



Objective

Students will consider what causes regional differences, conflicts, and cooperation. Students will analyze why developing countries often suffer from tribal and regional conflicts more than developed countries, and brainstorm what it may take to solve the problems. Upon completion of the lesson, students will be more aware of this issue as a global citizen and consider how tribal and regional conflicts affect their partner country.

Academic Expectations Fulfilled

AE #s: 1.1, 1.2, 1.3, 1.11, 1.12, 1.16, 2.2, 2.6, 2.14, 2.15, 2.16, 2.17, 2.19, 2.20, 2.25, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Introduction: How Big is Africa?

Write the following questions on the board and record students' answers and comments.

How big is Africa? How many/which nations do you think can fit inside of Africa?

Africa is the second largest continent in the world. According to a 1998 Boston University study and map released, China, the United States, Alaska and Europe can fit inside of the Africa's 11,668,545 square miles. (China = 3,681,089; Europe = 3,979,405; USA = 3,678,235) [see picture at right]

How many individual countries make up the continent?

Africa is home to 53 different countries.

Think of the ethnic groups residing in the United States and North America (i.e. American Indian, African Americans, Anglo Americans, Asian American, Mexican American, Latinos, Indigenous peoples of the Americas, and many more). How many ethnic groups do you think Africa hosts? How many languages? How do ethnic groups and languages affect religion in a country?

According to the 1998 Boston University study, there are over 800 ethnic groups in Africa and over 1,000 languages spoken (40 of which have more than one million speakers). The study also states that over 40% of Africans practice a wide variety of traditional religions. Among these are many forms of Christianity and Islam, as well as some Hinduism.

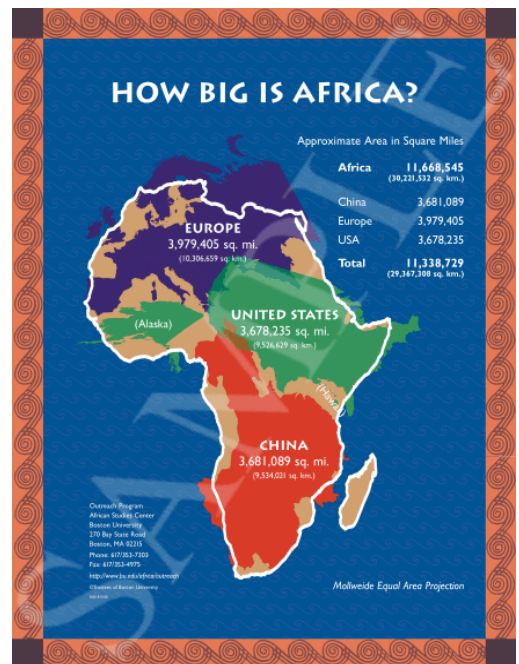
What sort of climates exist in Africa? What kinds of crops do these climates accommodate?

According to the same BU study, 15% of Africa's climate is considered desert, 10% is tropical rainforest, 35% is savanna/grasslands, and the remaining 40% includes Mediterranean climate, mountain climate, tropical wet and dry, rainy and mild, and wet and mild. Africa's diverse climate allows for many crops to grow. The main crops are rice, wheat, maize (corn), sorghum and millet, root crops, oil palm, tea, cocoa, coffee, wine, sugar, tobacco and cotton. There are many more not listed here.

Why is it important to consider natural resources? How do they affect the lives of the nation's citizens?

Natural resources provide wealth for a nation; those who control them own the wealth and the power as well.

*The information above from the Boston University study and other resources can be found at <http://www.bu.edu/africa/outreach/materials/handouts/howbig.html>.





Activity 1: Conflicts in World History

Use the following conflicts from world history to analyze what causes tension and how nations' citizens are affected. Divide the students into 5 different groups and allow each time to research the history and details of their conflict. Pass out the worksheet on page five as a guide.

**Optional adjustment: You may decide to have all of the students research each conflict as homework, then discuss the questions as a class.*

1. ISRAELI AND PALESTINIAN CONFLICT

Where in the country is/was the conflict?

This conflict surrounds the West Bank, which lies on the eastern side of Israel, and the Gaza strip, which lies on the south western border of Israel.

Where is this country on a map?

Israel, the West Bank, and Gaza are situated on the eastern border of Egypt, western border of Jordan, and southern border of Lebanon. Israel is also bordered by Syria on its northeastern border.

How long has it been going on/did it last?

