

# Unit Title: War & Peace

## INSTRUCTIONAL UNIT AUTHORS

Lake County School District

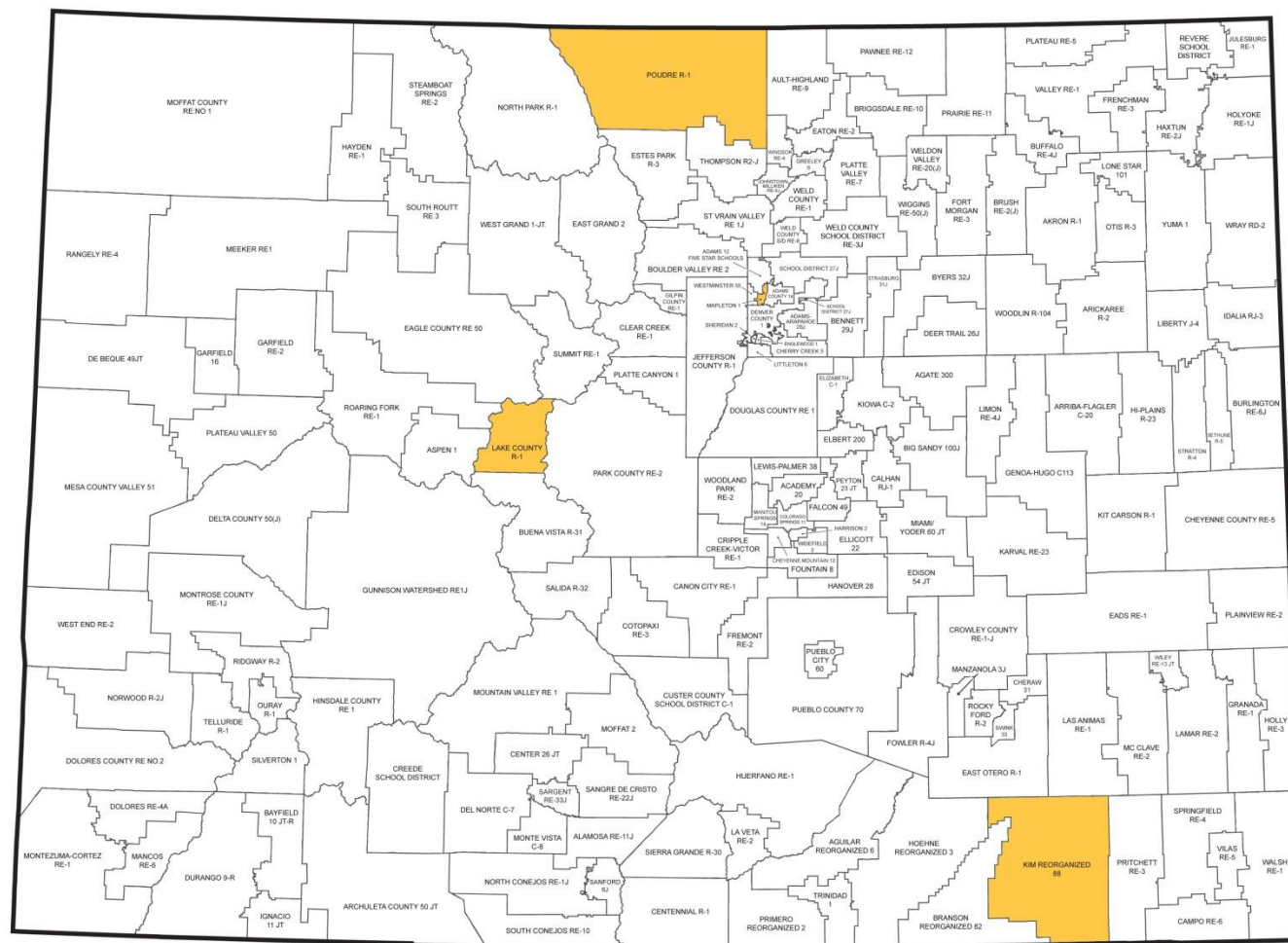
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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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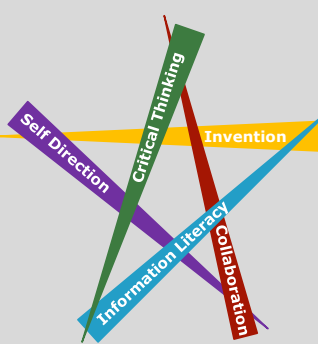


Produced by the Colorado Department of Education Web Management Team - August 2014

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

| <b>Content Area</b>            | Social Studies  | <b>Grade Level</b>   | High School |
|--------------------------------|---|----------------------|-------------|
| <b>Course Name/Course Code</b> | United States History   |                      |             |
| <b>Standard</b>                | <b>Grade Level Expectations (GLE)</b>   | <b>GLE Code</b>      |             |
| 1. History                     | 1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources | SS09-GR.HS-S.1-GLE.1 |             |
|                                | 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time   | SS09-GR.HS-S.1-GLE.2 |             |
|                                | 3. The significance of ideas as powerful forces throughout history  | SS09-GR.HS-S.1-GLE.3 |             |
| 2. Geography                   | 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions  | SS09-GR.HS-S.2-GLE.1 |             |
|                                | 2. Explain and interpret geographic variables that influence the interactions of people, places and environments  | SS09-GR.HS-S.2-GLE.2 |             |
|                                | 3. The interconnected nature of the world, its people and places  | SS09-GR.HS-S.2-GLE.3 |             |
| 3. Economics                   | 1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources   | SS09-GR.HS-S.3-GLE.1 |             |
|                                | 2. Economic policies impact markets   | SS09-GR.HS-S.3-GLE.2 |             |
|                                | 3. Government and competition impact markets  | SS09-GR.HS-S.3-GLE.3 |             |
|                                | 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)   | SS09-GR.HS-S.3-GLE.5 |             |
| 4. Civics                      | 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies   | SS09-GR.HS-S.4-GLE.1 |             |
|                                | 2. Purposes of and limitations on the foundations, structures and functions of government   | SS09-GR.HS-S.4-GLE.2 |             |
|                                | 3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government   | SS09-GR.HS-S.4-GLE.3 |             |

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| <p style="text-align: center;"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p> | <p style="text-align: center;"><b>Reading &amp; Writing Standards for Literacy in History/Social Studies 6 - 12</b></p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• Key Ideas &amp; Details</li> <li>• Craft And Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Levels of Text Complexity</li> </ul> <p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>• Text Types &amp; Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Construct and Present Knowledge</li> <li>• Range of Writing</li> </ul> |
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| Unit Titles   | Length of Unit/Contact Hours | Unit Number/Sequence |
|---------------|------------------------------|----------------------|
| War and Peace | 6– 9 Weeks                   | 3                    |

