# TEACHING GLOBAL AND LOCAL CONFLICT
## IN THE CLASSROOM
Resource packet compiled by Eric Suni & Tese Neighbor, World Affairs Council

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USING THIS RESOURCE GUIDE

Please note: many descriptions were excerpted directly from the organization’s website.

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Thank you for attending this professional development program hosted by the World Affairs Council. In this packet, you will find a wide variety of resources about conflicts and conflict resolution. To help navigate through these resources, we have included two icons:

- Indicates recommended resources.
- Indicates resources that include lesson plans.

RESOURCES BY TOPIC

PEACE STUDIES & CONFLICT RESOLUTION

THE THIRD SIDE
http://www.thirdside.org/
The Third Side offers a promising new way to look at the conflicts around us. The Third Side is the community in action protecting our most precious interests in safety and well-being. It suggests ten practical roles any of us can play on a daily basis to stop destructive fighting in our families, at work, in our schools, and in the world.

YES! MAGAZINE
http://www.yesmagazine.org/
YES! is an independent, ad-free magazine in print and online, highlighting positive solutions for building a just and sustainable world. Teachers in the U.S. can apply for a FREE one-year introductory subscription online. YES! is published by the Positive Futures Network, a nonprofit organization, supporting people’s active engagement in creating a just, sustainable, and compassionate world. Resources for teachers and students (archived articles, discussion guides, resource guides, and links to local and global organizations and networks) are available at the YES! Education Connection online.

CONFLICT RESOLUTION NETWORK
http://www.crnhq.org/
The Conflict Resolution Network (CRN) is dedicated to creating a conflict resolving community and to researching, developing, teaching, and implementing the theory and practice of Conflict Resolution throughout a national and international network. The Conflict Resolution Network is concerned with every area of conflict, with national and
international issues, with local, state, and federal government, with the community, the workplace, and personal and intimate conflicts.

**CRINFO: CONFLICT RESOLUTION INFORMATION SOURCE**
http://www.crinfo.org/
CRInfo stands for “conflict resolution information source.” It is a free service, funded by the William and Flora Hewlett Foundation. As a “linking” site, our staff of editors maintains a keyword-coded catalog of over 20,000 Web, print, and organizational resources, as well as event listings and other conflict resolution-related resources.

**BEYOND INTRACTABILITY**
http://www.beyondintractability.org/
The Beyond Intractability Project provides a wide variety of resources for studying conflict resolution in its theoretical and practical applications.

**THE JOURNAL OF CONFLICT RESOLUTION**
http://www.jstor.org/journals/00220027.html
*The Journal of Conflict Resolution* covers a wide array of issues relevant to conflict resolution. It is available online at JSTOR, which requires a user log-on.

**CONFLICT RESOLUTION LESSON PLANS**
This website contains a number of lesson plans about teaching conflict resolution in the classroom.

**EDUCATORS FOR SOCIAL RESPONSIBILITY: CONFLICT RESOLUTION LESSONS**
Educators for Social Responsibility’s mission is to make teaching social responsibility a core practice in education so that young people develop the convictions and skills needed to shape a safe, sustainable, democratic, and just world. This page includes conflict resolution lesson plans for a number of different grade levels.

**TEACHING FOR CHANGE**
http://www.teachingforchange.org/
Established in 1989, Teaching for Change operates from the belief that schools can provide students the skills, knowledge, and inspiration to be citizens and architects of a better world — or they can fortify the status quo. By drawing direct connections to ‘real world’ issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.

**THE MORAL IMAGINATION: THE ART AND SOUL OF BUILDING PEACE**
This book by John Paul Lederach, an internationally recognized scholar of conciliation and mediation, poses the question, “How do we transcend the cycles of violence that bewitch our human community while still living in them?” Peacebuilding, in his view, is both a
learned skill and an art. Finding this art, he says, requires a worldview shift. Conflict professionals must envision their work as a creative act — an exercise of what Lederach terms the “moral imagination.” Drawing on his twenty-five years of experience in the field he explores the evolution of his understanding of peacebuilding and points the way toward the future.

**IDEALIST FOR TEACHERS**


Idealist For Teachers offers resources and tools that can be used to help introduce young people to issues that nonprofit organizations pursue and to encourage them to get involved in their communities. On Idealist For Teachers you’ll find a Volunteer Resource Center, free online lesson plans, and teaching materials offered by nonprofit organizations, and guides on how to find issue-specific resources on Idealist.

**PEACE CORPS: WORLD WISE SCHOOLS**


The Peace Corps World Wise Schools program includes a wide number of programs to enhance global education. There is a Correspondence Match program that puts teachers in touch with a currently serving Peace Corps volunteer, lessons about cultures and countries worldwide, cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more. The program is designed to broaden perspectives in culture and geography and to encourage service.

**UNESCO: EDUCATION**

[www.portal.unesco.org/education](http://www.portal.unesco.org/education)

UNESCO, the United Nations Educational, Scientific, and Cultural Organization, publishes this website of resources about global education and in particular education about issues important to the United Nations.

**ABE KELLER PEACE EDUCATION FUND: HOT LINKS PAGE**


This page from the Abe Keller website provides a long list of organizations and their websites. This could be a very useful place for both teachers and students to start their research.

