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Subjects: IB Economics, History, and Theory of Knowledge

- **Timothy McMahon**
 - **Lesson: Peacebuilding in Economics**
 - **Lesson: The Limbic Brain and Peace**
 - **Lesson: The Economics of “Unpeace”**
 - **Lesson: U.S. Independence Visited through U.S. Puppetry**

Peacebuilding in Economics - A Discussion between supporters and critics of the World Trade Organization

Rationale: This lesson helps students to understand opposing viewpoints and, through negotiation, determine how they might improve the World Trade Organization.

Objectives:

- **Standards:** This exercise is meant to reinforce International Baccalaureate standards that include:
- **Knowledge and Understanding**
- **Communicating**
- **Thinking Critically**

Materials:

- USIP Negotiating Preparation sheet
- USIP Negotiating Styles handout
- List of WTO Opposing Arguments

Time: 90 minutes

Procedures:

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
2. *Students will combine a bit of theater with the negotiation by first identifying, then encouraging students to adopt unique negotiating styles. First, conduct with the students a session to identify their conflict styles using [USIP Peacebuilding Toolkit for Educators Lesson 2.4](#). When students have identified their own conflict style, ask them to select an alternative style to use during the WTO negotiation.*
3. Distribute a handout of WTO opposing arguments (in support of and critical of the WTO) along with an excerpt listing supporters' and critics' views of the WTO from *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Welker. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, and look for creative solutions.
5. Divide students into two groups and assign half of them the role of a WTO supporter and the other half the role of a WTO critic "Supporters' View and Critics' View of the WTO in *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Walker.

Distribute roles from “Supporters’ View and Critics View of the WTO. *Students will be practicing their selected negotiating style with an “alter ego.”*

Alternative: Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two Pro-WTO students and two students from the side that opposes the WTO. This allows people to work together in their role and during the negotiation they can take breaks to discuss strategy among themselves.

6. Prepare for Debate: Have the WTO supporters’ group meet on one side of the room and WTO critics the meet on the other side. Distribute the **Negotiation Preparation Worksheet** and have students work cooperatively in their role groups to complete it.

7. Have everyone pairs off with someone who has an opposing view and begin their negotiation. Give students 20 minutes to negotiate.

8. Lead a whole class conversation using some or all of the following questions:

- What were some of the results of your negotiations?
- What strategies did you use?
- What were some of the challenges you encountered while negotiating?
- How were you able to get beyond positions to interests?
- What did you learn from the role-play that will help you in future negotiations?

Assessment of student debate engagement:

20 Total Points Possible	
5 - Supporting Examples	<i>Examples used? Effectively?</i>
5 - Interpretation of Events Answer to the “So What” question	<i>Significance of events, ideas, or people stressed? Insights and connections made?</i>
5 - Evaluation Weighing of strategies	<i>Are ideas weighed effectively? Is there a concluding decision?</i>
5 - Organization/presentation	<i>Effective introduction? Effective conclusion? Clear theses shaped in body paragraphs? Ideas linked effectively?</i>

Supplementary Resources

[USIP Peacebuilding Toolkit for Educators Lesson 2.4](#) p. 51-55

[USIP Peacebuilding Toolkit for Educators Lesson 2.8](#) p. 84

The Limbic Brain and Peace – A Theory of Knowledge Exploration

Rationale: Students will gain an understanding of the human need for wise, strong consistent limbic bonds and the damage to those bonds caused by war.

For Theory of Knowledge (ToK), the goal is:

Objective: Students explore **by creating original art the extent to which art can reveal emotional truth about** the connection between limbic resonance and peace.

Standards: This lesson aligns with IB Theory of Knowledge Standards as follows:

- **Explore with depth & detail the implications and underlying assumptions of the question: To what extent can art give us the truth about the relationship between war and the limbic brain?**

Materials:

- Copies or a link to the article, “The Science of Scarcity”
- Copies of two statements (listed below in “procedures”)
- Paper and pencils for developing initial sketches and phrasing
- Sidewalk chalk for students to use in creating their works of interpretive art

Time: 2 hours (80 minutes for preparation/follow-up and 40 minutes to create drawings and do a “gallery walk”)

Procedures:

Part I – Background & Discovery:

What the human sciences tell us about “unpeace”:

1. Read the article, “The Science of Scarcity”
(<http://www.harvardmagazine.com/2015/05/the-science-of-scarcity>)
2. Discuss the article, along with the two statements below:
 - a. The poor are not poor because they make bad decisions; they make bad decisions because being poor creates such stress. Behavioral economists Sendhil Mullainathan and Eldar Shafir explain in their book; *Why Having Too Little Means So Much* that **scarcity steals mental capacity wherever it occurs—from the hungry, to the lonely, to the time-strapped, to the poor.**
 - b. Thomas Lewis, Fari Amini, and Richard Lannon in their book, *A General Theory of Love*, report that [when researchers created an environment in which food was not readily available, healthy monkey mothers became poor mothers. The unpredictability of circumstances preys on her mind and erodes parental attentiveness. That lack of attention, in turn results in offspring that are **unstable**. They have altered neurochemistry’s and become emotionally vulnerable, showing **magnified levels of despair and anxiety**. They become **socially awkward**

neurotics and fail to attach as adults.] These are conditions often faced by those subjected to war (loss of loved ones, families torn apart, refugees with lost communities, hatred, anger, poverty, trauma, lost mental capacity.