Events that started the Israeli/Palestinian conflict date back as early as the 1900s when British forces occupied the land (then-named Palestine). In 1915, Britain's high commissioner in Egypt exchanged letters with the then Arab leader, pledging to support Arab independence. In 1917, a treaty was made that stated there would be an "establishment in Palestine of a National Home for the Jewish people." During its control, Britain decided to give the area east of the Jordan river to a new leader, which then became the state of Jordan. Violent conflict began to break out in areas throughout the country—Jews in Palestine described the violence as "riots," and Palestinians (Muslims) who rejected the idea of partition described it as a "revolt."

www.pbs.org/pov/pdf/promiese/promises-timeline.pdf.

Who is/was involved? Who are/were the main actors?

Israeli Jews and Palestinian Arabs, along with Israeli, Arab, Palestinian, and Jewish leaders in the Middle East.

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

There are claims to religious holy sites by both sides, and also political claims by both sides. Both want control of Jerusalem, and both feel that the other does not respect their religious traditions. It is the sharp contrast in religion that causes these two populations to fight over to whom the land should belong.

List and write a brief description of at least two of the main issues.

According to www.pbs.org:

Land Ownership: Both the Israelis and the Palestinians believe they have the right to the land known today as Israel, the West Bank, and the Gaza Strip. Both Jewish and Arab people live throughout all regions of the land, and neither feels they should have to give it up. As of now, the Palestinian states are under complete control of Israeli government.

Control of Jerusalem: While peace talks and treaties have attempted to divide the land into two states, Palestine and Israel, Jerusalem remains disputed. It is located on the Israel/West Bank border. (According to the New York Times article, Jewish Nationalists Clash with Palestinians, listed on the next page, "Israel claims sovereignty over all of Jerusalem, including the eastern part that it



Activity 1: Conflicts in World History (cont)

annexed after conquering it from Jordan in the 1967 war. The Palestinians demand the eastern section as the capital of a future state.”

Border Security: Because both parties feel threatened, leaders of each try to establish border security. In some cases, the border security consists of “security zones” outside of the allotted land area.

Water Rights: As water is an extremely limited resource in most Middle Eastern countries, available water supplies are under constant stress and citizens on both sides fight to control this precious resource.

Refugees: During the violent conflict, many Palestinians and Israelis were forced out of their homes and communities, becoming refugees in other countries or in refugee camps throughout Israel.

Do/did other countries or outside organizations provide assistance? Why?

Surrounding countries with interests in the war have contributed troops, weapons, and financial support based on their relationship with either Palestinians or Jews in the region. They feel compelled to help for political, religious, financial reasons, among many others.

Why should Americans and other world citizens care about this conflict?

America provides a great deal of financial aid to Israel, and citizens should know who/what their government supports. Countries that choose to support Israel stand to face enemies in Palestinians, and vice versa. Additionally, as world citizens, it is important that we recognize the tens of thousands of lives that have been lost during this conflict and learn from its history.

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

As the Israeli/Palestinian conflict lasts still today, there are many articles the students may choose from. Here are links to some examples:

Jewish Nationalists Clash with Palestinians (Dec. 2, 2009)

<http://www.nytimes.com/2009/12/02/world/middleeast/02mideast.html>

Can Obama Stand Up to Israel? (Nov. 25, 2009)

<http://tribes.tribe.net/middleeastpolitics/thread/27448399-4960-4d90-b544-887d0524ff0b>

Israeli Army’s Newest Weapons: Tweets Friends and Videos (Dec. 1, 2009)

<http://content.usatoday.com/communities/ondeadline/post/2009/12/israeli-armys-newest-weapons-tweets-friends-and-videos/1>

Tough on Israel (July 30, 2009)

<http://www.washingtonpost.com/wp-dyn/content/article/2009/07/29/AR2009072903167.html>

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done to maintain peace? If not, what do you think needs to happen?

As the articles show, this conflict is not over. Students answers/opinions will vary on how to resolve and what should be done now.

2. BOSNIAN WAR

Where in the country is/was the conflict?



Activity 1: Conflicts in World History (cont)

Shortly after the breakup of Yugoslavia, the Republic of Bosnia and Herzegovina erupted in civil war throughout the country. Eventually, the country was divided into two separate entities—the Federation of Bosnia and Herzegovina, and the Republika Srpska.

Where is this country on a map?

The country of Bosnia and Herzegovina is situated in the Balkan Region of Eastern Europe, and bordered by Croatia on the north and west, and Serbia and Montenegro on the east.

How long has it been going on/did it last?

Officially, February 1992– November/December 1995, though some say it began in late 1991.

Who is/was involved? Who are/were the main actors?

