

1. Select, with your group, one ethnic conflict zone and put your names next to it on the teacher's master list.

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| ▪ Balkans (Yugoslavia) | ▪ Nigeria |
| ▪ Caucasus | ▪ Palestine/Israel |
| ▪ Congo | ▪ Pakistan |
| ▪ Darfur/Chad & Sudan | ▪ Philippines |
| ▪ East Timor | ▪ Russia (Chechnya) |
| ▪ French Canada | ▪ Rwanda |
| ▪ Gaza Strip | ▪ South Sudan (internal) |
| ▪ Kashmir | ▪ Spain (Basque, Catalonia) |
| ▪ Kenya | ▪ Syria (Alawites) |
| ▪ Kosovo | ▪ Sri Lanka |
| ▪ Kurds, Sunnis, Shiites (Iraq) | ▪ Uganda |
| ▪ Lebanon | ▪ Zimbabwe |
| ▪ Mexico (Chiapas) | ▪ South Africa |
| ▪ Northern Ireland | |

*Let me know if you have another current or historical conflict that you would like to research.

2. Research your selected zone with your group and complete the Research Graphic Organizer.
3. Find at least two visuals that help illustrate what the conflict is about or reveal the intensity of the conflict. For example, they could be symbols used by conflicting religious groups or ethnic murals used against each other.
4. Find a world map that you can use to pinpoint where the conflict is taking place. Also, find a large-scale map that can better show the territory in question.
5. With the information you gathered for the graphic organizer and the visuals in mind, create a blue print of the poster that you will eventually use for your presentation.
6. Please make sure that I okay your blue print before you start on the poster.
7. Create the poster.
8. Create a script or a list of talking points that will be used for the presentations. Please make sure that you address all of the components of the Learning Walk Graphic Organizer in your presentation. The presentation, including time to look at and read your poster, should take no more than three and a half minutes.
9. Figure out which members will initially present and which members will go on the learning walk.

Learning Walk Format

1. The posters will be put up around the perimeter of the library providing an equal amount of space between each station.
2. Two members from your group will go to the next poster clockwise from yours to listen to their presentation. In the mean time, two members from the group counter clockwise to yours will come to your station to listen to your remaining pair's presentation.
3. Each member must complete the learning walk graphic organizer while on the walk.
4. We will continue to shift until each pair reaches its own station.
5. The pairs will then switch. The two presenters will now go on the learning walk and vice-versa.

Country/region: _____

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| <p>What lies at the root of this conflict? (Why?)</p> | |
| <p>What form does this conflict take (i.e., tension, discrimination, open violence)? (How?)</p> | |
| <p>What is the spatial extent of the conflict? (Where?)</p> | |
| <p>What is the timeframe of the conflict? Is it still going on? (When?)</p> | |
| <p>How many people have been affected? In what ways? (Who?)</p> | |
| <p>Examples of how this conflict presents itself at a global, regional and local scale. (Spatial effects?) Ex: Global: The conflict in Nigeria led the Miss World Pageant to move its location in 2002.</p> | <p>Local:</p> <p>Regional:</p> <p>Global:</p> |

| World Map | Country/Region | Root of the Conflict | Timeframe | Spatial Impact |
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*Please note whether the conflict is ongoing or not.