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Waging Undeclared War: Development of Thematically-Based Curriculum on America’s Militaristic Endeavors (2010 – 1945)

A thesis submitted in partial fulfillment of the requirements for the degree of Bachelor of Arts in Secondary Education and the Honors Program

by

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BACHELOR’S OF ART, SECONDARY EDUCATION

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Abstract

In the classroom today, content objectives tend to be emphasized over real-life skills such as critical thinking because of the nature of the schooling system. Today’s teachers are being forced to adhere to the standards of the No Child Left Behind Act of 2001 in order to receive federal funding. With this act, teachers often find themselves teaching to the test and focusing their time on students learning the facts of the content area. Teaching to the test tends to overshadow deeper questioning of a subject’s material and keeps students from higher-level thinking, a skill that will serve to be useful both inside and outside of the classroom. In an effort to end merely lower-level learning of knowledge and comprehension of United States History at the 11th grade level, this thesis will be dedicated to the development of a curriculum for the course. This curriculum will be designed to promote critical thinking and skills through the thematically based unit of waging undeclared war. It will address the United States’ involvement in militaristic, foreign policies from the current War on Terror in Afghanistan, to the Iraq War, the Persian Gulf War, the Vietnam War, the Korean War and the Cold War, respectively, in a reverse chronological order. The driving question in this curriculum is whether or not the past five wars the United States has been involved in have all been a direct result of the Cold War and its policies.
Acknowledgements

I wish to thank Dr. Margaret Ferrara. Without her devotion to me this semester and her undertaking of mentoring me throughout the duration of this past year, I surely would not have been able to complete this adventure. Her time and expertise have been of great value to me, and I feel honored for her to have her share them with me.

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CHAPTER 1: INTRODUCTION

Background

“A world-class education is a . . . moral imperative – the key to securing a more equal, fair, and just society,” according to President Barack Obama in *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* released by the Department of Education in March 2010 (p. 3). In this document, President Obama asserts that the United States falls behind ten other countries with education, and that with reform efforts in education, the country shall once again “lead the world” by the year 2020 (p. 3). But in a nation with an annual drop-out rate of 1.2 million and seventeen of the fifty largest cities in the United States experiencing less than a 50 percent graduation rate, it is clear that in order to meet President Obama’s hopes, the method of instruction in the classroom needs to change (MSNBC, 2008).

With the *No Child Left Behind Act* of 2001 prompting teachers to often teach to the test, teachers in many classrooms have focused more on student recall of information so that students might score better on multiple choice questions. By testing in such a manner, students are learning at a lower-level with simply rote memorization of facts, but less higher-level thought with the analysis, application, synthesis and evaluation of these facts (Parker, 2008). In order to “lead the world,” students need to have more than just a mind full of ambiguous facts. They need to learn how to think critically and to use the knowledge they have gained in the classroom in a meaningful way. Critically thinking is not something that people instinctually have; they need to be taught how to do it.
Statement of Purpose

Teachers are responsible for the level of thinking of their students. While little can be done about the differing levels of ability individual students possess and their subsequent achievements, much more can be done to encourage and facilitate students in terms of not doing more, but thinking more. Although all students will physically and intellectually develop at different rates, if a teacher shows the students how to think more critically, posing questions that will force them to move beyond just the content and put the knowledge into a more relevant situation for them, then more can be achieved than factual recall in the classroom.

In today’s classroom, curriculum and planning are the most controllable aspects for the teacher. While interpersonal skills are essential abilities of the teacher, the preparedness of the teacher and the curriculum developed for each class is always something that can be redesigned and controlled to meet specific objectives that can urge students to be engaged in higher-levels of thinking. If a teacher has a curriculum that considers the developmental needs of students, and recognizes that learning needs to be challenging, students will be spending the same amount of time in the classroom while achieving a richer education. The critical thinking in the history classroom will serve students for a lifetime, not just teach them facts about policies.

Curriculum that promotes greater analysis and evaluation, and promotes life-essential skills is a necessity in the classroom today. Teachers must demand and inspire students to dig deeper, to make connections, and to be engaged; critical thinking all begins with the lesson planning done by the teacher. This project will help to address the need for higher-level thinking and serve as an example of a curriculum focused on
fostering critical thinking in the 11th grade United States History classroom by teaching history in a reverse order, beginning with the present and looking back into the past. It will focus on the comprehension and the synthesis of America’s foreign militaristic endeavors ranging from the present War on Terror in Afghanistan to the dawn of the Cold War.

Literature Review

Early forms of education in the United States, before the nation was even founded, were based around the “3 R’s:” reading, writing and arithmetic (Cooper & Ryan, 2010). Poems and prayers were read and recited in early colonial America. Since books were scarce and expensive when attainable, students were expected to commit the information to memory rather than physically carry the books home. This “rote” learning, learning attained through reciting and memorization, continued on through time, being emphasized in the 1960s. This new set of “3 R’s” became “recite, repeat, and remember.” While this form of memorization was accepted as a legitimate and chief technique in the classroom, it is now receiving grief as to the amount of lower-level thinking it incorporated. Some argue that “rote learning is a learning technique which avoids understanding the inner complexities and inferences of the subject” and aims at mere memorization of information so that the learner will recall the information precisely as it was heard or read (K12 Academics, 2010).

Studies, albeit dated, have also shown that rote learning has its drawbacks, drawbacks that directly impede students’ learning. While this form of instruction might help to develop the lower-level domains of learning, memorization puts stress on the students expected to retain the information. On verbal learning tasks it was found that
more anxious students performed less well than non-anxious students on more difficult lists that they were expected to memorize and repeat, while performing better than the non-anxious students on easier lists (Montague, 1953). The anxiety level of the students was based on their response tendencies, having nothing to do with their level of intellect or even their standardized tests scores. Based solely on their ability to memorize and reiterate information verbatim, more apprehensive students were less successful. The style of rote learning has proven to be more difficult for the general student to grasp than was previously expected. Beyond this, students expected to learn in such a manner are less intrinsically motivated to learn the information (Benware & Deci, 1984).

In order to score higher on standardized tests, such as those used by No Child Left Behind, teachers have begun to move away from such instructional habits of rote learning. With it being obvious that simply memorizing facts and ideas is both stressful and not an accurate measurement of student learning when assessed, what models of instruction should teachers use in the classroom today, particularly in the history classroom? The most popular model in social studies courses is that of direct instruction (Van Zee, 2000). This model of instruction is known for its teacher-centered style, iconic for lecturing. In direct instruction, the teacher is the distributor of knowledge: the absolute authority, as it often appears to the students. Direct instruction is assessment driven, with the student being tested on what the teacher believes the students should be able to recall when test time comes (Slocum, 2003). With schools needing to reach Adequate Yearly Progress (AYP) for No Child Left Behind in order to continue to receive funding from the federal government, and AYP being based on standardized test scores, it seems natural for direct instruction to take the lead as a method of instruction.
But is the score on a standardized test a true measurement of student learning?

Standardized testing is typically an objective form of assessment, often characterized by multiple-choice, binary-choice and matching questions. These types of questions focus on a student’s basic knowledge of material (McMillan, 1997). The levels of learning that these questions address, both knowledge and comprehension, are considered lower-level thinking. If direct instruction is designed to result in high scores on exams and the exams are testing students at a lower-level, then is the real level of learning being tested?

Another method of instruction that is gaining momentum in the schools is inquiry-based instruction. This method is most popular in science classrooms, but can prove beneficial in other contents areas as well (Colburn, 2000). Being based on the scientific method, inquiry-based instruction tends to go through the steps of the formation of a hypothesis, investigating material, accumulating and organizing the data discovered, and eventually coming to a conclusion based on the data (Crawford, 2000). This form of learning tends to be more hands-on, existing in a student-centered learning environment, as opposed to the teacher-based classroom under direct instruction. With students taking control of their learning and interacting with each other more than under the direct instruction method, students typically enjoy inquiry-based instruction more; more importantly, it encourages them to think at a higher level.

Beyond critical thinking, students expected to learn in such a manner are more intrinsically motivated to learn the information. One study showed that students who were taught in a more active manner, being expected to apply what was learned by teaching other students the material, were more motivated than students who learned in a passive manner. Students who learned in a passive manner only applied their knowledge
bye being tested on it, rather than having to teach the material they learned and be tested, as with the group that learned actively. Both groups of students spent approximately the same amount of time preparing themselves and reviewing the information before being expected to utilize it, so the intrinsic motivation of the students were able to be more clearly analyzed. The students that taught the lesson proved to have “higher conceptual learning scores and perceived themselves to be more actively engaged with the environment than subjects who learned in order to be examined.” When rote learning and the expectation to recall information simply for the sake of the test were implemented, students were less capable of applying the material and were not as successful. Students that were expected to move beyond the lower-levels of thinking that the memorization of material through rote learning expects of students were better at reproducing the information and applying it to a real-life setting (Benware & Deci, 1984).

Being able to draw upon relevant information and apply it to real-life settings is what historical thinking is all about. Students study history for the purpose of placing deliberation in a historical context to engage them in a thought process rather than simply regurgitating facts and ideas (Drake & Nelson, 2009). Without knowing basic historic facts, including the rights that a person possesses and the legality of the world around, a person cannot properly serve in the democracy that rules the United States. According to the National Center for History in the School, “knowledge of history is the precondition of political intelligence” (p. 13). Studying history gives students the opportunity to see themselves in a context where they are obligated to others, both politically and socially.

David Mathews (1985) states that a civic intelligence is gained by following four main steps: gathering information and facts, sorting and categorizing of the information,
joining the theories to form “empirical realities,” and deliberation. This final step of deliberation is the most indispensable, for it creates “good public philosophies” and “public practices;” these are vital in order to maintain a republic (p. 67). The foundation of a civic intelligence is rational thinking, which is based on the accumulation of evidence and the analysis of it (Drake & Nelson, 2009). The steps necessary maintain a republic seem very similar to the scientific method of inquiry-based instruction, based on a hypothesis, the accumulation of data, the organization of the data, and coming to a conclusion based on the data.

Samuel S. Wineburg (2001), author of *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, emphasizes the essential nature of the next generation of voters to be able to effectively sift through the continual bombardment of ideas posed by the media. In fact, in a real-world experience, a person will be exposed to multiple views and positions on a topic and must choose which frame of reference is the most accurate or will benefit him/her the most. Historical thinking, itself, also exposes students to multiple justifications, offering them the opportunity to critically examine the situation; this will help prepare them to be “informed citizens” as they face the “massive deluge of media information. Historical thinking, then, prepares students for citizenship” (p. 7). As vital as historical thinking is, it is not a naturally occurring ability in the mind; Wineburg asserts that it must be taught.

Within the realm of teaching history, the most simplistic manner is to teach facts chronologically. Events happened in a specific order, and the assumption is that the order should be emphasized, since, after all, that is how it accurately happened. “Chronology, although important to history, is a part, not the whole of the discipline” (Drake & Nelson,
2009, p. 20). With teachers often teaching directly out of the textbook instead of using it simply as an additional resource, they expect students to retain an excess of details on any one topic than they can ever hope to understand. Instead of teaching facts by the dates, as students will surely hastily forget such ambiguous facts, many history teachers are teaching content with similar ideas. While these ideas may not always be aligned perfectly with a time period, at times completely skipping decades, with assembling parallel components of history, students will be able to understand and remember the information better, as well as make meaningful connections. “Fundamental ideas, when learned, have greater applicability to other subject areas and to life than material learned in isolation” (White, 1995, p. 1).

When ideas are expressed through these themes, students are able to “screen” through whether facts are central or insignificant in the grander frame work. Teaching thematically also assists their cognitive schema to develop “patterned historical understandings that are memorable” (Drake & Nelson, 2009, p. 14). Thematically-based instruction facilitates the basic acquisition of facts, as well as facilitates critical thinking by having them actively learn about social issues impacting civilizations today (National Council for History Education, 1988).

By looking at different teaching models, it is apparent that by having students research data and apply the information they learned to a common theme will allow them to find the most meaning in their education by thinking at a more critical level. Where there are times in which direct instruction may be used, with proper preparations, inquiry-based instructions will serve the student population with a more motivating education.
Methodology

Now that it is clear that critical thinking is essential in historical thinking, a curriculum will be developed to be utilized in an 11th grade United States History course in the state of Nevada. Being based on the current Nevada Social Studies Standards and the Nevada English Language Standards that are mandatory to be met in the history classroom, the curriculum will be based on approximately six weeks of course work, focusing on the theme of America’s Foreign Relations, more specifically the militaristic foreign relations of the past 65 years. The curriculum will be written in a reverse order to help prove that the thematic nature of the events is more important than simply the chronologically-based facts are, as well as to draw students in by starting with a topic that is most relevant to the times with the War on Terror currently being waged in Afghanistan. The curriculum will be assessment driven, with the summative assessments being written first, followed by the lesson plans for each day. By doing this, I will be able to ensure that I am teaching what will be on the test. The lessons will each contain a rationale for that specific lesson and the information that will be presented, an overview of what will happen, the standards addressed, objectives, on-going assessments and evaluations, and modifications for English Language Learners (ELLs) and students with an Individualized Education Plan (IEP).

My research does not entail working with any human subjects for any form of research; thus, I will not need any approval to conduct my study from the UNR Institutional Review Board.
Significance

When students are expected to go beyond the test and be able to synthesize and evaluate the information that they are given, they have received a more meaningful education, an education in which they will be able to use outside of the classroom. Through the construction of a curriculum that focus on engaging students at a higher level of thinking and encouraging them to enhance their occurrence of inquiry in the classroom, other teachers will be able to use the curriculum or transform the specific activities and/or ideas to be incorporated in their own classroom. By raising the awareness of the teachers and showing them the importance and impact inquiry-based instruction can have on the learning of the students, teachers will be more likely to dedicate more time and effort in integrating this model of instruction into the classroom.
CHAPTER 2: CURRICULUM OUTLINE

The following section contains the main elements of an outline, including: a rationale, an overview, the structure of the topics of the lessons, an essential question, goals, objectives, and state standards. Without having a clear idea as to what students should be learning and able to do by the end of a unit, an instructor will more than likely teach a random amalgamation of topics and ideas that are not cohesive. By having a detailed outline to drive the curriculum, it is easier for the instructor to organize the material and present more understandable information to the students. The rationale of the curriculum simply points out why it is necessary and beneficial to students to learn this material. The overview discusses the main components of the classroom set-up, such as the length of the curriculum being presented and the length of each class period. The structure of the topics of the lessons allows the instructor to focus on specific aspects of each sub-topic, ensuring that the lessons parallel the type of information presented to the students. The essential question is a question that drives the entire curriculum. Presenting a question at the beginning of the curriculum offers a sort of inquiry-based approach for the teacher and the students to look at the material in the lessons. This question is similar to a hypothesis, and at the end, students will be able to answer that essential question. Goals are broad ideas of what should be learned by the students at the end of the curriculum. Objectives, unlike goals, are very specific and measurable concepts that students should grasp, specific for each individual lesson. These objectives form the basis for assessment, being that they are measurable. There should be proof within each lesson that students are learning the material; this will come from how well students are able to perform whatever task the objective states they will be able to. Within the state of
Nevada, the topics outlined in the Social Studies Standards are expected to be addressed in the history classroom. These standards help guide the objectives of each lesson. English Language Standards, although specific to the English Language Arts classes, will also be included in this curriculum. Although United States History does not fall into the same department as the English Language Arts, without proper language skills, it is impossible for students to be able to succeed in a history classroom, being that Social Studies is dependent on reading, writing, listening and speaking skills. Another key component to any curriculum is the assessment that goes along with it. Without assessing students throughout and at the end of a unit of study, an instructor would have no way of knowing if the students truly learned the information that was presented. Without all of these aspects in a curriculum, an instructor would not know what to teach and what to assess students on.

Rationale

Modern American History is hastily glanced over in the public school system, with many high schools barely skimming the top of any modern affairs after World War II. While extensive periods of time are devoted to early American history, with a great emphasis put on the Revolutionary War, the early republic and the Constitution that resulted, little to no time is given to the past 65 years of American history, namely the five wars that the United States has directly been involved in. Not discounting the importance of the framers’ role in establishing the three-branch system that is the foundation of the government and thus the country, the last half of the 20th century is just as socially and politically pertinent today. The aftermaths of the War on Terror, the Iraq War, the Persian Gulf, the Vietnam, the Korean and the Cold War are still evident issues
the nation faces today; the American society has been built around the fear of foreign “threats” and the skepticism of domestic policies bred throughout these wars. Many people in older generations experienced these wars and their effects firsthand; younger generations are oblivious to them and their power over modern society. With the country’s vast military-industrial complex, and the continual growth rather than downsize of the military ever since World War II, it is essential for students to understand the implications of a war and how it plays out on the ground (and politically). With America almost constantly being at some form of a war or “police action” for the past century, students must be aware of what might be demanded of them for their future.

Overview

For the next seven weeks, students will be learning about America’s militaristic endeavors from today in reverse order, backwards to 1945. It will begin with the current War on Terror staged in Afghanistan, the Iraq War, the Persian Gulf War, the Vietnam War, the Korean War and the Cold War, respectively. These seven weeks worth of lessons would be taught in the months of March and April; the entire year leading up to this point would be in chronological order, starting with the early colonies up through both World Wars. By studying this portion of history chronologically, students will have a more natural sense of American history up until this point, and they will have some background knowledge on the Soviet Union and communism, as well as the initial American response. Giving students basic background knowledge on the fear of communism and a nuclear war will help to prove the essential question that current militaristic policies come out of Cold War policies. The curriculum will focus on three
major aspects of each war: the event that spurred the commencement of the war, the most important and influential people associated with the war, and the role that the geography of the landscape the war was fought in had on the outcome. Lessons will be designed for block scheduling, where class is held every-other day, lasting ninety minutes for an 11th grade United States History class.

Structure of Lessons

Within the framework of this curriculum, the following topics and sub-topics will be discussed:

Introduction to “War”
- What is war like today?
- What makes a war worth the sacrifice? When is a war justified?

The War on Terror
- Event: September 11th
- People: George W. Bush and Osama Bin Laden
- Geography: Afghanistan – Mountainous

The Iraq War
- Event: Yellowcake – Not Birthday Cake: Supposed Stockpiling of WMDs
- People: Saddam Hussein, Colin Powell and Dick Cheney
- Geography: Iraq – A Land of Oil

The Persian Gulf War
- Event: Iraqi Invasion of Kuwait
- People: George H. W. Bush
- Geography: Iraq – A Land of Oil

The Vietnam War
- Event: Gulf of Tonkin Incident
- People: Ho Chi Minh
- Geography: Vietnam – A Coastal Jungle

The Korean War
- Event: Soviet Union’s Invasion of South Korea
- People: Harry Truman and MacArthur
- Geography: Korean Peninsula – Mountainous

The Cold War
- Event: Propaganda
- People: Joseph Stalin, Mikhail Gorbachev, Winston Churchill and Ronald Reagan
- Geography: USSR – Across the oceans, spanning Asia into Eastern European Block

Final Activity
- What will the next war be?
- Event: What would set off the war?
- People: Who would the leaders of both sides be?
- Geography: Where will it take place? What is the topography and climate of the region?

Essential Question

How can looking at history, especially the history of war from the present time back to 1945, help students gain a stronger rational of causes and effects of wars and their continual nature derived by Cold War policies?

Goals

1. Students will be able to link the five sequential wars and understand the ongoing nature of the Cold War in America’s past and present.