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| <b>Unit Title</b>  | War and Peace  |  | <b>Length of Unit</b>  | 6-9 weeks  |   |
| <b>Focusing Lens(es)</b>   | Conflict/Compromise  | <b>Standards and Grade Level Expectations Addressed in this Unit</b>                         | SS09-GR.HS-S.1-GLE.1<br>SS09-GR.HS-S.1-GLE.2<br>SS09-GR.HS-S.1-GLE.3<br>SS09-GR.HS-S.2-GLE.1<br>SS09-GR.HS-S.2-GLE.3 | SS09-GR.HS-S.3-GLE.1<br>SS09-GR.HS-S.3-GLE.2<br>SS09-GR.HS-S.4-GLE.1<br>SS09-GR.HS-S.4-GLE.2<br>SS09-GR.HS-S.4-GLE.3 |   |
| <b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b> | <u><a href="#">Grades 9-10</a></u><br>CCSS.RH.9-10.1<br>CCSS.RH.9-10.6<br>CCSS.RH.9-10.7   | <u><a href="#">Grades 11-12</a></u><br>CCSS.RH.11-12.1<br>CCSS.RH.11-12.6<br>CCSS.RH.11-12.7 | <b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>   | <u><a href="#">Grades 9-10</a></u><br>CCSS.WHST.9-10.2<br>CCSS.WHST.9-10.5<br>CCSS.WHST.9-10.7<br>CCSS.WHST.9-10.8   | <u><a href="#">Grades 11-12</a></u><br>CCSS.WHST.11-12.2<br>CCSS.WHST.11-12.5<br>CCSS.WHST.11-12.7<br>CCSS.WHST.11-12.8 |
| <b>Inquiry Questions (Engaging- Debatable):</b>                            | <ul style="list-style-type: none"> <li>• What circumstances lead United States to war and are they ever justified?</li> <li>• What is the importance of compromise in American government? (SS09-GR.HS-S.4-GLE.2-EO.c)</li> <li>• How is the exchange of ideas an important aspect of a democratic society? (SS09-GR.HS-S.4-GLE.2-EO.c)</li> </ul> |  |  |  |   |
| <b>Unit Strands</b>  | History, Geography, Economics, Civics  |  |  |  |   |
| <b>Foundational Historical/ Geographic Concepts</b>                        | Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability    |  |  |  |   |
| <b>Concepts</b>  | Dilemma, compromise, rights, tension, protest, foreign policy, liability, isolationism, imperialism, environmentalism, alliance, communism, nationalism, militarism, geopolitical, resources, international  |  |  |  |   |

| <b>Generalizations</b><br>My students will <b>Understand</b> that...  | <b>Guiding Questions</b>   |  |
|---|--|--|
|   | <b>Factual</b>   | <b>Conceptual</b>  |
| Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)  | How have historical interpretations of the United States' major (inter)national conflicts changed with new evidence?                   | How might the discovery of new evidence change the historical narrative of an event or person? |
| Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c) | What were the significant events/issues that historians identified in relation to changes in the origins and nature of U.S. conflicts? | How do historians define and determine significance?   |

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| <p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>                  | <p>How have maps illustrated the usage/depletion/conservation of materials and resources necessary to maintain its military strength/presence?</p>  | <p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>  |
| <p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p> | <p>How have maps documented changing political/national boundaries that the U.S. helped facilitate as a result of their participation in international conflicts?</p>   | <p>How do maps document political, cultural and/or social priorities?<br/>How have cartographers views of the world changed over time?</p>  |
| <p>Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d)</p>               | <p>How did the financial consequences of the Treaty of Versailles of 1919 aid in the coming of WWII? (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.3-GLE.1-EO.c)</p>  | <p>How does a nation weigh the opportunity costs of war?<br/>How do ethical dilemmas push nations to war? (SS09-GR.HS-S.1-GLE.3-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.a,d)<br/>To what degree should nations make decisions based on economic self-interest? (SS09-GR.HS-S.3-GLE.2-EO.b)</p> |
| <p>International alliances form in order to safeguard participating nations' people and to protect political, financial, and social interests (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.d)</p>  | <p>How did the Allies during WWII reflect a necessary cooperation that lead to a positive outcome? (SS09-GR.HS-S.1-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.3-EO.d)<br/>How did the Marshall Plan of 1946 impact the relationship between western Europe and the United States?<br/>How is the formation of NATO and the United Nations an example of a peace time alliance?</p> | <p>Are NATO and the United Nations still relevant?</p>  |
| <p>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs (SS09-GR.HS-S.1-GLE.2-EO.h)</p>   | <p>How did the role of women change/expand during World Wars I and II?<br/>How did World War I facilitate the Great Migration?</p>  | <p>Which processes of democratic government are most successful in gaining cooperation among competing groups? (SS09-GR.HS-S.4-GLE.1-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.c)</p>  |

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| <p>Anti-war protests/movements may shift public perceptions of war leading to (re) examinations of foreign policies and international involvement (SS09-GR.HS-S.4-GLE.1-EO.c)</p> | <p>How did the US Senate’s refusal to support President Wilson during the peace negotiations after World War I affect the outcome of the war for the United States? (SS09-GR.HS-S.1-GLE.2-EO.f)</p> <p>How did tension between Cold War aims and waning public support around the Vietnam conflict provide an ethical dilemma for the American government during the 1960’s and 70’s? (SS09-GR.HS-S.1-GLE.3-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.a,d)</p> | <p>How do people resolve differences while remaining respectful of multiple perspectives? (SS09-GR.HS-S.4-GLE.1-IQ.4)</p> |
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| <p><b>Critical Content:</b><br/>My students will <b>Know</b>...</p>  | <p><b>Key Skills:</b><br/>My students will be able to <b>(Do)</b>...</p>   |
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| <ul style="list-style-type: none"> <li>• The critical ideas, actions, and decisions that led the United States to war/conflict (e.g., World War I, World War II, Vietnam, Korea) (SS09-GR.HS-S.1-GLE.3-EO.e)</li> <li>• The importance of the principles of democracy in a democratic society (e.g., majority rule, compromise) (SS09-GR.HS-S.4-GLE.2-EO.c)</li> <li>• The outcomes of WWI, WWII, Korean War, Vietnam, and the Gulf War (SS09-GR.HS-S.1-GLE.2-EO.f)</li> <li>• The origins and significance of peace keeping organizations (e.g., NATO, United Nations)</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the complexity of events in American History (SS09-GR.HS-S.1-GLE.2-EO.c)</li> <li>• Critique various primary sources for bias/accuracy (SS09-GR.HS-S.4-GLE.1-EO.e)</li> <li>• Research and interpret multiple viewpoints</li> <li>• Analyze how cooperation and conflict influence the division and control of earth (SS09-GR.HS-S.2-GLE.3-EO.d)</li> </ul> |

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| <p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.<br/>         EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> |   |
| <p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>  | <p><i>President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki, although controversial, propelled the United States into a role as a world power.</i></p>   |
| <p><b>Academic Vocabulary:</b></p>  | <p>Discuss, multiple perspectives, cause/effect, compare/contrast, analyze, critique, investigate</p>   |
| <p><b>Technical Vocabulary:</b></p>   | <p>Militarism, isolationism, alliance(s), Treaty of Versailles, communism, Vietnam, ethical dilemma, debate, compromise, rights, tension, protest, foreign policy, liability, imperialism, geopolitical, Great Migration, Cold War, Marshall Plan, NATO, war, United Nations, nationalism</p> |

