Course Description

The international seminar series are based on an examination of contemporary social, economic, political, and environmental issues that are examined within a global context. This course provides an opportunity to experience their learning in a cross-curricular fashion, with rigorous and experiential processes, and life changing elements. Through extensive research and fieldwork, students are expected throughout the course of a year to employ technological skills and analytical skills as a catalyst for advocacy, action, and public information dissemination. Topics include: Water Management Crisis, Genetically Engineered Foods, Free Trade, Globalization, and Human Rights for All.

These themes enhance the interdisciplinary approach between Social Studies, Sciences, Language Arts, Instructional Technology, Mathematics, and Applied Technology.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Water for Life: Water uses, human rights, and gender</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Scarcity, Pollution, and Population</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Geopolitics of Water</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Technology, Organizations, and Solutions to Water Crisis, intro to research methods</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>7 Steps Research and Project</td>
<td>7-9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
<table>
<thead>
<tr>
<th>Enrichment</th>
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<tbody>
<tr>
<td>Accommodate Based on Students Individual Needs: Strategies</td>
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<tr>
<td></td>
</tr>
<tr>
<td>- Adaption of Material and Requirements</td>
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<tr>
<td>- Evaluate Vocabulary</td>
</tr>
<tr>
<td>- Elevated Text Complexity</td>
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<tr>
<td>- Additional Projects</td>
</tr>
<tr>
<td>- Independent Student Options</td>
</tr>
<tr>
<td>- Projects completed individual or with Partners</td>
</tr>
<tr>
<td>- Self Selection of Research</td>
</tr>
<tr>
<td>- Tiered/Multilevel Activities</td>
</tr>
<tr>
<td>- Learning Centers</td>
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<tr>
<td>- Individual Response Board</td>
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<tr>
<td>- Independent Book Studies</td>
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<tr>
<td>- Open-ended activities</td>
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<tr>
<td>- Community/Subject expert mentorships</td>
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</tbody>
</table>
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

A. Civics, Government, and Human Rights

- 6.2.12.A.6.a: Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

- 6.2.12.A.6.b: Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

- 6.2.12.A.5.e: Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

B. Geography, People, and the Environment

- 6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

- 6.3.12.B.1:
C. Economics, Innovation, and Technology

- **6.2.12.C.5.d:** Determine the challenges faced by developing nations in their efforts to compete in a global economy.

5.4 Earth Systems Science: *All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.*

G. Biogeochemical Cycles

- **5.4.12.G.6:** Assess (using scientific, economic, and other data) the potential environmental impact of large-scale adoption of emerging technologies (e.g., wind farming, harnessing geothermal energy).

**English Language Arts & History/Social Studies Grades 9-10 Common Core Standards**

**Craft and Structure:**

- **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas:**

- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**English Language Arts Standards » Writing » Grade 9-10**

**Text Types and Purposes:**

- **WHST.9-10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production and Distribution of Writing:

- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- **WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Research the origins of global water conflict. (i.e. Pakistan and India, Jordan River and Golan Heights, Euphrates River, Atatürk Dam, Volta River Basin, Nile River Basin, Niger River Basin, Zambezi Water Basin, and Ganges River, Indus River, and Western United States) | What are some examples of the geopolitical conflicts that result from the control of water access? How has water impacted military and political conflict in the Middle East? How can water serve as a tool to control and limit the development of a given country or people? How does drought play a role in water conflict? | **Lecture and Socratic Discussion:** Water War PowerPoint  
**Journal:** Imagine its 2100 and you live in a world with rapidly disappearing water resources. How would the face of global conflict change if the United States and other Big 5 UN countries were without viable water sources.  
**Group Activity:** Day 1: Viewing the video report, "Water Wars," students will learn how water shortage in East | **Water Wars:** [http://academic.evergreen.edu/g/grossmaz/oforiaa/](http://academic.evergreen.edu/g/grossmaz/oforiaa/)  
**Time Magazine: The Golan Heights** [http://content.time.com/time/world/article/0,8599,1845638,00.html](http://content.time.com/time/world/article/0,8599,1845638,00.html)  
<p>| Investigate the role of indirect water usage on the lives of people around the world. (i.e. water used to grow food or in manufacturing) | How is water usage tied to the food supply? How is water used in the industrial manufacturing complex? <strong>Journal:</strong> Leading water scientists have issued one of the sternest warnings yet about global food supplies, saying that the world’s population may have to switch almost to indirect water usage. | <strong>NY Times Pakistan and India:</strong> <a href="http://www.nytimes.com/2010/07/21/world/asia/21kashmir.html?pagewanted=all&amp;r=0">http://www.nytimes.com/2010/07/21/world/asia/21kashmir.html?pagewanted=all&amp;r=0</a> <strong>West’s Drought and Growth Intensify Conflict Over Water Rights</strong> <a href="http://www.nytimes.com/2014/03/17/us/wests-drought-and-growth-intensify-conflict-over-water-rights.html">http://www.nytimes.com/2014/03/17/us/wests-drought-and-growth-intensify-conflict-over-water-rights.html</a> <strong>Water Scarcity and Agriculture:</strong> <a href="http://thewaterproject.org/water-scarcity-and-agriculture">http://thewaterproject.org/water-scarcity-and-agriculture</a> <strong>UN Food Security:</strong> Economics: Invest Like a Billionaire: Water Is The New Gold In this simulation students will be assigned a partner |</p>
<table>
<thead>
<tr>
<th>Standard: 6.2.12.B.6.a, 6.1.12.B.16.a, WHST.9-10.7</th>
<th>How does manufacture of technology impact water usage?</th>
<th>completely to a vegetarian diet over the next 40 years to avoid catastrophic shortages. Do you agree with the above statement?</th>
<th><a href="#">Jigsaw PowerPoint</a></th>
<th><a href="#">CNBC Water Shortage Shuts down Coca Cola in India</a></th>
<th>given $10,000 to invest in water related businesses. Students will monitor the stocks daily and at the end of four weeks an analysis will reveal if water is truly the new gold.</th>
</tr>
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<tbody>
<tr>
<td><strong>Examine the “power” associated with the “ownership” of water—privatization.</strong></td>
<td><strong>What is water privatization?</strong></td>
<td><strong>Lecture:</strong> Water privatization PowerPoint.</td>
<td><strong>The Water Project:</strong> Water and Privatization</td>
<td><a href="#">The Water Project</a></td>
<td><strong>ELA Analytical Writing:</strong> Compare the plot of the Milagro Beanfield War to the events that took place in the water privatization protests in Bolivia a decade ago. How were the actions of the lead character and local townspeople in The Milagro Beanfield War similar to those of the villagers in Bolivia? What was the relationship between local landowners and outside companies?</td>
</tr>
<tr>
<td><strong>Standard: 6.2.12.C.5.d, RH.9-10.9</strong></td>
<td><strong>Who should control water?</strong></td>
<td><strong>Journal:</strong> in your opinion, should the government control water resources?</td>
<td><strong>Evergreen University Water Privatization:</strong></td>
<td><a href="#">Evergreen University Water Privatization</a></td>
<td></td>
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<tr>
<td><strong>What should water be bought and sold?</strong></td>
<td><strong>Gallery Walk:</strong> Students will be broken up into groups of 3-4 and assigned water privatization in Indonesia, Detroit, The United Kingdom, Bolivia, and Argentina. Each group will create a poster outlining the social, political, economic, health, and environmental</td>
<td><strong>What is the Benefit of Privatizing Water:</strong></td>
<td><a href="#">What is the Benefit of Privatizing Water</a></td>
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</tbody>
</table>
| Identify the economic and political factors behind privatization of water resources. | How do corporations such as Nestle and Coca Cola benefit from water privatization?  
What are the political motivations behind water privatizations?  
What are the consequences of water privatization? | **Detroit Water Privatization:**  

**Obstacles to Arab-Israeli Peace-Water:**  

**Tumbler:** Create a blog depicting the water privatization policies of the Nestle, SAB Miller, Diageo, or Coca Cola Corporations.  

**Oxford Style Debate:** Split the class into 2 groups and debate the pros and cons of water privatization.  

**PBS Lesson Plan THIRST:** http://pov-te.pbs.org/pov/film-files/pov_thirst_lessonplan_lesson_plan_0.pdf  

**The Privatization of Water: Nestlé Denies that Water is a Fundamental Human Right**  
http://www.globalresearch.ca/the-privatisation-of-water-nestle-denies-that-water-is-a-fundamental-human-right/5332238  

**PBS Bolivia Leasing the Rain:**  

**Economics:** Chart the corporate profits of the Nestle and Coca Cola Corporations and compare them with the GDP of Bolivia, India, and Guatemala. How do the yearly profits compare to those of the developing world? |
Debate and discuss water as a shared “commons” vs. a private commodity in the global marketplace.

**Standard:** WHST.9-10.8, 6.2.12.B.6.a, 6.2.12.A.6.b

<table>
<thead>
<tr>
<th>What are shared commons?</th>
<th>Should water be treated as a private commodity?</th>
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</thead>
<tbody>
<tr>
<td>How much should water be bought and sold for?</td>
<td><strong>Debate:</strong> should water be public property or privately owned? Students will be polled and then broken up into two groups and will engaged in an oxford style debate.</td>
</tr>
</tbody>
</table>

**Journal and Socratic Discussion:** How much would you be willing to pay for water? Is water something that you can assign a price to? Is water the new petroleum?