**CLASSROOM CONNECTIONS: CULTIVATING PEACE, TAKING ACTION**


The Taking Action resource includes a wide range of issues relating to global peace, including sustainable development, economic disparity, fair trade, human rights, and government spending priorities. This resource is about the intersection of curriculum expectations with joint responsibility to encourage active global citizenship in youth. It provides students with concrete opportunities to build skills — in communication, inquiry, application, and understanding — and it also constructs the foundation for engaged, socially minded human beings who have the ability and the willingness to take action and make a difference in themselves and in the lives of others.
NONVIOLENT PEACEFORCE
http://nvpf.org/nv/english/welcome.asp.html
Nonviolent Peaceforce is a federation of over 90 Member Organizations from around the world. In partnership with local groups, unarmed Nonviolent Peaceforce Field Team members apply proven strategies to protect human rights, deter violence, and help create space for local peacemakers to carry out their work. The mission of the Nonviolent Peaceforce is to build a trained, international civilian peaceforce committed to third-party nonviolent intervention.

TAKING IT TO THE STREETS: INVESTIGATING STUDENT-LED PROTESTS AROUND THE WORLD
In this lesson, students learn about the nationwide protest in France on March 28, 2006, led by students and unions against the government’s labor laws targeting youth. They then research student-led protests that have occurred around the world over the past fifty years and role-play the positions of student protesters, reporters, and government officials during those given time periods.

CAUSES AND EFFECTS: CREATING A RESOURCE GUIDE TO INTERNATIONAL VOLUNTEER ORGANIZATIONS
In this lesson, students learn about one family’s volunteer tourism experience. They then research international volunteer organizations to create a community guide to helping those in need around the world.

TEACHING TOLERANCE
http://www.tolerance.org/teach/index.jsp
Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides educators with free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond.

EYES WORLDWIDE ON THE PRIZE: VIEWING DR. MARTIN LUTHER KING’S “I HAVE A DREAM” SPEECH THROUGH A GLOBAL LENS
In this lesson, students learn about the production of “Passages of Martin Luther King Jr.” at the National Theater in China, and the ways in which the words of Dr. King have impacted the Chinese people and government. They then examine cases of discrimination around the world and respond to Dr. King’s famous 1963 “I Have a Dream” speech from the perspective of these marginalized populations.

A DELICATE BALANCE: DEBATING THE MERITS OF RACIAL BALANCING IN PUBLIC SCHOOLS
In this lesson, students reflect on the racial balance in their own schools and debate the merits of policies that seek to create and maintain school racial diversity. For homework, they write essays on whether their own schools should promote racial balance and how it would affect them.
CIVIL RIGHTS MEDIATION
http://www.civilrightsmediation.org/
This site offers access to a wealth of information on civil rights mediation and conciliation, based on interviews with mediators who responded to community conflicts for the U.S. Community Relations Service. Readers have several options for accessing this information. They can (1) review the full list of questions posed by interviewers and explore the mediators’ responses, (2) review a selected set of core questions and answers, or (3) they can read full transcripts of the interviews.

SPEAKING IN TONGUES: EXPLORING RESOURCES FOR LEARNING ABOUT FOREIGN CULTURES AND LANGUAGES
In this lesson, students consider their own family history of languages and investigate local and regional resources available to immerse themselves in a foreign language and culture. For homework, they write applications seeking an imaginary grant that will fund their endeavors.

NOT SO STRANGE: EXPLORING ASPECTS OF OTHER CULTURES AND LEARNING HOW TO ACCEPT THEM
In this lesson, students will examine aspects of culture that may seem strange and prepare skits illustrating how a person may behave in these situations without being offensive.

PEACE GAMES
http://www.peacegames.org/index.html
Peace Games’ mission is to support young people as peacemakers and to change the way our nation views young people in the context of violence. They work with educators, parents, students, and community members to support young people as peacemakers.

NEW CONVERSATIONS
http://www.newconversations.net/cclibrary.htm
New Conversations explores new ways of listening, talking, expressing appreciation, and resolving conflicts: at home, at work, and in the world at large. The site includes an extensive, free library with many resources for teaching conflict resolution in the classroom.

CONFLICT TRANSFORMATION AND PEACEBUILDING
http://www.peacemakers.ca/bibliography/
This bibliography with more than thirty-five topic areas is intended as a starting place for your research on conflict resolution, dispute processing, peacebuilding, or peace studies.

RIVERHOUSE EPRESS
http://www.riverhouseepress.com/
Riverhouse ePress was established in 2004 by Dr. Ron Kraybill, a professor in the Conflict Transformation Program at Eastern Mennonite University. Its mission is to make high-quality, easy-to-read materials on peaceful resolution of conflicts widely accessible to the public.
SEARCH FOR COMMON GROUND
http://www.sfcg.org/
Founded in 1982, Search for Common Ground works to transform the way the world deals with conflict – away from adversarial approaches and towards collaborative problem solving. They work with local partners to find culturally appropriate means to strengthen capacity to understand differences and act on the commonalities to resolve conflict.

ALBERT EINSTEIN INSTITUTION
http://aeinstein.org/
The Albert Einstein Institution is a nonprofit organization advancing the study and use of strategic nonviolent action in conflicts throughout the world. They are committed to the defense of freedom, democracy, and the reduction of political violence through the use of nonviolent action. Their goals are to understand the dynamics of nonviolent action in conflicts, to explore its policy potential, and to communicate this through print and other media, translations, conferences, consultations, and workshops.

GLOBAL SOURCE NETWORK
http://www.globalsourcenetwork.org/
Global Source is dedicated to professional education and curriculum development for elementary and secondary education in the Pacific Northwest and beyond. With the intention of building stronger global and local bridges between classrooms and communities, Global Source focuses on teaching and learning about challenging and complex issues facing humanity and the planet.

EXPLORING CULTURAL CONFLICTS: JOURNEYS TOWARD PEACE
http://www.plu.edu/wangcenter/whats-happening/poloar-explorers.html
Journeys Toward Peace is a K-12 class curriculum designed by Pacific Lutheran University in Tacoma, Washington. Materials are available in PDF format.