2. Students will identify connections between the similarities in events that stirred up the wars, key figures associated with the wars, and understand the role that the geography and topography of the region played on the outcome of the war.

3. Students will have a general knowledge of the War on Terror, the Iraq War, the Persian Gulf War, the Vietnam War, the Korean War and the Cold War.

4. Students will understand the implications of dehumanizing the enemy and aftermath of war in modern times.
5. Students will understand the difference in how warfare is waged and declared today in comparison to how it was in previous times.

6. Students will begin to define for themselves what kind of issues might justify a war and make it worth fighting.

Objectives

For each lesson and in the curriculum, there will be at least one objective covered. Each sub-topic of the individual wars will have a minimum of three objectives, focused on the event that started the war, the main people involved, and the influence geography played on the war.

Introduction to War:

- Students will be able to examine the key points of the Cold War by presenting them to the class.

- Students will be able to differentiate between the benefits and negative impacts of war on society by having debates in groups of four in which each student will have to argue both sides: peace and violence.
The War on Terror

- Students will be able to examine the events of September 11, 2001 by researching a topic and presenting it to the class.

- Students will be able to analyze the impact September 11, 2001 had on society by listening to the song “Where Were You When the World Stopped Turning” and answering questions about it in pairs.

- Students will be able to identify who George W. Bush and Osama Bin Laden are and examine what their roles were in the War on Terror by completing a T-chart comparing age, wealth, family structure, religion, educational background and leadership style.

- Students will be able to identify where Afghanistan is and analyze how the location affected the war by completing a mapping activity and proposing what warfare with the Taliban might have looked like by creating a poster in groups.

The Iraq War

- Students will be able to examine the influence the supposed weapons of mass destruction had on America’s invasion of Iraq by completing a stations workshop with associated questions.

- Students will be able to identify who Saddam Hussein, Colin Powell and Dick Cheney were and examine their role in the Iraq War by completing a stations workshop with associated questions.

- Students will be able to identify where Kuwait, Saudi Arabia and Iraq are in relationship to each other by filling in a map.
• Students will be able to examine how their location and natural resources affected the Persian Gulf War and the Iraq War by recreating the region out of clay and identifying topographical features, including oil fields.

The Persian Gulf War
• Students will be able to analyze how Iraq’s invasion of Kuwait encouraged the U.S., in effect, to invade Iraq by reading the Carter Doctrine and discussing its implications with Cold War policy and the Middle East.

• Students will be able to identify who George H. W. Bush was by reading quotes to the class.

The Vietnam War

• Students will be able to explain the events of the Gulf of Tonkin Incident and examine their influence on Congress to give President Lyndon B. Johnson the right to essentially declare war by analyzing the Tonkin Resolution and creating a bumper sticker.

• Students will be able to identify who Ho Chi Minh was and examine what his role was in the Vietnam War by completing a Think Dots activity.

• Students will be able to identify where Vietnam is and analyze how the location affected the war by completing a stations workshop and answering associated questions.

• Students will be able to examine the effects of war on a soldier by listening to the account of an ROTC officer and completing a RAFT assignment.
• Students will be able to summarize their short stories from *The Things They Carried* and examine some of the messages of the story by creating a storyboard on it and presenting it to the class.

The Korean War

• Students will be able to identify and examine the roles of President Truman and General MacArthur in the Korean War by role playing and arguing in favor of their character.

• Students will be able to identify and defend the event that spurred the war by creating a timeline and noting the event and why it happened.

• Students will be able to examine the role that location played on the Korean War by conducting a Fishbowl activity.

• Students will be able to determine the combatant style that resulted due to the geography of Korea by viewing a virtual field trip to the War Memorial of Korea and answering guided questions.

The Cold War

• Students will be able to examine the idea of communism and the effects it had on Soviet citizens by choosing a side on various world issues and then watching “Cyd Charisse – Red Blues” from the film “Silk Stockings” (1952) and completing guided questions on it.

• Students will be able to analyze the “Iron Curtain Speech” by Winston Churchill by completing a guided reader on the speech.
• Students will be able to determine the role Senator McCarthy played in perpetuating the fear of communism by completing a stations workshop on propaganda and answering associated questions.

• Students will be able to examine the change in countries in Europe after the Berlin Wall collapsed and the Soviet Union broke apart by completing a map activity and researching on of the countries that changed as a result.

• Students will be able to examine the ongoing nature of the Cold War policies through the last five wars by completing a graphic organizer and choosing a position on whether or not Cold War policies are still being implemented or not and defending it.

Final Culminating Project

• Students will be able to predict and justify what war the United States might be involved in next by creating the front page of a newspaper on the coming war.

Nevada Social Studies Standards Addressed

H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.

H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.

H3.[9-12].11 Compare and contrast the social impact of the Cold war and the War on Terror on the United States.
H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.
H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflict around the world.
H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.
H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.
H4.[9-12].3 Analyze how international policies contributed to the end of the Cold War.
H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.
H4.[9-12].6 Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.
H4.[9-12].7 Describe the United States’ policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.
H4.[9-12].15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the Cold War.
H4.[9-12].16 Examine the decline of colonial rule and the development of independent nations.
H4.[9-12].21 Analyze the political and religious factors that contribute to the instability in the Middle East.
H4.[9-12].23 Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently.
G5.[9-12].4 Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.
G5.[9-12].5 Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.
G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.
Nevada English Language Arts Standards Addressed

3.12.3 Analyze theme to show the text’s connections to human experience and/or lessons learned in text.

3.12.7 Analyze the influence of culture on an author’s work.

4.12.3 Determine important information, main idea, and supporting details with a focus on:
   - political essays
   - research articles
   - workplace documents
   - consumer documents
   - nostalgic pieces
   - commentaries
   - special interest articles

6.12.6 Write persuasive text using rhetoric appropriate to audience and purpose. Write persuasive text that supports and provides clarity of and for a position.

Assessment

Without the use of assessment, an instructor does not know how effectively he or she taught the information to the class. By using assessments, an instructor can gauge whether or not students are learning the material and to what extent. If they do not understand the information, proven through low scores in assessments, then the material would need to be re-taught. Without using assessment, the instructor would never be able to gauge student learning, which, in the end, is the primary reason the instructor is teaching, after all.
Preassessment

Preassessment is a key component in evaluating students’ knowledge. By reviewing what the students already know and what they have no understanding of, the instructor can alter the information that will be presented in the curriculum. If the students already know a large portion of the material, then clearly that would not need to be re-taught and that time could be spent focusing on another topic. On the other hand, if an instructor is expecting for students to have background knowledge on a specific subject matter and the students do not, then the instructor will need to take additional time to teach that.

Formative Assessments

Formative assessment is testing students’ knowledge along-the-way. This form of assessment tends to be more informal, based on observation, class assignments and homework. The idea behind formative assessment is that instead of simply focusing on the test at the end of the unit and basing student learning solely on that, the instructor will be able to gauge student learning on a day-to-day basis and alter subsequent lessons based on their formative assessments. In this curriculum, the day-to-day assessments will be based on a completion rubric. This rubric will measure on a scale the level of learning through the completion and quality of work.

Summative Assessments

Summative assessment, varying greatly from formative assessment, is an evaluation at the end of a period of instruction. This form of instruction tends to be characterized by
tests and projects that are designed to show, overall, how much a student has learned on a
given topic that has been covered in the curriculum.

Modifications

Even though the lessons in this curriculum are structured to provide
differentiation for all students, it is possible that some students may need some
modifications. This is especially true for students who have an identified special need
(IEP) or students who have limited English. In the latter case, these may be students who
learning English (EL) or learning English as a second language (ESL). The referent term
in schools for these students is Limited English Proficient (LEP). The teacher also takes
into account students' learning styles. Modifications that are in place for an LEP student
may also be a helpful support for a student who is shy and needs more encourage to
express his or herself. Even though in high school, students who are gifted or high
achievers have opportunities to be in Advanced Placement sections or Honor sections, it
is also important to have modifications in place for students who are high achievers and
are not in specialized courses. In all cases, it is important that modifications are in place
for all students so that they all have multiple opportunities to learn. The final section of
Chapter 4 provides a summary of modifications that are in place for these lesson plans for
students that are unique learners.
CHAPTER 3: STRUCTURED LESSON PLANS

Perhaps the most vital aspect of a curriculum is the daily lesson plan. Without a detailed outline with prefabricated activities, questions and ideas for the students to ponder over, it would not be viable to have any alignment in the curriculum. Alignment refers to the parallel nature of all of the aspects of the curriculum, especially the standards, objectives and the assessments. In order to teach effectively, the teacher must make sure that all of these points line up and that the instruction of the topics that are expected to be covered and that will be evaluated is delivered in a meaningful way to the students, so that the students might be able to learn the material and apply the information.

Each lesson in this curriculum contains a rationale as to why the topic of the lesson is important and relevant, an overview of the lesson and any additional information that might apply to the lesson, the Nevada Social Studies and English Language Arts Standards that apply to the lesson, one to two objectives, an assessment (typically a formative assessment based on what they learned in the lesson), a materials list, an introduction, body, closing and any additional support materials that were utilized in the lesson.
Introduction to War
Lesson 1

Subject: 11th Grade U.S. History

Rationale:
Before beginning the unit based solely on war, this lesson is designed to have students reflect on the nature of war. If people are dying, what is the reason for it? When is war truly justified? Is it ever? With American History riddled with wars, students will be encouraged to question where they stand on the issue before looking at it in depth.

Overview:
The class previously studied the World Wars. Students have an understanding of communism and the fear of the Soviet Union from becoming a world power by the end of WWII. This lesson is designed to give students the basic background knowledge on the Cold War in order for them to begin to make connections to the more recent wars. More importantly, it is designed to make students question when it is right and wrong to wage a war, forcing them to rationalize war.

Nevada Social Studies Standards:
H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflict around the world.
H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.

English Language Standards:
3.12.3 Analyze them to show the text’s connections to human experience and/or lessons learned in a text.
4.12.3 Determine important information, main idea, and supporting details with a focus on documents.

Objectives:
Students will be able to:
- Examine key points of the Cold War by presenting to the class.
- Differentiate between the benefits and negative impacts of war on society by having a pair-share in which each partner will consider two sides of an issue.

Assessment:
Students will turn in their graphic organizer and be assessed based on the completion rubric. Students will also turn in their pro/con charts and be assessed based on the completion rubric.
Materials List:
“Atom Bomb of Nagasaki” Video:
   www.youtube.com/watch?v=6l5jI4iO4-g&feature=related
“War” by Edwin Starr Lyrics
Introduction to War Graphic Organizer

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
Tell the students, “People as a whole tend to be driven by fear. As we just studied, WWII ended in 1945 and the fear of fascism and Nazism ended. So were people no longer afraid? Or do you think they just found something else to be afraid of?”
   • Allow students to shout out ideas.

Body (75 minutes)
“Let’s review how WWII ended in the Pacific, as we talked about last class.”
   • Show video clip of bomb being dropped on Nagasaki.
   • Ask the class, “So was the bomb just dropped on Japan to bring an end to the war? What other motives were there?” (Answers should include the U.S. trying to intimidate the Soviet Union).

Tension with the Soviet Union.
   • Divide the class into six groups. Have each group research one of the following topics by looking up the answers in the classroom textbook: What two countries were involved in the Cold War, and what was the timeframe of the war? What is communism? What was the domino effect? What was the containment policy? Why was it called the “Cold” War? What did nuclear bombs have to do with the war?
   • Have each group present their findings to the class. Have the class fill-in the associated graphic organizer during the presentations.

Transition:
   • “We’ve been studying WWI and WWII recently, but after this time in history, as we can tell by looking briefly at the Cold War, war drastically changes. The reasons for entering a war and the way the United States fights are completely different than in the past. You all are almost old enough to vote; your position on a war might be the reason you vote for one person and not another. Some of you may choose to join the military as a career or to help put you through college. A war we are in or may enter may sway your decision to join or not. So let’s begin to look at the idea of war itself.”
Declaring War:
- Have each group at a table divide themselves into two groups. One group will read an excerpt from Article 1 Section 8 of the Constitution and the other will read Article 2 Section 2. After reading the article, have the groups share what powers Congress and the President each have with war. Have them fill out the questions on their graphic organizer. Then describe to them the War Powers Resolution, passed in 1973, allowing the president to send out military force for 60 days with a 30 day withdrawal period. He does not need the approval of Congress, but he must inform them within 2 days of sending out the forces. In the end, legally, Congress formally declares war on another nation.

Say to the students, “War seems to perforate this society. From the creation of the republic, no generation has gone without seeing some form of war. So clearly, we must find war beneficial, right? What might some of the benefits of war be?”
- On a sticky note, have students write 1-2 benefits of war.
- Have them organize their notes on the board under three subtitles: gaining land, gaining freedom, protection.
- Review some of the interesting points made by students.

Individually, have students complete questions 1-2 on their graphic organizer: “Is war an innate (normal) part of human nature? Why or why not? When is war necessary? Why?”
- Have students share their answers with a partner. Discuss it as a class.

Play the song “War” by Edwin Starr (1969) and hand out the lyrics for students to follow along with.
- Pose questions: Do you believe war is “good for absolutely nothing” as Edwin Starr says? Why or why not? Must we “fight to keep our freedom?” Is he right when he says that it means “destruction of innocent lives?”
- On a sticky note, have students write 1-2 drawbacks of war.
- Have them organize their notes on the board under three subtitles: innocent civilians killed, destruction of society, destruction of the earth and habitats.
- Review some of the interesting points made by students.
- As a pair, have students construct a pro/con chart of war.

Closing (10 minutes)
Put the Aristotle quote on overhead.
- “We make war that we may live in peace.” Aristotle
- Ask students if they agree or disagree and why and to discuss it in their groups at their table. Is war always for peace or is it for selfish reasons too?
The Cold War ________ and ____________ were the two countries involved in the Cold War, which lasted from 1945 to ________________.

The government in the Soviet Union was _________________.

**Communism is**

The **Domino Effect** was

**Cold War v. Hot War**

Why do we call it “cold?”

Why did the U.S. fear a nuclear war?
### HOW THE U.S. DECLARES AND WAGES A WAR

<table>
<thead>
<tr>
<th>Congress’ Role</th>
<th>President’s Role</th>
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<tbody>
<tr>
<td>Article 1 Section 8 of the Constitution says Congress has the power to</td>
<td>Article 2 Section 2 of the Constitution says that the President is the: _______ in _______.</td>
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</table>

The War Powers Resolution, passed in the year ______, allows to the president to send out military force for ____ days with a ___ day withdrawal period. He must inform ________ within ____ days of sending out the military.

In the end, legally, _________ formally declares war on another nation.

1. Is war an innate (normal) part of human nature? Why or why not?

2. When is war necessary? Why?
The Constitution of the United States of America

Excerpt of Article 1 Section 8

The Congress shall have Power:

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Excerpt from Article 2 Section 2

The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

[Chorus]: War, huh, yeah
What is it good for
Absolutely nothing
Uh-huh
War, huh, yeah
What is it good for
Absolutely nothing
Say it again, y'all

War, huh, good God
What is it good for
Absolutely nothing
Listen to me

Ohhh, war, I despise
Because it means destruction
Of innocent lives

War means tears
To thousands of mothers eyes
When their sons go to fight
And lose their lives

I said, war, huh
Good God, y'all
What is it good for
Absolutely nothing
Say it again

“War, it ain't nothing
But a heartbreaker
War, friend only to the undertaker
Ooooh, war
It's an enemy to all mankind
The point of war blows my mind
War has caused unrest
Within the younger generation
Induction then destruction
Who wants to die

War, whoa, Lord
What is it good for
Absolutely nothing
Listen to me

War Lyrics
Aaaaah, war-huh
Good God y'all
What is it good for
Absolutely nothing
Say it, say it, say it
War, huh
What is it good for
Absolutely nothing
Listen to me

War, huh, yeah
What is it good for
Absolutely nothing
Uh-huh
War, huh, yeah
What is it good for
Absolutely nothing
Say it again y'all
War, huh, good God
What is it good for
Absolutely nothing
Listen to me

War, it ain't nothing but a heartbreaker
War, it's got one friend
That's the undertaker
Ooooh, war, has shattered
Many a young mans dreams
Made him disabled, bitter and mean
Life is much to short and precious
To spend fighting wars these days
War can't give life
It can only take it away

Ooooh, war, huh
Good God y'all
What is it good for
Absolutely nothing
Say it again
War, it ain't nothing but a heartbreaker
War, friend only to the undertaker
Peace, love and understanding
Tell me, is there no place for them today
They say we must fight to keep our freedom
But Lord knows there's got to be a better way

Ooooooh, war, huh
Good God y'all
What is it good for
You tell me
Say it, say it, say it, say it

War, huh
Good God y'all
What is it good for
Stand up and shout it
Nothing

War on Terror
Your Personal Memories of 9/11
Lesson 2

Subject: 11th Grade U.S. History

Rationale:
The attacks that were directed towards the United States on September 11, 2001 by al-Qaeda still reverberate in the minds of Americans. It was for this reason that the country so ardently backed President George W. Bush when he called for the country to wage a “war on terror” against them. The country is still entrenched in a war with “global reaches” because of this event.

Overview:
In this lesson, students will be working in a computer lab to research the events on September 11th, as well as considering the personal impact it had on Americans by analyzing the song “Where Were You When the World Stopped Turning?” and talking about their own personal stories of where they were. Also, students will begin to understand the nature of the “broad” war by considering a quote by President George W. Bush.

Nevada Social Studies Standards:
H3.[9-12].11 Compare and contrast the social impact of the Cold war and the War on Terror in the United States.
H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.
H4.[9-12].6 Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.

English Language Arts Standard:
3.12.7 Analyze the influence of culture on an author’s work.

Objectives:
Students will be able to:
- Examine the events on September 11, 2001 by researching a topic and presenting it to the class.
- Analyze the impact September 11, 2001 had on society by listening to the song “Where Were You When the World Stopped Turning” and answering questions about it in pairs.
**Assessment:**
Students will fill-in a graphic organizer and be assessed based on the completion rubric.

**Materials List:**
“World Trade Center” Video: www.youtube.com/watch?v=y8I37BMOQc
Computers
“Where Were You When the World Stopped Turning” by Alan Jackson Lyrics
Graphic Organizer

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (5 minutes)
“Has there ever been a moment in your life where it felt like the world around you stopped? Where all of the little things you tend to concern yourself with on a daily basis no longer mattered? Where were you when you felt like the world stopped turning? Turn to your neighbor and share your story.”

**Body** (80 minutes)
Play the movie trailer of “World Trade Center.”
- Have the students discuss the “evil” that the world saw with a partner.
- As a class, discuss the reaction of the nation to unite.

**Research:**
- Divide the class up into five groups. Have each group research one of the following topics: the hijacking of the planes, and where they crashed; the World Trade Centers and what they had to do with September 11th; the Pentagon and what it had to do with September 11th; who al-Qaeda is and what it had to do with September 11th; and who Osama bin Laden is and what he had to do with September 11th.
- Have the groups present their findings to the class; have the class fill-in their graphic organizer during the presentations.

Tell the students about the response of the government and have them fill in their graphic organizer.
- U.S. gave the Taliban government of Afghanistan the option to hand over Osama Bin Laden and al-Qaeda or be attacked. They refused. The U.S. attacked.
- In 2010, President Barack Obama increased the number of U.S. troops in Afghanistan.
- Congress gave permission to invade Afghanistan, but never formally declared war on the country.