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| <b>Unit Description:</b>           | Throughout this unit, students will explore the ways in which the forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts. The unit begins with the Spanish-American War and leads students through post 9/11 America. Students will examine national and international responses/policies (e.g., alliances) to international conflict and times of peace. Finally, students will analyze public perceptions of war and the subsequent actions/reactions of the public. This unit culminates with students creating a “special edition” of Time Magazine focusing on the international conflict involving the U.S. since the Spanish – American War. |
| <b>Considerations:</b>             | The teacher authors of this unit focused on the forces that incite international conflict from the era of the Spanish – American War through the present. Therefore, the learning experiences emphasize these forces. Thus, when teaching, for example, Learning Experience #13, the emphasis of classroom lessons should not be on every person, event, and conflict associated with Vietnam, but on reasons for U.S. involvement in the war and the reaction(s) of the international community.  |
| <b>Unit Generalizations</b>        |  |
| <b>Key Generalizations:</b>        | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts  |
| <b>Supporting Generalizations:</b> | International alliances form in order to safeguard participating nations’ people and to protect political, financial, and social interests   |
|                                    | During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs  |
|                                    | Anti-war protests/movements may shift public perceptions of war leading to (re) examinations of foreign policies and international involvement   |

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| <b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>   |   |
| <b>Claims:</b><br>(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)                                 | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts   |
| <b>Stimulus Material:</b><br>(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | The American History Museum at the Smithsonian is creating an exhibit on modern international conflicts, beginning with the Spanish – American War. As members of a writing team at Time Magazine, you have been commissioned to create a “special edition” of Time Magazine focusing on the international conflicts involving the United States. This special edition will be made available to patrons of the exhibit. Your magazine needs to focus on the root causes of the war (e.g., imperialism, nationalism, economic interests, and geopolitical alliances) and the national and international reactions to the conflict (including reactions of people within the United States).   |
| <b>Product/Evidence:</b><br>(Expected product from students)   | Students can work in groups of 4 – 5 to create their magazine. Each magazine should focus on a specific conflict (e.g., Spanish – American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Afghanistan, Iraq).<br>It should include an analysis of: <ul style="list-style-type: none"> <li>• the root causes of the war (e.g., imperialism, nationalism, economic interests);</li> <li>• the national and international reactions to the conflict (to include the reactions of people within the United States)</li> </ul> The final product can be laid out using Publisher or create an online digital magazine using a program such as Mad Magz ( <a href="http://www.madmagz.com">http://www.madmagz.com</a> ) and should also include images, maps, primary sources, and a works cited page. If a digital magazine is selected, students could also include video clips, audio clips, etc.<br>All students should be responsible for writing articles for the magazine. Once the articles are written, students should be assigned roles based on their strengths (e.g., editor, layout manager, visual/graphics coordinator, map maker, etc.) |

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|  | TEACHER NOTE: This assessment is not a report on the details of each conflict, but rather on the causes and outcomes of the conflicts so that students can demonstrate their understanding of the generalizations for this unit.   |
| <b>Differentiation:</b><br>(Multiple modes for student expression) | <p>Students make work in teams where they take on different roles as determined by their learning strengths such as:</p> <ul style="list-style-type: none"> <li>• Editor</li> <li>• Graphic artist</li> <li>• Layout manager</li> </ul> <p>Teachers may provide students with graphic organizers to help students organize their writing.<br/> <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> (Graphic organizers to support writing)</p> |

| Texts for independent reading or for class read aloud to support the content  |   |
|---|---|
| Informational/Non-Fiction   | Fiction   |
| <p>Ambrose, S. E. <i>Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest</i>. New York: Simon &amp; Schuster. Grade level equivalent: 7</p> <p>Bradley, J. &amp; Powers, R. <i>Flags of Our Fathers</i>. New York: Bantam Books. Grade level equivalent: 8</p> <p>Brokaw, T. <i>The Greatest Generation Speaks: Letters and Reflections</i>. New York: Random House. Grade level equivalent: 8</p> <p>Edelman, B. (Ed). <i>Dear America, Letters Home From Vietnam</i>. New York: W. W. Norton &amp; Co. Grade level equivalent: 6</p> <p>Pearson, J. <i>The Wolves at the Door: The True Story of America's Greatest Female Spy</i>. Guilford, Conn: Lyons Press. Lexile: 1180</p> <p>Sis, P. <i>The Wall: Growing Up Behind the Iron Curtain</i>. New York: Farrar, Straus and Giroux. Lexile: 760</p> <p>Thoms, A. (Ed). <i>With Their Eyes: September 11th--The View from a High School at Ground Zero</i>. New York: HarperCollins. Grade level equivalent: 6</p> | <p>Clancy, T. <i>Mirror Image</i>. New York: Berkley Books. Lexile: 1020</p> <p>Follett, K. <i>Fall of Giants</i>. Boston: Dutton Books. Grade level equivalent: 9-12.</p> <p>Hemingway, E. <i>A Farewell to Arms</i>. New York: Scribner. Lexile: 730</p> <p>Morpurgo, M. <i>War Horse</i>. Danbury, CT.: Scholastic Press. Lexile: 1090</p> <p>Perkins, L.F. <i>The French Twins</i>. Boston: Houghton Mifflin. Grade Level Equivalent: 7</p> <p>Remarque, E.M. <i>All Quiet on the Western Front</i>. New York: Ballantine Books. Lexile: 830</p> <p>Seredy, K. <i>The Singing Tree</i>. New York: Puffin. Lexile: 770</p> |

| Ongoing Discipline-Specific Learning Experiences |              |  |   |
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| 1.   | Description: | Think and work like a historian by looking at primary and secondary sources as incomplete or partial perspectives on historical events | <p>Teacher Resources:</p> <p><a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian)</p> <p><a href="http://teachinghistory.org/teaching-materials">http://teachinghistory.org/teaching-materials</a> (Helping students write critically)</p> <p><a href="http://sheg.stanford.edu/rlh">http://sheg.stanford.edu/rlh</a> (Reading like an historian - set up a free account)</p> <p><a href="http://www.historycolorado.org/educators/classroom-materials">http://www.historycolorado.org/educators/classroom-materials</a> (Colorado History and Artifact Kits)</p> <p><a href="http://www.historycolorado.org/educators/check-out-artifact-kits">http://www.historycolorado.org/educators/check-out-artifact-kits</a> (Colorado History Artifact Trunks – small fee required)</p> <p><a href="http://sheg.stanford.edu/historical-thinking-chart">http://sheg.stanford.edu/historical-thinking-chart</a> (Classroom poster outlining historical thinking - need free account)</p> |



