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Lesson Title: The Crisis in Yemen (2-3 day lesson)

Grade Level: 11-12

Essential Question: How can we solve the crisis in Yemen?

### Lesson Foundations

Content Standards	<p><b>CWI 9.</b> Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.</p> <p><b>CWI 18.</b> Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.</p> <p><b>WG 14.</b> Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).</p>		
Learning Objective(s)	<p>SWBAT identify at least two causes of the crisis in Yemen.</p> <p>SWBAT analyze maps that help explain the history of Yemen.</p>	Assessment(s)	<ol style="list-style-type: none"> <li>1. Partner writing</li> <li>2. Whole class discussion</li> <li>3. Primary Source Analysis worksheet</li> <li>4. Exit Ticket</li> </ol>
Materials & Resources	<p>Ppt, primary source packet (maps), Primary Source Analysis worksheet, <a href="http://origins.osu.edu/article/yemen-civil-war-houthi-humanitarian-crisis-arabia-zaydi">http://origins.osu.edu/article/yemen-civil-war-houthi-humanitarian-crisis-arabia-zaydi</a> (maps also from this website)</p>		

### Instructional Procedures/Steps

Opening	<ol style="list-style-type: none"> <li>1. The teacher will explain to them that there is a major humanitarian crisis in Yemen and will ask if anyone knows what that means.                  What does it mean when there is a humanitarian crisis?</li> <li>2. The teacher will then open up a blank map of the world and ask if they know where Yemen is. Because they are so far away, we tend to not pay it the attention that it may deserve. After having this discussion, the teacher will move into the lesson itself.</li> </ol>
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	<p>3. Questions</p> <ul style="list-style-type: none"> <li>a. Who has heard of the crisis in Yemen, or even Yemen at all? Where did you hear about it if you know it?</li> <li>b. What is a humanitarian crisis?</li> <li>c. Where is Yemen on this map?</li> </ul> <p>Intro of LOs and EQ</p> <ul style="list-style-type: none"> <li>d. At the beginning of the lesson, the teacher will read the LOs and the EQ to the students so they know what to expect for the lesson for the day.             <ul style="list-style-type: none"> <li>i. What do these LOs tell us about today's lesson?</li> </ul> </li> </ul>
<p>Instruction</p>	<p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>1. The teacher will then move into a lecture that highlights:             <ul style="list-style-type: none"> <li>a. the history of Yemen how the current crisis has many roots, and that it has a long and rather confusing history.</li> <li>b. the old ways of power and control in the country, how that had been around for over a thousand years, and then the teacher will talk about the Famous Forty and how they began to make so many changes in 1962, establishing a republic that changed the control of Yemen.</li> <li>c. discuss the foundations of the Houthi movement, and how that has been a major protest to the republic in Yemen, especially after the Unification of Yemen.</li> <li>d. discuss the involvement of Saudi Arabia in Yemen, and will discuss how all of those factors together have all played a part in creating this crisis that exists in Yemen today.</li> </ul> </li> <li>2. Questions to ask during lecture             <ul style="list-style-type: none"> <li>a. How would the Sayyid families feel about a republic being established in Yemen?</li> <li>b. How are the members of the Famous Forty looked at by the people of Yemen?</li> <li>c. Who are the people involved in the Houthi Movement?</li> <li>d. What were the issues of the people about the unification of Yemen?</li> <li>e. Why is Saudi Arabia invested in Yemen?</li> </ul> </li> <li>3. <b>Partner Writing</b> <ul style="list-style-type: none"> <li>a. The students will then pair off, and they will write their answers to the following questions on a sheet of paper that will be turned in.                 <ul style="list-style-type: none"> <li>i. Why did the Famous Forty decide to create a republic in Yemen? Where did they get these ideas?</li> <li>ii. How did the Houthi Movement start? Why did it eventually become violent?</li> </ul> </li> </ul> </li> </ul>

	<p>iii. What was the newly unified Yemen’s decision about Iraq in 1990? Why is this important to understand the current situation in Yemen?</p> <p><b>Check for Understanding</b></p> <ol style="list-style-type: none"> <li>1. Before the students begin the next activity, the teacher will have a brief whole class discussion about some of the material that was just covered.</li> <li>2. Questions             <ol style="list-style-type: none"> <li>a. How can you summarize the history of Yemen since the early 1960s?</li> <li>b. Why is this important to know to understand the current situation?</li> </ol> </li> </ol> <p><b>Primary Source Analysis</b></p> <ol style="list-style-type: none"> <li>1. Next, the teacher will have the students move into groups of four or five, and will then give each group a packet of four maps.</li> <li>2. There are multiple maps of Yemen, showing different territories and different borders. Doc A shows the ethnoreligious map of Yemen, Doc B is showing North and South Yemen before unification and Doc C shows different conflicts in North Yemen. Doc D is focused on multiple groups and their spheres of influence. This will help the students to understand what Yemen looks like, and how those territories and borders have changed and why they have changed. They will answer questions for each map, and will then answer a few questions that will have them using multiple maps to answer.</li> <li>3. The documents and the questions will be attached separately. They will be turning in these at the end of the lesson.</li> <li>4. While the students are working on their packets, the teacher can ask the following questions to help support student learning.             <ol style="list-style-type: none"> <li>a. Why do you think there is so much conflict in North Yemen?</li> <li>b. How are the different movements related to the different native cultures in Yemen?</li> </ol> </li> </ol>
<p>Closure</p>	<p>At the end of the lesson, the teacher will then have a brief discussion that asks the students to answer some of the questions that they had been answering in their groups. This will serve as a brief way to summarize the activity.</p> <p><b>Exit Ticket</b></p> <ol style="list-style-type: none"> <li>1. On the back of their worksheet, the students will all individually answer the following question: How might this situation be resolved, or at least begin to be resolved?</li> </ol>