PEACE AND CONFLICT IN INTERNATIONAL AFFAIRS

GENERAL APPLICATION

INTERNATIONAL CRISIS GROUP
http://www.crisisgroup.org
The International Crisis Group is an independent, non-profit organization, with staff on five continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict. Teams of political analysts are located within or close by countries at risk of outbreak, escalation, or recurrence of violent conflict. Based on information and assessments from the field, Crisis Group produces regular analytical reports containing practical recommendations targeted at key international decision-takers. Crisis Group also publishes CrisisWatch, a 12-page monthly bulletin, providing a succinct regular update on the state of the most significant situations of conflict or potential conflict around the world.
THE AMERICAN FORUM FOR GLOBAL EDUCATION
http://www.globaled.org/
For thirty-five years, the American Forum has been nationally recognized for providing leadership and assistance to schools by initiating hundreds of programs and developing educational materials focused on giving young Americans a global perspective as an accepted part of their educational background. It is the goal of the American Forum that the young people of the United States will achieve an understanding of global issues, of cultural differences and similarities, and of the connections which exist in their daily lives between their actions - and those of their country - and others taking place in all parts of the globe.

UNITED NATIONS CYBERSCHOOLBUS
http://cyberschoolbus.un.org/
The United Nations Cyberschoolbus was created in 1996 as the online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. The Global Teaching and Learning Project produces high quality teaching materials and activities designed for educational use (at primary, intermediate, and secondary school levels) and for training teachers. The vision of this project is to provide educational resources to students growing up in a world undergoing increased globalization.

THE CHOICES PROGRAM
http://www.choices.edu/index.cfm
Choices is a program of the Watson Institute for International Studies at Brown University. The Choices Program was established in 1988 as a national education program that seeks to engage students at the secondary level in consideration of international issues and contribute to a renewal of civic engagement among young people in the United States.

WORLD PULSE MAGAZINE
http://www.worldpulsemagazine.com/
World Pulse was founded on the belief that there is a world of untapped knowledge, innovation, and vision held by the women and children of the earth. World Pulse believes that this wellspring of positive solutions is essential for solving today’s cyclical global problems and has been ignored for too long by mainstream media, world governments, civil society, and community planners.

WORLD BANK: FOR TEACHERS
http://youthink.worldbank.org/4teachers/
This page was created by a group of young people at the World Bank in order to help answer questions about development. The page, titled Youthink!, includes pages for teachers and students with a wide range of available resources.

THE UNITED NATIONS
http://www.un.org/english/
The main webpage of the United Nations, which includes links to all of its sub-organizations.
THE CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE
http://www.carnegieendowment.org/
The Carnegie Endowment for International Peace offers a range of resources on international affairs for the policy, media, business, NGO, and academic communities.

DESMOND TUTU PEACE CENTRE
http://www.tutufoundation-usa.org/
This website allows entry into both the South African and the American sites and reviews the programs that are now alive and active in both the U.S. and South Africa. These programs include: the Emerging Leadership Program, The Women in Leadership Program, and many other collaborations with peace and justice organizations around the world.

THE NEW HEROES
http://www.pbs.org/opb/thenewheroes/
These classroom materials are written for students in grades 6-12 to deepen their understanding of the world and related social issues. These activities will raise awareness of individuals who make a difference and show how problem-solvers begin and carry out their work. Students are likely to have many questions after viewing The New Heroes series. These classroom resources will help them answer questions raised by these powerful stories.

THE NOBEL PEACE PRIZE
http://nobelprize.org/peace/
The ways and means to achieve peace are as diverse as the individuals and organizations rewarded with the Nobel Peace Prize. Aside from humanitarian work and peace movements, the Prize has been awarded to a wide field of work including advocacy of human rights, mediation of international conflicts and arms control and disarmament. Find out facts about all Nobel Peace Prize Laureates through press releases, biographies, Nobel lectures, interviews, etc. Read articles written by Nobel Laureates and other invited authors. Listen to the Nobel Peace radio or find out more about the wars in the 20th century.

PEACE BRIGADES INTERNATIONAL (PBI)
http://www.peacebrigades.org/
Peace Brigades International is an NGO that protects human rights and promotes nonviolent transformation of conflicts. When invited, they send teams of volunteers into areas of repression and conflict. The volunteers accompany human rights defenders, their organizations, and others threatened by political violence. Perpetrators of human rights abuses usually do not want the world to witness their actions. The presence of volunteers backed by a support network helps to deter violence.

CITIZENS FOR GLOBAL SOLUTIONS
http://www.globalsolutions.org/index.htm
Citizens for Global Solutions is a nationwide organization that inspires America to engage the world. Citizens for Global Solutions believes that countries can best solve global problems – terrorism, climate change, failed states, and infectious disease – by working together to find global solutions.
This was a very lively and active seminar in which educators looked at the experience of major international conflicts in the past century. They tried to be analytical, asking why the conflicts occurred, and in what ways they shaped later events. The purpose was to use knowledge of the past to deepen our understanding of current and future conflicts in international relations and enable sharing that understanding with students.

THE CARTER CENTER: WAGING PEACE, FIGHTING DISEASE, BUILDING HOPE
http://cartercenter.org/homepage.html
Founded in 1982 by former U.S. President Jimmy Carter and former First Lady Rosalynn Carter, the Atlanta-based Carter Center, in partnership with Emory University, is guided by a fundamental commitment to human rights and the alleviation of human suffering; it seeks to prevent and resolve conflicts, enhance freedom and democracy, and improve health. The Carter Center has various Peace Programs that focus on democracy, human rights, conflict resolution, the Americas, China, and global development.

CHILDREN AT WAR
This lesson will familiarize students with the extensive use of children in combat throughout the world so that they can begin to examine both the causes as well as the consequences of the practice.

