

**Turf and Power: An Activity About Global Conflict**  
**High School Contemporary World History; American Civics/Government**

**Elaborated Lesson Focus:**

The purpose of this activity is for students to examine how the elements of a personal conflict can be mirrored in a larger, global conflict. Students look at ways to manage and resolve personal conflicts and community conflicts in a productive manner and then apply these strategies to conflicts that are occurring around the world.

**Enduring Understanding:**

Issues of power and turf are at the core of the majority of personal and global conflicts.

**Performance Tasks:**

- Students will explore why \_\_\_\_\_ is such a common cause of conflict through role-play
- Students will explore why \_\_\_\_\_ is such a common cause of conflict through role-play
- Students will examine how conflict can build or dissipate by analyzing the cycle of conflict
- Students will brainstorm possible nonviolent responses to conflict as well as aggressive ones, and discuss how best to achieve desirable outcomes
- Students will analyze personal conflict and apply these responses to evaluate outcomes
- Students will analyze community conflict and apply these responses to evaluate outcomes
- Students will analyze global conflict and apply these responses to evaluate outcomes

**Techniques and Skills:**

Vocabulary building, reading comprehension, public speaking, large group discussion, working in pairs, comparing and contrasting information sources, critical and analytical thinking, responsive and creative writing, literary analysis, research skills, and supporting ideas with examples.

**Requirements:**

*Materials:*

- Chalkboard and chalk, or char, examples.

3. Clap your hands. The five students will scramble to get to the chairs, and, inevitably, one student will remain standing. A disagreement might erupt (a student claims he/she got there first, a student tries to shoulder his/her way onto the remaining chair, a student complains that he/she was sitting farther in the back of the class and that the other etc.).
4. Tell the class that the student standing with you was chosen to be the judge and decide who wins and who loses. The student does not have to explain why he/she decides the way he/she does. The class can call out their opinions. Allow students to disagree.
5. Return all six students to their seats. Allow 10 minutes for the class to discuss the experiment.
6. Ask the class to describe what happened when there were five students and only four chairs. Ask the five students who were competing for the chairs to share how they felt difficult?<sup>d</sup>
7. Tell the class that there are approximately 20 significant armed conflicts happening around the world today, and that almost every single one of them is being fought over one of two issues: power (governmental rule) or turf (land/territory).\*

*\*Note*



this should happen. How might they redirect the cycle if their attempts at cooperation were to be met with aggression?

14. As a concluding activity, write the following prompt on the chalkboard or on chart paper. Students can respond in their notebooks or in their journals. Encourage students to relate this quote to the activities they completed in class. How might

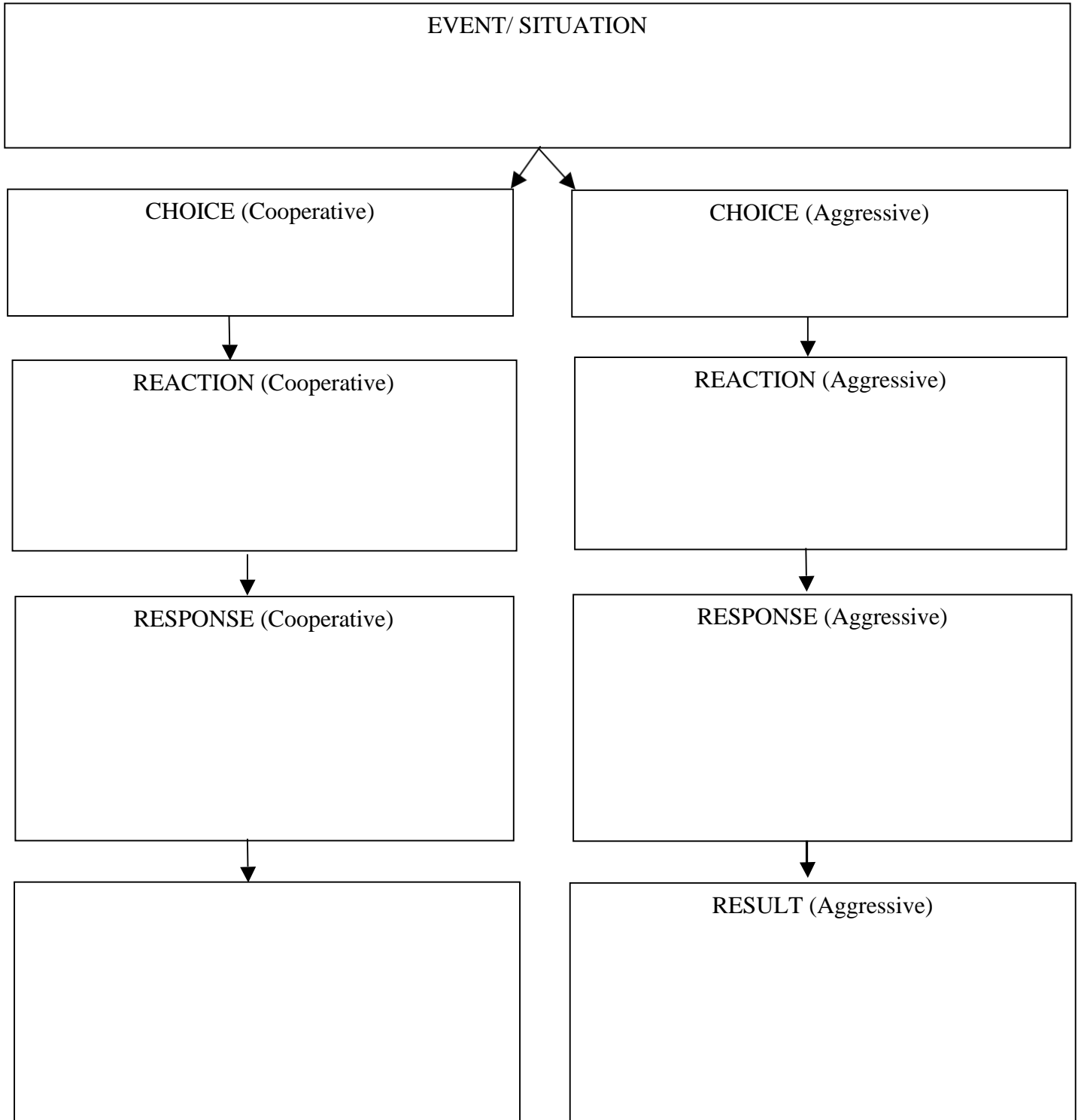
- Background of the conflict, including geography and parties involved
- Statistics about the number of people killed, injured, or left homeless due to the conflict
- Statistics about the duration of the conflict
- Photographs and maps that illustrate the conflict
- At least two nonprofit organizations working to resolve the conflict or provide aid to people hurt by the conflict
- At least one way students can get involved in resolving this conflict and/or raise awareness about the conflict

*Student Handout: Cycles of Conflict*

*Directions*

cooperative).

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*Student Handout: Situations of Conflict*

**Situation I:**