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|    |              |  |                    | <p><a href="http://www.archives.gov/education/special-topics.html">http://www.archives.gov/education/special-topics.html</a> (Primary source document analysis worksheets from the National Archives)</p> <p><a href="http://ourdocuments.gov/index.php?flash=true&amp;">http://ourdocuments.gov/index.php?flash=true&amp;</a> (Primary sources from the National Archives)</p>   |
|    |              |  | Student Resources: | <p><a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian: lots of classroom resources: teachers can set up a free account)</p> <p><a href="http://teachinghistory.org/teaching-materials/teaching-guides/25690">http://teachinghistory.org/teaching-materials/teaching-guides/25690</a> (Learning to read primary documents)</p>   |
|    | Skills:      | Evaluate a historical source for point of view and historical context  | Assessment:        | Students will keep a journal personally responding to the primary and secondary sources studied in the unit. The journal will title the document/artifact; identify whether the source is primary or secondary; include a one-sentence summary of the major idea; and a three-sentence personal reaction to the information gained from the source <a href="#">CCSS.RH.9-10.2</a><br><a href="#">CCSS.WHST.9-10.2</a>   |
| 2. | Description: | Reading like a historian by identifying point-of-view, historical context, distortion, or propaganda and relevance to historical inquiry | Teacher Resources: | <p><a href="http://tinyurl.com/2el32sg">http://tinyurl.com/2el32sg</a> (Lesson plan on identifying multiple perspectives from ReadWriteThink)</p> <p><a href="http://tinyurl.com/k9e9ayl">http://tinyurl.com/k9e9ayl</a> (Various lessons on how to identify multiple perspectives from PBS Learning Media)</p> <p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (Strategies for teaching multiple perspectives/point of view)</p> <p><a href="http://learner.org/courses/amerhistory/interactives/">http://learner.org/courses/amerhistory/interactives/</a> (Historical Thinking Skills Interactives from the Annenberg Foundation)</p> <p><a href="http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf">http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf</a> (Suggested Compare and contrast essay rubric)</p> <p><a href="http://www.fresno.k12.ca.us/divdept/sscience/GraphicOrganizers/GraphicPerspective.pdf">http://www.fresno.k12.ca.us/divdept/sscience/GraphicOrganizers/GraphicPerspective.pdf</a> (Multiple Perspectives Graphic Organizer - model)</p> |
|    |              |  | Student Resources: | <p><a href="http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING">http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING</a> (Guiding questions to aide in identifying perspective)</p> <p><a href="http://learner.org/courses/amerhistory/interactives/">http://learner.org/courses/amerhistory/interactives/</a> (Historical Thinking Skills Interactives from the Annenberg Foundation)</p> <p><a href="http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf">http://learner.org/libraries/makingmeaning/makingmeaning/support/essay.pdf</a> (Suggested Compare and contrast essay rubric)</p>   |
|    | Skills:      | Analyze multiple perspectives by evaluating, interpreting, and authenticating the source of information                                  | Assessment:        | Students will complete graphic organizers illustrating multiple perspectives on issues presented throughout this unit.  |

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| 3. | Description: | Think and work like a geographer by creating maps, charts, and tables to describe the various international alliances established during the 20 <sup>th</sup> century | Teacher Resources: | <a href="http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm">http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm</a> (Thinking like a Geographer)<br><a href="http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm">http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm</a> (Map of Triple Alliances in WWI)<br><a href="http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005177&amp;MediaId=348">http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005177&amp;MediaId=348</a> (Map of WWII alliances)<br><a href="http://www.3ad.com/history/cold.war/nato.landcarte.1.htm">http://www.3ad.com/history/cold.war/nato.landcarte.1.htm</a> (Map of Cold War alliances: 1945-1989) |
|    |              |   | Student Resources: | <a href="http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm">http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm</a> (Thinking like a Geographer)<br><a href="http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm">http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm</a> (Map of Triple Alliances in WWI)<br><a href="http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005177&amp;MediaId=348">http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005177&amp;MediaId=348</a> (Map of WWII alliances)<br><a href="http://www.3ad.com/history/cold.war/nato.landcarte.1.htm">http://www.3ad.com/history/cold.war/nato.landcarte.1.htm</a> (Map of Cold War alliances: 1945-1989) |
|    | Skills:      | Gather data, make inferences, and draw conclusions, from maps representing various alliances established during 20 <sup>th</sup> century                              | Assessment:        | Students will create a wall map of the world where they will identify the dates and geographic locations of various international alliances established during the 20 <sup>th</sup> century   |
| 4. | Description  | Think and work like a geographer by creating maps, charts, and tables to illustrate the spread of communism and the growth of NATO                                    | Teacher Resources: | <a href="http://d-maps.com/continent.php?num_con=8&amp;lang=en">http://d-maps.com/continent.php?num_con=8&amp;lang=en</a> (blank world maps)<br><a href="http://www.nato.int/cps/en/natolive/nato_countries.htm">http://www.nato.int/cps/en/natolive/nato_countries.htm</a> (NATO member countries)<br><a href="http://www.mapsofworld.com/nato-members-map.htm">http://www.mapsofworld.com/nato-members-map.htm</a> (NATO member countries map)  |
|    |              |   | Student Resources: | <a href="http://d-maps.com/continent.php?num_con=8&amp;lang=en">http://d-maps.com/continent.php?num_con=8&amp;lang=en</a> (blank world maps)<br><a href="http://www.nato.int/cps/en/natolive/nato_countries.htm">http://www.nato.int/cps/en/natolive/nato_countries.htm</a> (NATO member countries)<br><a href="http://www.mapsofworld.com/nato-members-map.htm">http://www.mapsofworld.com/nato-members-map.htm</a> (NATO member countries map)  |
|    | Skills:      | Gather data, make inferences, and draw conclusions, from maps representing the Cold War era   | Assessment:        | Students will add dates and locations of communist countries and NATO countries to the wall map outlined in the above assessment  |

**Prior Knowledge and Experiences**

At a minimum, students should have some experience analyzing primary and secondary source documents. Students should also have some experience analyzing maps, graphs, and charts. Additionally, they have some practice in organizing events chronologically, and some idea of the differences between historical evidence and interpretation or inference.