Bosniaks (Bosnian Muslims), Bosnian Croats (originally from Croatia), and Bosnian Serbs (originally from Serbia).

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

Race and ethnic differences are the main reason for this conflict—when the former Yugoslavia began to unravel, republics within began to claim independence. Slovenia and Croatia were the first, followed by the Bosnian Serb proclamation of the desire to form a “Serbian Republic of Bosnia-Herzegovina” within Bosnia. This is where the “ethnic lines” were drawn—Serbs were not allowed to crossover into the Republic of Bosnia and Herzegovina, and Croats and Muslims from Bosnia were not allowed into Serbian territory. In an effort to create a “Greater Serbia,” acts of ethnic cleansing were committed, killing thousands. Still more were murdered among attacks from both sides by those opposing one group having more land than another.

- US Department of State: <http://www.state.gov/r/pa/ei/bgn/2868.htm>

List and write brief description of at least two of the main issues.

Independence: Though the Bosniaks, Croats, and Serbs shared a republic, they disagreed on whether or not to become independent of Yugoslavia. When a vote was held, Bosniaks and Croats favored independence and won. Serbians revolted and attempted to take over the entire country by force and began “ethnic cleansing” to create a “Greater Serbia.”

Do/did countries and/or outside organizations provide assistance? Why?

Serbia supported Bosnian Serbs in their independence efforts because they shared the same ethnicity, and Croatia supported Croats for the same reasons.

Why should Americans and other world citizens care about this conflict?

Many lives were lost due to this conflict and citizens around the world and citizens around the world are encouraged to learn from its history.

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done to maintain peace? If not, what do you think needs to happen?

Yes, the Bosnian War has been resolved after the Dayton Peace Agreement signed in Paris at the end of 1995. The three ethnic groups



Activity 1: Conflicts in World History (cont)

have since resolved their land disputes and are no longer divided by concrete lines.

3. CIVIL WAR IN RWANDA

Where in the country is/was the conflict?

The Rwandan civil war took place throughout the country.

Where is this country on a map?

Rwanda is located in Central Africa, north of Burundi, east of the Democratic Republic of the Congo, south of Uganda, and west of Tanzania.

How long has it been going on/did it last?

While the civil war has been going on for some time (roughly since the Tutsi monarchy was overthrown by Hutus in 1959, causing Tutsis to flee the country). The genocide committed by the Hutus in the Rwandan Armed Forces began on April 6th, 1994, and officially ended with a peace agreement on July 16, 1994.

- Global Security website: <http://www.globalsecurity.org/military/world/war/rwanda.htm>

Who is/was involved? Who are/were the main actors?

The Rwandan Armed Forces (mainly Hutus), and the Rwandan Patriotic Front (mainly Tutsis). Political “moderates” were also murdered in the genocide.

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

When Belgium had control of the Rwandan territory, it first enforced the establishment of the Tutsi monarchy. Before Belgium authorities left, however, military officials encouraged Hutus to overthrow the Tutsi monarchy.

List and write a brief description of at least two of the main issues.

Land: Both parties seek a land for their people to live safely and without fear.

Political Power: Both parties seek to have a say in their government and control over their land.

Do/did countries or outside organizations provide assistance? Why?

During the genocide, France helped by offering humanitarian aid. Before the war, France had encouraged all African francophone nations to work towards a more democratic government; while their humanitarian aid was helpful to all injured, they supported the Tutsi movement to strengthen a democracy. The United Nations sent in its peacekeeping force, and many more countries contributed humanitarian aid, including the US as one of the largest contributors.

Why should Americans and other world citizens care about this conflict?

As with all of history, world citizens can learn from conflicts like this one. Additionally, it is important to stay aware of what is going on in order to help those in need and know what your country is doing on a global scale.

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

There are many articles currently being published regarding Rwandan war crimes.

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done



Activity 1: Conflicts in World History (cont)

to maintain peace? If not, what do you think needs to happen?

This conflict has been resolved, though there are still some border controls, causing some to say the civil war is not yet over.

Resources:

PBS Rwanda: <http://www.pbs.org/hopes/rwanda.essays.html>

4. WAR IN THE CONGO

Where in the country is/was the conflict?

Most of the violence and attacks have been in the eastern half of the country, however, violence from this conflict spreads throughout the entire land; citizens are under constant attack and flee regularly.

- BBC World News Timeline: <http://news.bbc.co.uk/2/hi/africa/1072684.stm>

Where is this country on a map?

The Democratic Republic of the Congo is in South Central Africa and is bordered by the Central African Republic, Sudan, Uganda, Rwanda, Burundi, Tanzania, Zambia, Angola, and Cabinda (Angola).

