

Social Change: Technology's Role in the 21st Century

Maria Carmen del Bosque, American School Foundation of Monterrey, Mexico, Character Ed. / World Religions / Theory of Knowledge, Grades 11-12, Allow 9 – 10 days to run this project.

Introduction: This lesson teaches students the impact of conflict and social change in a community. Students will understand that as societies evolve, so does each institution and individual, bringing possible conflicts and changes in the community.

Geographic Connections: North Africa and Middle East countries

Vocabulary: colonialism, coup d'etat, ethnic cleansing, genocide, militia, NGO, racism, retaliation, social institutions, status quo, terrorism, vengeance, xenophobia

Stage 1 – Desired Results	
Common Core Content Standard(s): CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Understanding (s)/Goals: Students will understand that: <ul style="list-style-type: none">• Social change is unavoidable.• Social change can be pacific, but it can also be violent.	Essential Question(s) Related to Theme(s): <ul style="list-style-type: none">• What does change mean to you?• Why do people resist change?• What problems can arise when social change is present in a community or in a

<ul style="list-style-type: none"> • Every community around the world goes through social change constantly. 	<ul style="list-style-type: none"> • country? • How can change affect people’s life? • What may be the positive aspects of social change?
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Student Objectives (Outcomes):

Students will be able to:

- Understand why social change is a necessary aspect in every community around the world.
- Understand how social changes can generate conflicts and vice-versa.
- Identify how the majority and the minority of a community can interact during a conflict.
- Value the importance of social activism.
- Successfully work in teams with peer.
- Evaluate sources of information and accurately select reliable ones.
- Synthesize the researched information in order to deliver a micro-talk to the class.

Stage 2 – Assessment Evidence

Performance Task(s):

- Digital presentation
- Oral presentation
- Test

Other Evidence:

- Prime Time Task (PTT) activities
- Note taking
- Summarizing
- Then and Now chart

Stage 3 – Learning Plan

Learning Activities:

The day before the beginning of this unit, students will be given the following homework:

Ask a parent (or any other adult relative) to describe to you what was it like when he was your age regarding topics such as the country’s economy, the status of education, technology available and society and its practices and customs.

Day 1:

1. PTT: Students will be asked to share about their conversation with the parent / adult (10 min.).
Some questions to gauge their attention:
 - a. What were some of the findings that caught your attention? Why?
 - b. What things are really different today?
 - c. In which way are things still the same?
2. Explain to students what social change is with the help of the **Social Change Intro Keynote** presentation (15 min.)
 - a. Topics to include: conflict, pacific social change, violent social change.
 - i. Examples: Ireland, Rwanda, Arab Spring
 - b. Make sure students understand that social change is unavoidable and necessary and that as citizens of the world, we need to learn how to deal with it.
3. Have students use their own device to read the photo-essay “Prosperity and change in the Emerald Isle” (15 min.)

<http://www.pbs.org/wnet/wideangle/episodes/mixed-blessings/photo-essay-prosperity-and->

change-in-the-emerald-isle/2158/

While they read, have them take notes using the **Then-Now comparison chart**.

4. Have a class discussion to share their thoughts (10 min.) Some cues:
 - a. What was the situation in Ireland before the 2000's? Discuss topics such as: economy, migration, culture, religion, technology, politics.
 - b. Compare and contrast this situation with your own community
5. Closure: On a piece of paper, write an analogy for the concept of social change (5 min.)
Example: social change is like the sea waves; it comes and goes in unpredictable ways.

Homework:

- Read Jen Marlowe, Aisha Bain and Mark Shapiro's *Darfur Diaries* excerpt. Answer the questions provided by the teacher.

Day 2:

1. PTT: Access prior knowledge. Ask students how social change and conflict are related. Have them write it down on a piece of paper (5 min.)
2. Review vocabulary: read and discuss each word, provide with examples, ask students for examples, also. Use current events as support for explaining each concept (20 min.)
3. Have them take out their homework and discuss the answers. Ask students about their thoughts and concerns (20 min.)
4. Closure: What is one solution that you can propose to prevent these atrocities to happen? (10 min.)

Homework:

- Research on the Internet about the Arab Spring. What is it? Write a short paragraph describing it and be ready to explain it next class.

