



Global Studies
Refugees and Revolutions
3/28-3/30

Tuesday 3/28:

Objectives: To continue to explore the effects of the current refugee crisis, focusing specifically on Syria, on the global community. Explore the following questions: How should the world respond to this crisis? Who is being affected? How do countries balance giving asylum to refugees while also ensuring the safety of their citizens?

Instructions for the Day

Challenge I:

Watch the following video: [What is a refugee and IDP?](#)

Hard copies of the following documents will be given to you in class.

[Refugee and IDP Data](#)

[Mapping the Global Crisis](#)

To complete this activity follow these instruction (these are the same instructions as the one on the document):

Instructions: Use the information from the data sheet, “Refugee and IDP Data—2014,” to complete the map, following the steps below. Use different colors and patterns to shade relevant sections of the map and the map key. Several countries—Syria, Turkey, and Sudan—will need to be shaded in twice. Following the suggestions below for when to use a pattern and when to use a color will help you be able to do this.

1. Where do most internally displaced people live?

Choose a pattern, and shade in “Most IDPs” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

2. Where are most refugees from?

Choose a color, and shade in “Top countries of origin” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

3. Where do most refugees go?

Choose a second color, and shade in “Top host countries” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

4. Where do most refugees apply for asylum?



Choose a second pattern, and shade in “Most asylum applications” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

Challenge II:

After finishing the activity the substitute will pass out the following [document](#) (CLICK to access example of map). You will complete this activity while you watch the documentary Exodus for the remainder of the block.

[Exodus](#) (We will be watching parts of this documentary as a class but if you wish to finish it on your own here is the link)

Thursday 3/30

Objectives: Today we will be investigating the causes of the Syrian refugee crisis. Last class we focused on the effects of this crisis, but in order to understand how this issue connects to the global agenda and determine what the global response should be we need to examine how it all started. Some of the questions we should be able to answer by the end of today include. How did the Syrian Civil War begin? What was and is life like under the Assad Regime? How did protests throughout the Middle East create turmoil in Syria? How are Egypt and Syria related? What was the focus of the Arab Spring? How did the Arab Spring affect Egypt and Syria so differently?

Challenge I:

Watch the following two videos:

[How Did the Syrian Civil War Begin?](#)

[How has the Syrian Civil War Sparked a Refugee Crisis?](#)

Answer the following question on a separate sheet of binder paper (you will staple this to Graphic Organizer that will be handed out):

- What were the causes of the Syrian Civil War?
- Why were people unhappy with the Assad government?
- Explain how this topic is related to civil rights?
- In what circumstances do you believe people have the right to rebel and protest against the government?
- How should the government react to protest if they turn violent?

Once you have watch the videos and answered the questions on a separate sheet of binder paper; we will then shift gears and begin our exploration of the Egyptian Revolution.



Challenge II:

In order to develop some background information about the Egyptian Revolution and connect this the Syrian Civil War we will be navigating an interactive timeline on our phones. Once again if you do not have access to a phone please pair up with someone who has access.

A hard copy of the Graphic Organizer: Egyptian Revolution document will be given to you and you task is to explore the interactive timeline ([CLICK HERE](#)) on your phones and fill out the document provided. You DO NOT have go through the entire timeline. Please STOP after reading and watching the video on Morsi's Decree. Swipe to scroll through the interactive timeline. Watch the videos.

ALTERNATE ASSIGNMENT (for students who do not bring permission slips):

Students who do not bring their permission slips by Thursday will be asked to complete an alternate assignment in the library. For this assignment students will first be reading a handout (hard copy) about the Arab Spring. Do not leave for the library until you get this handout from the substitute and a piece of binder paper.

Next, student will be reading the following document titled "[U.S. Policy Options Toward Syria](#)". After reading this document please fill out the graphic organizer provided by the substitute.