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| <b>Learning Experience # 1</b>   |   |   |
|--|---|---|
| The teacher may facilitate a brainstorming session with students so that they can begin to comprehend the forces (e.g., imperialism, nationalism, militarism, economic interests, alliances) which lead to international cooperation and conflict. |   |   |
| <b>Generalization Connection(s):</b>   | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts   |   |
| <b>Teacher Resources:</b>  | <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf</a> (Concept definition map)<br><a href="http://www.readingrockets.org/content/pdfs/conceptmap3.pdf">http://www.readingrockets.org/content/pdfs/conceptmap3.pdf</a> (Concept map)         |   |
| <b>Student Resources:</b>  | <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf</a> (Concept definition map)<br><a href="http://www.readingrockets.org/content/pdfs/conceptmap3.pdf">http://www.readingrockets.org/content/pdfs/conceptmap3.pdf</a> (Concept map)         |   |
| <b>Assessment:</b>   | Students will create a concept definition map for each of the 5 concepts (the root causes of international conflict)<br><a href="http://www.readingrockets.org/content/pdfs/conceptmap3.pdf">http://www.readingrockets.org/content/pdfs/conceptmap3.pdf</a> (Concept map)   |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)  | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)               |
|  | N/A   | Students may work with a partner to complete the concept maps |
| <b>Extensions for depth and complexity:</b>  | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)               |
|  | N/A   | N/A   |
| <b>Critical Content:</b>   | <ul style="list-style-type: none"> <li>• The roots causes of many international conflicts involving the United States are militarism, nationalism, imperialism, economic interests, geopolitical alliances</li> <li>• Examples of modern international conflicts involving the United States include: the Spanish – American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Afghanistan, and Iraq</li> </ul> |   |
| <b>Key Skills:</b>   | <ul style="list-style-type: none"> <li>• Examination of the root causes of war</li> </ul>   |   |
| <b>Critical Language:</b>  | Militarism, nationalism, international conflict, concept, imperialism, economic interests, geopolitical alliance, international alliance, resources, political power  |   |

| <b>Learning Experience # 2</b>   |   |  |
|--|---|--|
| The teacher may engage students in a gallery walk of primary and secondary sources (e.g., maps, political cartoons, original newspaper articles) representing 20 <sup>th</sup> century examples of U.S. Imperialism (e.g., Spanish-American War, Annexation of Hawaii, Philippine-American War) so that students can begin to describe imperialism (origins and goals) and how imperialism may result in conflict. |   |  |
| <b>Generalization Connection(s):</b>   | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts |  |

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|   |  |  |
|---|--|--|
| <b>Teacher Resources:</b>   | <a href="http://tinyurl.com/lj8arqb">http://tinyurl.com/lj8arqb</a> (Political cartoons of imperialism)<br><a href="https://sheg.stanford.edu/philippine-war-political-cartoons">https://sheg.stanford.edu/philippine-war-political-cartoons</a> (Philippine-American War Political Cartoons)<br><a href="https://sheg.stanford.edu/american-imperialism">https://sheg.stanford.edu/american-imperialism</a> (American imperialism political cartoons & lesson plans)<br><a href="http://www.loc.gov/pictures/collection/coll/item/2004668917/">http://www.loc.gov/pictures/collection/coll/item/2004668917/</a> (Images of the Spanish American War from the Library of Congress)<br><a href="http://www.loc.gov/collections/spanish-american-war-in-motion-pictures/">http://www.loc.gov/collections/spanish-american-war-in-motion-pictures/</a> (The Spanish-American War in motion pictures from the Library of Congress)<br><a href="http://www.archives.gov/education/lessons/hawaii-petition/">http://www.archives.gov/education/lessons/hawaii-petition/</a> (The 1897 Petition Against the Annexation of Hawaii from the National Archives and Records Administration)<br><a href="http://users.humboldt.edu/ogayle/hist111/empire.html">http://users.humboldt.edu/ogayle/hist111/empire.html</a> (Information and primary sources on U.S. imperialism in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries) |  |
| <b>Student Resources:</b>   | <a href="http://users.humboldt.edu/ogayle/hist111/empire.html">http://users.humboldt.edu/ogayle/hist111/empire.html</a> (Information and primary sources on U.S. imperialism in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries)<br><a href="http://www.sparknotes.com/history/american/spanishamerican/section6.rhtml">http://www.sparknotes.com/history/american/spanishamerican/section6.rhtml</a> (The Spanish American War)<br><a href="http://www.ushistory.org/us/44b.asp">http://www.ushistory.org/us/44b.asp</a> (The annexation of Hawaii)<br><a href="http://www.besthistorysites.net/index.php/american-history/1900/early-imperialism">http://www.besthistorysites.net/index.php/american-history/1900/early-imperialism</a> (A listing of websites on U.S. imperialism)  |  |
| <b>Assessment:</b>  | Students will create a cause and effect chart showing early 20 <sup>th</sup> century U.S. imperialistic events (e.g., Spanish-American War, Annexation of Hawaii, Philippine-American War), including an analysis of the respective consequences or outcomes.<br><a href="http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf">http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf</a>   |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|   | Students may work in groups of 2<br>Students may be provided documents/books of varying text complexity on same topic  | Students may be provided a menu of choices for causes and effects for the student to match |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|   | N/A  | N/A  |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Early 20<sup>th</sup> century U.S. imperialistic events (e.g., Spanish-American War, Annexation of Hawaii, Philippine-American War)</li> <li>• Motivations for the United States' adoption the policy of "expansionism or imperialism" in the nineteenth</li> <li>• The results of the Spanish-American War, including the ensuing war in the Philippines</li> <li>• The "spheres of influence" that existed in nineteenth-century China and how they affected United States trade in China</li> <li>• Reasons why a canal across the isthmus of Central America was strategically important to the United States</li> </ul>  |  |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Analyze causes and effects of early 20<sup>th</sup> Century U.S. imperialistic events</li> <li>• Read and interpret maps and charts</li> </ul>  |  |
| <b>Critical Language:</b>   | Imperialism, annexation, Monroe Doctrine, Manifest Destiny, spheres of influence, yellow journalism, "Open Door" policy, The Boxer Rebellion   |  |

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| <b>Learning Experience # 3</b>  |  |  |
|---|--|--|
| Teachers may provide primary and secondary sources (e.g., letters, political treaties, newspaper articles) so that students can explain the role of nationalism and international alliances in instigating WWI. |  |  |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts.<br>International alliances form in order to safeguard participating nations' people and protect political, financial, and social interests.   |  |
| <b>Teacher Resources:</b>   | <a href="http://www.bbc.co.uk/schools/worldwarone/index1.shtml">http://www.bbc.co.uk/schools/worldwarone/index1.shtml</a> (Primary sources - WWI from the British Broadcasting Corporation)<br><a href="http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html">http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html</a> (The Stars and Stripes newspaper at the Library of Congress)<br><a href="http://www.loc.gov/teachers/classroommaterials/connections/newspaper-pictorials/">http://www.loc.gov/teachers/classroommaterials/connections/newspaper-pictorials/</a> (WWI newspaper pictorials from the Library of Congress)<br><a href="http://www.besthistorysites.net/index.php/american-history/1900/wwi">http://www.besthistorysites.net/index.php/american-history/1900/wwi</a> (Best History Sites - WWI)<br><a href="https://history.state.gov/milestones/1914-1920/wwi">https://history.state.gov/milestones/1914-1920/wwi</a> (U.S. Entry into WWI from the U.S. State Department) |  |
| <b>Student Resources:</b>   | <a href="http://www.bbc.co.uk/schools/worldwarone/hq/causes1_01.shtml">http://www.bbc.co.uk/schools/worldwarone/hq/causes1_01.shtml</a> (The Triple Alliance explained)<br><a href="https://theworldwar.org/explore/interactive-wwi-timeline">https://theworldwar.org/explore/interactive-wwi-timeline</a> (Interactive WWI timeline at The National World War I Museum)<br><a href="http://amhistory.si.edu/militaryhistory/exhibition/flash.html">http://amhistory.si.edu/militaryhistory/exhibition/flash.html</a> (The Price of Freedom – Interactive/online exhibit from the Smithsonian)<br><a href="http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/">http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/</a> (Guidelines for writing a letter to the editor)<br><a href="http://www.ushistory.org/us/45.asp">http://www.ushistory.org/us/45.asp</a> (U.S. involvement in the First World War)   |  |
| <b>Assessment:</b>  | Students will compose a letter to the editor of the newspaper that argues either for or against the United States joining the Central Powers during WWI ( <a href="http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/">http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/</a> - Guidelines for writing a letter to the editor)   |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|   | <a href="http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf">http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf</a> (An outline for writing an editorial)<br>Students may read sources with modified text length based on reading ability  | Students may complete an outline for their editorial<br>Students may be provided with sentence frames for writing<br>Students may brainstorm, in small groups, a word/phrase list before writing |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|   | <a href="http://www.ehow.com/how_2171718_draw-political-cartoon.html">http://www.ehow.com/how_2171718_draw-political-cartoon.html</a> (How to draw a political cartoon)  | Students may include both points of view (thesis and antithesis) in editorial<br>Students may draw a political cartoon illustrating their point of view  |