A DISSECTION OF ETHNIC CONFLICT
http://www.pbs.org/pov/pov2006/nomoretears/pdf/pov_nomoretears_lessonplan.pdf#search=%22%22latin%20america%22%20conflict%20%22lesson%20plan%22%22
This lesson plan is designed to be used in conjunction with the film No More Tears Sister: An Anatomy of Hope and Betrayal. This 52-minute film recreates the struggles of human rights activist Dr. Rajani Thiranagama, who remained in her war-torn homeland of Sri Lanka to expose human rights violations and to provide whatever level of stability that she could. P.O.V. offers a lending library of DVD’s and VHS tapes that you can borrow anytime during the school year — FOR FREE! Go to www.pbs.org/pov/classroom.php for more details.

THE HEIGHT OF DIPLOMACY: STAGING A WORLD SUMMIT IN THE CLASSROOM
In this lesson, students will learn about the views of different countries regarding an issue of international importance. Students will then hold a mock summit meeting in class to debate this issue.
The purpose of this unit is to present an alternative method of teaching students about the American involvement in the Vietnam War. Rather than concentrate on a historical study of the war, we have decided to discuss the war from a moral and ethical point of view.

**WEAPONS AND DISARMAMENT**

**NUCLEAR THREAT INITIATIVE (NTI)**
http://www.nti.org
NTI brings together people with different views around a common mission to take immediate action to reduce the threats from nuclear, biological, and chemical weapons. NTI combines its voice with direct action projects to catalyze more effective action by governments, international organizations, and other private organizations. We recommend the following NTI links for further information.

- **WMD411**
  http://www.nti.org/f_wmd411/f_index.html
  Information resource on nuclear, chemical, and biological weapons.

- **TEACHER'S TOOLKIT**
  http://www.nti.org/h_learnmore/h5_teachtoolkit.html
  Nonproliferation teaching materials designed to help teachers bring these issues into the classroom.

- **NTI RESEARCH LIBRARY**
  http://www.nti.org/e_research/e_index.html
  Access up-to-date information on global threats.

**STOCKHOLM INTERNATIONAL PEACE RESEARCH INSTITUTE (SIPRI)**
http://www.sipri.org/
The task of the Stockholm International Peace Research Institute is to conduct research on questions of conflict and cooperation of importance for international peace and security, with the aim of contributing to an understanding of the conditions for peaceful solutions of international conflicts and for a stable peace. See site for extensive source for news, research, databases, and publications.

**THE EISENHOWER INSTITUTE**
http://www.eisenhowerinstitute.org/
In continuance of its on-going project, *Atoms for Peace: The Next Fifty Years*, the Eisenhower Institute has compiled a comprehensive and interactive inventory of the various foreign nuclear energy programs throughout the world. It provides a detailed account of the state of nuclear energy outside the borders of the United States and charts the nuclear trends in the world today.
LESSON PLAN ON LANDMINES
This lesson presents an overview of where, why, and how landmines are used. This activity examines the impact of landmines on ordinary people, particularly children. Students will identify the physical and emotional challenges that people face after they have been affected by a landmine. Students will study the efforts by the international community to eliminate the use of landmines.

POSTWAR JUSTICE AND HUMAN RIGHTS PROTECTION

UNHCR: TEACHER'S CORNER
http://www.unhcr.org/cgi-bin/texis/vtx/help?id=4072e8174
This page published by the United Nations High Commissioner for Refugees offers ideas for lessons plans and integrating refugee issues into the classroom as well as a wide range of educational resources.

INTERNATIONAL RESCUE COMMITTEE (IRC)
http://www.theirc.org/
Founded in 1933, the IRC is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services, and advocacy for those uprooted or affected by conflict and oppression.

THE ADVOCACY PROJECT
http://www.advocacynet.org/
The Advocacy Project, a non-profit organization, was formed in 1998 to serve the needs of civil society - particularly community based advocates for peace and human rights. Special attention is given to helping NGOs and networks become self-sufficient in the use of information and communications technologies.

WIKIPEDIA: TRUTH COMMISSIONS
This page from Wikipedia introduces truth commissions as a part of postwar justice. A truth commission or truth and reconciliation commission is a commission tasked with discovering and revealing past wrongdoing by a government, in the hope of resolving conflict left over from the past. They are, under various names, occasionally set up by states emerging from periods of internal unrest, civil war, or dictatorship.

CAN JUSTICE BE TAYLOR-MADE?: EXPLORING THE IMPACT OF FORMER PRESIDENT CHARLES G. TAYLOR ON LIBERIA
In this lesson, students will consider a slogan supporting Charles G. Taylor, former president of Liberia, and explore the events leading up to his trial by the international tribunal.
THE INTERNATIONAL CRIMINAL COURT'S HISTORY AND USES
Through this lesson, the student will analyze and come to understand the history behind the formation of the International Criminal Court, the recent controversy facing the Court, and current crises that warrant the Court’s attention.

TERRORISM

YAHOO FULL COVERAGE: TERRORISM
http://news.yahoo.com/fc/US/Terrorism/
This page, organized by Yahoo! News, compiles recent news, editorials, audio/video resources, and links to external websites about U.S. policy to combat terrorism.

TERRORISM: HOW SHOULD WE RESPOND?
http://www.choices.edu/twtn.cfm?id=61
Terrorism has become a central issue in U.S. policy at home and abroad. How should we respond to terrorism? What U.S. interests are at stake in this issue? What values and interests should guide U.S. policy toward terrorism? What should our long-term goals be? What steps should the United States take in the coming months and years? This lesson plan invites students to explore four divergent policy options on the question of how the United States should respond to terrorism and then to articulate their own perspective on this issue.