Put President George W. Bush’s quote on the overhead and have a student read it out loud.
- “Our ‘war on terror’ begins with al-Qaeda, but it does not end there. It will not end until every terrorist group of global reach has been found, stopped, and defeated.”
- In pairs, have students discuss whether the attack on September 11th was a viable reason to eventually make war against al-Qaeda in Afghanistan and why or why
not it was. Have the pairs join another pair to compare this to the containment policy of the Cold War. Discuss it as a class.

Play the song “Where Were You When the World Stopped Turning” by Alan Jackson and hand out lyrics to students.

- Have the students discuss with a partner the following questions: “Where were you on 9/11? Has anyone in your family ever talked to you about it?” Have them complete the questions on the page with the lyrics: Have them answer the questions at the bottom of the lyrics: “What does the artist feel about the attacks? Is he protesting or supporting the war? What is the natural human reaction to tragedy, according to the artist?” Discuss it as a class.

Closing (5 minutes)

Tell students, “We have been at war due to the attacks on September 11, 2001 for nine years now. Al-Qaeda cells still exist around the world, not just in Afghanistan. How long do you think we should stay in this war?”

- Allow students time to reflect and to talk about it in their groups, then open it up for a class discussion.
September 11, 2001 Graphic Organizer

Hijacked planes and crashing

The World Trade Centers

The Pentagon

Al-Qaeda

Osama bin Laden

1. The United States told the Taliban government of Afghanistan to hand over __________________ and ___________________ or they would attack.
2. In 2010, President Barack Obama increased or decreased the number or troops in Afghanistan?
3. Was war ever FORMERLY declared on Afghanistan by Congress?

Where Were You When the World Stopped Turning Lyrics

Where were you when the world stopped turning that September day
Out in the yard with your wife and children
Working on some stage in LA
Did you stand there in shock at the site of
That black smoke rising against that blue sky
Did you shout out in anger
In fear for your neighbor
Or did you just sit down and cry

Did you weep for the children
Who lost their dear loved ones
And pray for the ones who don't know
Did you rejoice for the people who walked from the rubble
And sob for the ones left below

Did you burst out in pride
For the red white and blue
The heroes who died just doing what they do
Did you look up to heaven for some kind of answer
And look at yourself to what really matters

Did you lay down at night and think of tomorrow
Go out and buy you a gun
Did you turn off that violent old movie you're watching
And turn on "I Love Lucy" reruns
Did you go to a church and hold hands with some stranger
Stand in line and give your own blood
Did you just stay home and cling tight to your family
Thank God you had somebody to love

I'm just a singer of simple songs
I'm not a real political man
I watch CNN but I'm not sure I can tell you
The difference in Iraq and Iran
But I know Jesus and I talk to God
And I remember this from when I was young
Faith hope and love are some good things he gave us
And the greatest is love

Where were you when the world stopped turning that September day
Teaching a class full of innocent children
Driving down some cold interstate
Did you feel guilty cause you're a survivor
In a crowded room did you feel alone
Did you call up your mother and tell her you love her
Did you dust off that bible at home
Did you open your eyes and hope it never happened
Close your eyes and not go to sleep
Did you notice the sunset the first time in ages
Speak with some stranger on the street

I'm just a singer of simple songs
I'm not a real political man
I watch CNN but I'm not sure I can tell you
The difference in Iraq and Iran
But I know Jesus and I talk to God
And I remember this from when I was young
Faith hope and love are some good things he gave us
And the greatest is love
I'm just a singer of simple songs
I'm not a real political man
I watch CNN but I'm not sure I can tell you
The difference in Iraq and Iran
But I know Jesus and I talk to God
And I remember this from when I was young

Faith hope and love are some good things he gave us
And the greatest is love
The greatest is love
The greatest is love
Where were you when the world stopped turning that September day

Answer the following questions:

What does the artist feel about the attacks?

Is he protesting or supporting the war?

What is the natural human reaction to tragedy, according to the artist?

War on Terror
Bush, Bin Laden and Afghanistan
Lesson 3

Subject: 11th Grade U.S. History

Rationale:
Without understanding the men behind the war, the leaders of both sides of the efforts, students will not be able to grasp the nature of the war itself and why we are fighting. Both sides feel threatened by one another. Both sides feel justified, by God even, for their actions against one another.

Overview:
From the previous lesson, students would have learned about America’s entrance into the War on Terror, spurred by the attacks by al-Qaeda on American soil. This lesson is designed to show students the result of the war and what it actually looks like, as well as the people behind the war: the man who attacked and the man who fought back.

Nevada Social Studies Standards:
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
H4.[9-12].21 Analyze the political and religious factors that contribute to the instability in the Middle East.
G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.

English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on research articles.

Objectives:
Students will be able to:
- Identify who George W. Bush and Osama Bin Laden are and examine what their roles were in the War on Terror by completing a T-chart comparing age, wealth, family structure, religion, educational background and leadership style.
- Identify where Afghanistan is and analyze how the location affected the war by completing a mapping activity and proposing what warfare with al-Qaeda might look like by creating a poster in groups.

Assessment:
Students will turn in their T-Charts and posters and be assessed based on the completion rubric.
**Materials List:**
- T-Chart Organizer
- Computers
- Blank Map of Middle East
- Maps of Afghanistan
- Pictures of al-Qaeda and U.S. troops in Afghanistan
- Poster Paper
- Markers

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (5 minutes)
Ask the students: “What group attacked the United States on September 11, 2001? Who is their leader, and why would we be concerned with capturing him?”

**Body** (75 minutes)
At the computer lab, have students, individually or in pairs, research Osama bin Laden and George W. Bush.
- Have them fill-in their T-Chart comparing and contrasting the two on the topics of age, wealth, family structure, educational background, form of government they ruled over, and religion.

**Map of Middle East.**
- Pass out a blank map of the Middle East to each student. Ask the students to identify the country that Osama bin Laden is probably hiding in and where we are fighting. Have them fill-in that country as well as the following by looking at maps in their text books:
  - Afghanistan, Pakistan, Iran, Iraq, Saudi Arabia, Kuwait, India, Persian Gulf, Gulf of Arabia, Gulf of Aden, Red Sea, and the Mediterranean Sea.

**Poster Project:**
- Put students in groups of three.
- They will look at pictures of U.S. and al-Qaeda soldiers, topographical and climate-based maps of Afghanistan. Inform them that America’s presence in Afghanistan has pushed al-Qaeda and the Taliban into the mountains.
- Provide a large piece of paper for them to construct their poster. Have them divide it into quarters. In the top left, have them identify where the fighting takes place (rural v. urban areas) and draw a picture of the region. In the top right, have them discuss the weaponry used by both sides and who has the more advanced gear and why (U.S. and al-Qaeda). Also have them draw a picture of each soldier. In the bottom right, have them write about the climate of the region and how American troops might respond to the change in climate. Have them draw a picture of the weather and a soldier’s response. In the bottom left, have them have them identify different topographic features of the region. Have them draw a picture showing what technological advances the American forces might use to overcome the regions they are fighting in.
Gallery Walk:
- Have students put their posters up on the walls. Each group will carry a different colored marker and walk around and regard the other posters. Any additional information they have on their poster that the group in front of them does not, the group will include it on that poster.

Closing (5 minutes)
Ask the students: “Why does the location of Osama bin Laden make it difficult for the United States to wage a war against him?” Discuss it as a class.
Name:_________________

<table>
<thead>
<tr>
<th>War on Terror T-Chart</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>George W. Bush</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Wealth</td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Structure</td>
</tr>
<tr>
<td>Educational Background</td>
</tr>
</tbody>
</table>
Government Structure
Ruled Under

Religion

Blank Map of Middle East


Iraq War

Hussein’s Cake: Supposed WMDs

Lesson 4

Subject: 11th Grade U.S. History

Rationale:
Many of the reasons that America sited for entering the Iraq War were either proven false or not proven at all. People need to begin questions the reasons upon entering a war, and it oftentimes is not until after the war is already over that the truth comes out. It seems that this was the case with the Iraq War as well.

Overview:
This lesson’s purpose is to introduce the reasons behind entering the Iraq War. This inquiry-based model of instruction is designed to have students finding the answers to many of the questions about the supposed WMDs in Iraq after the Persian Gulf War by completing a stations workshop where they look at a variety of issues with the Iraq War.
Nevada Social Studies Standards:
H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.
H4.[9-12].7 Describe the United States’ policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.

English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on political essays.

Objectives:
Students will be able to:
- Examine the influence the supposed weapons of mass destruction had on America’s invasion of Iraq by completing a stations workshop with associated questions.
- Identify who Saddam Hussein, Colin Powell and Dick Cheney by completing a stations workshop with associated questions.

Assessment:
Students will turn in their question for their stations workshop and be assessed based on the completion rubric.

Materials List:
“Joint Powers Resolution to Authorize the Use of the United States Arms Forces Against Iraq” Article
“Cheney: WMD or Not, Invasion of Iraq was Correct” Article by Alex Johnson
“Dead Wrong: Colin Powell’s UN Speech” Video:
www.youtube.com/watch?v=IYBA9JD5oW4
Pictures

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
“What does WMD stand for? Why are we afraid of them? Is there a similarity between WMDs and the fear of nuclear war from the Cold War?”

Body (80 minutes)
Station Workshops:
- Place students in groups of five. Place support material at each group of tables for the stations. Have the students follow the directions for the station and view or read the material associated with it and answer the questions for each station. Give students ten minutes at each station before moving on to the next.
- **Station One:** Have the students read the articles “Cheney: WMD or Not, Iraq Invasion was Correct” by Alex Johnson. Do you see any corruption here? What if any? Are there times when it is okay for politicians to lie to the American public to protect them? Was this one of those times? Why or why not?”
- **Station Two:** Supply the group with several tubs of play-doh. Give students the following prompt: “Yellowcake uranium can, after a lengthy process, be formed to make a weapon of mass destruction. With the play-doh, show the effect of a nuclear war. Explain it to your group. Record the relevance of it. List the main fears from the Cold War. Are there similarities to the uranium in Iraq? Why or why not? If another country that has previous negative relations with the U.S. has yellowcake, does it justify the U.S. becoming involved in the country and invading it? Why or why not?”
- **Station Three:** Give students the following writing prompt to answer: “Iraq was supposedly storing up yellowcake uranium to make nuclear weapons illegally, and then transporting it out on trucks when the UN began checking for WMDs. Without having undeniable proof, is it okay to go to war? Why or why not? What if they had WMDs and decided to attack the U.S.? When does it make it to invade a country, if ever, when there is not absolute proof? What risks make it worth the potential blunder of being wrong? Explain.”
- **Station Four:** Have students read an excerpt from the “Joint Resolution to Authorize the Use of the United States Armed Forces Against Iraq.” Have the students answer the following questions: “Did Congress formally declare war on Iraq? What phrases might prove that it did or did not? How does this relate to the War Powers Resolution? Does it give too much power to the president to wage war? Why or why not?”
- **Station Five:** Place the pictures of the statue of Hussein being torn down, the American soldier being kissed, and the Iraqi insurgents with guns at the table. Have the students each look at the pictures and answer the following questions: “What is the Iraqi response to the fall of Saddam Hussein’s regime? Why might this be? Why might some people fight back at American’s presence in Iraq if they had a dictator who was known for his extreme mistreatment of a portion of
the population? What kinds of things do you notice about the “insurgents,” the people fighting against American forces?”

- **Station Six:** Have students watch the video “Dead Wrong: Colin Powell’s UN Speech” on a laptop. Have them answer the questions: Was Powell convinced that WMDs were in Iraq? Why or why not? Why did he still go to the UN and present the case that the White House had given him to argue?”

**Jigsaw:** Put the students in three groups and have them answer a different one of the following prompts:

- Iraqi President Saddam Hussein’s regime was charged with assisting Palestinian suicide bombers and various human rights issues, including: mass murders, assassinations, tortures, deportations, chemical weapons and destroying wetlands that were sources of food for rival groups. If the United States simply used these reasons instead of incorporating the alleged WMD (weapons of mass destruction) to go to war against Iraq, do you think there would have been enough support by the American people? Why or why not? Do you think that these in and of themselves would be good enough reasons to go to wage a war? Why or why not? Do you believe the U.S. had a right or a duty to take Hussein from power? Why or why not?

- Iraq has now developed a Constitution and a parliamentary republic, complete with an executive, legislative and judicial branch (just like the U.S.). Is this an example of the United States spreading democracy, or do you think that the country would have inevitably turned to a republic? Why or why not? Do you believe that it is the duty of America to spread democracy around the world? Explain.

- On August 31, 2010, President Barack Obama declared that “the American combat mission is over. Operation Iraqi Freedom is over, and the Iraqi people now have the lead responsibility for the security of their country.” This is Operation New Dawn. Today 50,000 troops remain in Iraq; plans indicate that all troops will be removed by the end of 2011. Do you believe troops should still be there? Why or why not? Do you believe that pulling out is best for the United States and for Iraq? Why or why not?

- After discussing the answer, the students will go back to their original group from the beginning of class. In order, they will share their answers with the group; each student is expected to answer every question.

**Closing (5 minutes)**

**Exit slip:** Have students answer the question and turn it in before being dismissed.

- “How might the way the United States entered the Iraq War affect the way we enter the next war?”
Station One

Cheney: WMD or Not, Iraq Invasion Was Correct

President Bush would have ordered an invasion of Iraq even if the CIA had told him that Saddam Hussein had no weapons of mass destruction, Vice President Dick Cheney said Sunday.

In the build-up to the U.S. invasion in 2003, Bush and other administration leaders argued that Saddam should be removed from power because he had stockpiles of chemical and biological weapons and was actively seeking to build a nuclear weapon.

Subsequent investigations concluded that he did not have such weapons, and in an appearance on NBC’s “Meet the Press,” Cheney acknowledged that, “clearly, the intelligence that said he did was wrong.”
Asked by “Meet the Press” host Tim Russert whether the United States would have gone ahead with the invasion anyway if the CIA had reported that Saddam did not, in fact, have such weapons, Cheney said yes.

“He’d done it before,” Cheney said. “He had produced chemical weapons before and used them. He had produced biological weapons. He had a robust nuclear program in ’91.”

The U.S. invasion “was the right thing to do, and if we had to do it again, we would do exactly the same thing,” he said.

**U.S. will being tested**

Cheney also said he was wrong when he said shortly before the invasion that U.S. forces would be “greeted as liberators.” Instead, more than three years later, violent resistance to the U.S.-backed government in Baghdad continues, and more than 2,600 U.S. service members have been killed.

“No doubt, we did not anticipate that the insurgency would last this long,” Cheney said. The United States must stay the course, however, because while the situation is “difficult,” it is significantly better, he said.

Cheney acknowledged opinion polls that show that a majority of the U.S. public believes Iraq is a more dangerous threat than it was before U.S. forces invaded.

“The people obviously are frustrated because of the difficulty, because of the cost and the casualties, but you cannot look at Iraq in isolation,” he said. “You have to look at it within the context of the broader global war on terror. ... If Saddam Hussein were still in power, we would be in a vastly worse position.”

Should the United States pull out of Iraq, Cheney said, the governments of Iraq and Pakistan, which he said had staked their futures on the U.S. commitment, would conclude that “the United States hasn’t got the stomach for the fight. Bin Laden’s right, al-Qaida’s right, the United States has lost its will and will not complete the mission.”

**Station Four**

**Joint Resolution to Authorize the Use of the United States Armed Forces Against Iraq**

October 2, 2003

**SECTION 1. SHORT TITLE.**

This joint resolution may be cited as the `Authorization for Use of Military Force Against Iraq Resolution of 2002`.

**SEC. 2. SUPPORT FOR UNITED STATES DIPLOMATIC EFFORTS.**
The Congress of the United States supports the efforts by the President to--

(1) strictly enforce through the United Nations Security Council all relevant Security Council resolutions regarding Iraq and encourages him in those efforts; and

(2) obtain prompt and decisive action by the Security Council to ensure that Iraq abandons its strategy of delay, evasion and noncompliance and promptly and strictly complies with all relevant Security Council resolutions regarding Iraq.

SEC. 3. AUTHORIZATION FOR USE OF UNITED STATES ARMED FORCES.

(a) AUTHORIZATION- The President is authorized to use the Armed Forces of the United States as he determines to be necessary and appropriate in order to--

(1) defend the national security of the United States against the continuing threat posed by Iraq; and

(2) enforce all relevant United Nations Security Council resolutions regarding Iraq.

(b) PRESIDENTIAL DETERMINATION- In connection with the exercise of the authority granted in subsection (a) to use force the President shall, prior to such exercise or as soon thereafter as may be feasible, but no later than 48 hours after exercising such authority, make available to the Speaker of the House of Representatives and the President pro tempore of the Senate his determination that--

(1) reliance by the United States on further diplomatic or other peaceful means alone either (A) will not adequately protect the national security of the United States against the continuing threat posed by Iraq or (B) is not likely to lead to enforcement of all relevant United Nations Security Council resolutions regarding Iraq; and

(2) acting pursuant to this joint resolution is consistent with the United States and other countries continuing to take the necessary actions against international terrorist and terrorist organizations, including those nations, organizations, or persons who planned, authorized, committed or aided the terrorist attacks that occurred on September 11, 2001.

(1) SPECIFIC STATUTORY AUTHORIZATION- Consistent with section 8(a)(1) of the War Powers Resolution, the Congress declares that this section is intended to constitute specific statutory authorization within the meaning of section 5(b) of the War Powers Resolution.
(2) APPLICABILITY OF OTHER REQUIREMENTS- Nothing in this joint resolution supersedes any requirement of the War Powers Resolution.

(a) REPORTS- The President shall, at least once every 60 days, submit to the Congress a report on matters relevant to this joint resolution, including actions taken pursuant to the exercise of authority granted in section 3 and the status of planning for efforts that are expected to be required after such actions are completed, including those actions described in section 7 of the Iraq Liberation Act of 1998 (Public Law 105-338).

(b) SINGLE CONSOLIDATED REPORT- To the extent that the submission of any report described in subsection (a) coincides with the submission of any other report on matters relevant to this joint resolution otherwise required to be submitted to Congress pursuant to the reporting requirements of the War Powers Resolution (Public Law 93-148), all such reports may be submitted as a single consolidated report to the Congress.

(c) RULE OF CONSTRUCTION- To the extent that the information required by section 3 of the Authorization for Use of Military Force Against Iraq Resolution (Public Law 102-1) is included in the report required by this section, such report shall be considered as meeting the requirements of section 3 of such resolution. Union Calendar No. 451


Iraq War/Persian Gulf War
Middle Eastern Geography
Lesson 5

Subject: 11th Grade U.S. History

Rationale:
Without understanding the region of the Middle East, it is impossible to understand how war is being waged there. Also, without knowledge of the amount of oil in the region, one would not understand the lure of the United States to the Middle East.

Overview:
Students have been working on a blank map of the Middle East that they are filling in slowly. They will use these in the opening of the class. This lesson is designed for students to have a hands-on approach to the geography of the Middle East by using clay to reconstruct the region, and answering questions as an “expert” to other students in the class. With students having studied the Iraq War in the previous class, this lesson will work as a transition to introduce the Persian Gulf War, since it was also fought in the same region.

Nevada Social Studies Standards:
H4.[9-12].21 Analyze the political and religious factors that contribute to the instability in the Middle East.
G5.[9-12].4 Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.
G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.

English Language Arts Standards:
6.12.6 Write persuasive text using rhetoric appropriate to audience and purpose. Write persuasive text that supports and provides clarity of and for a position.