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|                           |   |
|---------------------------|---|
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Causes of WWI (e.g., Balkan Wars)</li> <li>• Examples of the alliances formed and reasons for those alliances</li> <li>• Examples of how international alliances form to safeguard a nation’s political interests (e.g., Triple Alliance, Central Powers)</li> <li>• U.S. foreign policy leading up to and during the Great War</li> </ul> |
| <b>Key Skills:</b>        | <ul style="list-style-type: none"> <li>• Analyze the impact of United States’ policy of isolationism on U.S. involvement (or lack of) in the Central Powers alliance</li> </ul>   |
| <b>Critical Language:</b> | Alliance, nationalism, isolationism, Balkan, Triple Alliance, Central Powers, Treaty of Versailles, diplomacy, Ottoman Empire   |

#### Learning Experience # 4

Teachers may provide primary and secondary sources (e.g., letters, political treaties, newspaper articles) so that students can offer examples of ways that people and nations cooperated during WWI.

|   |   |  |
|---|---|--|
| <b>Generalization Connection(s):</b>  | <p>Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts</p> <p>During times of conflict people typically cooperate and take on unexpected roles and responsibilities to fulfill societal needs</p>   |  |
| <b>Teacher Resources:</b>   | <p><a href="http://www.archives.gov/nyc/education/food-wwi.html">http://www.archives.gov/nyc/education/food-wwi.html</a> (WWI on the home front from the National Archives)</p> <p><a href="http://tinyurl.com/ombp3q3">http://tinyurl.com/ombp3q3</a> (On the Homefront: American During WWI and WWII from the Library of Congress)</p> <p><a href="https://history.state.gov/milestones/1914-1920/league">https://history.state.gov/milestones/1914-1920/league</a> (The League of Nations from the U.S. Department of State)</p> <p><a href="https://www.icrc.org/en/document/international-committee-red-cross-first-world-war-0#.VEGIbaPnZjo">https://www.icrc.org/en/document/international-committee-red-cross-first-world-war-0#.VEGIbaPnZjo</a> (The International Committee of the Red Cross during WWI)</p> <p><a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a> (Full text of President Wilson’s 14 Points Speech)</p> <p><a href="http://avalon.law.yale.edu/subject_menus/versailles_menu.asp">http://avalon.law.yale.edu/subject_menus/versailles_menu.asp</a> (Text of the Treaty of Versailles)</p> <p><a href="http://www.greatwar.nl/versailles/versail-summary.html">http://www.greatwar.nl/versailles/versail-summary.html</a> (Summary of the text of the Treaty of Versailles)</p> |  |
| <b>Student Resources:</b>   | <p><a href="http://www.historylearningsite.co.uk/treaty_of_versailles.htm">http://www.historylearningsite.co.uk/treaty_of_versailles.htm</a> (Background information on the Treaty of Versailles)</p> <p><a href="https://history.state.gov/milestones/1914-1920/league">https://history.state.gov/milestones/1914-1920/league</a> (History of the League of Nations from the Department of State)</p> <p><a href="http://www.historylearningsite.co.uk/woodrow_wilson1.htm">http://www.historylearningsite.co.uk/woodrow_wilson1.htm</a> (Abridged version of Wilson’s 14 Points)</p>  |  |
| <b>Assessment:</b>  | <p>Students will write a response paper from the German point of view, explaining the inherent problems with Wilson’s 14 Points and the Treaty of Versailles. Students should include excerpts from Wilson’s 14 Points and the Treaty of Versailles.</p>  |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | <p>Students may be provided an abridged version of Wilson’s 14 Points speech</p> <p><a href="http://www.historylearningsite.co.uk/woodrow_wilson1.htm">http://www.historylearningsite.co.uk/woodrow_wilson1.htm</a></p> <p>Students may be provided an outline for writing a response paper <a href="http://www.custom-essays.org/essay_types/Response_Essay.html">http://www.custom-essays.org/essay_types/Response_Essay.html</a></p>   | <p>Students may write a response paper focusing on one document, either the Wilson’s 14 Points or the Treaty of Versailles</p> |

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| <b>Extensions for depth and complexity:</b> | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|---|---|--|
|   | Students may be provided the original text of Wilson’s 14 Points speech<br><a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a><br>(Full text of President Wilson’s 14 Points Speech)  | Students may include, in their paper, specific examples of the Treaty of Versailles and possible connections to the reasons for the outbreak of WWII |
| <b>Critical Content:</b>                    | <ul style="list-style-type: none"> <li>• Role of propaganda in WWI both in the United States and abroad</li> <li>• Role and success(s) of the League of Nations as the first international organization aimed at maintaining world peace</li> <li>• Impact of the Treaty of Versailles</li> <li>• Roles of individuals during WWI (e.g., women’s roles in the civilian workforce, people buying U.S. Bonds to support the war)</li> <li>• Background and history of the International Committee of the Red Cross as an example of international cooperation during WWI</li> </ul> |  |
| <b>Key Skills:</b>                          | <ul style="list-style-type: none"> <li>• Assess changes in individual freedoms and roles during WWI</li> <li>• Critique Wilson’s 14 Points and the Treaty of Versailles</li> <li>• Analyze impact of WWI on individual roles and freedoms in the United States</li> <li>• Explain how Americans worked together to support the war effort</li> </ul>  |  |
| <b>Critical Language:</b>                   | Wilson’s 14 Points, Treaty of Versailles, nationalism, League of Nations, civil defense, diplomacy, propaganda  |  |