How long has it been going on/did it last?

Though there have been tensions between groups fighting for power throughout the DRC's history, the war began a steep escalation in 1998, when arguing rebels backed by different surrounding countries attacked.

- BBC World News Timeline: <http://news.bbc.co.uk/2/hi/africa/1072684.stm>

Who is/was involved? Who are/were the main actors?

Tutsi rebels, Hutu

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

In general, the differences between the Hutu and Tutsi peoples are very mild. Each speaks in Bantu tongues as well as French and the majority of each group practices Christianity. In this case, the conflict is born out of class warfare. Tutsis are perceived to have greater wealth and social status and had a monarchy from as early as the 1400s. Hutus rebelled throughout the south-central part of Africa with success in Rwanda and failure in nearby Burundi, where Tutsis maintained control.

- <http://worldnews.about.com/od/africa/f/tutsihutu.htm>

List and write a brief description of at least two of the main issues.

In the DRC today, the main issue lies between the Tutsis and the Hutus. Tutsi people believe that the government is providing cover for Hutu militias, causing them to attack both Hutu people and DRC citizens/government officials.

Do/did countries or outside organizations provide assistance? Why?

Natural resources including gold, diamonds, timber and cotton are spread throughout the DRC. Surrounding countries are interested in these resources and became involved in the conflict by sending in militias, who were later accused by both national and international organizations of plundering the resources. As part of the international community, DR Congo has received UN Peacekeeping forces and international aid as well.



Activity 1: Conflicts in World History (cont)

Why should Americans and other world citizens care about this conflict?

Because this country is rich in natural resources and has many times been stripped of them, Americans and other world citizens need to work together to not support goods that are the result of the deaths of many innocent people. There are many organizations that offer help in deciphering from where “clean” resources come, but it is still often difficult to tell. Here are some example organizations that help:

Stop Blood Diamonds: <http://www.stopblooddiamonds.org/stop-conflict-diamond-trade.asp>

Raise Hope for Congo: http://www2.americanprogress.org/t/1659/campaign.jsp?campaign_KEY=6265

Enough: <http://www.enoughproject.org/publications/can-you-hear-congo-now-cell-phones-conflict-minerals-and-worst-sexual-violence-world>

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

Yahoo News (AFP): Kabila vows to end strife in D.R. Congo.

http://news.yahoo.com/s/afp/20091207/wl_africa_afp/drcongocongounrest_20091207143405;_ylt=AsBWJOPTAFjH_6BcSqTRrCb6SpZ4

UN News Centre: Efforts to thwart in eastern DR Congo a mixed bag, says Ban.

<http://www.un.org/apps/news/story.asp?NewsID=33182&Cr=democratic&Cr1=congo>

New York Times: Congo.

<http://topics.nytimes.com/top/news/international/countriesandterritories/congothedemocraticrepublicof/index.html>

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done to maintain peace? If not, what do you think needs to happen?

This conflict is not yet resolved, though efforts have been underway for many years.

Resources:

Time: <http://www.time.com/time/world/article/0,8599,1943204,00.html?xid=rss-topstories>

Report on 60 Minutes: <http://blog.theirc.org/2009/11/29/how-gold-pays-for-congos-deadly-war-60-minutes-video>.

BBC History Timeline of DRC: <http://news.bbc.co.uk/2/ni/africa/1072684.stm>

http://www.huffingtonpost.com/peter-biro/eastern-congo-we-are-forc_b_381013.html

<http://www.theirc.org/special-reports/congo-forgotten-crisis?gclid=CMKB97HOx54CFcY53AodEGbSrg>

5. PAKISTAN-INDIA PARTITION

Where in the country is/was the conflict?

When Britain divided and gave up control of its Indian empire, the land area of present day Pakistan, India, and the disputed territory of Kashmir. The conflict has mainly surrounded the Pakistan/India border, though the violence has affected many areas throughout both countries.

Where is this country on a map?

Pakistan and India are both bordered by the Arabian sea to the southwest. Pakistan is bordered by Iran and Afghanistan on its western border, the disputed territory of Jammu & Kashmir on its northern border, and India on its eastern border. The Bay of Bengal lies to



Activity 1: Conflicts in World History (cont)

the east of India, where the Sri Lanka island sits at the southern tip of India. India is bordered by Bangladesh, Myanmar, China, Bhutan, Nepal, and Pakistan.

How long has it been going on/did it last?

The India-Pakistan conflict began with the partition of the region by Britain when it dismantled its Indian empire in 1947. (BBC Timeline)

Who is/was involved? Who are/were the main actors?