Objectives:
Students will be able to:
- Identify where Kuwait, Saudi Arabia and Iraq are in relationship to each other by filling-in a map.
- Examine how their location and natural resources affected the Persian Gulf War and the Iraq War by recreating the region out of clay and identifying topographic features, including oil fields.
Assessment:
Students will turn in their note card for each group and be assessed based on the completion rubric.

Materials List:
Blank Maps of the Middle East (from previous lesson)
Oil Map of the Middle East
Topographic Map of the Middle East
Colored Clay

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
Put a map on the ELMO that is labeled incorrectly. In groups of three, give students five minutes to find as many of mis-labeled countries and label them correctly as possible.

Body (80 minutes)
Map Activity:
• Have students get out their maps of the Middle East that they have been filling it. With maps found in their text book, have them fill in the following:
  o Iraq, Saudi Arabia, Egypt, Syria, Kuwait, and the Persian Gulf.
Tell the students:
• “Iraq invaded Kuwait, due to oil issues. The U.S. is dependent on that oil, so the U.S. invaded Iraq.”
Clay Reconstruction:
• Put the students into groups of four. Have them look at the maps of oil and the topography of the region. With clay, have them reconstruct the land forms of the Middle East, including rivers, mountain ranges, deserts, valleys and rivers. Have them identify the countries of Iran, Iraq, Turkey, Saudi Arabia, Kuwait, Egypt, and Syria by making tags or writing into the clay. Have them identify the capitals of Kuwait and Iraq. With a different color of clay, have them show the main areas that oil is found in.
Note card questions:
• Place students in groups of five. Give each group a question one of the following questions for them to answer:
  o How might the desert have changed warfare maneuvers for U.S. troops?
  o What kinds of things would U.S. troops have to be careful of in the cities? Why?
  o How might buildings in the change the fighting style of both sides? Why?
  o In the Persian Gulf War, which came before the Iraq War, GPS was introduced and heavily used in the war. What would be the benefit of having a GPS devise?
In the Persian Gulf War, which came before the Iraq War, GPS was introduced and heavily used in the war. How might it keep Americans from waging a “War of Encounter” where they might “bump” into the enemy?

How might oil in the region influence U.S. involvement in the Middle East?

- Have the students perform a gallery walk, where two of the students stay at their table and the three others walk around to the other tables. The two students that stay behind will explain their question and answer to the students that rotate to their table. After the three students from each group have visited each table and heard the answer to every question, they will switch roles and the two students from each group that were previously sharing the answer will walk around and hear the other groups’ answers while the three that initially walked around will be answering their question. At each table, have students take notes on the answers to the questions.

Closing (5 minutes)
On an exit slip, individually have students answer the following question:

- “If you could only have one of the countries in the Middle East to be your ally, who would it be and why?”

Maps of Middle East


Persian Gulf War
Hussein Takes Kuwait
Lesson 6
Subject: 11th Grade U.S. History

Rationale:
Without understanding the United States’ interest and obsession with oil, one would not understand the reasons behind entering the Persian Gulf War. Also, the Carter Doctrine, sited as a reason to enter the war, came directly from Cold War policy during Carter’s presidency. This shows a clear correlation to the ongoing nature of the Cold War even while the Soviet Union was falling apart that very same year.

Overview:
This lesson is a direct instructional approach, giving students the information they need on the background of the region and the commencement of the Persian Gulf War, supported with a power point presentation and a graphic organizer. By reading and summarizing the Carter Doctrine, they will be able to make a correlation with the Persian Gulf War to the Cold War.

Nevada Social Studies Standards:
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
H4.[9-12].7 Describe the United States’ policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.

English Language Arts Standards:
4.12.3 Determine important information, main idea, and supporting details with a focus on special interest articles.

Objectives:
Students will be able to:
- Analyze how Iraq’s invasion of Kuwait encouraged the US, in effect, to invade Iraq by reading the Carter Doctrine and discussing its implications with Cold War policy and the Middle East.
- Identify who George H.W. Bush was by having students read some of his more famous quotes to the class.
Assessment:
Students will turn in their exit slips and be graded based on the completion rubric.

Materials List:
Blank Map of Middle East
Power Point Presentation
Graphic Organizer

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
“We saw who Saddam Hussein was in the Iraq War, but interestingly enough, we’re going to see him again. Apparently after the Persian Gulf War, the United States did not get enough of him and had to go back for more in the Iraq War. Another interesting thing, we looked at President George W. Bush and his interaction with Saddam Hussein, and now, we’re going to look at his father, President George H.W. Bush’s involvement.”

Body (80 minutes)
Lecture on the background of conflict in the region.
- Students follow along on Power Point and fill out graphic organizer.
- Stop occasionally throughout lecture, as indicated on slides, to ask questions.
- Every five minutes have students stop and summarize the events to a partner.
Pass out Carter Doctrines to all students.
- In groups of five, have students each read a portion of it out loud.
- Have the group summarize it in three sentences. Then, they must point out the most relevant aspect of the summary and condense it into one text message.
George H.W. Bush quotes:
- Put students in groups of three and give them one of the following quotes:
  o “America is never wholly herself unless she is engaged in high moral principle. We as a people have such a purpose today. It is to make kinder the face of the nation and gentler the face of the world.”
  o “Gulf Lesson One is the value of airpower.”
  o “I can tell you this: If I’m ever in a position to call the shots, I’m not going to rush to send somebody else’s kids into a war.”
  o “I have opinions of my own, strong opinions, but I don’t always agree with them.”
  o “I think I’d be a better president because I was in combat.”
  o “I'm going to be so much better a president for having been at the CIA that you're not going to believe it.”
  o “We don't want an America that is closed to the world. What we want is a world that is open to America.”
  o “You cannot be President of the United States if you don't have faith. Remember Lincoln, going to his knees in times of trial in the Civil War and all that stuff.”
  o “I am not one who - who flamboyantly believes in throwing a lot of words around.”
- “I'm conservative, but I'm not a nut about it.”
- Have each group discuss what this says about his character and how it might impact his role in or the Persian Gulf War itself. They will prepare at least two main points from the quote.
- One person in each group will read the quote to the class, and the other two students will identify two of the points they discussed.

Closing (minutes)
Exit Slip completed in pairs:
- “Who was George H.W. Bush in terms of the Persian Gulf War? What previous doctrine gave him the power to use military force against Iraq, and what did it state?”

THE PERSIAN GULF WAR: The Invasion
During the Cold War, who was an ally with Iraq?
IRAQ:

Economy:

Government:

Iraq claimed that _________________ was a part of it during the Ottoman Empire.

**Kuwait and Oil**

Iraq was indebted to:
  *
  *
  *

Why did Iraq invade Kuwait?

UN Response?
The Carter Doctrine:
Three Sentence Summary:

TEXT Summary:
The Carter Doctrine

At this moment, massive Soviet troops are attempting to subjugate the fiercely independent and deeply religious people of Afghanistan. ... The Soviet Union has taken a radical and an aggressive new step. It’s using its great military power against a relatively defenseless nation. The implications of the Soviet invasion of Afghanistan could pose the most serious threat to the peace since the Second World War.

The region which is now threatened by Soviet troops in Afghanistan is of great strategic importance: It contains more than two-thirds of the world’s exportable oil. The Soviet effort to dominate Afghanistan has brought Soviet military forces to within 300 miles of the Indian Ocean and close to the Straits of Hormuz, a waterway through which most of the world’s oil must flow. The Soviet Union is now attempting to consolidate a strategic position, therefore, that poses a grave threat to the free movement of Middle East oil.

This situation demands careful thought, steady nerves, and resolute action, not only for this year but for many years to come. It demands collective efforts to meet this new threat to security in the Persian Gulf and in Southwest Asia. It demands the participation of all those who rely on oil from the Middle East and who are concerned with global peace and stability. And it demands consultation and close cooperation with countries in the area which might be threatened.

Let our position be absolutely clear: An attempt by any outside force to gain control of the Persian Gulf region will be regarded as an assault on the vital interests of the United States of America, and such an assault will be repelled by any means necessary, including military force.

During the past three years, you have joined with me to improve our own security and the prospects for peace, not only in the vital oil-producing area of the Persian Gulf region but around the world. We’ve increased annually our real commitment for defense, and we will sustain this increase of effort throughout the Five-Year Defense Program. It’s imperative that Congress approve this strong defense budget for 1981, encompassing a five percent real growth in authorizations, without any reduction.

All these efforts combined emphasize our dedication to defend and preserve the vital interests of the region and of the nation which we represent and those of our allies in Europe and the Pacific, and also in the parts of the world which have such great strategic importance to us, stretching especially through the Middle East and Southwest Asia. With your help, I will pursue these efforts with vigor and with determination.
Vietnam
Was the Incident an Accident?
Lesson 7

Subject: 11th Grade U.S. History

Rationale:
The Gulf of Tonkin Incident marked the beginning of the Vietnam War, but interestingly enough, it was merely caused from faulty equipment, it appears. Again, there is another war waged for reasons that did not seem to be completely factual.

Overview:
Students will be taking their Middle Eastern Wars test at the beginning of this class in groups of three. When they have completed the test, they can pick up a short story out of The Things They Carried by Tim O’Brien; more will be done with the readings in four classes from today. After the test is completed, the inquiry-based lesson on the Gulf of Tonkin will begin, having them analyze the irony of the event.

Nevada Social Studies Standards:
H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.

English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on political essays.

Objectives:
Students will be able to explain the events of the Gulf of Tonkin Incident and examine its influence on Congress to give President Lyndon B. Johnson the right to essentially declare war by creating a bumper sticker.

Assessment:
Students will turn in their bumper sticker and be assessed based on the completion rubric.
Materials List:
“Gulf of Tonkin” Video: www.youtube.com/watch?v=vWAmAOctuxI&feature=related
Blank Paper
Colored Pencils
“Tonkin Resolution” Excerpt

Time: 90 minutes

The Lesson:

Introduction: (1 minute)
“What if the attacks on September 11, 2001 never happened? What if we found out the president had lied about it, and we went to war because of it? Well, that’s similar to what happened in Vietnam, history has proven.”

Body (10 minutes)
Play “Gulf of Tonkin” video clip.
• Have students turn to a partner and summarize the events of the video.

Tonkin Resolution
• Have students read an excerpt of the document.
• Have them identify what power this gave the president. In groups, have them answer if this power should be given to just one man.

Closing (10 minutes)
Bumper Sticker:
• Have students create a bumper sticker about the Gulf of Tonkin Incident or The Tonkin Resolution. It must include a phrase or sentence and a picture.
The Tonkin Resolution

"To promote the maintenance of international peace and security in Southeast Asia.

"Whereas naval units of the communist regime in Vietnam, in violation of the principles of the Charter of the United Nations and of international law, have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters, and have thereby created a serious threat to international peace; and

"Whereas these attacks are part of a deliberate and systematic campaign of aggression that the communist regime in North Vietnam has been waging against its neighbors and the nations joined with them in the collective defense of their freedom; and

"Whereas the United States is assisting the peoples of Southeast Asia to protect their freedom and has no territorial, military or political ambitions in that area, but desires only that these peoples should be left in peace to work out their own destinies in their own way: Now, therefore, be it

"Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."

Vietnam War
Ho Chi Minh and the Jungle
Lesson 8

Subject: 11\(^{th}\) Grade U.S. History

Rationale:
Had it not been for the pride in their nation and the hope to be reunited, the Vietcong surely would have given in to the power of the United States in war. Ho Chi Minh’s encouragement gave the Vietnamese nationalists the help they needed to push the United States out and finally be united. Also, had it not been for the geography of the region and the Vietcong’s utilization of it through guerilla warfare, communism would likely have never entered its borders.

Overview:
For homework from the previous night, the students read an article on Ho Chi Minh and wrote three paragraphs on him to build background knowledge coming into this lesson. For the students that did not complete the reading, they will still receive a basic knowledge of him through the Think Dots activity. The stations activity is designed to give students an understanding of the geography of the region.

Nevada Social Studies Standards:
H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
H4.[9-12].16 Examine the decline of colonial rule and the development of independent nations.
G5.[9-12].4 Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.

English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on research articles.
Objectives:
Students will be able to:
- Identify who Ho Chi Minh was and examine what his role was in the Vietnam War by completing a Think Dots activity.
- Identify where Vietnam is and analyze how the location affected the war by completing a stations workshop and answering associate questions.

Assessment:
Students will turn in their graphic organizer from the stations and be assessed based on the completion rubric.

Materials List:
“Ho Chi Minh” Reading
Think Dots Questions
Picture of U.S. Soldier, Vietcong Soldier, the Jungle, Vietnamese Villages, Rice Paddies.
Blank Map of Asia
Maps of Vietnam’s Topography and Climate

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
Read first half of this Ho Chi Minh quote to the class.
- “We have a secret weapon. . .”
- Ask the class what they think the secret weapon the Vietnamese might have had against the American forces.
- Reveal the rest of the quote: “It is called Nationalism.”
- Explain that nationalism is similar to patriotism.
- Tell the class that “the Vietnamese people were patriotic towards the war, but the American public was not supportive of the war, as a whole.”

Body (80 minutes)
Think Dots:
- In groups of six, students will be given two sets of six questions and a die. Each student will roll the die and answer the corresponding numbered question to the number rolled to the group. Have all of the students copy down all of the answers in complete sentences on a sheet of paper.

Play-doh:
- In groups of five, give students three different colors of play-doh. Tell them to construct a monument that the Vietnamese might have erected to Ho Chi Minh. After they are done, each group will present their monument and describe the meaning behind it.
Transition:

- Tell the students, that “while Ho Chi Minh was a great encouragement to the Vietcong troops, the country was not easily won over to communism. They had a tough and well prepared enemy fighting against them: the United States. Let’s reflect on what the struggle would have looked like on both sides.”

Stations Workshop:

- Set up six different stations with materials. Arrange students in groups of five. Give the groups five minutes to analyze the pictures and maps and answer the questions for each station before rotating to the next station. Provide students with a graphic organizer that has the questions for each station on it.

  - **Station One**: Provide a map of Vietnam’s topography, climate and vegetation. Have students each look at the maps and the picture in their group. Have them discuss the questions and answer them on their graphic organizer. “Describe Vietnam’s climate and topography (land forms). Would it be easy for U.S. troops to travel across such geography? Why or why not? How might have the U.S. troops responded to the climate change?”

  - **Station Two**: Provide a blank map of Asia for each student. Have students identify the Soviet Union, China, and Vietnam. “How might proximity (or closeness) of Vietnam to the communistic countries of China and Soviet Union have made an impact on Vietnam becoming communist?”

  - **Station Three**: Provide pictures of Vietnamese villages and rice paddies. Have students each look at the pictures in their group. Have them discuss the questions and answer them on their graphic organizer. “How did the Vietnamese people tend to live in rural areas? How did they make a living? What was the community like? How many people would tend to live in a village? Did they have very much technology?”

  - **Station Four**: Provide a picture of U.S. forces. Have students look at the picture in their group. Have them discuss the questions and answer them on their graphic organizer. “Describe the gear of the U.S. soldiers. What kind of technology did they have access to? What kind of weaponry did they have?”

  - **Station Five**: Provide a picture of a Vietcong soldier. Have students look at the picture in their group. Have them discuss the questions and answer them on their graphic organizer. “Describe the gear of the Vietcong soldier. What kind of technology did he have access to? What kind of weaponry did they have?”

  - **Station Six**: Show a picture of the jungle and a Vietcong troop in a village of civilians. Have the students look at the picture in the group. “Who would have known the region being fought in better: the Americans or the Vietnamese? The Vietcong troops did not have airplanes like the Americans did. How would their knowledge of the land give them an advantage over the Americans? Did the Vietcong troops look like the villagers? If yes, then how? Would U.S. troops have easily been able to pick out a Vietcong soldier in a village? How would that have been an advantage to the Vietcong?”
Closing (5 minutes)

Read the Ho Chi Minh quote, “You can kill ten of my men for every one I kill of yours but even at those odds, you will lose and I will win” to the class.

- Say to students: “Clearly the Vietcong troops were at a disadvantage with supplies, but they also knew the region better. How did Nationalism of the Vietnamese eventually help communism prevail in the region? Think about it and turn to your neighbor and respond.”
Ho Chi Minh

For this homework assignment, read the following biography on the North Vietnamese Leader Ho Chi Minh. Then summarize his life in three short paragraphs. In the first paragraph, describe his background and early life. In the second paragraph, describe how he became a communist. In the third paragraph, discuss the impact he had on the Vietnamese people.

“Ho Chi Minh was born in Vietnam in 1890. His father, Nguyen Sinh Huy was a teacher employed by the French.

“He had a reputation for being extremely intelligent but his unwillingness to learn the French language resulted in the loss of his job. To survive, Nguyen Sinh Huy was forced to travel throughout Vietnam, offering his services to the peasants. This usually involved writing letters and providing medical care.

“As a nationalist, Nguyen taught his children to resist the rule of the French. Not surprisingly, they all grew up to be committed nationalists willing to fight for Vietnamese independence.

“Ho Chi Minh's sister obtained employment working with the French Army. She used this position to steal weapons that she hoped one day would be used to drive the French out of Vietnam. She was eventually caught and was sentenced to life imprisonment.

“Although he had refused to learn French himself, Nguyen decided to send Ho to a French school. He was now of the opinion that it would help him prepare for the forthcoming struggle against the French.

“After his studies, Ho was, for a short period, a schoolteacher. He then decided to become a sailor. This enabled him to travel to many different countries. This included several countries that were part of the French Empire. In doing so, Ho learnt that the Vietnamese were not the only people suffering from exploitation.

“Ho finally settled in Paris in 1917. Here he read books by Karl Marx and other left-wing writers and eventually he became convinced to communism. When in December 1920 the French Communist Party was formed, Ho became one of its founder members.

“Ho, like the rest of the French Communist Party, had been inspired by the Russian Revolution. In 1924, he visited the Soviet Union. While in Moscow, Ho wrote to a friend that it was the duty of all communists to return to their own country to: "make contact with the masses to awaken, organize, unite and train them, and lead them to fight for freedom and independence."

“However, Ho was aware that if he returned to Vietnam he was in danger of being arrested by the French authorities. He therefore decided to go and live in China on the
Vietnam border. Here he helped organize other exiled nationalists into the 'Vietnam Revolutionary League'.

“In September, 1940, the Japanese army invaded Indochina. With Paris already occupied by Germany, the French troops decided it was not worth putting up a fight and they surrendered to the Japanese. Ho Chi Minh and his fellow nationalists saw this as an opportunity to free their country from foreign domination and formed an organization called the Vietminh. Under the military leadership of General Vo Nguyen Giap, the Vietminh began a guerrilla campaign against the Japanese.

“The Vietminh received weapons and ammunition from the Soviet Union, and after the bombing of Pearl Harbor, they also obtained supplies from the United States. During this period the Vietminh learnt a considerable amount about military tactics which was to prove invaluable in the years that were to follow.

“When the Japanese surrendered to the Allies after the dropping of atom bombs on Hiroshima and Nagasaki in August, 1945, the Vietminh was in a good position to take over the control of the country.

“In September, 1945, Ho Chi Minh announced the formation of the Democratic Republic of Vietnam. Unknown to the Vietminh Franklin D. Roosevelt, Winston Churchill and Joseph Stalin had already decided what would happen to post-war Vietnam at a summit meeting at Potsdam. It had been agreed that the country would be divided into two, the northern half under the control of the Chinese and the southern half under the British.