| <b>Learning Experience # 5</b>  |   |
|---|---|
| Teachers may provide primary and secondary sources (e.g., letters, political treaties, newspaper articles) so that students can connect issues of nationalism and international relations to the origins of WWII. |   |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts<br>International alliances form in order to safeguard participating nations’ people and protect political, financial, and social interests  |
| <b>Teacher Resources:</b>   | <a href="http://www.historyonthenet.com/ww2/causes.htm">http://www.historyonthenet.com/ww2/causes.htm</a> (WWII origins)<br><a href="http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/">http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/</a> (Primary and secondary sources WWII Museum)<br><a href="http://guides.lib.washington.edu/content.php?pid=90255&amp;sid=687755">http://guides.lib.washington.edu/content.php?pid=90255&amp;sid=687755</a> (Primary sources-Military - WWII)<br><a href="http://www.teacheroz.com/WWIIDocs.htm">http://www.teacheroz.com/WWIIDocs.htm</a> (Primary source documents WWII)<br><a href="https://lemoyne.edu/Portals/11/pdf_content/library/101paper.pdf">https://lemoyne.edu/Portals/11/pdf_content/library/101paper.pdf</a> (The Treaty of Versailles and WWII)<br><a href="https://lemoyne.edu/Portals/11/pdf_content/library/101paper.pdf">https://lemoyne.edu/Portals/11/pdf_content/library/101paper.pdf</a> (Bateson’s speech- From Versailles to WWII) |
| <b>Student Resources:</b>   | <a href="http://www.nationalww2museum.org/history/final/interactive_timeline.html">http://www.nationalww2museum.org/history/final/interactive_timeline.html</a> (Interactive WWII timeline)<br><a href="http://www.pbs.org/perilousfight/timeline/">http://www.pbs.org/perilousfight/timeline/</a> (PBS interactive WWII timeline)<br><a href="http://www.historyplace.com/worldwar2/timeline/ww2time.htm">http://www.historyplace.com/worldwar2/timeline/ww2time.htm</a> (WWII in Europe timeline)<br><a href="http://www.history.co.uk/study-topics/history-of-ww2/us-entry-and-alliance">http://www.history.co.uk/study-topics/history-of-ww2/us-entry-and-alliance</a> (US involvement in WWII)<br><a href="http://tinyurl.com/q57auft">http://tinyurl.com/q57auft</a> (“Day of Infamy” speech)   |



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|---|---|--|
|   | <a href="http://www.history.com/this-day-in-history/jeanette-rankin-casts-sole-vote-against-wwii">http://www.history.com/this-day-in-history/jeanette-rankin-casts-sole-vote-against-wwii</a> (Senator’s sole vote against US involvement in WWII)<br><a href="http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/">http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/</a> (Guidelines for writing a letter to the editor) |  |
| <b>Assessment:</b>  | Students will compose a letter to the editor of the newspaper that argues either for or against the United States involvement in WWII ( <a href="http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/">http://www.studentnewsdaily.com/letter-to-the-editor-guidelines/</a> - Guidelines for writing a letter to the editor)  |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | <a href="http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf">http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf</a> (An outline for writing an editorial)<br>Students may read sources with modified text length based on reading ability   | Students may complete an outline for their editorial<br>Students may be provided with sentence frames for writing<br>Students may brainstorm, in small groups, a word/phrase list before writing |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | <a href="http://www.ehow.com/how_2171718_draw-political-cartoon.html">http://www.ehow.com/how_2171718_draw-political-cartoon.html</a> (How to draw a political cartoon)   | Students may include both points of view (thesis and antithesis) in editorial<br>Students may draw a political cartoon illustrating their point of view  |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Causes of WWII (e.g., 14 points, Treaty of Versailles, National Socialism)</li> <li>• Examples of the alliances formed and reasons for those alliances (Axis, Allies)</li> <li>• U.S. involvement in WWII</li> </ul>   |  |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Analyze the impact of United States’ policy of isolationism on U.S. involvement (or lack of) in the Central Powers alliance</li> </ul>   |  |
| <b>Critical Language:</b>   | Alliance, nationalism, isolationism, Balkan, Triple Alliance, Central Powers, Treaty of Versailles, diplomacy, Ottoman Empire   |  |

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| <b>Learning Experience # 6</b>  |  |
| Teachers may provide primary and secondary sources (e.g., World War II propoganda, articles, videos, maps, pictures, letters) so that students can evaluate the role of propoganda during World War II. |  |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts<br>International alliances form in order to safeguard participating nations’ people and protect political, financial, and social interests   |
| <b>Teacher Resources:</b>   | <a href="http://www.library.northwestern.edu/libraries-collections/evanston-campus/government-information/world-war-ii-poster-collection">http://www.library.northwestern.edu/libraries-collections/evanston-campus/government-information/world-war-ii-poster-collection</a> (Over 350 WWII posters from the Northwestern University library)<br><a href="http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html">http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html</a> (“The Powers of Persuasion” – WWII posters from the National Archives)<br><a href="http://tinyurl.com/d7y3hxm">http://tinyurl.com/d7y3hxm</a> (Propaganda posters at the National World War II Museum – New Orleans)<br><a href="http://www.besthistorysites.net/index.php/ww2/special-topics">http://www.besthistorysites.net/index.php/ww2/special-topics</a> (Best of History Websites listing of education websites on WWII) |



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|   | <a href="http://www.ushmm.org/wlc/en/article.php?ModuleId=10005202">http://www.ushmm.org/wlc/en/article.php?ModuleId=10005202</a> (Nazi propaganda and the Holocaust)<br><a href="http://www.ushmm.org/educators">http://www.ushmm.org/educators</a> (Teacher resources for teaching about the Holocaust from the United States Holocaust Memorial Museum - USHMM)<br><a href="http://www.ushmm.org/propaganda/">http://www.ushmm.org/propaganda/</a> (The State of Deception: The Power of Nazi Propaganda from the USHMM)  |   |
| <b>Student Resources:</b>   | <a href="http://www.ushmm.org/learn/students">http://www.ushmm.org/learn/students</a> (Learn about the Holocaust from the United States Holocaust Memorial Museum - USHMM)<br><a href="http://www.ushmm.org/propaganda/">http://www.ushmm.org/propaganda/</a> (The State of Deception: The Power of Nazi Propaganda from the USHMM)<br><a href="http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html">http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html</a> (“The Powers of Persuasion” – WWII posters from the National Archives)<br><a href="http://www.ushmm.org/propaganda/exhibit.html#/themes/writing-the-news/page5/people_radio/">http://www.ushmm.org/propaganda/exhibit.html#/themes/writing-the-news/page5/people_radio/</a> (Student online activity on propaganda and the Holocaust)<br><a href="http://tinyurl.com/d7y3hxm">http://tinyurl.com/d7y3hxm</a> (Propaganda posters at the National World War II Museum – New Orleans)<br><a href="http://www.history-of-american-wars.com/world-war-2-propaganda.html">http://www.history-of-american-wars.com/world-war-2-propaganda.html</a> (History of American Wars and the role of propaganda in WWII)<br><a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a> (Free classroom poster creator) |   |
| <b>Assessment:</b>  | Students will create their own propaganda posters (or other media format) that illustrate social/political interests or geopolitical alliances during WWII. Students will include a paragraph that explains the context of their poster, intended audience, and purpose <a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a> (Free classroom poster creator)  |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)                           |
|   | N/A  | N/A   |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)                           |
|   | N/A  | Students may create 2 posters reflecting 2 perspectives on the same issue |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Use of propaganda by the British, Germans, and United States during WWII</li> <li>• Role of propaganda in the Holocaust</li> <li>• Use of propaganda to sway public opinion in Germany by the Ministry for Public Enlightenment and Propaganda (headed by Joseph Goebbels)</li> <li>• Nazi propaganda and the 1936 Summer Olympics</li> </ul>   |   |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Research propaganda techniques used during WWII</li> <li>• Question the impact and use of propaganda during WWII</li> </ul>   |   |
| <b>Critical Language:</b>   | Propaganda, Holocaust, genocide, Nazi regime, persuasion, Joseph Goebbels, Adolph Hitler, anti-Semitism, Third Reich, Nuremberg Race Laws  |   |