CAN PEACE PREVAIL?: DISCUSSING THE GLOBAL IMPACT OF THE WAR ON TERROR
In this lesson, students will examine terrorist attacks in Amman, Jordan, and consider how events like these affect the global war against terrorism. They then write reflective pieces exploring their own opinions about terrorism and the state of current affairs today.

TERRORISM: WHAT EVERY TEACHER SHOULD KNOW
This publication, written for teachers as an audience, seeks to put terrorism into the context of world affairs.

SPECIFIC REGIONS OR AREAS OF CONFLICT

ISRAEL AND THE MIDDLE EAST

YAHOO FULL COVERAGE: MIDEAST CONFLICT
http://news.yahoo.com/fc/World/Mideast_Conflict/
This page, organized by Yahoo! News, compiles recent news, editorials, audio/video resources, and links to external websites about conflict in the Mideast.
FINDCOMMONGROUND
http://www.findcommonground.org
FindCommonGround is an organization dedicated to bringing people together from both sides of the Israeli-Palestinian conflict to listen and to educate. Through events, presentations, and discussions, the group strives to engage the American populace in a new and deeper way to inform and involve our community and its leaders to move toward a solution in the Middle East.

JUST VISION
http://www.justvision.org/index.php
Just Vision increases awareness about Palestinian and Israeli non-violent, civilian-led efforts to build a base for peace in the Middle East. They create educational resources about the spectrum of grassroots Israeli and Palestinian peace efforts through documentary film and cutting-edge interactive curricula; connect Israeli and Palestinian civilians working for peace to one another, thereby breaking the isolation of these courageous leaders and laying the groundwork for a network for peace; conduct strategic outreach to educate North American audiences about these efforts and about the value of peace work emanating from civil society; and provide interested audiences with nonpartisan channels for getting involved.

COLUMBIA UNIVERSITY: MIDDLE EAST & JEWISH STUDIES
http://www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/
Columbia University Library’s website for Middle East and Jewish Studies is an excellent resource for teachers and students. This site offers bibliographic resources, a search engine, country-specific and regional information, a subject guide to the Middle East, information about religion, and links to online journals and newspapers.

MUDDLE EAST: EXPLORING CONFLICT BETWEEN ISRAEL, HEZBOLLAH, AND THE COUNTRIES THAT SUPPORT THEM
In this lesson, students will explore the conflict between Israel and Hezbollah. They will then research various perspectives, discuss the events in context, and write statements from the perspective of a country or organization involved.

A HISTORY OF CONFLICT: ISRAEL AND THE PALESTINIANS
The struggle between the Israelis and the Palestinians is one of the most enduring and explosive of all the world’s conflicts. It has its roots in the historic claim to the land that lies between the eastern shores of the Mediterranean Sea and the Jordan River. For the Palestinians the last 100 years have brought colonization, expulsion, and military occupation, followed by a long and difficult search for self-determination and for coexistence with the nation they hold responsible for their suffering and loss. For the Jewish people of Israel, the return to the land of their forefathers after centuries of persecution around the world has not brought peace or security. BBC News Online highlights some of the key dates of recent Middle East history and looks back at the origins and development of the Arab-Israeli conflict. It also provides links to current events stories on the conflict and a variety of maps illustrating the conflict.
ARAB-ISRAELI CONFLICT: PRIMARY SOURCE DOCUMENTS/ THE CONFLICT/THE ISRAELIS/THE PALESTINIANS
http://www.historyteacher.net/Arab-Israeli_Conflict.htm
This site provides access to a wealth of primary and secondary source documents about the Arab-Israeli conflict, ranging from the history of the conflict, to articles and opinions from both the Israeli and the Palestinian perspectives. (Primary source documents date from 1130 to 2005.)

FOREIGN POLICY RESEARCH INSTITUTE: RELIGION, IDENTITY, AND MIDEAST PEACE
http://www.fpri.org/enotes/20050923.religion.rosen.religionidentitymideastpeace.html
This lecture was given by Rabbi David Rosen in 2005. He is the director of Inter-religious Affairs for the American Jewish Committee in Jerusalem. He discusses the issues of religion and identity in the Middle East, most notably Israel and Palestine. This is an interesting discussion about the role that religion plays in the conflict and some movements that have been made between religious groups to bring about peace. The article is probably heavy reading for middle-school age, but could certainly be used at the high school level or adapted for use at all levels.

THE ECONOMIST: ISRAEL AND THE PALESTINIANS
http://www.economist.com/research/articlesBySubject/display.cfm?id=348984
This site provides links to articles and other news sources on the Israel-Palestine conflict as well as articles from The Economist’s archives.

MIDDLE EAST NETWORK INFORMATION CENTER
http://menic.utexas.edu/menic/Education/K12_Resources/
This website has a wealth of programs and resources for K-12 educators, including the Middle East Network Information Center’s set of curriculum, plus links to other useful curriculum sites.

SOMEWHERE IN THE MIDDLE: INVESTIGATING THE GEOGRAPHY OF THE MIDDLE EAST
In this lesson, students learn about the August 2006, cease-fire between Israel and Lebanon. They then discuss the general geographic region known as “the Middle East,” create maps of countries included under this regional designation, and annotate them with information on border and territory disputes.

PROSPECTS FOR PEACE IN THE ISRAELI-PALESTINIAN CONFLICT
http://www.pbs.org/newshour/extra/teachers/lessonplans/middle_east/
In this lesson, students examine the root causes of the crisis and analyze past and present attempts at peace.

ISRAEL MINISTRY OF FOREIGN AFFAIRS
http://www.mfa.gov.il/mfa
The Israel Ministry of Foreign Affairs website offers a variety of links and information about Israel, including history, terrorism, foreign relations, treaties, government, culture, cuisine,
etc. This is informative in providing a glimpse into the perspectives of the Israeli government.

