



Oklahoma Alliance for Geographic Education

Teacher Training | Curriculum Development | Outreach Programs | and More!

Conflict Kitchen

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Grade Level (s): 6/7

Time Recommended: 1-2 classes

Overview: *(Brief paragraph describing the major goals and activities of the lesson.)*

The United States has conflicts with other countries. U.S. citizens have perceptions that are often negative toward these countries. How can we change these perceptions in our students? The answer is educating students about the culture and people of these countries, hence, the importance of geography classes. This lesson will allow the students to explore the culture of a country they are studying and work to change perceptions.

Oklahoma State Academic Standards:	National Geography Standards:
<p>Standard 4. 1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.</p> <p>Standard 4. 5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials lawmaking, and the liberties guaranteed under different forms of government.</p> <p>Process Skills 1.A Key Ideas and Details 1.Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Process Skills – 1.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>Geography Standard 6</p> <p>How culture and experience influence people's perceptions of places and regions</p>

Resources and Materials Needed: *(List of special materials, print resources, etc.)*

<http://conflictkitchen.org/>

http://conflictkitchen.org/wp-content/uploads/2014/10/Palestine_wrapper_final.pdf

Procedures:

ENGAGE

This introductory step of the lesson should stimulate curiosity and activate prior student knowledge. The activity should be a problem or an event that raises questions and motivates students to discover more about the concept. Guiding Questions:

- *How will the teacher capture students' interest?*
- *What kind of questions should the students ask themselves after the engagement?*

Ask the class to give you examples of countries we might have a negative perception of and let them discuss what perceptions are out there and maybe why. Give a few examples – I picked North Korea and Russia.

EXPLORE

Students need the opportunity to actively explore concepts in a hands-on activity. This establishes a commonly shared classroom experience while students are actively engaged with little explanation from the teacher. Students help each other understand the concept through social interaction.

Guiding Questions:

- *What hands-on/minds-on activities will students be doing?*
- *What are the "big idea" conceptual questions that the teacher will use to encourage and/or focus students' exploration?*

Students will explore the culture of a country that is in conflict with the U.S. or a country that they are presently studying in geography.

EXPLAIN

Teachers present or lead student discussion of information discovered during the "explore" stage. Teachers introduce new terms and explanations at appropriate times during the discussion.

Guiding Questions:

- *What questions or techniques will the teacher use to help students connect their exploration to the concept(s)?*
- *What are the higher order thinking questions that teachers will use to solicit student explanations?*

Discuss misconceptions, how these misconceptions spread, is there bias? How do we correct these misconceptions?

EXPAND

Students apply, extend, and enhance the new concept and related terms during interaction with other students. Providing additional active opportunities for students to apply the concept(s) allows them to expand their understanding.

Guiding Questions:

- *How will students develop a more sophisticated understanding of the concept?*
- *What vocabulary will be introduced and how will it connect to students' observations?*
- *How is this knowledge applied in our daily lives?*

Create a plan for spreading correct information and clearing up the misconceptions in our student body and community.

EVALUATE

Students demonstrate their understanding of the concept.

Guiding Questions:

- *How will students demonstrate that they have achieved the lesson objective?*
- *How will evaluation be embedded throughout the lesson as well as at the end of the lesson?*

Create a wrapper for putting with our food, or another idea for spreading the information that will help with the misconceptions.

Enrichment (Optional):

Invite citizens of this country to class/school to speak, skype with some students from the country, hold activities at school and in community to clear up misconceptions and promote diversity and unity.

Notes:

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References:

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