Day 3:

1. PTT – What is the Arab Spring? Share your findings (5 min.)
2. Have students watch this short video clip on the Arab Spring. (5 min.).
<http://www.youtube.com/watch?v=2z-rKjTivDs>
3. Class discussion (10 min.). Some cues:
 - a. What triggered the Arab spring?
 - b. What countries have had social manifestations?
 - c. In your own words, describe the reasons for the uprisings in these countries.
4. Explain students the **Arab Spring assignment** (10 min.)
5. Begin with the research. Spend the rest of the period on it (25 min.)

Days 4 and 5: Research

Day 6:

1. Work on timeline using linoit.com, padlet.com or storify.com.
2. Work and practice the micro-talk.

Day 7:

Micro-talks presentations.

1. Using a projector and their timeline, each group will have 6 minutes to explain the conflict in the country they researched about, following the given rubric.
2. Their classmates will assess them using the rubric provided. Each student will also complete a self-evaluation.

Day 8:

Unit closure

1. PTT: Access prior knowledge: Have students write on a piece of paper what do they think are the main ideas of what was learned during the micro-talks (10 min.). Check for understanding.
2. Divide class in two groups. Give each team a set of **vocabulary cards and arrows** (print 8 – 10 arrows per team). Explain to them that, according to what they have learned in class, they should create a flowchart. One group can work in the classroom and the other outside, in the hallway (20 min.)
3. Take a picture of the flow chart when finished and project it for each team to explain their reasoning. There is no right or wrong answer, all of these concepts are inter-related and can affect one another in different ways (10 min.)

4. Closure:

Homework: study for the unit test. The test will include a vocabulary check as well as open questions, in which students should show their understanding of the topic.

Day 9:

Summative activity (50 min.)

Resource List/Bibliography:

<http://www.pbs.org/wnet/wideangle/episodes/mixed-blessings/photo-essay-prosperity-and-change-in-the-emerald-isle/2158/>

<http://www.youtube.com/watch?v=2z-rKjTivDs>

www.surveymonkey.com

www.linoit.com

www.padlet.com

Eggers, Dave. *The best American Non-required Reading 2007*. 1st. Boston, MA: Houghton Mifflin Company, 2007. 259-273. Print.

Other resources for teachers:

<http://www.independent.org/publications/tir/article.asp?a=70>

<http://www.pbs.org/wnet/wideangle/episodes/mixed-blessings/timeline-ireland-1900-2002/2168/>

http://www.youtube.com/watch?v=8EnUzdkL_WU

How Are You Going to Use This Unit?

This unit is to be used in the grade 11 Character Ed. Course at the American School Foundation of Monterrey, Mexico.

American School Foundation of Monterrey
Character Ed. 11

Standard 3: Conflict, Cooperation and interdependence between individuals, groups and institutions.

Vocabulary

1. colonialism: the extension of a nation's domain over territory beyond its borders by the establishment of exploitation colonies in which indigenous populations are directly ruled, displaced, or exterminated.
2. coup / coup d'etat: strike against the state. A sudden and illegal overthrow of an existing government, usually performed by the military, to replace it with another government.
3. ethnic cleansing: the expulsion, imprisonment, or killing of an ethnic minority by a dominant majority in order to achieve ethnic homogeneity.
4. genocide: the deliberate and systematic destruction of a racial, political, or cultural group. Genocide is a form of ethnic cleansing.
5. Janjaweed militia: term used to describe mostly armed gunmen in Darfur, western Sudan, and now Eastern Chad.
6. Médecins Sans Frontières (Doctors Without Borders): a secular humanitarian-aid non-governmental organization best known for its projects in war-torn regions and developing countries facing endemic disease.
7. militia: a body of citizens organized for military service and to provide defense or emergency law enforcement, not necessarily supported or sanctioned by the government
8. NGO: Non governmental organization.
9. oppression: unjust or cruel exercise of authority or power from the group in control.
10. racism: a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.
11. retaliation: to repay (as an injury) in kind. To return like for like, to get revenge.
12. social institutions: a significant practice, relationship, or organization in a society or culture. Examples: government, economic groups, family, non-governmental organizations.
13. sheik: an Arab chief
14. status quo: Latin term that means the existing state of affairs.
15. terrorism: the organized use of terror especially as a way to force certain action.
16. vengeance: punishment inflicted in retaliation for an injury or offense.
17. xenophobia: fear and hatred of strangers or foreigners or of anything that is strange or foreign.