**PALESTINE MEDIA CENTER**
The Palestine Media Center's mission is to act as an independent official institution of the PLO that formulates a media strategy to present and transmit the official position on various issues of concern to the Palestinian cause and reality in terms of politics, economics, and culture.

**MIDEAST: LAND OF CONFLICT**
This CNN site leads you through maps, photos, virtual tours, and articles on issues, key players, resources, and history. Although this site was archived in 2003, it still provides a wealth of useful information.

**IRAQ**

**YAHOO FULL COVERAGE: IRAQ**
http://news.yahoo.com/fc/World/Iraq/
This page, organized by Yahoo! News, compiles recent news, editorials, audio/video resources, and links to external websites about the ongoing conflict in Iraq.

**IRAQ: WHAT'S AHEAD?**
http://www.choices.edu/twtn.cfm?id=41
An important debate is taking place in the United States concerning U.S. policy in Iraq. This is not a new debate. Some would date it back to the pre-war period in 2002 through early 2003. Others would begin with the discussion prior to the first Gulf War in 1991. At this point in the conflict, discussion is focused on the question of the U.S. presence in Iraq. What is our purpose? How long should we stay? What does this mean for the larger question of America's role in the world today? Iraq: What's Ahead is designed as an interactive lesson plan that engages students in consideration of divergent policy alternatives.

**HAPPY ENDING?: EXPLORING THE ENDINGS AND CONSEQUENCES OF MAJOR CONFLICTS IN MODERN WORLD HISTORY**
In this lesson, students learn about different perspectives on withdrawing troops from Iraq. They then examine the endings and consequences of other major conflicts in modern history to gain further insight into the situation in Iraq and its uncertain end date.

**PBS NEWSHOUR: TEACHING THE IRAQ WAR**
http://www.pbs.org/newshour/extra/teachers/iraq/index.html
This PBS website, last updated in 2003, includes background resources and lesson plans about the lead-up to the Iraq War and other overarching themes dealing with the war.
TIME FOR KIDS: AMERICA AT WAR
http://www.timeforkids.com/TFK/specials/iraq/0,8805,424876,00.html
This page from *Time Magazine* is intended for younger students and includes news articles, fact sheets, and explanations of competing viewpoints about the war.

**SUDAN**

INTERNATIONAL CRISIS GROUP: SUDAN
http://www.crisisgroup.org/home/index.cfm?id=1230&l=1
This page by the International Crisis Group contains extensive background information and news analysis about the conflict in Sudan as well as a page featuring ways to get involved to stop the fighting.

CONSIDERING GENOCIDE IN SUDAN
http://www.choices.edu/twtn.cfm?id=58
Recent news articles highlight an on-going civil war in Sudan that has been raging for more than 20 years. The civil war is being fought between the Sudanese Arab government and the southern, largely Christian, black Sudanese. Religion, oil, territory, and scarce resources are all factors in the continuing animosity. The forced displacement of more than 700,000 black Sudanese along with the deaths and rapes of hundreds of thousands of others are being characterized as government-sponsored ethnic cleansing by some, genocide by others. The lesson is excerpted from the Choices Curriculum unit, *Confronting Genocide: Never Again?*

MOVES TO RESOLVE DARFUR IMPASSE
http://news.bbc.co.uk/2/hi/africa/5398502.stm
This article by the BBC describes how diplomatic efforts are being stepped up to try and improve security in the troubled western region of Darfur.

STUDENT ACTIVISTS RISE AGAIN - THIS TIME FOR DARFUR
http://www.csmonitor.com/2006/1004/p01s03-usfp.html
This article by the *Christian Science Monitor* describes the ongoing efforts of activists to stop the violence in Sudan.

UNITED NATIONS: SUDAN
The U.N. publishes this page with updated information about the Sudan.

CITIZENS FOR GLOBAL SOLUTIONS: DARFUR RESOURCE CENTER
http://www.globalsolutions.org/programs/peace_security/peace_ops/conflicts/darfur_resource_center.html
Citizens for Global Solutions is a nationwide organization that inspires America to engage the world and advocates reforming existing international structures to ensure they are able to respond and manage crisis efficiently. The Darfur Resource Center includes articles and videos with news, editorials, and policy recommendations.
SORROW IN SUDAN: UNDERSTANDING THE COMPLEXITY OF THE DARFUR CONFLICT
In this lesson, students explore the various groups and organizations involved in the Darfur conflict. Through investigative research, students gain insight into this complex issue.

SUDAN – EFFORTS TO AVOID GENOCIDE IN THE MAKING
http://www.pbs.org/newshour/extra/teachers/lessonplans/world/sudan_genocide.html
This lesson plan from PBS attempts to help students learn about recent events in the country of Sudan and efforts to prevent another genocide; learn about the role of human rights organizations in calling the attention of the world to human rights abuses; explore the legal implications of use of the term “genocide;” appreciate the role of humanitarian organizations and government aid in trying to relieve the misery of those caught up in Sudan’s war; and learn about efforts to bring to justice those accused of genocide.

CRISIS IN SUDAN: RESPONDING TO MEDICAL EMERGENCIES
http://www.pbs.org/newshour/extra/teachers/lessonplans/health/sudan_health.html
This lesson will address the medical nature of the humanitarian crisis in the Darfur region of Sudan and will aid students in better understanding the nature of cholera, malaria, hepatitis E, Ebola, and malnutrition which have been of major concern to humanitarian aid personnel working in the region.

STOP THE FIGHTING AND START UNITING: INVESTIGATING CURRENT PEACE TALKS AROUND THE WORLD
In this lesson, students conduct research and write segments for a news program on current and proposed peace talks around the world, using the Darfur peace talks as a starting point.