**Math and Science “The Tragedy of the Commons”:** The Tragedy of the Commons is the mindset: "If I don't use the resources then someone else will." This is a simulation that allows students to explore how the common usage of a potentially renewable resource can lead to its exploitation. Students will complete an activity, a data sheet, an analysis of the data, and a comparison of this problem to a local environmental issue. Students will pose solutions to this problem.

**Blue Gold:** [http://www.bluegold-worldwaterwars.com/actionplan/keep_money.html](http://www.bluegold-worldwaterwars.com/actionplan/keep_money.html)

**http://www.pbs.org/ frontline/world/stories/bolivia/timeline.html**
| Debate the prior appropriation and the riparian doctrine cause controversy and conflict within the United States. | What are our legal rights when it comes to water? How are water rights determined in the United States? How does bottled water companies use water rights to benefit profit margins? | **Taste Test & Journal:** Take a poll of the students in the class. Ask the students if they drink mostly tap water straight from the tap or water fountain, if they filter their tap water with something like Brita or the filters that go over the faucet, or if they drink bottled water. Every student will blind taste test bottled vs. tap water. In your opinion, which tastes better? | **NPR Water Wars: Who Controls The Flow?:** [http://www.npr.org/2013/06/15/192034094/rivers-run-through-controversies-over-who-owns-the-water](http://www.npr.org/2013/06/15/192034094/rivers-run-through-controversies-over-who-owns-the-water)  **PBS Maine Residents Battle Over Water:** [http://www.pbs.org/news/nightline/july-dec08-waterbottle_08-18/](http://www.pbs.org/news/nightline/july-dec08-waterbottle_08-18/)  **CNN Bottled Water Backlash:** [http://www.cnn.com/2010/LIVING/homestyle/04/22/blacklash.bottled.water/](http://www.cnn.com/2010/LIVING/homestyle/04/22/blacklash.bottled.water/)  **ELA Essay:** Prior Appropriation and Tribal Water Rights Taking into account Prior Appropriation law write a persuasive essay: 1) Do tribes retain water rights on their lands because they've lived on them since "time immemorial"? If so, their reserved rights would be considered "aboriginal rights," and under prior appropriation law would take precedence over the rights of any other user. 2) Or, do the tribes have reserved water rights only because their present lands are reservation lands, granted to them by the federal government? If

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**Standard:** 6.1.12.B.16.a, WHST.9-10.4
Examine a map of regional disputes and conflicts over inadequate and shared water supplies.

**Standard:** WHST.9-10.9, RH.9-10.7, 6.2.12.B.5.e

<table>
<thead>
<tr>
<th>How do geography and political borders impact shared water supplies?</th>
<th><strong>Map it:</strong> Identify the major freshwater supplies around the globe and indicate the country borders, usage, population, languages spoken, religion, and conflict.</th>
</tr>
</thead>
</table>
| What regions of the world have inadequate water supplies? | **Trans boundary Freshwater Dispute Database**
[http://ocid.nacse.org/tfdd/](http://ocid.nacse.org/tfdd/)

**Popular Science Where Will The World's Water Conflicts Erupt? [Infographic]**

**Mapping The World's Water Conflicts Shows Trouble Ahead**

**ELA Essay:** The more than 3,600 agreements and treaties signed are an achievement in themselves, but a closer look at them still reveals significant weaknesses. What are needed are workable monitoring provisions, enforcement mechanisms, and specific water allocation provisions that address variations in water flow and changing needs.
| Investigate the military and political uses of water in regions of conflict and the use of water systems as a political weapon. | How have Pakistan and India used the Indus River as a political and economic weapon? How is water used as a weapon of war in conflicts in the Middle East and Africa? What is the role of water in the Syrian Civil War? How has the military in Fiji used water rights way to ensure political and economic supremacy? | **International Waters:** [https://www.thegef.org/gef/sites/thegef.org/files/publication/InternlWaters-FS-June2009.pdf](https://www.thegef.org/gef/sites/thegef.org/files/publication/InternlWaters-FS-June2009.pdf) **UN Trans boundary Waters:** [http://www.un.org/waterforlifedecade/transboundary_waters.shtml](http://www.un.org/waterforlifedecade/transboundary_waters.shtml) | **Water Wars: Why India and Pakistan Are Squaring Off Over Their Rivers:** [http://content.time.com/time/world/article/0,8599,2111601,00.html](http://content.time.com/time/world/article/0,8599,2111601,00.html) **Climate Change Deemed Growing Security Threat by Military Researchers** [http://www.nytimes.com/2014/05/14/us/politics/climate-change-deemed-growing-security-threat-by-military-researchers.html](http://www.nytimes.com/2014/05/14/us/politics/climate-change-deemed-growing-security-threat-by-military-researchers.html) **UN Water as a Weapon of War:** | **Gallery Walk:** Since their mutual formation in 1947, India and Pakistan have engaged in three major wars and countless other skirmishes and diplomatic rows. With at least 100 nuclear warheads in each other’s arsenals, the prospect of a South Asian atomic holocaust casts a dark shadow over the entire region. However, the most important issue that divides these longtime enemies is not necessarily nuclear arms nor territorial disputes over Kashmir nor a hundred other contentious subjects. | **ELA Essay:** How did food and water shortages play a role in the breakout of civil war in Syria? |
-- rather, the dominant overriding conflict between India and Pakistan lies with the simplest, but most crucial, necessity of life: water. In groups of 4-5 students will be assigned one of the main reasons for conflict over water in India/Pakistan: Culture, Climate Change, Population growth, and water scarcity. The aim of each group will be to highlight their assigned cause and present it to the class in the form of a poster, blog, video, or prezi. Students will use primary and secondary sources.

