

Conflicts since the Second World War challenge

Teacher's notes

The big question

Why do conflicts arise, how do they develop and how are they resolved?

Level

Fourth

Significant aspect of learning

Becoming aware of change, cause and effect, sequence and chronology.

Experiences and outcomes

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**

I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved. **SOC 4-06b**

I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were. **SOC 4-06C**

I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 4-06a**

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

Additional resources

Watch Poppyscotland's short archive films on The Falklands War and the First Gulf War.

The Falklands War Aftermath: <http://learning.poppyscotland.org.uk/resource/the-falklands-war-aftermath/>

First Gulf War Compilation: <http://learning.poppyscotland.org.uk/resource/first-gulf-war-compilation/>

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Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website or from the Sowing the Poppy seed DVD. To watch Poppyscotland Learning's range of films follow this link: <http://learning.poppyscotland.org.uk/resources-category/films/>

Poppyscotland's image library is available from the Poppyscotland Learning website: <http://learning.poppyscotland.org.uk/resources-category/media/>

Introduction

This challenge avoids teaching by exposition and encourages students to learn for themselves and then present their findings in an interesting and informative way.

Students could work in groups to produce individual projects on the conflicts researched.

Alternatively, a class learning wall could be created where the students could perhaps create a giant map and the class could then research the different conflicts in groups and add their research to the map as it is completed.

Pupils will gain a better understanding of the conflicts British forces have been involved in and why they were there.

Conflicts since the Second World War challenge

Your challenge

Your challenge is to research what conflicts there has been since the Second World War. When you have gathered your information, you should choose how to present it. This could be a wall chart, individual write up, PowerPoint etc. Try to include as many pictures and graphs as you can to support your information. The following will help you plan your research.

Step 1

Decide which part of the world you are going to focus on. You could consider one of the following parts of the world; Africa, Europe, Asia, North America, Oceania, South America, Antarctica.

I am going to focus on:

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.....

Step 2

Using the internet, search 'conflict in (your chosen part of the world) since 1945'. From the list or information that appears, start by choosing one conflict. You could consider Vietnam, Falklands, Iraq, Syria etc. Choose one that interests you.

Some conflicts I found are:

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Step 3

Now looking at your chosen conflict, find out the following:

Why did it start?

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Who was involved?

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How were people affected?

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Conflicts since the Second World War challenge

How did it end?

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What attempts were there to resolve the conflict?

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Any other interesting facts that you find.

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Step 4

How are you going to present the information that you have found?

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Conflicts since the Second World War challenge

What progress have I made today?

Becoming aware of change, cause and effect, sequence and chronology **SAL**

2nd level

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

For example...

3rd level

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.

For example...

4th level

I can describe attempts to resolve international conflict and maintain the peace and can present my conclusion about how effective these attempts were.

For example.....

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Peer marking exercise / self-assessment

Tick all that apply.

Experiences and outcomes

- Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**
- I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved. **SOC 4-06b**
- I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were. **SOC 4-06C**
- I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**
- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 4-06a**
- I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**
- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
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