- c. Some consequences of war or “unpeace.”
 - loss of loved ones
 - families torn apart
 - refugees with lost communities
 - hatred, anger
 - poverty
 - trauma
 - lost mental capacity
3. Which Ways of Knowing (faith, reason, intuition, emotion, sensory perception, memory, imagination, and language) are involved in these consequences of war? Explain.
4. Discuss which Ways of Knowing (faith, reason, intuition, emotion, sensory perception, memory, imagination, and language) are key to understanding in the human sciences? Explain

ToK and the Arts

5. Which Ways of Knowing do we find that the arts involve? Explain how the arts involve three of the following factors:

- listening
- composing
- arranging
- analyzing
- improvising
- designing
- problem-solving
- teamwork
- communicating

6. How can the arts help us, in way that other areas of knowledge cannot, to know the truth?

Use an example to help explain three of the following:

- Are intuitive
- Enhance cultural awareness
- Result in greater love of the learning
- Give feelings a form
- Make us more human
- Enhance creativity
- Increase social harmony

- Promote risk-taking
- Help us to understand our emotions and those of others
- Enhance spatial visualization skills
- Take time to get good at
- Result in a sense of what might be considered “good” art
- Require self-direction
- Energize us
- Are self-directed

Part II – The Artistic representation:

How might you use a drawing in chalk to give form to the feeling of unpeace or move viewers to resolve conflicts that create unpeace?

Design your chalk artwork to include all of the following:

- A **title** that includes “ToK” and the KQ – ***To what extent can the arts reveal the truth about human conduct?***
- An **illustration** to amplify the message (see examples of the consequences of unpeace from the discussion of scarcity above)
- A **creative border frame that states/explores WoKs** involved in human sciences and the arts

Part III – Follow-up:

Limitations of the Arts for Communicating Knowledge

7. Discuss some advantages of this art form for conveying for giving “form to feelings.”
8. What are some limitations of the arts in helping us to know the truth?

Limitations of Knowledge in Human Sciences:

- a. Are there problems with human sciences that do not exist in other sciences? Should the human sciences count as sciences?
- b. Are human sciences really sciences if the experience of the scientist is involved? For example, the human sciences require that the scientist use his/her own introspection and empathy - this form of subjectivity is sometimes collectively called the “Verstehen Problem”. Explain why you think this is or is not a problem.
- c. Is it possible in the human sciences to have constants, repeatable results, confidence in predictions, avoid biases, understand alien cultures, etc.?
- d. What does a *science* involve and do *human sciences* qualify as sciences? (For example, are human science findings falsifiable, simple, beautiful, general, etc.)

- e. Do social sciences (psychology, sociology, anthropology, economics, political science, law, philosophy, etc) follow scientific ideals: reliability, objectivity, precision, testability, comprehensiveness?
- f. How might we best pursue knowledge in the human sciences?

Assessment- Students should be given feedback on their responses to the questions above and to the verbal questions of their chalk art works as follows:

Which Ways of Knowing (WoK) inform the perspectives/claims in your artwork?

WoK Development: Go beyond just mentioning the WoKs to tell how each works?

What are your claims, counterclaims and conclusions about the relationship between war and the limbic brain?

How well does your artwork convey meaning?

Assumptions: What has to be assumed for your conclusions to hold true?

Implications: Given your conclusions, what are the implications?

The Economics of “Unpeace” – A Venn Comparison Measures of Development

Rationale: To help students understand and articulate ways in which *economics, peace, sustainability, and human development are linked*.

Objectives:

- To build understanding of various ways in which economic development can be measured
- To build skill in evaluating strengths and weaknesses of the various development measures
- To compose an effective comparison of the 3 measures

Standards: This lesson aligns with International Baccalaureate Standards dealing with *Knowing and Understanding, Critical Thinking and Communicating*

Materials:

- Provide links to 3 web sites on economic development (see links below):
- 3 –way Venn diagram template
- materials for writing essay (computer or pen and paper)

Preparation involves only providing links to the web sites and Venn template

Time: 90 minutes

Procedures:

Part 1: Create a 3-way Venn Diagram to compare the following three measures of stability and peace:

- And UN Human Development Index (<http://www.visionofhumanity.org/#/page/indexes/global-peace-index>)
- The Global Peace Index (<https://sustainabledevelopment.un.org/sdgs>)
- The UN Sustainable Development Goals (<http://report.hdr.undp.org/>)

Part 2: Write a 350-450 word essay to explain how the three indices compare: Using your Venn diagram explain how economics, peace, sustainability, and human development are linked. Explain which of the three measures seems most likely to influence positive change and tell why.