BALKANS

HISTORY FILE: YUGOSLAVIA AND THE BALKANS
http://news.bbc.co.uk/hi/english/static/map/yugoslavia/
This in-depth primer from the BBC provides detailed background and a historical timeline of conflict in the Balkans.

TALKING KOSOVO / NEGOTIATIONS ARE SLOW-MOVING, BUT PROMISING
http://www.post-gazette.com/pg/0607/708528-192.stm
This editorial in the Pittsburgh Post-Gazette describes the ongoing negotiations about the future of Kosovo and points out the signs of hope as well as obstacles for the future.

UNITED NATIONS MISSION IN KOSOVO
http://www.unmikonline.org/
UNMIK was born on June 10, 1999 when the Security Council in resolution 1244 authorized the Secretary-General to establish in the war-ravaged province of Kosovo an interim civilian administration led by the United Nations under which its people could progressively enjoy substantial autonomy.
SERBIA ASSERTS ITS SOVEREIGNTY OVER KOSOVO IN LEGISLATION
http://www.nytimes.com/2006/10/02/world/europe/02serb.html
This article by the New York Times describes recent challenges to peace talks between Serbia and Kosovo.

SADNESS IN SREBRENICA: LEARNING ABOUT THE WAR IN BOSNIA
In this lesson, students learn about the atrocities committed during the war in Bosnia from 1992 to 1995 that prompted an apology from the international community in 2005.

COLOMBIA

YAHOO FULL COVERAGE: COLOMBIA
http://news.yahoo.com/fc/World/Colombia/
This page, organized by Yahoo! News, compiles recent news, editorials, audio/video resources, and links to external websites about the conflict in Colombia.

BBC COUNTRY PROFILE: COLOMBIA
http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1212798.stm
This page organized by the BBC contains background information about Colombia as well as links to external resources.

PBS WIDE ANGLE: COLOMBIA
http://www.pbs.org/wnet/wideangle/shows/colombia/handbook.html
Read about Colombia’s tumultuous political history and the origins of the groups involved in its ongoing civil war. Trace the evolution of the armed conflict from the rise of the guerrilla groups out of the political struggles of the 1950s and 1960s up through the emergence of the paramilitaries in the 1980s. Learn about the drug trade, its transformational impact on Colombian society and politics, and about the influence of the United States’ War on Drugs on Colombian affairs. Finally, find out how the Colombian government has responded to the country’s chronic problems, and how it has struggled with human rights issues in its efforts to negotiate an end to the conflict.

COLOMBIA REBELS, URIBE, MOVE CLOSER TO PEACE TALKS
http://news.yahoo.com/s/nm/20061003/wl_nm/colombia_rebels_dc_2;_ylt=AjbIVTK23TN7bz2girrjswv7kA;_ylu=X3oDMTBIrM04NW9mBHIlYwMjIiVRPUCUL
This news article from the AP describes recent attempts by the Colombian government to deescalate tensions with the FARC, one of the main rebel groups involved in the civil war.

PROMOTING PEACE, COLOMBIAN CRAFTS GUNS INTO GUITARS
http://news.yahoo.com/s/nm/20060914/lf_nm/colombia_arms_dc_2
This article describes the work of Luis Alberto Paredes, one of Colombia’s top instrument makers, who is turning guns into guitars.
PBS NEWSHOUR: COLOMBIA
http://www.pbs.org/newshour/bb/latin_america/colombia/
This website contains background information about the conflict in Colombia including maps, timelines, and information about the key players involved, including the U.S.

COLOMBIA HUMAN RIGHTS NETWORK
http://colhhrnet.igc.org/
The Colombia Human Rights Network formed in October 1990 as a way of pooling the efforts of several volunteer organizations working for peace and justice in Colombia in several cities in the United States. The Network’s activities are directed at defending and promoting human rights in Colombia through coalition building between organizations. Since its inception, the Network has sponsored visits by numerous grass-roots community activists and human rights workers from various regions of Colombia.

LA SIERRA: COLOMBIA’S REBELS
http://www.pbs.org/independentlens/lasierra/rebels.html
This webpage features information on groups involved in Colombia’s civil war and is designed to support a film about the same subject. This film examines the co-existence of violence, youth, and community in a small mountain neighborhood outside Medellín, Colombia, caught in the crossfire of the country’s decades-old civil war. The film can be ordered online.

CENTRAL AMERICA

THIRD WORLD TRAVELER: CENTRAL AMERICA PAGE
http://www.thirdworldtraveler.com/Central_America/Central_America_page.html
Third World Traveler puts up articles that offer an alternative view to the mainstream media about the state of democracy in America, and about the impact of the policies of the United States’ government, transnational corporations, international financial institutions, and the corporate media, on democracy, free speech, social and economic justice, human rights, and war and peace, in the Third World and in the United States. This page documents their position on conflicts in Central America, including those in Guatemala, El Salvador, and Nicaragua.

GRIM NEWS IN CENTRAL AMERICA: WAVE OF GANG VIOLENCE GROWS
http://www.americas.org/item_12
This article describes the growing problem of gang violence in Central American countries.

EL SALVADOR

BBC COUNTRY PROFILE: EL SALVADOR
http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1220684.stm
This page organized by the BBC contains background information about El Salvador as well as links to external resources.
PBS: ENEMIES OF WAR
http://www.pbs.org/itvs/enemiesofwar/story.html
For nearly a decade, El Salvador had been experiencing the cruel intensity of civil war. Through the personal stories of both Salvadorans and Americans, Enemies of War explains how ordinary people made extraordinary contributions to one of the boldest experiments in recent memory - the creation of peace in a land that for years had only known war.