India (British India and Independent India), Pakistan, Hindus (mostly in India) and Muslims (mostly in Pakistan), Sikhs, "Kashmiris," citizens living in the disputed territory of Kashmir.

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

Religion is the main reason for origins of the Pakistan-India conflict. The territory was divided to allow Hindus and Muslims a place to have their own states (India and Pakistan). Though there is a majority of Muslims in the Kashmir territory, its leader was Hindu and therefore could not decide which nation to join when the division occurred in 1947. Today, the region is disputed, and the tensions between Pakistan and India lead to violence throughout both countries. (BBC Timeline)

List and write a brief description of at least two of the main issues.

Control over the Jammu and Kashmir territory: When India and Pakistan were divided, each of the "princely states" (territories) had to decide to which nation to belong. The leader of Kashmir played off each side in an effort move towards independence, but this effort was thwarted with the war that erupted in 1947. Pakistan-supported Muslims in the territory revolted (some wanted to join Pakistan, some wanted independence). The ruler of Kashmir was forced to ask for aid from India, which they would only supply if Kashmir acceded to India. He agreed to do so, though it was never made official as many believe that the Kashmir government was forced into accession, rather than by choice.

Border Patrol: Many flashpoints occur when armies and/or militiamen from either side cross their boundaries, especially in the disputed territory.

Do/did countries or outside organizations provide assistance? Why?

Pakistan and India both provide aid to citizens in Kashmir sharing their religion. Each want to have the territory as part of their country, and each have citizens living within the territory's borders. The international community has also provided aid to each of the countries to end the conflict. Because of the nuclear arms involved, the world watches and makes efforts to ease the tensions between the two nations.

Why should Americans and other world citizens care about this conflict?

Since the 1970s, both Pakistan and India have been testing and growing nuclear weapon abilities. In 1998, serious testing and threats began, causing the international community to fear a new arms race and shun these dangerous actions, halting all aid given to the two countries. Things have since changed, but the constant violence, attacks, and mention of nuclear weapons keep everyone worried about the outcome. (BBC Timeline)

According to www.globalpolicy.org, India claims it needs nuclear weapons in case of possible future confrontations with China, with whom it fought a border war in the 1960s. Religious conflict also plays a role in the violence, pitting predominantly Hindu India against Muslim Pakistan. The US led war against neighboring Afghanistan is raising concerns that the conflict may escalate tensions in Kashmir as skirmishes between Indian and Pakistani forces are regularly reported along the Line of Control. (Global Policy Forum)



Activity 1: Conflicts in World History (cont)

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

Answers may vary, see the list of resources below for some examples.

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done to maintain peace? If not, what do you think needs to happen?

This conflict has not been resolved. Though there are many efforts to resolve and move toward peace, each has ended in a stalemate when it comes to the disputed territories.

Resources:

BBC History Timeline of India and Pakistan:

http://news.bbc.co.uk/1/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm

Map of Kashmir on About.com: <http://hinduism.about.com/library/weekly/aa010102a.htm>

International Crisis Group: <http://www.crisisgroup.org/home/index.cfm?l=1&jd=2407>

Global Policy Forum: <http://www.globalpolicy.org/security-council/index-of-countries-on-the-security-council-agenda/india-and-pakistan.html>

Activity 2: Conflicts in World History Timeline and Reflection

Choose one (or more) of the conflicts to discuss and create a timeline as a class. Use the following as a discussion guide:

- Cause and Effect: How have the actions of players in the conflict created certain reactions? How did this affect the entire conflict? The citizens in that country? The international community?*
- What else is going on around the world during this conflict that may have impacted some of the actions? What is going on in that region?*
- What would you change if you were a person in power in that country? In a neighboring country? What would you have done if you were the president of the United States at that time?*

Activity 3: Resolving Conflict

Ask students to think about some of the issues that caused the world conflicts in activity one. Divide the students into 3 groups, labeling them Country 1, 2, and 3. Divide each of these groups into 2, for a total of 6 small groups. Each country will have a Group A and a Group B.

Each group within a country represents a population that feels strongly about a certain issue. Use the handouts on page 13 to provide information on the issue to each of the groups (e.g. Group A from Country 1 will receive the top portion of page 13 labeled accordingly). Allow approximately 15-20 minutes for the groups to read over their material and discuss what is important to their population and what they are willing to give up for compromise. Then, allow each country's groups A and B debate their issue for 5-10 minutes in front of the class. Afterwards, allow the "International Community" (the rest of the class) to help decide what should happen.