“After the Second World War France attempted to re-establish control over Vietnam. In January 1946, Britain agreed to remove her troops and later that year, China left Vietnam in exchange for a promise from France that she would give up her rights to territory in China.

“France refused to recognize the Democratic Republic of Vietnam that had been declared by Ho Chi Minh and fighting soon broke out between the Vietminh and the French troops. At first, the Vietminh under General Vo Nguyen Giap, had great difficulty in coping with the better trained and equipped French forces. The situation improved in 1949 after Mao Zedong and his communist army defeated Chaing Kai-Shek in China. The Vietminh now had a safe-base where they could take their wounded and train new soldiers.

“By 1953 the Vietminh controlled large areas of North Vietnam. The French, however, had a firm hold on the south and had installed Bo Dai, the former Vietnamese Emperor, as the Chief of State.

“When it became clear that France was becoming involved in a long-drawn out war, the French government tried to negotiate a deal with the Vietminh. They offered to help set up a national government and promised they would eventually grant Vietnam its
independence. Ho Chi Minh and the other leaders of the Vietminh did not trust the word of the French and continued the war.

“French public opinion continued to move against the war. There were four main reasons for this: (1) Between 1946 and 1952 90,000 French troops had been killed, wounded or captured; (2) France was attempting to build up her economy after the devastation of the Second World War. The cost of the war had so far been twice what they had received from the United States under the Marshall Plan; (3) The war had lasted seven years and there was still no sign of an outright French victory; (4) A growing number of people in France had reached the conclusion that their country did not have any moral justification for being in Vietnam.

“General Navarre, the French commander in Vietnam, realized that time was running out and that he needed to obtain a quick victory over the Vietminh. He was convinced that if he could maneuver General Vo Nguyen Giap into engaging in a large scale battle, France was bound to win. In December, 1953, General Navarre setup a defensive complex at Dien Bien Phu, which would block the route of the Vietminh forces trying to return to camps in neighboring Laos. Navarre surmised that in an attempt to reestablish the route to Laos, General Giap would be forced to organize a mass-attack on the French forces at Dien Bien Phu.

“Navarre's plan worked and General Giap took up the French challenge. However, instead of making a massive frontal assault, Giap choose to surround Dien Bien Phu and ordered his men to dig a trench that encircled the French troops. From the outer trench, other trenches and tunnels were dug inwards towards the centre. The Vietminh were now able to move in close on the French troops defending Dien Bien Phu.

“While these preparations were going on, Giap brought up members of the Vietminh from all over Vietnam. By the time the battle was ready to start, Giap had 70,000 soldiers surrounding Dien Bien Phu, five times the number of French troops enclosed within.

“Employing recently obtained anti-aircraft guns and howitzers from China, Giap was able to restrict severely the ability of the French to supply their forces in Dien Bien Phu. When Navarre realized that he was trapped, he appealed for help. The United States was approached and some advisers suggested the use of tactical nuclear weapons against the Vietminh. Another suggestion was that conventional air-raids would be enough to scatter Giap's troops.

“The United States President, Dwight Eisenhower, however, refused to intervene unless he could persuade Britain and his other western allies to participate. Winston Churchill, the British Prime Minister, declined claiming that he wanted to wait for the outcome of the peace negotiations taking place in Geneva before becoming involved in escalating the war.

“On March 13, 1954, Vo Nguyen Giap launched his offensive. For fifty-six days the Vietminh pushed the French forces back until they only occupied a small area of Dien
Bien Phu. Colonel Piroth, the artillery commander, blamed himself for the tactics that had been employed and after telling his fellow officers that he had been "completely dishonored" committed suicide by pulling the safety pin out of a grenade.

"The French surrendered on May 7th. French casualties totaled over 7,000 and a further 11,000 soldiers were taken prisoner. The following day the French government announced that it intended to withdraw from Vietnam. The following month the foreign ministers of the United States, the Soviet Union, Britain and France decided to meet in Geneva to see if they could bring about a peaceful solution to the conflicts in Korea and Vietnam.

"After much negotiation the following was agreed: (1) Vietnam would be divided at the 17th parallel; (2) North Vietnam would be ruled by Ho Chi Minh; (3) South Vietnam would be ruled by Ngo Dinh Diem, a strong opponent of communism; (4) French troops would withdraw from Vietnam; (5) the Vietminh would withdraw from South Vietnam; (6) the Vietnamese could freely choose to live in the North or the South; and (7) a General Election for the whole of Vietnam would be held before July, 1956, under the supervision of an international commission.

"After their victory at Dien Bien Phu, some members of the Vietminh were reluctant to accept the cease-fire agreement. Their main concern was the division of Vietnam into two sections. However, Ho Chi Minh argued that this was only a temporary situation and was convinced that in the promised General Election, the Vietnamese were sure to elect a communist government to rule a re-united Vietnam.

"This view was shared by President Dwight Eisenhower. As he wrote later: 'I have never talked or corresponded with a person knowledgeable in Indochinese affairs who did not agree that had elections been held at the time of the fighting, possibly 80 per cent of the population would have voted for the communist Ho Chi Minh.'

"When the Geneva conference took place in 1954, the United States delegation proposed the name of Ngo Dinh Diem as the new ruler of South Vietnam. The French argued against this claiming that Diem was "not only incapable but mad". However, eventually it was decided that Diem presented the best opportunity to keep South Vietnam from falling under the control of communism.

"When it became clear that Ngo Dinh Diem had no intention of holding elections for a united Vietnam, his political opponents began to consider alternative ways of obtaining their objectives. Some came to the conclusion that violence was the only way to persuade Diem to agree to the terms of the 1954 Geneva Conference. The year following the cancelled elections saw a large increase in the number of people leaving their homes to form armed groups in the forests of Vietnam. At first they were not in a position to take on the South Vietnamese Army and instead concentrated on what became known as 'soft targets'. In 1959, an estimated 1,200 of Diem's government officials were murdered."
“Ho Chi Minh was initially against this strategy. He argued that the opposition forces in South Vietnam should concentrate on organizing support rather than carrying out acts of terrorism against Diem's government.

“In 1959, Ho Chi Minh sent Le Duan, a trusted adviser, to visit South Vietnam. Le Duan returned to inform his leader that Diem's policy of imprisoning the leaders of the opposition was so successful that unless North Vietnam encouraged armed resistance, a united country would never be achieved.

“Ho Chi Minh agreed to supply the guerrilla units with aid. He also encouraged the different armed groups to join together and form a more powerful and effective resistance organization. This they agreed to do and in December, 1960, the National Front for the Liberation of South Vietnam (NLF) was formed. The NLF, or the 'Vietcong', as the Americans were to call them, was made up of over a dozen different political and religious groups. Although the leader of the NLF, Hua Tho, was a non-Marxist, Saigon lawyer, large numbers of the movement were supporters of communism.

“The strategy and tactics of the NLF were very much based on those used by Mao Zedong in China. This became known as Guerrilla Warfare. The NLF was organized into small groups of between three to ten soldiers. These groups were called cells. These cells worked together but the knowledge they had of each other was kept to the bare minimum. Therefore, when a guerrilla was captured and tortured, his confessions did not do too much damage to the NLF.

“The initial objective of the NLF was to gain the support of the peasants living in the rural areas. According to Mao Zedong, the peasants were the sea in which the guerrillas needed to swim: "without the constant and active support of the peasants... failure is inevitable."

“When the NLF entered a village they obeyed a strict code of behavior. All members were issued with a series of 'directives'. These included:" (1) Not to do what is likely to damage the land and crops or spoil the houses and belongings of the people; (2) Not to insist on buying or borrowing what the people are not willing to sell or lend; (3) Never to break our word; (4) Not to do or speak what is likely to make people believe that we hold them in contempt; (5) To help them in their daily work (harvesting, fetching firewood, carrying water, sewing, etc.)."

“Three months after being elected president in 1964, Lyndon B. Johnson launched Operation Rolling Thunder. The plan was to destroy the North Vietnam economy and to force her to stop helping the guerrilla fighters in the south. Bombing was also directed against territory controlled by the NLF in South Vietnam. The plan was for Operation Rolling Thunder to last for eight weeks but it lasted for the next three years. In that time, the US dropped 1 million tons of bombs on Vietnam.”

Think Dots Activity

1. Why did Ho Chi Minh become a communist?
2. Why would the old capital of Vietnam be renamed Ho Chi Minh City?
3. What did Vietnamese Nationalists hope for?
4. How did Ho Chi Minh gain popularity and power among the Vietnamese?
5. What happened when Ho Chi Minh requested aid from the U.S. under President Woodrow Wilson?
6. Who were the Vietcong (also known as the Democratic Republic of Vietnam troops), and what was Ho Chi Minh’s role with them?

1. A proxy war is a war where two countries fight with a third country instead of directly with each other. The Vietnam War happened during the Cold War when America was at war with the Soviet Union. How was the Vietnam War a “proxy” war?
2. Why would the United States fear Ho Chi Minh?
3. How did the United States’ alliance with France influence the United States’ involvement in the country of Vietnam?
4. Taking into consideration the containment policy, how would Ho be going against U.S. wishes?
5. What is the irony of Ho Chi Minh asking for U.S. help, being ignored and then becoming a communist?
6. The United States fought a “limited” war in Vietnam. The way of life in the U.S. was not greatly affected and the nation did not push all of its resources to fight. Was it a “limited” war for the Vietnamese as well? Why or why not?
Vietnam Graphic Organizer

Station 1: Describe Vietnam’s climate and topography (land forms). Would it be easy for U.S. troops to travel across such geography? Why or why not? How might have the U.S. troops responded to the climate change?

Station 2: How might proximity (or closeness) of Vietnam to the communistic countries of China and Soviet Union have made an impact on Vietnam becoming communist?

Station 3: How did the Vietnamese people tend in live in rural areas? How did they make a living? What was the community like? How many people would tend to live in a village? Did they have very much technology?

Station 4: Describe the gear of the U.S. soldiers. What kind of technology did they have access to? What kind of weaponry did they have? What kind of an advantage do you think this would give them?
Station 5: Describe the gear of the Vietcong soldier. What kind of technology did he have access to? What kind of weaponry did they have? Would they have been at an advantage or a disadvantage with their weaponry? Why?

Station 6: Did the Vietcong troops look like the villagers? If yes, then how? Would U.S. troops have easily been able to pick out a Vietcong soldier in a village? How would that have been an advantage to the Vietcong? Who would have known the region being fought in better: the Americans or the Vietnamese? The Vietcong troops did not have airplanes like the Americans did. How would their knowledge of the land give them an advantage over the Americans? Did the Vietcong troops look like the villagers? If yes, then how? Did they wear similar clothes? Did they have similar facial features? Would U.S. troops have easily been able to pick out a Vietcong soldier in a village? How would that have been an advantage to the Vietcong?


Station Four


Station Five


Vietnam War
An ROTC Officer
Lesson 9

Subject: 11th Grade U.S. History

Rationale:
In an effort for students to understand the real-life impact the war had on the men that fought in it, with their time over their and their treatment after they returned, an ROTC officer will come in and speak to the students.

Overview:
An ROTC officer will be coming into the class to discuss his/her experience with war. For homework from the night before, the students wrote one meaningful question to ask the ROTC officer. He will discuss his own personal experience in the military and talk about his/her own knowledge of a veteran’s responses to the Vietnam War from people he/she knows personally in the military and his military history knowledge.

Nevada Social Studies Standards:
H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflict around the world.

H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social positions in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.

English Language Arts Standards:
4.12.3 Determine important information, main idea, and supporting details with a focus on commentaries.

6.12.6 Write a persuasive text using rhetoric appropriate to audience and purpose.

Objectives:
Students will be able to examine the affects of war on a soldier by listening to the account of an ROTC officer and completing a RAFT assignment.

Assessment:
Students will turn in their RAFT writing and be assessed based on the completion rubric.
Materials List:
An ROTC Officer  
**Time:** 90 minutes

**The Lesson:**

**Introduction:** (2 minutes)
Introduce the ROTC officer and tell the students why he is there.

**Body** (82 minutes)
Have the veteran tell his story. Have him discuss these points as well as others he might want to share.

- Personal background.
- Experience in the military.
- Reasons for joining the military.
- Experience with war.
- Community’s response to him/her when he/she returned from fighting.
- What he does now.
- How war has forever affected his life.
- How the Vietnam War affected other men in the military that he/she knows personally.

While he is speaking, have students take notes.
After he is done with his story, allow students to ask him their questions and any other new questions they might have thought of while he was speaking.

**RAFT (Role – Audience – Format- Topic):**
- Have the students write a diary entrance as though they are a soldier who has just returned from Vietnam. What is it like returning and not receiving a hero’s welcome?

**Closing** (5 minutes)
Have students come up with ideas on how to support members of the Armed Forces even if they do not necessarily support the war.
Vietnam War

*The Things They Carried*

Lesson 10

**Subject:** 11th Grade U.S. History

**Rationale:**
Tim O’Brien’s *The Things They Carried* shows the dramatic affects of the Vietnam War on the men that fought in it. Reading and understanding his story can give students a completely different perspective on what war can do to someone’s core.

**Overview:**
Students each have read a short story out of Tim O’Brien’s book *The Things They Carried*, dealing with his experience with the Vietnam War. Out of the 21 short stories, 15 were assigned to students so that all of them will have a partner. These partners will create a storyboard for their story and present it to the class.

**Nevada Social Studies Standards:**
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.

H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflict around the world.

**English Language Arts Standard:**
3.12.3 Analyze theme to show the text’s connections to human experience and/or lessons learned in the text.

**Objectives:**
Students will be able to summarize the short stories they read from *The Things They Carried* and examine some of the messages of the story by creating a storyboard on it and presenting it to the class.

**Assessment:**
Students will turn in their storyboards and receive a completion grade.
Students will turn in their response to the question and receive a completion grade.
**Materials List:**
Storyboard Example
Colored Pencils
Blank Paper

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (2 minutes)
Say to the students, “‘You’re never more alive than when you’re almost dead.’ Those are words spoken by the same man who wrote the short story you all have been reading, Tim O’Brien. Do you agree with them? Why might he feel that way?”

**Body (86 minutes)**

**Storyboard:**
- Have students get into pairs with the other person that read the same story. Explain to them that they will be constructing a storyboard of the story. Show them the “Storyboard Example” on the ELMO. Have them look at the pictures and briefly explain the story that is occurring from the pictures. Have them imitate that template to create their own storyboard, with 3-5 pictures telling the main parts of the story.
- Have the students present their storyboards and summarize their story to the class in the order of their stories in the book within two minutes.

**Note Card Question:**
- Give each pair a note card with one of the three questions on it:
  - *The Things They Carried* is a fictional story but is based on the real people around O’Brien during the war. Because it is a not a non-fictional account of war, is it relevant? Does the nature of the story make the stories that may not have been entirely factual portray valuable aspects of war? Defend your position.
  - The motif of the shame of being a failure in battle is repeatedly seen in throughout *The Things They Carried*. How might the shame have been a motivating factor for a soldier in the war? Use specific examples from the text.
  - What were “the things they carried?” Discuss both the physical and emotional things the men carried and how they might have impacted a soldier’s war experience.
- Have the pair answer the question and then go back to their home group at their tables and share their responses.
Closing (2 minutes)
Exit slips:
- “What is the most important thing you learned from this story?”
Korean War
The Forgotten War
Lesson 11

Subject: 11th Grade U.S. History

Rationale:
The Korean War is commonly referred to as the Forgotten War because it truly has been forgotten in American history. An important step in the Cold War, being a proxy war of it, the Korean War was the first physical step against spreading communism in the world.

Overview:
This lesson is designed to give students an overview of the events that resulted in the Korean War and the lasting effects it left on the land of Korea. It will begin with direct instruction through a lecture to give students the background knowledge needed on the policies that led to the war. The lecture is, however, broken up with a reading and role playing event in which students will have to defend the position of MacArthur or Truman and their view on starting a nuclear war with China. Students will then create a timeline with pictures to help incorporate various learning styles.

Nevada Social Studies Standards:
H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.
H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.

Nevada English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on research articles.

Objectives:
Students will be able to:
- Identify and examine the roles of President Truman and General MacArthur in the Korean War by role playing and arguing in favor of their character.
- Identify and defend the event that spurred the war by creating a timeline and noting the event and why it happened.
**Assessment:**
Students will turn in their timeline and be assessed based on the completion rubric.

**Materials List:**
Power Point Presentation  
Korean War Graphic Organizer  
“Tactics vs. Strategy: MacArthur vs. Truman” Reading

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (5 minutes)
Ask students, “Do you think a war can simply be forgotten? How? Do you think the current War on Terror will ever be forgotten? Why or why not? Well, the Korean War is known as the Forgotten War.”

**Body (80 minutes)**

**Lecture:**
- Lecture on the Korean War, using the power point to assist students. Have students fill out their graphic organizer. Stop on the Truman v. MacArthur slide after describing the two men and their views.

**Role Play:**
- Have the students read the article “Tactics vs. Strategy: MacArthur vs. Truman” out loud in their home groups. Assign each person a role: MacArthur, Truman and a judge. Make groups of three including each of the three characters. Have MacArthur defend his position to the judge as to why the United States should bomb China for 1.5 minutes. Have Truman defend his position to the judge as to why the United States should not bomb China for 1.5 minutes. Give MacArthur 30 seconds for a rebuttal. Give Truman 30 seconds for a rebuttal. Have the judges of each group meet out in the hall and discuss their positions – who should they go with? Have them reenter the classroom and individually share who they believed had the best argument: MacArthur or Truman.

**Lecture:**
- Finish the lecture on the Korean War, using the power point to assist students. Tell the students that Truman eventually won because he was Commander-in-Chief, essentially the boss of MacArthur. Have the students continue to fill out their graphic organizer.

**Timeline:**
- Have the students draw a timeline of the Korean War, labeling and drawing a detailed picture for what the students believe are the six most important events in the war. Have the students highlight the event that they believe started the war and state why it happened.
Closing (5 minutes)  
Whip Around:
  • “Whip around” the classroom, and have each student name the event that they believe led to the UN, with mostly U.S. aid, fight against North Korea. Come to a consensus as a class as to the event that started it by whichever event the students listed the most.
The Korean War Graphic Organizer

China was now _______________.
What American policy failed?

Japan controlled __________ and __________ during WWII.
After the ATOMIC BOMB was dropped:

<table>
<thead>
<tr>
<th>North Korea:</th>
<th>South Korea:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken over by:</td>
<td>Taken over by:</td>
</tr>
<tr>
<td></td>
<td>Were they communists?</td>
</tr>
<tr>
<td></td>
<td>Were they communists?</td>
</tr>
</tbody>
</table>

June 25, 1950 Event:
Why?

A Tug of War – Literally

China wanted North Korea to stay communist because…
What might have happened if we bombed China?

Did we bomb China?

An ARMISTICE is:
It was declared on _________ by the ____________.

Today:

DMZ (Demilitarized Zone)
**Tactics vs. Strategy: MacArthur vs. Truman**

“In June of 1950, Communist forces from North Korea poured south across the 38th parallel in an all-out attack on South Korea. Harry Truman, having come to power late in life, was the American commander-in-chief and had already made history by dropping the first and only two atomic bombs on Asian cities just five years earlier. He knew immediately and instinctively that this Communist attack had to be reversed or contained. And there to execute this purpose, in theory, was Douglas MacArthur, the commander of the United Nations forces in the region, as well as a certified American Hero from World War II and a notorious prima donna.