Arab Spring Assignment
Peer Assessment

The same rubric that is to be used by the teacher will be used by students to evaluate their peers. This can be done using either surveyMonkey.com or polleverywhere.com

Bulletin Board:

	Excellent	Very good	Good	Not appropriate
Content: All of the information is accurate and relevant. Key ideas have been carefully selected to explain the issue. Vocabulary words are included and the students' understanding of them is evident.	8	6	4	2
Structure: All of the elements (www, timeline, video, link, and others) are arranged in a way that makes understandable and appealing.	4	3	2	1
Attractiveness: Creative, neat, original, colorful	4	3	2	1
Conclusion: The group demonstrates thorough understanding of the consequences and implications of the issue.	8	6	4	2

Oral Presentation:

	4	3	2	1
Communication	Clearly and effectively conveys main ideas in own words.	Communicates most of the important information but has minor flaws or gaps.	Communicates some of the important information but has a few major flaws or gaps.	Doesn't clearly communicate all important information or is not in own words.
Eye Contact and Body Language	Presenter uses proper eye contact, gestures and expressions.	Usually has eye contact, adequate use of gestures.	Has some eye contact, uses some gestures.	Lacking eye contact, unaware of audience, expressions missing.
Feedback Response	Responds to questions well, defends ideas and expands on topics.	Questions are answered with some confidence by presenter and can expand on most.	Questions are answered with little confidence by presenter and can't expand on most.	Questions are not answered or answered without confidence and no additional ideas.

ASFM
Character Ed. 11
Standard 3

Assignment objective:

- To analyze **conflict** and **social change** in a community, to learn how it **transforms** the people's values and traditions, and to be able to demonstrate understanding and **awareness** of the issue.

This assignment will be done in triads. Teams and countries to be assigned by the teacher:

- Tunisia
- Egypt
- Libya
- Yemen
- Syria
- Morocco
- Jordan
- Oman

- Final product:

1. An online **bulletin board** that effectively explains the origins, development and current state of the conflict; that creates **awareness** of the topic; and that inspires an attitude of global citizen **responsibility**.

The bulletin board should include:

1. A WWW description of the conflict.
2. A timeline with top moments of the conflict.
3. A video (link or created by you) that in no more than 5 minutes give insightful information on the issue or a part of the conflict.
4. Graphics to illustrate the conflict.
5. Your final reflection:
 - a. How has this conflict changed or affected the community? The region? The world? (values, traditions, perspectives, ideas)
 - b. What is the learning that people can have of this conflict?
 - c. What are the challenges that the people involved or the community faces?

- How to do the online bulletin board?

You can use either of the following: **linoit.com**, **padlet.com** or **storify.com** for this purpose, so create an account and watch the tutorial.

2. A 6 minutes micro-talk in which you will explain the conflict and your conclusion.

You'll be given two class periods to work on the project; presentations will be on: _____

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	Excellent	Very good	Good	Not appropriate
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Oral Presentation Rubric:

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THEN / NOW COMPARISON

Name: _____ Date: _____

Title/Topic _____

THEN

NOW

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Character Ed. 11

Standard 3: Conflict, cooperation and interdependence among individuals, groups and institutions

Social change homework

Name: _____ Date: _____ Period: _____ List
No. _____

Objective:

By analyzing different historical examples, the student will be able to understand that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others. Students will also analyze what the responsibility of developed countries and the role of NGO's is, and we'll develop ideas on how to raise social awareness on these issues.

I. Read and study the vocabulary terms provided.

II. On an Africa map, locate and outline the following:

- a. Any color but blue: Sudan, Rwanda, Egypt, Libya, Algeria, Tunisia, Morocco, Central African Republic, Congo, Uganda, Tanzania and Chad.
- b. Blue: Mediterranean Sea, Red Sea.