Following this activity, you may wish to instruct the students to write an essay on how identity and cultural differences affect compromise within a country.



Activity 4: What's Going On In Your Partner Country?

Take some time to allow students to research any tribal or regional conflicts that have occurred or are occurring in your partner country. Locate your pen-pals' address on a map. Compare what you know about your pen-pals through letters with what you have learned about any conflicts in the region, and discuss how your pen-pals may be affected. If the conflict was in the past, discuss how it may still affect their daily life.

Examples:

Cameroon: After WWI, Germany lost its “Kamerun” territory to France and Britain, who divided it amongst each other. Britain controlled roughly 1/5 of the territory, which was rich in natural resources, and France controlled the remaining land with very limited natural resources. Different cultures developed between the two regions among many ethnic groups. (http://www.monitor.upeace.org/innerpg.cfm?id_article=384) In 1955, a revolution in French Cameroon brought about independence from France. The British colony gained independence from the UK as well, with 2/3 of the Muslim populated territory voting to join Nigeria, and 1/3 (Cameroon bordered) of the territory voted to join the new “Republic of Cameroon.” (<http://www.state.gov/r/pa/ei/bgn/26431.htm>) Since, ethnic, religious, and tribal differences have caused the loss and displacement of many lives throughout the country.

Ecuador: Ecuador faces many challenges to maintain peace. The nation is not only bordered by conflicting nations, but struggles with maintaining an effective, citizen-supported, corruption-free government. Years of changes in government leaders and policy have led to instability and tensions. View the following articles to learn more:

<http://www.foxnews.com/story/0,2933,335073,00.html>, <http://www1.american.edu/ted/ice/perecwar.html>, <http://www.npr.org/templates/story/story.php?storyId=87922264>, <http://us.oneworld.net/article/ecuador-more-conflict-over-oil-indigenous-rights>

Ghana: Issues over access to and use of natural resources cause conflicts within and between communities throughout Ghana. (<http://www.undp-gha.org/mainpages.php?page=conflict>)

Nigeria: Nigeria is the home of many territorial and regional conflicts, both physical and political. According to BBC News in 2006, Nigeria's oil-rich Delta region is the home of one of these conflicts. Foreign companies attempt to buy and sell the oil (for profits of which the local citizens see little), and young armed gangs attack and kidnap the workers for ransom. (<http://news.bbc.co.uk/2/hi/africa/4617658.stm>)

Morocco: The Western Sahara remains a disputed territory on the southern border of Morocco. The conflict surrounds Morocco, Algeria, and Mauritania and the Polisario Independence Movement group. The Polisario group wants independence in the territory, to which Morocco has agreed. However, that would cause refugees that have fled the area to no longer have a home to where they can return. (<http://news.bbc.co.uk/2/hi/africa/2655719.stm>) According to the Global Policy Forum website, Western Sahara is home to many valuable natural resources, including phosphates, fisheries and potentially oil. (<http://www.globalpolicy.org/security-council/index-of-countries-on-the-security-council-agenda/western-sahara/48101.html>; www.pbs.org/hopes/morocco/index.html)

Philippines: In Southern islands of the Philippines, Muslim separatists have led uprisings and have been pushing for an independent region. The efforts have been going on since the 1970s, and attacks have occurred as recently as August, 2007. (<http://news.bbc.co.uk/2/hi/asia-pacific/1695576.stm>)



Name: _____

What causes conflict?

Find your group's assigned conflict in the list below. Read the information provided, then search the web and your library to answer the questions below. Use the back of this sheet or a separate piece of paper to answer the questions.



Israeli/Palestinian Conflict



Bosnian War



Civil War in Rwanda



War in the Congo



Pakistan-India Partition

For each article, webpage, or other source you use to answer a question, site the source below the answer. Include the website, date, author, and the website administrator (usually found at the bottom of the page with either a link or an organization name and copyright date.)

Use the outline on the following page to create a timeline of the conflict while you answer the questions below.

Where in the country is/was the conflict?

Where is this country on a map?

How long has it been going on/did it last?

Who is/was involved? Who are/were the main actors?

Are there significant ethnic, religious, or general cultural traditions and beliefs between the actors that contribute to the conflict? If so, how do they affect the conflict?

List and write a brief description of at least two of the main issues.

Do/did countries or outside organizations provide assistance? Why?

Why should Americans and other world citizens care about this conflict?

Choose one article to outline and share with the class. If possible, find one that has been written within the past two years.

What do you think needs to happen now? Has this conflict been resolved? If so, what should be done to maintain peace? If not, what do you think needs to happen?



