

Lesson title: Small Group Work in Regional Issues

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Summary: Students work jointly to consider a major problem or issue, discussing its causes and consequences. This classroom exercise engages students with other learners in order to make the day's lesson more dynamic and get students involved in their own learning process.

Objectives:

1. Connections: Students will begin to see the connections between world events and the multiple contexts that inform them, and learn that these seemingly disparate factors are always already interconnected and in flux.
2. Living in the world: Students develop knowledge, skills, and attributes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence.
3. Diversity: Students should gain an awareness of international diversity and learn to think about what the world, or specific issues, might look like from other points of view.

Learning Outcomes:

- Students collaborate with other learners to create new knowledge
- Students use and develop interpersonal skills as well as an appreciation both for other learning styles and for other points of view.
- Students are actively involved in learning the material at hand. They create answers to the day's questions through their own reasoning and reflection.

Materials Required:

1. Introduce a central issue of the region under discussion. You might also elicit an issue from the students. Make sure to ask the students who it is a problem *for*.
2. Ask students to come to the board on a voluntary basis to write down some of the issue's causes. Ask each student to read her or his thoughts aloud, then ask the class what they think, what hasn't been said yet.
3. After those students are seated, ask if some other students will come to the board and write some of the issues' consequences. As before, ask them to read their comments again as before. Ask class to comment.
4. When those students are seated, ask anyone who hasn't come to the board yet to come up and write possible solutions to the problem.

Comments:

For Europe, the instructor might open by asking students why they think imperialism occurred, and how Europeans might have justified the practice at the time (causes). The second group of students would write a few of the consequences of imperialism, i.e., how did the world change because of it? Finally, ask students how imperialism was finally "solved"—or was it? If they think it still exists, ask them to write about its new form, and what possible solutions the student would propose.

Examples might include:

- a. Asia: Overpopulation
- b. Latin America: Declining US Influence, Poverty
- c. Middle East: Political Islam, Economic Inequities
- d. Africa: Development, AIDS