ideas and reach conclusions.
3. Divide students into three groups: group 1 will argue for the issue, group 2 will argue against the issue, and group 3 will prepare comments and questions about the issue.
 4. Distribute copies of *"Triangle Debate Organizer"* (p.190 of Think Lit) and instruct students to assign group members their role and order in which they will speak for the day of the simulation.
 5. Review procedures for the debate so students may properly prepare. Refer to Teacher Resource, *"Triangle Debate Procedures."*
 6. Students in groups 1 and 2 will prepare their debate speeches (2mins each).
 7. Students in group 3 will prepare insightful comments and questions for each side of the debate.
 8. Students will understand all procedures for the debating process once steps 2-7 are complete.
 9. Give students ample time to prepare their research. Distribute copies of *"Triangle Debating Tips"* (p.188 of Think Literacy document).
 10. Research Time and Debate Prep in the computer lab.

ICT Introduce students to the use of RSS Feeds using NetVibes:
<http://www.netvibes.com/privatepage/1#Headlines>

During

1. Arrange chairs in the classroom to reflect the three-group structure, enabling all members to see each other (a triangular shape works well, hence the name!)
2. Act as a timer or choose as student from group 3 to perform this function.
3. Act as moderator, calling on students to speak.
4. Act as judge, ensuring that students avoid negative comments.

Consolidation → After

1. Photocopy student resources, *Triangle Debate Groups 1 and 2 – Reflections, and Group 3 – Observations*. Distribute to each student, according to his/her group.
2. Students will fill in the appropriate handout, focusing on both the group and individual roles.
3. Give students ample time to reflect on their experience.
4. Lead whole-class debriefing session about the experience.

Accommodations

- Before assigning reading tasks, review vocabulary to enhance comprehension, explain new words, and provide meaning.
- Allow students with reading difficulties to collaborate with partners within group to understand text.
- Provide *"Triangle Debating Procedures"* to assist with prep.
- Allocate efficient lab time for research to lessen homework load.

Resources

Electronic

1. Ministry of Education. *Think Literacy: Cross-Curricular Approaches, Grades 7-12*
<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf> (p.73)
2. Ministry of Education. *Think Literacy: Cross-Curricular Approaches, Grades 7-12*
<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf> (p.38/186)

Print

Ruypers, John, Marion Austin, Patrick Carter et al. *Canadian and World Politics*. (Emond Montgomery Publications Ltd, 2005)

Appendices

Appendix #1 – Can International Law Deal with the Threat from Terrorism? Taken from: *Crosscurrents: Contemporary Political Issues, Fourth Edition*. Eds. Mark Charlton and Paul Barker. 2002.

Appendix #2 – ✓ **Yes** David Held, “Violence and Justice in a Global Age,” in www.opendemocracy.net

Appendix #3 – ✗ **No** Ed Morgan, “International Law Is Not Up To The Task,” in the *National Post*, September 27, 2001