Worksheet: Conflict Resolution

Cut the following sheets along the lines and give each group their description. Instruct each group to put together a list of important points they would like to discuss with the other group in their country, then use 5-10 minutes to allow each country's groups to debate. The countries in the audience will serve as the "International Community," and will give recommendations for peace to the countries. Use the questions at the bottom as a discussion guide.

Country 1, Group A

You are the Abars in the country of Wunn. Your population lives out in the plains of Wunn on the eastern side of Lake Drake. Everyday, the women in your community get up and collect the water that is needed for the Abar households. Men in your community spend their days tending to their crops or fishing the lake's bountiful waters. Fortunately for the Abars, the land next to the lake is perfect for growing maize, a corn food product that provides substantial nourishment for citizens throughout Wunn. Irrigation systems channel water from the lake to the crop throughout the growing season. Throughout the week, many Abars take products to the market just one hour south of their community to the nation's capital, where the Blantoran population lives.

Because your community lives out in the rural regions of Wunn, you do not have access to electricity and there are very few automobiles. Families use wood-burning stoves to cook and live without computers, TVs, and utilities for the most part.

Many in your community are concerned about the pipeline that was recently installed by the Wunn Government which extracts water from Lake Drake and sends it to the capital city. Though it has just begun pumping, the water level of the lake has seen a significant drop and there has been less rain than normal to fill it. The concerned citizens plan to destroy the pipeline, costing the government millions and causing damage to many parts of the city.

Country 1, Group B

You are the Blantorans in the country of Wunn. Your population lives in the capital city of the country, where most of the country's business is done. There are large buildings, automobiles and public transportation, billboards, and shops, though things do not always run smoothly. Electricity goes out frequently for days or weeks at a time, and the roads are very poorly cared for with limited national funds. Shop owners operate when they see fit and are on no particular schedule, and the public transportation is so poorly cared for that few use it. However, the diversity of the city allows Blantorans to trade and do business with many other populations in the city.

Water remains a problem for Blantoran city-dwellers. Most people in the city get their water from a community source which allots a certain amount of water to be pumped into each home. Others purchase their water from "water hawkers," who bring the water from other sources and provide it to citizens in the city at a very high price. Recently, the government has built a large pipe system that goes out to Lake Drake and pumps water from the lake into the city. This will provide Blantorans and other city dwellers a reliable water source for the immediate future, allowing the government more time to develop a plan to fix the water problems entirely.

Most are aware of the Abars that live in the Lake Drake region; they are the people in the market selling fish and maize throughout the week. A great deal of food products are supplied to your population from the Abars and the Blantorans have always been grateful. With the new pipeline, however, many tensions have risen. Abars fear that the water pumped from Lake Drake isn't being replenished quickly enough and their people are worried about their livelihood.



Worksheet: Conflict Resolution (p.2)

Country 2, Group A

You are the Clartons of the country Tew. Your population lives in the rural northeastern territory of Tew, adjacent to the Delt tribe. For hundreds of years, Clartons have lived in this territory and have built a strong, tightly knit community rich in tradition. One of these traditions requires the youngest born child in each Clarton family to collect 100 animal hides before they can go out and live on their own. He or she must leave home on the eve of the 20th birthday and cannot return to the community until all one hundred hides have been laid out to dry in front of the family's home. The meat provides many feasts for the Clarton people and the bones are used for making goods.

As the elder Clartons explain, the youngest family member must be capable of caring for their elders when they grow too old to care for themselves, just as the family has cared for their youngest. To show his or her gratitude, the youngest family member provides these hides to keep the family warm and meat to keep them fed. This tradition began when several families of the early Clarton tribe took in an abandoned child. The child was raised by the entire village, growing up with plenty of food, warmth, and care. As the boy grew older, he became very grateful of the sacrifices the community had made to raise him and wanted to show his gratitude. On the eve of his 20th birthday, he set out to find enough hides to provide warmth and food for the many villagers who had raised him. It required one hundred animal hides, but he was able to keep his village warm and show his gratitude.

Heritage is very important for Clartons; even though the population has grown significantly, the youngest member of each family is still expected to collect 100 animal hides. Many have noticed that it takes the hunters a little longer to complete the task each year, likely due to a decrease in the wildlife population.

Country 2, Group B

You are the Delts of the country Tew. Your population lives in the rural northwestern territory of the country, adjacent to the Clartons. For hundreds of years, your citizens have lived on the land peacefully, with little conflict or intrusion from other tribes. The Delts are strong in tradition and have a rich culture tied to nature.