Assessment: The essay and Venn diagram should do an effective job of highlighting similarities and differences between the three indices. The level of interpretive insight should be assessed.

U.S. Independence Revisited through Puppetry

Rationale: Students will gain an understanding of the conflict over governance in the US British colonies during the 1760s and 70s. They will then convey through puppetry how the Colonial and British factions dealing with new British legislation and taxation during the 1760s and 70s might have used active listening and mediation to reach a solution without resorting to war.

Objectives:

- Use the art of puppetry to engage their creativity, empathize with historical characters with varying perspectives, and deepen their emotional understanding of events.
- Learn active listening techniques can help negotiations move from superficial positions to deeper interests.
- Learn mediation techniques for overcoming differences
- Become familiar with the changes taking place in Colonial America.
- Understand key personalities and opinions involved

Standards: This unit aligns with International Baccalaureate MYP standards dealing with:

- *Knowing and Understanding*
- *Communicating*
- *Critical Thinking*

Materials:

Handouts:

Thomas Paine's "Common Sense"

[Argument Positions of Patriots and Loyalists – from Interact Simulations "Independence" Unit](#)

Choices "Independence" Package (selected pages on the history of the US Independence movement)– Watson Institute of International Studies – Brown University.

"Active Listening" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Mediating Conflict" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Negotiation Preparation" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Non-verbal Communication" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

[Human Behaviors in History – from Facing History and Ourselves](#)

Puppet stage:

There are directions on the web for making puppet stages. I prefer one made from 2 pieces of 4'x8' ½" plywood – One piece becomes a 4' wide x 8' tall front piece (it has a 3'x2.5' cut-out for the opening at the top). The other 4'x8' board is split lengthwise then each half is attached with hinges on each side of the stage for concealing and supporting the stage. Attachable small 2"x4" pieces that extend a bit forward can supply forward stability.

A curtain rod and curtain can be attached and the whole stage folds up easily for storage.

Scripts pinned back stage with a flashlite source serve the readers well.

A microphone/speaker set-up helps with voice projection.

Puppet making:

Choose a ‘How to make “sock puppet”’ video on YouTube – (the puppet mouths tend to work better when 2.5” diameter round piece of folded thin cardboard is glued to the inside of the heel.)

Puppet - making Materials:

Fruit of the Loom Men's Crew Socks, 10 Pack – \$9.48 (\$20 for 2 packs)

Mini Glue Pack, 11-Piece (Glue guns with glue sticks) - \$4.85

[All Purpose Stik Mini Glue Sticks, .27" x 4", 100/Pkg](#)

\$6.95 per package (**\$21 for 3 packages**)

[Chenille Kraft Felt Sheet Pack, Rectangular, 9" x 12", Assorted Colors, 12 Pack](#)

\$4.08 (**\$20 for 5 packages**)

Paste-On Wiggle Eyes, 20mm, 56pk, Black - Price \$2.00 (\$4.00 for 2 packs)

A variety of colored yarns, pipe cleaners, etc for decorating puppets

Time: To prepare all of the lessons, make puppets, rehearse, and perform is likely to take about 20 hours. (Adaptations can be made to reduce the time required)

Procedures:

Initial Preparation:

1. Background Reading on events taking place in the British North American colonies, including Paine’s “Common Sense”.
2. Interpretation of original source material (perspectives on independence from the CHOICES unit).
3. Form teams and review the Positions and Arguments of each faction (Patriots and Loyalists) – these can be further divided into *staunch and patient* segments of each faction.
4. Discuss Patriot proposals for dealing with British taxation and legislative initiatives.
5. Learn definitions of terms that drive human behaviors
6. Conduct USIP Active Listening lesson
7. Conduct USIP Mediation lesson
8. Conduct USIP Lessons on Negotiation and Non-verbal communication

Scripting and Puppet Creation

9. Create a draft script to show emotionally charged characters demonstrating outrage and demanding action. As actions by the Sons of Liberty and reactions by the British get out of hand the groups are called in to a mediation session with amplified use of “active listening” to draw out deeply felt interests and illicit empathy. Key ideas to slow down

and “frame” for the audience involve the interpretation of human behaviors as well as the benefits of active listening and mediation. Active listening phrases should be accentuated. A concluding statement should contrast the peaceful results of the mediation portrayed vs. the impacts of the war that actually occurred.

- a. Characters, event portrayal, and outcomes are left to groups to decide.
- b. Teams design and construct sock puppets (other puppet forms possible). Teams practice using the puppet stage, then perform for an audience.

References:

1. Choices Independence Unit – Watson Institute of International Studies – Brown University.
2. Interact Simulations “Independence” Unit
3. USIP Peacebuilding Toolkit for Educators
4. Facing History and Ourselves - Human Behavior Definitions

Assessment: *The student scripts and performances may be assessed for:*

- Clear depiction of 3 Patriot and 3 Loyalist arguments
- A mediation process
- Active listening dialogue
- Interpretation of human behaviors using at least 2 concepts
- Clear and well sequenced scenes
- Energetic and creative puppetry (both movements and voices)
- Teamwork