“MacArthur began true to form, with a swashbuckling landing at Inchon in South Korea. He took the enemy by surprise, liberated Seoul in eleven days and, by October 1st of 1950, brought UN forces—primarily composed of Americans—back to the 38th parallel that the North Koreans had crossed. MacArthur now wanted a “hot pursuit”, and Truman authorized him to cross the 38th parallel.

“Truman, however, added a crucial strategic condition: Do not to provoke the Chinese to enter the war, lest that should spark World War III and possible nuclear Armageddon!

“Right around then, things began going wrong, not only in the war effort but also in the relationship between MacArthur and Truman.

“When the two men met—for the only physical meeting of their lives–on a tiny coral islet in the Pacific, MacArthur tellingly greeted his commander-in-chief but failed to salute. The two men then met alone, before inviting others to join them. Truman made clear his overarching concern, one that Clausewitz would have approved of: to keep this a “limited” war, meaning a war to meet one single objective—rebuffing Communist aggression in Korea—without risking an escalation into what Clausewitz would have called an “absolute” war.

“But the following month, Truman’s fears came true and the Communist Chinese attacked with huge force. Suddenly, MacArthur, who had been dreaming of another glorious military victory, was trying to avoid a humiliating defeat. He demanded:

- huge reinforcements,
- a wholesale naval blockade of all of China and
- Immediate bombing of the Chinese mainland.

“MacArthur wanted to *broaden* the war and to burst any remaining “limits” on it. For MacArthur, there was only one objective: *victory*. At all costs!
“Truman thought the exact opposite. His first fear had already come true, and he now worried that the Chinese were the advance guard of a Soviet Russian intervention, what he called “a gigantic booby trap” that could lead to the explosion of World War III.

“Truman and MacArthur started issuing competing press releases. MacArthur began publicly blaming Washington for everything that was going wrong. He disobeyed specific orders. He called on Truman

- to drop thirty to fifty atomic bombs on the cities of China (!) and
- to “sever” Korea from China by laying down a field of radioactive waste all along the Yalu River.

“MacArthur appeared to have lost his mind. He even issued his own ultimatum to the Chinese government, as if he were president.”

Korean War
Mud, Muck and Mountains: Korea
Lesson 12

Subject: 11th Grade U.S. History

Rationale:
The location of Korea played a huge role in the war. Had it not been located in Asia, close in proximity to the Soviet Union and bordering China, it likely would not have become the issue that it did. Also, the fighting style was adopted, with an extensive use of machinery by both sides due to the topography of Korea.

Overview:
This lesson is designed to have students consider the role that location played on the Korean War. The Fishbowl activity is designed to have them hypothesizing on this very topic. Students will also view a virtual museum, designed on a power point presentation that shows various artifacts found at the War Memorial of Korea in Seoul, South Korea. With background knowledge of the region of Korea and the war itself, students can view the artifacts and see how it influenced the outcome of the war.

Nevada Social Studies Standards:
H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.

G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.

Nevada English Language Arts Standard:
3.12.3 Analyze theme to show the text’s connections to human experience and/or lessons learned in text.

Objectives:
Students will be able to:
- Examine the role that location played on the Korean War by conducting a Fishbowl activity.
- Determine the combatant style that resulted due to the geography of Korea by viewing a virtual museum of the War Memorial of Korea and answering guided questions.
Assessment:
Students will turn in their virtual museum guided questions and be assessed based on the completion rubric.

Materials List:
Topographic Map of Korea
Computers
Virtual Museum of the War Memorial of Korea
“War Memorial of Korea Guided Questions”

Time: 90 minutes

The Lesson:

Introduction: (10 minutes)
Put a map of the topography of Korea on the ELMO. Have the students write down five different landforms that they see on the map. Based on its coastal location, have students also hypothesize and write down what they believe the climate would be. Call on students for their responses and discuss it as a class.

Body (75 minutes)
Fishbowl:
- Put students into groups of four. Give each group one of the following questions to discuss for five minutes:
  - Where exactly are China, the Soviet Union and Korea in relation to one another geographically? Why might the Soviet Union be concerned about maintaining a “sphere of influence” in Asia?
  - Why would the Soviet Union be concerned with keeping Korea communist?
  - Why would China be so concerned with keeping North Korea communist? Why might they want a “buffer zone” in between them and the United States?
  - Where is Japan located in comparison to China, Korea and the Soviet Union? What was their role with communism? Did they help communism spread or keep communism from spreading in Asia? How?
  - What if the United States left troops in Korea initially instead of pulling them out and leaving just 500? Would the Soviet Union still eventually have invaded South Korea given time? Why or why not?
  - What if General MacArthur had been allowed by President Truman to wage a nuclear war against China? Do to China’s proximity (closeness) to the Soviet Union, what might the Soviet Union have done in response to the United States?
What is the DMZ? Why is it located at the 38th Parallel? What might it symbolize to North and South Korea and why?

What would have been the outcome of the war had Korea been located in South America instead of Asia? Would China have gotten involved? What countries might have been involved, if any? Why?

- Have the students make a large circle with their desks around the room, leaving four desks in the middle of the circle. In the order of the questions, have each group sit in the middle and discuss their question in front of the class. Each student in the group is expected to speak. While the group is talking, the students sitting in the circle are expected to listen and take notes. After the group is done discussing the questions, the students sitting in the circle may ask question or make comments. Have each group switch so that all of the groups will discuss their question in the middle of the “fishbowl.”

Virtual Museum:
- In the computer lab, have all of the students individually or in pairs view the virtual museum of the War Memorial of Korea. After they are done looking at each slide, after they are done viewing all of the slides, have them each answer the guided questions about the warfare that resulted due to the geography.

Closing (5 minutes)
Say to the students, “Korea covers a small piece of land. Why would the United States be so concerned about keeping a country the size of New Mexico out of the hands of the communists?”
Topographic Map of Korea

The War Memorial of Korea Virtual Museum Questions

Answer the following questions using complete sentences:

1. What is the general topography (landform) of Korea? How might this make it harder for the U.S. to fight?

2. What kind of firepower was used in the Korean War? Who supplied North and South Korea with their weapons and technology?

3. Why would it have been important to use tanks?

4. How might boats have been beneficial?

5. Were aerial attacks (attacks from the sky with planes) common on either or both sides? How might this have contributed to the back-and-forth nature of the war with who had more land, the North or the South?

6. How do the South Vietnamese feel about the divided country? Do they want to be unified? Does the story of the divided nation and that of the United States during the Civil War have any similarities? Explain your answer.
Subject: 11th Grade U.S. History

Rationale:
The “Iron Curtain Speech” by Winston Churchill is one of the most well known speeches of the 20th century. It solidified the fear people held regarding the impending danger of allowing communism to spread throughout the world.

Overview:
Now that students have background knowledge on the five most recent wars, they will begin to explore the Cold War. In this lesson, the idea of communism and how it ended up being implemented in the Soviet Union to build background knowledge before students can look at the effect the “Iron Curtain Speech” had on the American psyche as they saw the domino effect occurring in Europe and Asia.

Nevada Social Studies Standards:
H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.

G5.[9-12].5 Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.

English Language Arts Standards:
3.12.7 Analyze the influence of culture on an author’s work.

Objectives:
Students will be able to:
- Examine the idea of communism and the effects it had on Soviet citizens by choosing a side on various world issues and watching “Cyd Charisse – Red Blues” from the film “Silk Stockings” (1952) and completing guided questions on it.
- Analyze the “Iron Curtain Speech” by Winston Churchill by completing a guided reader on the speech.

Assessment:
Students will turn in their maps of spreading communism and be assessed based on the completion rubric. Students will also turn in their guided reader for the speech and be assessed based on the completion rubric.

Materials List:
Map of Europe in 1950
List of Countries
Colored Pencils
“Cyd Charisse – Red Blues” Video: www.youtube.com/watch?v=1UvBs6z3xZs
“Silk Stockings: Red Blues’ Guided Questions”
Excerpt from “The Iron Curtain Speech”
“Iron Curtain Speech Guided Reader”

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (5 minutes)
Say to the students, “We’ve been looking at ‘hot’ wars where people die. Now we’re going to look at a ‘cold’ war, where people aren’t dying in battle. How can we have a war when we aren’t physically fighting?”

**Body** (80 minutes)

**Four Corners Activity:**
- Label each corner of the room a truck, an SUV, a sports car or a motorcycle and have the students pick which one they prefer and go to that corner. In these groups in the four corners of the room, have students review what the domino effect was and how it related to communism.
- Label each corner of the room Chinese food, Italian food, Mexican food or American food and have the students pick which one they prefer and go to that corner. In their groups, have students review what the containment policy was and how it related to communism.
- Label each corner of the room football, baseball, basketball or volleyball and have the students pick which one they prefer and go to that corner. In their groups, have students review what communism was in theory and what it would look like.

**Pick a side:**
- While students are still standing, label one side of the room as “the government should get involved to stop this” or “the government should not do something to stop this.” Pose the following statics to the class and after each one, have them pick a side: 25 percent of the world does not have clean drinking water. 60 percent of the world is always going hungry, while 24 percent always have enough food. More than 66 percent of the world lives off of $2 a day. The 350 richest people in the world each make more than the poorest 45 percent of the world combined.

After the activity is completed, tell the students that for the times they went to “the government should get involved to stop this” side, communists would also have gone to the same side. Their goal was to equal out of the wealth so that everyone had enough, and everyone had the same amount. But sometimes when a government is given a lot of power in one area, it wants to control other areas.

Play “Cyd Charisse – Red Blues” video.
• Have students watch the clip and answer the following questions on “Silk Stockings: Red Blues’ Guided Reader”: “What was the song they were singing about, and how did it relate to communism? What were their living conditions, and how were they dressed? Did any one person seem to have more goods than another? Why would they stop dancing when an authority would walk through? What was the topic the man was discussing when the authority would walk through, and how did it relate to communism? Why might Americans fear this type of lifestyle?”

• Have students compare their answers with a partner, and discuss them as a class.

Map Activity:
• “Looking at their way of life, Americans greatly feared the impact communism would have if it ever spread into the United States. That is why they enacted the containment policy, for they saw that it was quickly spreading across continents.”

• Give students each a map of Europe of countries that existed in 1950, as well as the list of countries that fell to communism and the year that they fell. Students will color coordinate the countries that fell in any given time period by coloring them in on their map and providing a key, by using maps found in their textbook. In addition to this, have them identify where the city of Berlin was located.

The Iron Curtain:
• Pass out the “Iron Curtain Speech” and the “Guided Reader” to each student. Have them read the speech aloud, with each person in the group reading a paragraph, and then complete the Guided Reader questions as a group.

• Have the students write a letter to Winston Churchill as though they were Americans who agreed with him in 1946. What American freedoms would you fear would be suppressed under the rule of communism?

Closing (5 minutes)
Ask the students, “How did the event of Winston Churchill’s ‘Iron Curtain Speech’ give the American people a real fear of the impending threat of the spread of communism? Do you think the public would have been so afraid of communism if he never gave that speech?”
Map of Europe in 1922


Label the following countries on the blank map. All of these countries fell to communism, and the year that they fell is next to name of the country below. Color coordinate the year that the countries fell, and use a key to show what year the color indicates. Also label the city of Berlin.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soviet Union</td>
<td>1917</td>
</tr>
<tr>
<td>Albania</td>
<td>1944</td>
</tr>
<tr>
<td>Poland</td>
<td>1945</td>
</tr>
<tr>
<td>Romania</td>
<td>1947</td>
</tr>
<tr>
<td>Yugoslavia</td>
<td>1946</td>
</tr>
<tr>
<td>Moldova</td>
<td>1939</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>1944</td>
</tr>
<tr>
<td>Czechoslovakia</td>
<td>1945</td>
</tr>
<tr>
<td>Hungary</td>
<td>1947</td>
</tr>
<tr>
<td>East Germany</td>
<td>1949</td>
</tr>
</tbody>
</table>
"Silk Stockings: Red Blues" Guided Questions

1. What was the song they were singing about, and how did it relate to communism?

2. What were their living conditions, and how were they dressed?

3. Did any one person seem to have more goods than another?

4. Why would they stop dancing when an authority would walk through?

5. What was the topic the man was discussing when the authority would walk through, and how did it relate to communism?

6. Why might Americans fear the type of lifestyle that is shown in the video?
The Iron Curtain Speech

The United States stands at this time at the pinnacle of world power. It is a solemn moment for the American democracy. For with this primacy in power is also joined an awe-inspiring accountability to the future. As you look around you, you must feel not only the sense of duty done, but also you must feel anxiety lest you fall below the level of achievement. Opportunity is here now, clear and shining, for both our countries. To reject it or ignore it or fritter it away will bring upon us all the long reproaches of the aftertime.

It is necessary that constancy of mind, persistency of purpose, and the grand simplicity of decision shall rule and guide the conduct of the English-speaking peoples in peace as they did in war. We must, and I believe we shall, prove ourselves equal to this severe requirement.

I have a strong admiration and regard for the valiant Russian people and for my wartime comrade, Marshal Stalin. There is deep sympathy and goodwill in Britain -- and I doubt not here also -- toward the peoples of all the Russians and a resolve to persevere through many differences and rebuffs in establishing lasting friendships.

It is my duty, however, to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

The safety of the world, ladies and gentlemen, requires a unity in Europe, from which no nation should be permanently outcast. It is from the quarrels of the strong parent races in Europe that the world wars we have witnessed, or which occurred in former times, have sprung.

Iron Curtain Speech Guided Reader

1. Who was Winston Churchill from WWII? How did he encourage the United States to put an end to the spreading of communism?

2. What country does he say has the most power in the world? Would this make them responsible for containing communism?

3. What is the “iron curtain”?

4. Why is it bad that the countries behind the Iron Curtain are in the “Soviet Sphere”?

5. What does Churchill call for to securing safety in Europe and why might that be an important step to take against the Communists? Is this similar to the Containment Policy?

6. What should the Americans fear if they do not listen to him and take precautionary steps?
Subject: 11th Grade U.S. History

Rationale:
Propaganda perforated American society throughout the Cold War era, scaring people into submission. Senator Joe McCarthy is seen as the prime perpetuator of people fearing communism in the nation.

Overview:
This lesson is an inquiry-based approach for students to view various forms of propaganda in various forms of media throughout the Cold War era by completing a stations workshop.

Nevada Social Studies Standards:
H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.

H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.

H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.

Nevada English Language Arts Standards:
3.12.7 Analyze the influence of culture on an author’s work.

Objectives:
Students will be able to determine the role Senator McCarthy played in perpetuating the fear of communism by completing a stations workshop on the resulting propaganda and answering associated questions.

Assessment:
Students will turn in their “Cold War Propaganda Stations Questions” and be assessed based on the completion rubric.
Materials List:
“99 Red Balloons” by Nena Lyrics
Propaganda Posters
Movie Posters
“Duck and Cover” Video: www.youtube.com/watch?v=-2kdpAGDu8s
“Dr. Strangelove (1964) – War Room Scene” Video:
www.youtube.com/watch?v=vuP6KbIsNK4
“McCarthy’s Witch Hunt” Reading
“Cold War Propaganda Stations Questions”

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
Say to the students: “We’re going to talk about the Red Scare today, but what I want to know is why is red so scary? Why isn’t it the blue scare? What did the color red represent?”

- Allow students to answer. Tell them that it represents communism.

Body (75 minutes)

Stations:

- Put students into groups of five. Set up six different stations around the room. Give groups 12 minutes at each station to view or read whatever they need to and answer the associated questions before moving to the next station.

- Station One: Have the students play the song “99 Red Balloons” on the stereo at the table and read along with the lyrics. Then have the students answer the following questions on their “Propaganda Guided Questions”: “Back at the base’ is talking about what? Why are the people panicking over balloons in the sky? What do they think they are? Why are the ministers meeting? Why would ‘the war machines spring into life’ and the troops be called out in a hurry? It says that ‘this is what we’ve been waiting for.’ What have they been waiting for? If ‘it’s all over’ and she’s ‘standing pretty in the dust that was a city,’ what ended up happening to the world? In the end, what caused the world to be destroyed? Why is the balloon red? How is the song iconic of the Cold War with the Soviet Union and the United States continually having missiles pointed at each other?”

- Station Two: Have students regard the three propaganda posters and answer the following questions together: “The Civil Defense was designed to prepare civilians for an attack. How did it perpetuate the fear of communism and a nuclear war? What kinds of people would this poster appeal to? Describe the scene the poster is displaying. Consider the CD logo in the bottom right corner. Why might they use those colors? Look at the poster titled ‘Sure I want to fight communism – but HOW?’ How could someone fight against communism,
according to the poster?  What is the meaning behind the name ‘truth dollars?’ How would the ‘truth dollars’ be used?  Who might feel obligated to give money for the cause?  Who might the man represent in American society?  Look at the poster ‘Is This Tomorrow.’  Describe the scene; who is doing what to whom?  What is happening to the American flag?  What might this be symbolizing about American freedoms under communism?  Overall, what is the message of the poster?”

**Station Three:** Have each student look at a different movie poster and answer the questions associated for each poster.  For “I Married a Communist,” have the student answer the following questions: “Considering the use of the color red, who is the communist?  What is her mission?  How might the husband have felt when he realized his wife was a communist?”  For “Invasion of the Body Snatchers,” have the student answer the following questions: “What does the use of the color red signify?  Who might the Body Snatchers have symbolized in the time of the Cold War, especially since they are located in the red portion of the poster?  How does the couple running away feel about communism?”  For “I was a Communist for the F.B.I.,” have the student answer the following questions: “Espionage (spying) was common on both sides of the Cold War.  What did this man do for his job?  Consider the use of red in the poster; why did they choose this color?  Why might his secrets be so valuable?”  For “A Funeral in Berlin,” have the student answer the following questions: “Why might Berlin be the subject of the film?  Where was Berlin in terms of a communistic East Germany?  Who is fighting whom in this movie?”  In “The Day After,” have the student answer the following questions: “What kind of a scene does the poster show?  What is it implying just happened between the Soviet Union and the United States?  Consider the use of red on the poster.  Why might this color be used?”  After the students are done answering their questions, have them share their posters and responses with the rest of the group.

**Station Four:** Have the students play the video clip “Dr. Strangelove (1964) – War Room” on a laptop.  After they have watched it, have them discuss and write the answers to the following questions: “What is going on in the movie clip?  Who was pointing missiles at whom?  Who were the people in the room?  Why would they be important people to have around for diplomacy with other nations if they are afraid they will be attacked or need to decide if they should attack first?”

**Station Five:** Have the students play the video “Duck and Cover” on a laptop.  After they have watched it, have them discuss and write the answers to the following questions: “What were the people to do in case they are bombed?  Is this a practical resolution in case of a nuclear explosion?”
• Stations Six: Have the students each read a portion of the article “McCarthy’s Witch Hunt” out loud to group and answer the following questions: “Who was Joe McCarthy? How did he ensure he would be reelected in 1950? Who did he say was a communist? What was the fear of being named a communist? Even though he was condemned later, do you think the American people might be more likely to be more patriotic and appear more opposed to communism so that the same thing would not happen to them? Why or why not?”