EL SALVADOR-HONDURAS SOCCER WAR
http://www.globalsecurity.org/military/world/football/war/elsalvador.htm
This brief by globalsecurity.org describes the “Football War” that occurred between El Salvador and Honduras in 1969.

EL SALVADOR: EFFECTING CHANGE FROM WITHIN
This article by the UN Chronicle describes the efforts being made to improve human rights in El Salvador as well as the main obstacles to achieving widespread human rights protection.

NICARAGUA

BBC COUNTRY PROFILE: NICARAGUA
http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1225218.stm
This page organized by the BBC contains background information about Nicaragua as well as links to external resources.

EXPRESSIONS OF NICARAGUA
http://www.stanford.edu/group/arts/nicaragua/
“Expressions of Nicaragua,” produced by the Stanford Center for Latin American Studies and the School of Education’s Learning, Design, and Technology Program, focuses upon the contemporary history of Nicaragua and the production of postmodern art. The webpage includes a wealth of information, multimedia resources, and educational materials on Nicaraguan art, culture, and history.

NICARAGUA: A TORTURED NATION
http://www.historiansagainstwar.org/resources/torture/grossman.html
In the twentieth century, the Central American country of Nicaragua saw civil wars, foreign interventions, dictatorship, and revolution. Tens of thousands died violent deaths and many faced various forms of extreme political violence. This article will briefly trace this tortured history of Nicaragua.

GUATEMALA

BBC COUNTRY PROFILE: GUATEMALA
http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1215758.stm
This page organized by the BBC contains background information about Guatemala as well as links to external resources.
GUATEMALA CIVIL WAR
http://www.globalsecurity.org/military/world/war/guatemala.htm
This brief from globalsecurity.org gives background on the civil war in Guatemala from 1960-1996 as well as the 1996 Peace Accords and their implementation. This page also includes extensive maps detailing information relevant to the civil war.

VIDEO RESOURCES

BULLFROG FILMS: PEACE AND CONFLICT RESOLUTION
http://www.bullfrogfilms.com/subjects/peaceconflictresolution.html
Bullfrog Films is a leading U.S. publisher of independently-produced videos that point the way to living healthily, happily, and with greater concern for the planet. Their catalogue includes extensive videos about peace and conflict resolution.

SCAREDSACRED
http://www.scaredsacred.org/
In a world teetering on the edge of self-destruction, award-winning filmmaker Velcrow Ripper sets out on a unique pilgrimage. Visiting the ‘Ground Zeros’ of the planet, he asks if it is possible to find hope in the darkest moments of human history. Ripper travels to the minefields of Cambodia; war-torn Afghanistan; the toxic wasteland of Bhopal; post-9/11 New York; Bosnia; Hiroshima; Israel and Palestine. This powerful documentary captures his five-year odyssey to discover if humanity can transform the ‘scared’ into the ‘sacred.’ ScaredSacred deftly weaves together stunning footage with haunting memories, inspirational stories, and an evocative soundscape. Featuring an engaging, first-person narrative, this film is an exquisite portrait of a search for meaning in times of turmoil, a luminous gift to a world in shadows.

SEARCH FOR COMMON GROUND: VIDEOS
http://www.sfcg.org/resources/resources_videos.html
Search for Common Ground and Common Ground Productions produce television programs that seek to change the way individuals and societies deal with conflict. These multi-faceted programs endeavor to prove that contentious issues can be examined in ways that inform and entertain, while still promoting the search for solutions.

MEDIATE.COM DVD VIDEOS
http://www.mediate.com/products/pg33.cfm
This video library from Mediate.com offers a wide number of videos about conflict resolution and mediation. All of the videos are available for purchase.

INVISIBLE CHILDREN
http://www.invisiblechildren.com/
Can a story change the world? In the spring of 2003, three young Americans traveled to Africa in search of such a story. What started out as a filmmaking adventure in Africa transformed into much more, when these three boys from Southern California found themselves stranded in Northern Uganda. What they found was a tragedy that disgusted and inspired them – a story where children are the weapons and the victims. They discovered children being abducted from their homes and forced to fight as child soldiers. The
“Invisible Children: Rough Cut” film exposes the effects of a 20-year-long war on the children of Northern Uganda. Invisible Children, Inc. is dedicated to providing financial resources to invisible children by documenting their true, untold stories in a creative and relevant way, resulting in positive change.

“RIGHT CHOICES” VIDEO LESSONS
http://www.worldviewpub.com/right.htm
This program, entitled “Right Choices,” is designed to be a simple to use, video driven, social skills, conflict resolution training program that gets students to take responsibility for their choices on a daily basis.

THE INSTITUTE FOR INTERNATIONAL MEDIATION AND CONFLICT RESOLUTION
The Institute for International Mediation and Conflict Resolution (IIMCR) is a Washington, DC based, non-profit institution whose mission is to promote the use of peaceful conflict resolution techniques among a generation of future leaders through the design and implementation of unique programs and services.

“THE NEGOTIATORS”
http://www.iimcr.org/index.cfm?pageID=73
This is a series of thirty minute educational videos that feature prominent individuals who have been involved in a high-stakes negotiating and mediating position in the public sector.

HIGHLIGHTS FROM AFRICA SYMPOSIUM
http://www.iimcr.org/index.cfm?pageID=72
This is a collection of video highlights from the IIMCR 2004-5 Africa Symposium.

HIGHLIGHTS FROM INTERNATIONAL SYMPOSIUM
http://www.iimcr.org/index.cfm?pageID=66
This is a collection of video highlights from the IIMCR 2005 International Symposium.

HIGHLIGHTS FROM MIDDLE EAST SYMPOSIUM
http://www.iimcr.org/index.cfm?pageID=65
This is a collection of video highlights form the IIMCR 2005 Middle East Symposium.