

Conflict Minerals in the Congo

Created by Patrick Davis – Decorah High School, Decorah School District

Grade Level (Req.): 9th grade	Content Area (Req.): World Geography	Unit (Opt.): Africa
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Opportunity Costs; Economics • Imperialism; World History • Anarchy; Government 		
Time Frame (Req.): 2 days	Goal (Req.): The student will understand how our consumption of conflict minerals has an effect on conflict in the D.O.C.	
	Objective (Req.): The student will be able to identify and discuss the role of conflict minerals to the history of the D.O.C.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Current map of Africa • Resource map of D.O.C. • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Conflict Minerals • Civil War • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How many students know where the minerals that make up cell phone components come from?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Have students look up the term conflict minerals and discuss what they are and several examples of conflict minerals. 2. Students will look at website to see how minerals helped to carve up Africa and cause conflict. 3. Scramble for Africa Activity. 4. Students will identify minerals and materials in the past that were used by western powers and the trouble it caused in D.O.C. 5. Students will identify the conflict minerals that are found today in the D.O.C. 6. Students will break up in groups of four and brainstorm ideas on how we can eliminate conflict minerals being used in the U.S. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 		

19. 20.	
Formative Evaluation (Req.): Participation in group work during class time.	Assessment (Req.): Written paragraph submitted to instructor > How do conflict minerals play a role in the History of D.O.C.?
Iowa Core Curriculum Standards Used (Req.):	
<ul style="list-style-type: none"> • History, grade 9-12: Understand historical patterns and relationships. • Geography, grade 9-12: Understand how physical and human characteristics create and define region. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • • • • • • • 	
Common Core Curriculum Standards Used (Opt.):	
<ul style="list-style-type: none"> • Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Reading for Literacy in History/Social Studies, grade 6-12: Analyze how a text uses structure to emphasize key points or advance and explanation or analysis. • • • 	
NGS Standards Used (Req.):	
<ul style="list-style-type: none"> • The physical and human characteristics of places • The characteristics, distribution, and migration of human populations on Earth's surface • The changes that occur in the meaning, use, distribution, and importance of resources • How to apply geography to interpret the present and plan for the future • • • • • • 	
Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
<ul style="list-style-type: none"> • Location (where is it located?) • Place (climate, vegetation?) • Human Environment interaction (How do people use the minerals to live?) • Movement (rebel Armies) • Region (What part of Africa does D.O.C belong) 	<ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- <https://sites.google.com/site/conflictmineralsandthecongo/>
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