Closing (10 minutes)
Have the students discuss the following topic in pairs or groups of three. Then have them talk about it as a group of five. Discuss it as a class.
• “How did Senator McCarthy perpetuate the fear of communism in American society? Had he not had the ‘witch trials’ trying to search out and condemn people of being communists, do you think the American people would have been more accepting of communism?”
Station One  
99 Red Balloons

You and I in a little toy shop  
Buy a bag of balloons with the money
we've got  
Set them free at the break of dawn
'Til one by one they were gone
Back at base, bugs in the software
Flash the message, something's out there
Floating in the summer sky
Ninety-nine red balloons go by
Ninety-nine red balloons
Floating in the summer sky
Panic bells, it's red alert
There's something here from somewhere else
The war machine springs to life
Opens up one eager eye
Focusing it on the sky

As ninety-nine red balloons go by
Ninety-nine decisions treat
Ninety-nine ministers meet
To worry, worry, super scurry
Call out the troops now in a hurry
This is what we've waited for
This is it, boys, this is war
The President is on the line
As ninety-nine red balloons go by
Ninety-nine dreams I have had
And every one a red balloon
It's all over, and I'm standing pretty
In the dust that was a city
I could find a souvenir
Just to prove the world was here
Here it is, a red balloon
I think of you and let it go

Station Two


**Station Three**

Considering the use of the color red, who is the communist? What is her mission? How might the husband have felt when he realized his wife was a communist?


What does the use of the color red signify? Who might the Body Snatchers have symbolized in the time of the Cold War, especially since they are located in the red portion of the poster? How does the couple running away feel about communism?

Espionage (spying) was common on both sides of the Cold War. What did this man do for his job? Consider the use of red in the poster; why did they choose this color? Why might his secrets be so valuable?


Why might Berlin be the subject of the film? Where was Berlin in terms of a communistic East Germany? Who is fighting whom in this movie?

What kind of a scene does the poster show? Hat is it implying just happened between the Soviet Union and the United States? Consider the use of red on the poster. Why might this color be used?

Joseph McCarthy was a relatively unknown senator from Wisconsin nearing the end of his first term in 1950. He had a penchant for the spotlight and was searching for an issue to latch onto to pump up his reelection campaign. China had just fallen to the Communists and the Cold War with the Soviet Union was well under way. The atmosphere was ripe for red-baiting and McCarthy took full advantage of the situation.

In the process, he became the most famous demagogue this country has ever seen. His four-year witch-hunt for Communists in the U.S. government affected the lives of hundreds if not thousands. McCarthy ruined many careers and lives. McCarthyism, as it came to be known, also painted liberals as soft on Communism. This helped to knock President Truman and the Democrats out of the White House and Congress, ending the era of the New Deal.

To many, McCarthy is not a hero but a despised figure of an ugly incident in U.S. history. To others his actions were patriotic. No matter what your opinion of McCarthy, he changed the course of history and affected the lives of many people. He fanned the flames of Cold War that was already burning brightly. His downfall reminded the country free speech and expression, principles that this country was founded on, will endure in the end.

On Feb. 9, 1950, during a speech to the Ohio County Republican Women's Club in Wheeling, W. Va., McCarthy made his first accusations. In the middle of his speech, McCarthy made his infamous claim. "While I cannot take the time to name all of the men in the State Department who have been named as members of the Communist Party and members of a spy ring, I have herein my hand a list of 205 that were known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping the policy of the State Department."

The speech made the national news wires that night. Did he have names and proof? The next day in Reno, reporters greeted him at the airport and pressed him to produce the list. McCarthy said it was in a suit pocket that was in luggage still aboard the plane. At subsequent speeches the number changed to 57, then 81. Reporters continued to question McCarthy about his list, but his answers were always vague. In reality, McCarthy had now real proof, but the accusations resonated with the public and put the senator in the headlines, so the show continued unabated for four years.

In 1954, McCarthy took on the U.S. Army and Army Secretary Robert Stevens. The senator accused Army officers of being Communists during televised Senate hearings on Communism within the government. But this time McCarthy went too far. The Army had on its side President Dwight D. Eisenhower, the former general.
McCarthy kept up his attacks during 36 days of hearings. But a live television audience was watching and could see how hallow and unsubstantiated McCarthy's charges were. They could also see the ruthless manner in which McCarthy went after witnesses. McCarthy was interrogating a witness for the Army when finally, the Army's chief attorney, Joseph Welch, challenged the senator. "Until this moment, senator, I think I never really gauged your cruelty or your recklessness. Let us not assassinate this lad further, senator. You have done enough. Have you no sense of decency, sir, at long last? Have you no sense of decency?"

The hearings ended. The Senate voted 67-22 on Dec. 2, 1954 to condemn McCarthy for "conduct contrary to senatorial traditions" for abuse of his powers. It was only the third time in 165 years that a senator had been condemned. McCarthy began drinking heavily and developed cirrhosis of the liver. He died May 2, 1957 of peripheral neuritis.

Cold War Propaganda Guided Questions

**Station One:** Listen to the song and read the lyrics.
“Back at the base” is talking about what? Why are the people panicking over balloons in the sky? What do they think they are? Why are the ministers meeting? Why would “the war machines spring into life” and the troops be called out in a hurry? It says that “this is what we’ve been waiting for.” What have they been waiting for? If “it’s all over” and she’s “standing pretty in the dust that was a city,” what ended up happening to the world? In the end, what caused the world to be destroyed? Why is the balloon red? How is the song iconic of the Cold War with the Soviet Union and the United States continually having missiles pointed at each other?

**Station Two:** Look at the three posters and answer the following questions:
The Civil Defense was designed to prepare civilians for an attack. How did it perpetuate the fear of communism and a nuclear war? What kinds of people would this poster appeal to? Describe the scene the poster is displaying. Consider the CD logo in the bottom right corner. Why might they use those colors?

Look at the poster titled “Sure I want to fight communism – but HOW?” How could someone fight against communism, according to the poster? What is the meaning behind the name “truth dollars? How would the “truth dollars” be used? Who might feel obligated to give money for the cause? Who might the man represent in American society?

Look at the poster “Is This Tomorrow.” Describe the scene; who is doing what to whom? What is happening to the American flag? What might this be symbolizing about American freedoms under communism? Overall, what is the message of the poster?

**Station Three:** Each look at a different movie poster and answer the questions on it. After you are all done, share them with your group.
**Station Four:** Play the video clip “Dr. Strangelove (1964) – War Room” on the laptop. After you have watched it, discuss and write the answers to the following questions: What is going on in the movie clip? Who was pointing missiles at whom? Who were the people in the room? Why would they be important people to have around for diplomacy with other nations if they are afraid they will be attacked or need to decide if they should attack first?

**Station Five:** Play the video “Duck and Cover” on the laptop. After you have watched it, have them discuss and write the answers to the following questions: What were the people to do in case they are bombed? Is this a practical resolution in case of a nuclear explosion?

**Stations Six:** Each read a portion of the article “McCarthy’s Witch Hunt” out loud to your group and answer the following questions: Who was Joe McCarthy? How did he ensure he would be reelected in 1950? Who did he say was a communist? What was the fear of being named a communist? Even though he was condemned later, do you think the American people might be more likely to be more patriotic and appear more opposed to communism so that the same thing would not happen to them? Why or why not?
Cold War
The Death of a Union
Lesson 15

Subject: 11th Grade U.S. History

Rationale:
The Cold War is said to have ended at two different times: when the Berlin Wall collapsed in 1989 and when the Soviet Union broke apart in 1991. Whichever one it was, the face of Europe has forever changed because of it, with entirely new countries emerging.

Overview:
This lesson is designed to give students an understanding of the magnitude of the Berlin Wall and its collapse, and the changing countries after the Soviet Union broke apart and the communist block was destroyed. The map activity will have them compare and contrast their previous map of Europe in the 1950s and discover differences in the countries. They will then research one of those countries in greater depth to develop an understanding of the aftermath of the Cold War on Central Europe and Asia.

Nevada Social Studies Standards:
H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.

H4.[9-12].3 Analyze how international policies contributed to the end of the Cold War.

H4.[9-12].15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the Cold War.

G5.[9-12].5 Construct complex, accurate maps and models to answer questions about locations of human and physical features.

English Language Arts Standard:
4.12.3 Determine important information, main idea, and supporting details with a focus on research articles.

Objectives:
Students will be able to examine the change in countries in Europe after the Berlin Wall collapsed and the Soviet Union broke up by completing a map activity and researching one of the countries that changed as a result.

Assessment:
Students will turn in their maps and be assessed based on the completion rubric. Students will turn in their research on the country they chose and be assessed based on the completion rubric.
Materials List:
“Berlin Wall: Deconstructed” Video: www.history.com/topics/berlin-wall/videos#berlin-wall-deconstructed
“Reagan – Tear Down This Wall” Video: www.youtube.com/watch?v=WjWDrTXMgF8
Blank Map of Modern Europe
Computer Lab
“Former Communist Countries Questions”

Time: 90 minutes

The Lesson:

Introduction: (5 minutes)
Ask the students: “What would you do if while you were at school one day, a wall was built that divided the city and cut you off from your family? If you tried to cross the wall, you would be shot at. So what would you do? Try to scale the wall, or simply live behind its borders?”

Body (80 minutes)

Play “Berlin Wall: Deconstruction” video.
- Have the students turn to a partner and summarize the events of the video.
- Tell the students that Gorbachev was the General Secretary of the Soviet Union from 1985 to 1985.

Play “Reagan – Tear Down This Wall” video.
- Have the class discuss the changes that the Soviet Union was making and what the Americans and West Germans felt about it. Ask them to identify the most important line that challenged Mr. Gorbachev.
- Tell the students that two years later, the wall was torn down, and two years after that, the Soviet Union was broken apart.
- Put students into groups of five and give them several tubs of play-doh. Have them construct the main points of the video.

Map Activity:
- Have students fill-in the blank map of Europe by using maps found in the text book. Have them compare the map to their map of Europe from 1950 that they completed in a previous class, and list five different countries below it.

Research:
- Have the students each pick one of the following countries to research at the computer lab: Czech Republic, Slovakia, Czechoslovakia, Yugoslavia, Kazakhstan, Ukraine, Latvia, Estonia, Uzbekistan, or Moldova. Have them research components of the country, and fill in their “Former Communist Countries Questions.”
- After the students are done researching their country, put them into groups of five and have them each share the information they learned about their country. Have the group as a whole summarize the religion and governmental structures of their countries today. Have one person from each group summarize the points to the class.
Closing (5 minutes)
Ask the students, “What did the Berlin Wall signify and what kind of a hope did it give to people around the world when it was torn down? How did the collapse of the Soviet Union and that of communism change the countries of Europe?”
Cartographic Research Lab University of Alabama. (2010). Europe [Map].
www.alabamamaps.ua.edu/contemporarymaps/world/europe/index.html.
**Former Communist Countries Questions**

Research one of the following former communist countries: Czech Republic, Slovakia, Czechoslovakia, Yugoslavia, Kazakhstan, Ukraine, Latvia, Estonia, Uzbekistan, or Moldova.

Answer the following questions on the country you chose:

1. Name the country:____________________________

2. Does the country exist today?

3. If it does exist today, when was it founded?
   If it does not exist today, when was it broken apart?

4. If it does exist today, what nation(s) did it come from?
   If it does not exist today, what nation(s) did it break up into?

5. What form of government is ruled by today? Describe the main components of the government.

6. Where is it located?

7. What are the main religions there today? Why might this be their primary belief?
Reflection on All Wars
Lesson 16

Subject: 11th Grade U.S. History

Rationale:
Now that students have a basic understanding of the militaristic endeavors of the past 55 years, they will be able to consider the ongoing nature of the Cold War. There are multiple policies in the more recent wars that directly relate Cold War Policy through competition with the Soviet Union and the fear of a nuclear war. Students will now be able to start considering the linear nature and causations of these wars in terms of the Cold War.

Overview:
This lesson has been designed to give students a moment to stop and reflect on the past seven weeks of coursework. It will include a review session for them to recall the main points of the wars and then an activity in which they will answer the essential question that was directing the unit of study.

Nevada Social Studies Standards:
H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.

H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.

H3.[9-12].11 Compare and contrast the social impact of the Cold War and the War on Terror in the United States.

English Language Arts Standards:
6.12.6 Write persuasive text using rhetoric appropriate to audience and purpose. Write persuasive text that supports and provides clarity of and for a position.

Objectives:
Students will be able to examine the on-going nature of Cold War policies through the last five wars by completing a graphic organizer and choosing a position on whether or not Cold War policies are still being implemented or not and defending their position.
**Assessment:**
Students will turn in their graphic organizer and be assessed based on the completion rubric. Students will also turn in their bumper stickers and be assessed based on the completion rubric.

**Materials List:**
“Parallels to the Cold War” Graphic Organizer
Blank Paper
Markers or Colored Pencils

**Time:** 90 minutes

**The Lesson:**

**Introduction:** (5 minutes)
Present the quote, “War making doesn’t stop war making. If it did, our problems would have been solved millennia ago” by Colman McCarthy.

- Ask students, “Do you believe that by having a war, we are preventing future wars? Do you think that the United States will ever truly be at peace?”

**Body** (80 minutes)

**Inside-Out Circle:**
- Have the students form two equal circles around the classroom, one inside of the other. Have the inside circle face the outside circle, so that each student is facing another; these students will be partners. Ask a question for all of the students to answer with their partners. After the students have answered the question, have the inside circle move to the right one person and repeat the process.

- Pose the following questions and put them on the ELMO for students to see: What is communism, and why were Americans so afraid of it? What was the domino effect, and how did it result in the containment policy? What role did the media play through things such as music and movies to promote the fear of communism? What would a nuclear war do to the world? What is a proxy war, and what were the two proxy wars associated with the Cold War? What war was the forgotten war, and how did it end? Who was Ho Chi Minh, and what was his role in the Vietnam War? How did the location of the countries of Vietnam and Korea contribute to the spread of communism? How were many Vietnam veterans treated after their return home from the war, and how might this have affected them? Why did Iraq invade Kuwait, and how did the influence of oil in the region concern the United States? What was the end result of the Persian Gulf War, and who remained in power of Iraq? What was the relationship of the American presidents that were in power during the Persian Gulf War and the Iraq War? What were some of the violations of human rights that Saddam Hussein was violating, and why would the United States be concerned about these? Why would the United States be so concerned with Iraq possessing WMDs, and was there any proof in the end that they had them? What happened on September 11,
2001, and what did the United States do as a result of it? What are Americans concerned about today instead of communism?

The Essential Question:
- Back at their seats in groups of five, have students look at the essential question that was driving the unit of study: “Have the past five ‘hot’ wars all been derived from Cold War policy? Is the Cold War really over if we still have similar fears?” Considering these questions, have them fill out the graphic organizer titled “Parallels to the Cold War” in pairs. After they have answered the questions on the organizer, they will have to choose a position on the essential question. Do they agree or disagree with it and why?

Bumper Stickers:
- After a decision has been made, students will construct a bumper sticker on war. It can be on any one of the five last wars, but it must show its connection to the Cold War. On the back, have the students explain the main points of their bumper sticker.

Gallery Walk:
- Have the students tape their bumper stickers to the wall of the classroom. Have all of the students walk around the class and view each others bumper stickers.

Closing (5 minutes)
“Do you think the policies we’ve had in the past and have today are worth fighting for? Why or why not?”
- Have students respond to the question with the person sitting next to them. Ask for responses for a class discussion.
Parallels to the Cold War Graphic Organizer

1. What is a “proxy” war? What two wars were proxy wars of the Cold War? How did the containment policy during the Cold War push for the Korean and Vietnam Wars? What were the two countries’ specific relationships with the Soviet Union?

2. What was the U.S.’s main concern with Iraq invading Kuwait in the Persian Gulf War? What was Iraq’s relationship with the Soviet Union? What was the Carter Doctrine, and how did it relate to Cold War policy?

3. On what grounds did the United States invade Iraq in 2003? Does this relate to a fear of nuclear warfare at all? Why or why not? Are there any similarities in the Iraq War and the Cold War? What?

4. The War on Terror is being waged in Afghanistan but al-Qaeda cells are found all over the world. Do you believe that we are trying to “contain” terrorism? Are we afraid of a form of domino effect with other countries supporting terrorists? Explain.

5. Answer the essential questions for this unit of study: “Have the past five ‘hot’ wars all been derived from Cold War policy? Is the Cold War really over if we still have similar fears?” Defend your answers.
CHAPTER 4: ASSESSMENTS AND MODIFICATIONS

Without the use of assessment, an instructor does not know how effectively he or she taught the information to the class. By using assessments, an instructor can gage whether or not students are learning the material and to what extent. If the students do not understand the information, proven through low scores in assessments, then the material would need to be re-taught. By using assessment, the instructor has a more accurate analysis of student learning, which, in the end, is the primary reason the instructor is teaching, after all. Thus, the following sections in this thesis consist of the different forms of assessment that fit into this curriculum.

Preassessment

Preassessment is a key component in evaluating students’ knowledge. By reviewing what the students already know and what they have no understanding of, the instructor can alter the information that will be presented in the curriculum. If the students already know a large portion of the material, then clearly that would not need to be re-taught and that time could be spent focusing on another topic. On the other hand, if an instructor is expecting for students to have background knowledge on a specific subject matter and the students do not, then the instructor will need to take additional time to teach that. The following preassessment should be given to students a week or two before the unit commences, so that the instructor can make any alterations necessary beforehand. In this pre-assessment, students will work in pairs to students will interview each other and complete the graphic organizer with the associated questions. Then they will switch roles. The pair will join another pair to form a group of 4 and will share their responses to the questions. They will summarize their overall ideas to the rest of the
class. The pre assessment will have 8 questions that cover each major section of the unit, with a minimum of one question on each war. Together, all of the questions will be worth 15 points.

Formative Assessment

Formative assessment is testing students’ knowledge along-the-way. This form of assessment tends to be more informal, based on things such as observation, class assignments and homework. The idea behind it is that instead of simply focusing on the test at the end of the unit, and basing student learning solely on that, the instructor will be able to gage student learning on a day-to-day basis and alter subsequent lessons based on their formative assessments. In this curriculum, the day-to-day assessments will be based on a completion rubric. This rubric will measure on a scale the level of learning through the completion and quality of work.

Summative Assessment

Summative assessment, varying greatly from formative assessment, is an evaluation at the end of a period of instruction. This form of instruction tends to be characterized by tests and projects that are designed to show, overall, how much a student has learned on a given topic that has been covered in the curriculum. The following are the outlines of the various summative assessments to be used in this curriculum:

For the Persian Gulf War, the War in Iraq and the current war in Afghanistan a group test with three students in a group will be given, with matching (identifying Middle Eastern countries), true/false, fill-in-the-blank, multiple choice, and short answer questions, worth 100 points. Prior to the test, the students each write one question that should be on the test. If question is chosen, the students will receive “bonus” points.
For the Vietnam War the students will write a 2-3 page essay on the book the
students will be reading: *The Things They Carried* by Tim O’Brien. It will be worth 100
points.

For the Cold War and Korean War the students will complete a folder project.
The front cover will consist of a poster of anti-communist propaganda they have created.
Students will create a map showing the spread of communism across the Eastern
Hemisphere. Two short essays will be included in which they will give a brief synopsis
of the events of the Cold War and then how Korea was a direct effect and an eventual
proxy war of the Cold War. It will be worth 100 points.

The Pre Assessment will be repeated as a Post Assessment to see how much it has
changed and evaluate the overall learning of students, being worth 15 points.