Each year, the entire Delt community gathers to honor Mother Nature for her blessings. Painted faces and lively music fill the grounds as every person gives thanks. During the week-long festival, each family follows the tradition of offering something back to Mother Nature. The tradition began long ago when the Delt people became so obsessed with their riches that they ruthlessly squandered what Mother Nature offered. According to the tales, Mother Nature took her blessings from the greedy people and left them with nothing. Only when the surviving tribe members learned to give thanks for what they had did she provide for them again. For every year since, the Delts have gathered in the summer to give thanks for their riches. Their offerings consist of planting new trees, performing ritualistic dances in the woods, and feeding and caring for the wildlife.

In spite of these efforts to care for Mother Nature's bounties, the wildlife population has decreased significantly in recent years, causing the community to worry about their food source. Many in the tribe blame the rituals of the Clarton community, who send their youngest family members out to gather 100 hides at their 20th birthday. Some extreme Delts are considering defending Mother Nature by attacking the hunters unexpectedly.



Worksheet: Conflict Resolution (p.3)

Country 3, Group A

You are the Edaps of the country Threed. Your population lives along the sea coast of Threed, a popular tourist destination. Many come to enjoy your region's sandy beaches, coastal fishing, and water sports.

Today's Edaps are very different than their ancestors, the Edaptols. The Edaptol people stayed in their homes and only visited the sea out of necessity, such as fishing or gathering water to bathe. Children were taught by their parents and grandparents that the sea was given only for nourishment of the Edaptol people by the Heavens, and to misuse this gift would be to defile the water and disrespect the Almighty.

For generations, Edaptol people followed these practices religiously. As their city became more popular as a trading post into Threed, however, new people began to settle. Along with these new people came new ideas and practices, including swimming and water recreation. This new group of people began calling themselves "Edaps," a shorter and more "hip" name from Edaptol. Today, it is mostly the Edaps that partake in these new water activities. They believe that the Almighty wants them to enjoy their gift of water and use it for prosperity, not just for survival.

Through the new water attractions, a significant amount of tourism income has come into the city, controlled by the Edaps. Because the financial gains are so great, the Edaps have made way for more tourist facilities, including seaside hotels, restaurants, and bars. To do so, old buildings, rundown homes, and an old park will need to be demolished. Edaps feel that the financial gains and prosperity are worth the replacement of some older buildings.

Country 3, Group B

You are the Edaptols of the country Threed. Your population lives along the sea coast of Threed, a popular tourist destination. Many come to enjoy your region's sandy beaches, coastal fishing, and water sports. You share the coast with the Edaps, a branch of the Edaptols.

The Edaptol people have a long tradition living on the Threed coast. Long ago, before the tourists came and the population grew, the Edaptols lived along the waterside in humble surroundings. Their greatest resource was the sea, graciously provided by the Heavens. Citizens knew that to respect the Almighty, one should only use the sea for what it was given, nourishment. Families would only come to the sea for activities such as fishing or gathering water to bathe. For years, the water was respected by all Edaptols, and the Almighty continued to provide for the people.

As the city became more popular as a trading post into Threed, however, new people began to settle. Along with these new people came different ideas and practices, including using the water for one's own pleasure. Some Edaptols joined them, calling themselves "Edaps," a shorter and more "hip" name from Edaptol. Today, it is mostly the Edaps that partake in these new water activities.

Since the Edaps began their misuse of the water, the city has seen troubling times. While money pours in, the face of the city is defiled. The water is filled with trash and the fish have disappeared. Many Edaptols worry about the livelihood of all and blame the misfortune on the Edaps. In order to stop the defilement, there are some Edaptols considering destroying the largest hotel in the community.



Worksheet: Conflict Resolution (p.4)

After each country is given a chance to discuss their issue, use the following questions/points as a discussion guide.

- What is the main cause of conflict between the two groups?
- Does it seem likely that there will be violent actions taken if the conflict isn't resolved?
- If there is a resource at stake, to whom does it belong?
- How are the citizens affected by the conflict? Does the conflict have more of an impact on one group than on the other?
- Do you think that *all* citizens are involved?
- Do all of the citizens in each group agree on a course of action? What is the most effective way to resolve the conflict?



Name: _____

Worksheet: What's Going On in Your Partner Country?

Partner country:

Briefly describe a significant conflict either (1) currently affecting your partner country, or (2) occurred in the past and caused effect.

What is the main cause of the conflict?

How is life for your pen-pals and others in their country impacted by the conflict?

Learning From Your Pen-Pals

What can you respectfully ask your pen-pals to learn more about this conflict?