**Micro theme:** How has the Gaza war stressed water agreements and water resources? Who is most affected?

**Journal:** Does Drinking FIJI Water Prop Up a Dictatorship? Should it be the responsibility of the

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<td>Activity</td>
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| Assess the impact of industry and agriculture in the rise of conflicts from the overuse and degradation of water resources. | How does the bottled water and beverage industry overuse and degrade water supplies?  
What are the environmental effects of bottled water?  
How does the energy industries cause water wars and conflict? | Oxford Style Debate: Students will walk through the research process by investigating the scientific and societal implications of hydraulic-fracturing. Students will discuss the pros and cons of fracking. They will engage in an Oxford Style Debate. |  
Journal: Is bottled water a luxury or a necessity?  
How to avoid water wars between 'fracking' industry and residents http://www.sciencedaily.com/releases/2014/04/140423102752.htm  
ELA Essay: Which is safer bottled or tap water? http://www.ehsome.com/ehshome/DrWater/drinkingwater.php  
ELA Creative Writing: Its 2050 and North American National Security has been compromised and... |
| 10.2 | How are limited water resources a threat to national security? | conflict.  

1) What areas of United States are experiencing water shortages?  
2) Why is the Middle East a particular area of concern?  
3) Why is water becoming so scarce?  

**Journal:** Should water resources and national security trump the individual rights of citizens?  

| Research and chart the water scarcity and potential for military conflict in Southwest Asia.  
**Standard:** WHST.9-10.2, 6.2.12.A.6.b | What classifies a region as water scarce?  
What regions of the world are most at risk for water conflict?  
Why is water a source of conflict in Southwest Asia and North Africa?  
| **Journal:** Examine a map of the Middle East/Southwest Asia. What about this region makes it vulnerable to water scarcity?  
**Chart/Table:** create a chart including the 5 most water scarce nations in the Middle East and North Africa. Include type of water scarcity.  
| **Water is Water Scarcity:** [http://www.waterscarcitysolutions.org/about/what-is-water-scarcity](http://www.waterscarcitysolutions.org/about/what-is-water-scarcity)  
**International Business Times:** Middle East Water Wars: Why Islamic State Wants Iraq's Dams  
[http://www.ibtimes.co.uk/](http://www.ibtimes.co.uk/) | **ELA Essay:** Global warming may not have caused the Arab Spring, but it may have made it come earlier. The Middle East and North Africa region is extremely vulnerable to fluctuations in food supplies and prices. Do you agree that water scarcity and food |
governments, transboundary water resources, and hypothesize the potential for military conflict.

**Jigsaw Article Analysis and Socratic Discussion:**


**Water Wars to Come in the Middle East and at Home:** [http://www.uc.edu/news/ebriefs/water.htm](http://www.uc.edu/news/ebriefs/water.htm)


- Prices caused the Arab Spring in 2011? Write a 5-paragraph essay for or against this assertion.
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<th>Unit 1 Vocabulary</th>
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Choose 1

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<th><strong>Unit Project (Suggested)</strong></th>
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<td><strong>What If? Water Wars Graphic Novel or Film:</strong> This story should be a reimaginaition of the world engaged in a full water war. The graphic novel should be no more than 10 pages long and the film should be no longer than 10 minutes in length.</td>
<td><strong>Investigative Reporter:</strong> Investigate the role of Poland Spring and other water companies in the fight for water rights in Maine. Write an expose for a newspaper.</td>
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**Suggested Field Trips**

| 1) United Nations | 3) Water Wars Virtual Field Trip: [http://www.montana.edu/geol102/spring2004/Field%20Trip%20Stuff/Webpages/WATER%20WARS.HTML](http://www.montana.edu/geol102/spring2004/Field%20Trip%20Stuff/Webpages/WATER%20WARS.HTML) |
| 2) Museum of Natural History | |