The final culminating activity will be a newspaper project in which students may
choose to work individually or in pairs. In it students will identify what they believe the
next war America will be involved in, what kind of an event might set it off, who the
leaders of both sides would be, where it will be and how that geography will affect the
combatant style as the main story. Opinion pieces will be written on how it could have
been avoided, whether or not it should have been avoided, and if it is worth the sacrifice
or not. It will be worth 100 points.
**Preassessment**

In pairs, you will interview your partner and complete the graphic organizer with the associated questions. Then you will switch roles. After you both have done this, you will join another pair to form a group of 4 and share your responses to the questions. As a group you will summarize their overall ideas to the rest of the class.

1. Who is Osama bin Laden? Why is the American military interested in finding him? (2 points) Bin Laden is the leader and founder of al-Qaeda, an Islamic extremist group. The military is searching for him because of the attack he organized on September 11, 2001.

2. Who was Saddam Hussein? (1 point) Saddam Hussein was the president of Iraq.

3. How did alleged weapons of mass destruction (WMD) affect the American public’s view on the war against Iraq in 2003? (2 points) WMDs and the media’s coverage of the weapons led Americans to fear the Iraqi government and what it might do to the U.S. As such, it led to the U.S. waging a war against Iraq.

4. What started the First Persian Gulf War? (1 point) The First Persian Gulf War was started when Iraq invaded Kuwait.

5. What is the Carter Doctrine? Show a connection between the Cold War and the Persian Gulf War. (3 points) The Carter Doctrine, passed in 1980 by President Carter, stated that the United States could use military force in Persian region to secure “national interests.” It was passed because the USSR had invaded Afghanistan and taken over two-thirds of its oil production in 1979. President George H. W. Bush used this document as a reason for the United States to wage war on Iraq, since it had invaded Kuwait and taken over its oil fields. This does show a connection to Cold War policies because it was established directly against the USSR to keep it at bay as a world power, particularly with the United State’s dependence on foreign oil.

6. Did the United States ever formally declare war on Vietnam? Defend your answer. (2 points) The U.S. never formally declared war on Vietnam. The Tonkin Resolution passed by Congress gave President Johnson the power to wage an unrestricted war on Vietnam.

7. How did the Korean War end? Was this really a victory? Defend your answer. (2 points) The Korean War ended with an armistice, dividing the country at the 38th parallel. North Korea maintained itself as a communist state. It was not a real victory; in the end, America gained no ground and the north still stayed communist. It was not an entire loss, however, because the U.S. still maintained control of the south, which did not become communist.
8. What is communism in theory? What was communism like in actuality? Why did the United States fear communism? (3 points) Communism is a governmental structure that, in theory, has everyone producing and working for the greater good of the country. There is no social divide and all are considered equals. In reality it has proven to be more of a totalitarian government. The U.S. feared communism because the Soviet Union was a new world power after WWII, and it would undermine the capitalistic economy of America and take away liberties.

_/15 Total Points
Completion Rubric

The completion of the work should show an obvious understanding of the material included in the assignment, with all of the requirements of the assignment completed with effort. Superior learning will occur when assignments are carefully completed with a higher level of thinking incorporated into the assignment.

+ + The effort and level of thinking in the work clearly go beyond the requirements of the assignment.

+ The work meets all of the requirements of the assignment meticulously.

✓ + The work meets the requirements of the assignment with only modest effort put into it, or minor areas of the assignment are incomplete.

✓ The work does not meet all of the requirements, with major portions of the assignment left incomplete.

— The work does not meet all of the requirements, with very little of the assignment actually completed.
Middle Eastern Endeavors Test
This is to be a closed-book, closed-note test. You will, however, be working in groups of three. You are not, however, to discuss any questions outside of your groups.

Refer to the map above. Match the countries and bodies of water with the number associated with it on the map. (2 points each)

2. Iraq  5. Pakistan  7. Mediterranean Sea
3. Kuwait

True/False
Answer the questions by writing TRUE or FALSE. If the answer is false, make the statement true in the space provided below the statement. (2 points each)

True 1. Iraq claimed that Kuwait was a part of its territory, going all the way back to the Ottoman Empire.
True 2. Iraq was an ally of the Soviet Union during the Cold War.

False 3. Iraq was upset with Kuwait before the First Persian Gulf War because Kuwait was driving up the price of gas.

True 4. Congress did not “declare war” in the War on Terror, the Iraq War and the First Persian Gulf War, but “authorized” the president to send troops.

False 5. The US still has 150,000 troops in Iraq, even though the Iraq War ended.

True 6. After the First Persian Gulf War, the political structure remained the same, but during the Iraq War, the Iraqi regime was torn apart and replaced.

True 7. The attacks on September 11, 2001 destroyed the World Trade Centers.

False 8. Al-Qaeda members today are mostly hiding in urban centers in Pakistan.

False 9. Operation Desert Storm is also known as the War on Terror, waged in Afghanistan.

False 10. The government of Afghanistan was a participatory democracy before the U.S. invaded it in 2001.

The government of Afghanistan was ruled by the Taliban.
Fill-in-the-Blank
Use one of following terms to complete the statement: (2 points each)

Osama bin Laden  George W. Bush (Junior)
Saddam Hussein  George H.W. Bush (Senior)
Barack Obama

1. **Barack Obama** called for the initial withdrawal of American troops from Iraq and has stated that the U.S. may be completely removed from the country by the end of 2011.

2. **Osama bin Laden** is the leader and founder of al-Qaeda, an Islamic extremist group.

3. **George H.W. Bush** was the president that originally waged war on Iraq in 1990 in the First Persian Gulf War.

4. **Saddam Hussein** of Iraq was tried in an Iraqi court and executed on December 30, 2006.

5. **George W. Bush** sent troops into Iraq in 2003 due to a fear of Iraq producing weapons of mass destruction.

Multiple Choice
Write the letter of the correct answer on the line to the left of the question. (3 points each)

_B_ 1. Iraq was in debt to what two countries after the Iran-Iraq War of the 1980s?
   a. Israel and Kuwait
   *b. Kuwait and Saudi Arabia
   c. Pakistan and Afghanistan
   d. Syria and Lebanon

_B_ 2. After Iraq invaded Kuwait in 1990, the UN Security Council passed resolutions that:
   a. allowed the invasion due to Kuwait’s illegal “slant-drilling” in Iraqi territory.
   *b. condemned Iraq’s actions and required it to withdraw its troops.
   c. permitted Iraq to expand its borders into Kuwait to gain access to additional oil wells if it withdrew.
   d. placed a naval blockade in Mediterranean Sea so that it could search any Iraqi maritime cargo.
B 3. The Persian Gulf War was a “war of maneuver” instead of “encounter” because
   a. aerial troops were continually taking pictures of the moving Iraqi troops.
   *b. GPS let them see where they and the enemy were located in relation to one
      another.
   c. the desert was so flat and barren they could see Iraqi forces well before
      they reached them.
   d. the American government sent task forces in a year before to analyze
      where the enemy would best be able to hide out.

C 4. The United States’ main interest in the Middle East is focused on
   a. controlling the drug trade.
   b. eliminating the Islamic ideology.
   *c. oil.
   d. religious liberation of various Islamic sects.

C 5. The War Powers Resolution gives the president of the United States the power to
   a. formally declare war.
   b. go to war for 450 days without the permission of the House or the
      Senate.
   *c. send military power out for 60 days with a withdrawal period of 30 days.
   d. wage war with any nation in the Middle East for as long as he sees fit.

D 6. America’s effort to turn power over to the new Iraqi parliamentary government is
   a. Operation Desert Storm
   b. Operation Enduring Freedom
   c. Operation Iraqi Freedom
   *d. Operation New Dawn
7. After the September 11th attacks, the U.S. gave an ultimatum to the Taliban to
   a. compensate the U.S. for the damage and hand over Osama Bin Laden or be attacked.
   b. expel al-Qaeda from urban regions to live in the mountains or face foreign invasion.
   c. give their women more rights and institute a new Constitution or be attacked.
   *d. turn over Osama Bin Laden and al-Qaeda or be attacked.

8. The War on Terror
   *a. is a far reaching war effort with vague plans.
   b. is a direct result of a Taliban invasion of Iraq.
   c. has been one of the shortest military campaigns in America’s history.
   d. waged directly against Afghanistan.

9. President Obama recently
   *a. increased the number of troops in Afghanistan.
   b. called for us to begin pulling out of Afghanistan by the end of 2011.
   c. asked for the United Kingdom to rejoin the War on Terror.
   d. threatened Afghanistan with a nuclear attack.

10. Congress formally declared war for which of the following:
    a. Iraq War
    b. Persian Gulf War
    c. War on Terror
    *d. None of these wars

Short Answer
In four to seven sentences, answer the following questions:
What was the Carter Doctrine? How did it relate to the Cold War? How did it relate to the First Persian Gulf War? Does this show a connection to Cold War policies to the First Persian Gulf War? Why or why not? (10 points)
The Carter Doctrine, passed in 1980 by President Carter, stated that the United States could use military force in Persian region to secure “national interests.” It was passed because the USSR had invaded Afghanistan and taken over two-thirds of its oil production in 1979. President George H. W. Bush used this document as a reason for the United States to wage war on Iraq, since it had invaded Kuwait and taken over its oil fields. This does show a connection to Cold War policies because it was established directly against the USSR to keep it at bay as a world power, particularly with the United State’s dependence on foreign oil.

At the beginning of the War on Terror, President George W. Bush said that “our ‘war on terror’ begins with al-Qaeda, but it does not end there. It will not end until every terrorist group of global reach has been found, stopped, and defeated.” Can we see any parallels between America’s fear of communism and its fear of terrorism? Did the Cold War likewise span the globe? Give at least two examples of other countries it involved. Does this show that America is still following a pattern of Cold War policies? Why or why not? (8 points)

America was afraid of communism and is now afraid of terrorism. It is not a fear of a particular group or country, necessarily, but of the governmental structure behind it. America was willing to fight anywhere in the world to hold back communism, including: Vietnam, Korea, Germany and Cuba. Likewise, today, we are still willing to fight any source of terrorism anywhere in the world.

The Iraq War and the First Persian Gulf were waged based on multiple assumptions that were never proven or were proven false. Please list two such examples for each war. (8 points)

**Iraq War**
1. Iraq illegally was producing and stockpiling weapons of mass destruction.
2. Iraq tried to get aluminum tubes prohibited to them to create uranium centrifuges.
3. Iraq kept yellowcake uranium and was trying to get more from Niger after the UN revoked their right to possess it in 1991.

**First Persian Gulf War**
1. A Kuwait nurse (who was Ambassador to the US’s daughter) said that during the invasion, Iraqi soldiers were pulling babies out of their incubators in the hospital to die on the floor, impacting the vote of 6 Congressmen and 7 Senators in favor of the war. The woman was not even in Kuwait during the invasion.
2. There was a claim that Iraq was building up arms along border of Kuwait. Commercial satellite images show only empty desert.

______/100 Total Points
The Things They Carried Essay

You each have been reading various short stories from The Things They Carried by Tim O’Brien, written in 1990. You will be writing a 2-4 page essay on the portion of the book you read, answering one of the three prompts:

1. The Things They Carried is a fictional story but is based on the real people around O’Brien during the war. Because it is a not a non-fictional account of war, is it relevant? Does the nature of the story make the stories that may not have been entirely factual portray valuable aspects of war? Defend your position.

2. The motif of the shame of being a failure in battle is repeatedly seen in throughout The Things They Carried. How might the shame have been a motivating factor for a soldier in the war? Use specific examples from the text.

3. What were “the things they carried?” Discuss both the physical and emotional things the men carried and how they might have impacted a soldier’s war experience.
The Things They Carried Essay Rubric

**Thesis Statement:** The essay has a clear thesis statement that is stated in the introduction. The thesis is the focus of the essay, and this focus is maintained throughout the entire piece.

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**Organization:** The essay follows a logical pattern in proving the thesis statement. Sentences are organized in the paragraph to provide flow and ease of reading.

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**Mechanics:** The essay is free of grammatical and topical errors. It is written in clear English and possesses correct sentence structures.

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**Support:** The thesis is answered directly in the essay by sound and relevant examples found in the text. Specific instances are used and sighted accordingly.

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**Depth:** The essay shows that you clearly read the book and understood its message. You investigated the complexities of your essay question and considered the point of view of the writer.

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_____/100 Total Points
The Cold War Folder Rubric
You will be constructing a folder on the Cold War, including anti-communist propaganda you created, two short essays a T-Chart. You will create an original piece of propaganda of the Cold War and explain it in one paragraph. For the two essays, he first will give a brief synopsis of the events of the Cold War and the effect communism had on American society, and the second will discuss how Korea was a direct effect and an eventual proxy war of the Cold War. A T-chart will be included, comparing and contrasting the Cold war to the Persian Gulf War, the Iraq War and the War on Terror.

___/20 Propaganda
__/10 You created an original and relevant 8½”x11” anti-communist piece of propaganda.
__/10 On the inside cover you explained what your poster represented and how it related to the Cold War.

___/25 Essay 1
__/10 You briefly explained the events of the Cold War between the US and the Soviet Union in a paragraph.
__/15 You analyzed the impact the Cold War had on American society and its fear of communism in a paragraph.

___/25 Essay 2
__/10 You gave a brief synopsis of the Korean War in a paragraph.
__/15 You explained how the Korean War was a proxy war and a direct result of the Cold War in a paragraph.

___/20 T-Chart
__/10 You included 5 comparisons between the Cold War and the last three wars: the Persian Gulf War, the Iraq War and the War on Terror.
__/10 You included 5 contrasts between the Cold War and the last three wars.

___/10 Overall Appearance
Your anti-communist propaganda is original and the drawing is clear enough to understand when you explain it in the rationale. The explanation of your propaganda, the essays and the T-chart inside of the booklet are all typed in 12 point font.

_____/100 Points Total      Name:__________________
Post-Assessment

In pairs, you will interview your partner and complete the graphic organizer with the associated questions. Then you will switch roles. After you both have done this, you will join another pair to form a group of 4 and share your responses to the questions. As a group you will summarize their overall ideas to the rest of the class.

1. Who is Osama bin Laden? Why is the American military interested in finding him? (2 points) Bin Laden is the leader and founder of al-Qaeda, an Islamic extremist group. The military is searching for him because of the attack he organized on September 11, 2001.

2. Who was Saddam Hussein? (1 point) Saddam Hussein was the president of Iraq.

3. How did alleged weapons of mass destruction (WMD) affect the American public’s view on the war against Iraq in 2003? (2 points) WMDs and the media’s coverage of the weapons led Americans to fear the Iraqi government and what it might do to the U.S. As such, it led to the U.S. waging a war against Iraq.

4. What started the First Persian Gulf War? (1 point) The First Persian Gulf War was started when Iraq invaded Kuwait.

5. What is the Carter Doctrine? Show a connection between the Cold War and the Persian Gulf War. (3 points) The Carter Doctrine, passed in 1980 by President Carter, stated that the United States could use military force in Persian region to secure “national interests.” It was passed because the USSR had invaded Afghanistan and taken over two-thirds of its oil production in 1979. President George H. W. Bush used this document as a reason for the United States to wage war on Iraq, since it had invaded Kuwait and taken over its oil fields. This does show a connection to Cold War policies because it was established directly against the USSR to keep it at bay as a world power, particularly with the United State’s dependence on foreign oil.

6. Did the United States ever formally declare war on Vietnam? Defend your answer. (2 points) The U.S. never formally declared war on Vietnam. The Tonkin Resolution passed by Congress gave President Johnson the power to wage an unrestricted war on Vietnam.

7. How did the Korean War end? Was this really a victory? Defend your answer. (2 points) The Korean War ended with an armistice, dividing the country at the 38th parallel. North Korea maintained itself as a communist state. It was not a real victory; in the end, America gained no ground and the north still stayed communist. It was not an entire loss, however, because the U.S. still maintained control of the south, which did not become communist.
8. What is communism in theory? What was communism like in actuality? Why did the United States fear communism? (3 points) Communism is a governmental structure that, in theory, has everyone producing and working for the greater good of the country. There is no social divide and all are considered equals. In reality it has proven to be more of a totalitarian government. The U.S. feared communism because the Soviet Union was a new world power after WWII, and it would undermine the capitalistic economy of America and take away liberties.

____/15 Total Points
Final Cultivating Project Rubric
The final activity on war will be a two-page newspaper project in which you may choose to work individually or in pairs. Your main story will be about the next war where you think the United States will be involved. Write a main article on front page to discuss this. Add a picture to enhance your front page story. The front page will also include a human interest story about soldier who is in the way or even a family who is waiting for the soldier at home. On the second page, write at least two opinion pieces, one that supports the war and one that challenges how the war could have been avoided and how it has changed America economically and socially. Although you are creating a war and making up events and some reasons for it, the countries and people that will be involved should be real. This is a war that you think could actually happen one day. Add advertisement that reflects the time period for which you are writing your newspaper.

____/30  Main Article

__/10 You identified what country will next be at war with the U.S. and why.

__/10 You stated who the leaders of both sides would be and how their leadership styles perpetuated the war.

__/10 You noted the geography of the country the war would be fought in and how the topography and location would affected the fighting style on both sides.

____/20  Human Interest Article

__/15 You discussed the difficulty the soldier was having fighting wherever the war is being conducted, or how is his family is responding to his absence and the war overall.

__/5 The article is convincing and is written from the point of view of the soldier or the family.

____/20  Anti-War Opinion Piece

__/10 You discussed points that could have prevented the war. What might have both countries done differently?

__/5 Why should the war have been avoided?
Was it worth the sacrifice of American troops and civilians?

Anti-War Opinion Piece

You analyzed how this particular war would have affected America. Is a limited war? Why or why not?

How would the war affect the economy, the social structure, and the public’s perception of the government? Do they support this war?

Overall Appearance

Your presentation is all typed in 12 point font. It has a headline and titles for each article and a picture that relates to the main story. You do not have to draw your own, but if you take it somewhere, you must cite it in APA format.

Points Total

Name:
Modification Strategies

It is important that the regular teacher works with the special education teacher to provide co-teaching support for students with special needs. One way to do that effectively is to share the overall curriculum – lesson plans, calendar, and assessments – with the special education teacher in advance of teaching the unit. In this way, the special education teacher can assist in making accommodations before the lessons are delivered.

This is also true when the teacher is making modifications based on a student who is struggling with English.

In this unit, these are the modifications that would be in place:

- Adjustments to the level of difficulty by selecting text that has less print on the page, audio taping texts, and providing study guides for some of the longer readings.

- Adjusting time by reducing the number of questions that a student would need to answer and increasing the time for taking a test.

- Adjusting the presentation of subject matter by providing notes or power point handouts and using a variety of visuals.

- In terms of modifying instruction for the LEP student, it is important for the student to be paired with a bilingual student, if at all possible, and to encourage students to speak and then write the answer.
• In terms of modifying instruction for the high achieving student, it helps to accelerate the learning (less time) and provide enrichment activities (using student choice).
REFERENCES


APPENDIX A

Calendar

The following pages contain the tentative calendar that shows the schedule of the curriculum in a day-to-day format of lesson delivery. It is situated in a block schedule, where the class is taught every-other day for 90 minutes.
### March 2011

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<td>• War Today v. the Past</td>
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<td>• Current Events on War</td>
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<td>• September 11th</td>
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<td>16 War on Terror</td>
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<td>• George W. Bush &amp; Bin Laden</td>
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<td>22 Iraq/Persian Gulf Geography</td>
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<td>• Gulf of Tonkin</td>
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<td>• Begin <em>The Things They Carried</em></td>
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<td>• Middle Eastern Endeavors Test</td>
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