III. Read the excerpt "Darfur Diaries" and answer the following questions (write on the back of the paper if necessary).

1. What was the situation of Sudan described by the author at the beginning of the story?
2. What was the information given by Dr. Sissi to the reporter?
3. What was the key event that triggered the hostilities between the government of the new president (Omar Bashir) and the population in areas such as Darfur?
4. According to the authors, what was the main difference between the situation in Darfur and what they have seen in other places facing political distress or wars?
5. According to the authors, what was the reason the UN had been so lacking in political resolve regarding Darfur?

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Standard 3: Conflict, Cooperation and interdependence between individuals, groups and institutions.

Unit Closure

Answer the following questions:

Compare what happened in Ireland (cultural and the religious practices are challenged due to the economic boom) to our community. How is it alike? How is it different?

How does the changes in social and political institutions reflect and affect an individuals' career choices, values, and significant actions?

How does the decisions of one generation can both provide and limit possibilities to the next generation?

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Standard 3 Conflict, cooperation, and interdependence
among individuals, groups and institutions.
Test

Name:

Date:

Period:

I. Read each sentence and underline the option that best completes each one (1 point each).

1. A _____ where the president Hosni Mubarak was overthrown by a group of rebels took place recently in Egypt due to the unpopularity of the government and its economic and social policies and decisions.
a) social change
c) coup d'etat
b) militia
d) genocide
2. The Interahamwe _____ was the paramilitary group with whom the Hutu government allied during the Rwandan Genocide of 1994.
a) terrorists
c) colony
b) militia
d) NGO
3. Belgium was the country that exerted a long _____ in Rwanda during the 19th and 20th Centuries.
a) colonialism
c) coup d'etat
b) ethnic cleansing
d) genocide
4. The Hutus felt _____ by the Tutsis, that's why they _____ when the Belgians left the country and the power to the Hutus.
a) retaliated, attacked
c) terrorized, discriminated
b) discriminated, terrorized
d) oppressed, retaliated
5. Public opinion insists that _____ played a major role in the lack of support from the UN to Rwanda.
a) genocide
c) social institutions
b) colonialism
d) racism
6. Between 1915 and 1923, Turkish officials systematically displaced the Armenian population from their homeland, forced them to march across and out of the country, leaving behind over one million dead Armenians. This practice, done by the dominant majority to achieve ethnic homogeneity is known as _____.
a) genocide
c) ethnic cleansing
b) colonialism
d) terrorism
7. The family, the government, the educational system are example of a culture's _____.
a) NPO's
c) values
b) **social institutions**
d) NGO's
8. _____ is an intense and/or irrational dislike and sometimes fear of people from other countries.
a) **xenophobia**
c) racism
b) discrimination
d) retaliation

II. Answer the following questions thoroughly expressing your opinion according to what was studied in class. Consider the following rubric:

4 – Above standards	3 – Meets standards	2- Approaching standards	1-Below standards
The paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting paragraph but the connection with the topic is not clear.	The paragraph is not interesting AND it is not relevant to the topic.

1. How would you define the term *conflict*? Illustrate your answer with examples.
Answers will vary.
2. Describe an external conflict seen in the Rwanda’s case and express your opinion on how NGO’s can best respond to that.
Answers will vary.
3. Describe an internal conflict seen in Ireland’s case and express your opinion on how can governments and institutions should respond to those issues.
Answers will vary.
4. What were some of the reasons that contributed to the Arab Spring?
Answers will vary.
5. What are some actions that should be taken by governmental or social leaders to solve or ease the conflicts in North Africa and the Middle East?
Answers will vary.

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Standard 3 Conflict, cooperation, and interdependence
among individuals, groups and institutions.

Test

Name:

Date:

Period:

I. Read each sentence and underline the option that best completes each one (1 point each).

9. A _____ where the president Hosni Mubarak was overthrown by a group of rebels took place recently in Egypt due to the unpopularity of the government and its economic and social policies and decisions.
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9. What were some of the reasons that contributed to the Arab Spring?

10. What are some actions that should be taken by governmental or social leaders to solve or ease the conflicts in North Africa and the Middle East?

Colonialism
conflict
social
change

**ethnic
cleansing
genocide
racism**

retaliation
oppression
social
change

**social
institutions
terrorism
xenophobia
NGO**

militia coup d'etat