**Colorado Teacher-Authored Sample Instructional Unit**

| Learning Experience # 7  |  |   |
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| Teachers may provide primary and secondary sources (e.g., advertisements, propaganda posters, letters, newspaper articles) so that students can explore the changing roles of individuals in the U.S. during WWII. |  |   |
| <b>Generalization Connection(s):</b>   | Anti-War protests/movements may shift public perceptions of war leading to examinations of foreign policies and international involvement<br>During times of conflict people typically cooperate and take on unexpected roles and responsibilities to fulfill societal needs   |   |
| <b>Teacher Resources:</b>  | <a href="http://www.nationalww2museum.org/index.html">http://www.nationalww2museum.org/index.html</a> (National WWII Museum)<br><a href="http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/">http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/</a> (Primary Sources at the National WWII Museum)<br><a href="http://www.loc.gov/exhibits/wcf/wcf0001.html">http://www.loc.gov/exhibits/wcf/wcf0001.html</a> (The role of women in WWII)<br><a href="http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii">http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii</a> (The role of individuals in the U.S. during WWII – History Channel)<br><a href="http://www.shutterstock.com/photostoryclassroom/?esch=1">http://www.shutterstock.com/photostoryclassroom/?esch=1</a> (Shutterstock photo story)<br><a href="https://animoto.com/">https://animoto.com/</a> (Animoto) |   |
| <b>Student Resources:</b>  | <a href="http://www.loc.gov/exhibits/wcf/wcf0001.html">http://www.loc.gov/exhibits/wcf/wcf0001.html</a> (The role of women in WWII)<br><a href="http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii">http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii</a> (The role of individuals in the U.S. during WWII – History Channel)<br><a href="http://www.u-s-history.com/pages/h1692.html">http://www.u-s-history.com/pages/h1692.html</a> (The American Family during WWII)<br><a href="https://animoto.com/">https://animoto.com/</a> (Animoto)<br><a href="http://www.shutterstock.com/photostoryclassroom/?esch=1">http://www.shutterstock.com/photostoryclassroom/?esch=1</a> (Shutterstock photo story)   |   |
| <b>Assessment:</b>   | Students will create a photo story (e.g., speech, poster, radio commercial) illustrating the changing roles and responsibilities of individuals and families in the U.S. during WWII (e.g., Rosie the Riveter, collecting scrap metal, victory gardens, buying war bonds, utilizing war rations) NOTE: Students may choose to use such programs as Animoto, Shutterstock, or Photo Story to develop their “photo story.” <a href="https://animoto.com/">https://animoto.com/</a> (Animoto) <a href="http://www.shutterstock.com/photostoryclassroom/?esch=1">http://www.shutterstock.com/photostoryclassroom/?esch=1</a> (Shutterstock photo story)  |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)  | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|  | <a href="http://tinyurl.com/nttkbqg">http://tinyurl.com/nttkbqg</a> (Storyboard template)  | Students may be provided a storyboard to draft their photo story  |
| <b>Extensions for depth and complexity:</b>  | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|  | <a href="http://www.microsoft.com/en-us/download/details.aspx?id=11132">http://www.microsoft.com/en-us/download/details.aspx?id=11132</a> (Photo Story 3 includes numerous editing options)  | Students may choose to include narration, music, or other technological enhancements to their photo story |

**Colorado Teacher-Authored Sample Instructional Unit**

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| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Anti-war sentiment before and after the bombing of Pearl Harbor</li> <li>• Effects of propaganda on citizens in the U.S. throughout WWII</li> <li>• Impact and purpose of new and different roles of individuals on the homefront</li> <li>• Financial cost of the war and how the United States addressed the need to raise money for the war effort</li> <li>• Traditional roles of women prior to WWII and how those roles changed during the war</li> <li>• Reaction of individuals/Americans to the bombing of Pearl Harbor (e.g., Executive Order 1066)</li> </ul> |
| <b>Key Skills:</b>        | <ul style="list-style-type: none"> <li>• Research and interpret multiple viewpoints</li> <li>• Critique World War II primary sources</li> <li>• Compare roles and responsibilities of individual in times of peace and conflict</li> </ul>  |
| <b>Critical Language:</b> | War bonds, Victory Gardens, Rosie the Riveter, war rations, Japanese Internment, Executive Order 1066   |

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| <b>Learning Experience # 8</b>   |  |
| The teacher may provide historic primary and secondary sources (e.g., The Marshall Plan, UN Charter, NATO creation, Warsaw Pact) so that students can begin to examine the spread of communism following WWII and the international alliances formed in an effort to contain that expansion. |  |
| <b>Generalization Connection(s):</b>   | International alliances form in order to safeguard participating nations' people and protect political, financial, and social interests  |
| <b>Teacher Resources:</b>  | <a href="http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact">http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact</a> (The formation of NATO and the Warsaw Pact from the History Channel)<br><a href="http://www.fasttrackteaching.com/burns/Unit_11_Cold_War/U11_Europe_After_WW_II.html">http://www.fasttrackteaching.com/burns/Unit_11_Cold_War/U11_Europe_After_WW_II.html</a> (Images and maps showing the spread of communism and its effect on individuals in communist countries)<br><a href="http://users.humboldt.edu/ogayle/hist111/coldwar.html">http://users.humboldt.edu/ogayle/hist111/coldwar.html</a> (Numerous maps illustrating the spread of communism following WWII)<br><a href="http://www.nato.int/history/nato-history.html">http://www.nato.int/history/nato-history.html</a> (Brief history of NATO)<br><a href="http://www.nato.int/cps/en/natolive/official_texts_17120.htm">http://www.nato.int/cps/en/natolive/official_texts_17120.htm</a> (The text of the North Atlantic Treaty)<br><a href="http://freeology.com/graphicorgs/three-column-chart/">http://freeology.com/graphicorgs/three-column-chart/</a> (3 Column chart for assessment) |
| <b>Student Resources:</b>  | <a href="http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact">http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact</a> (The formation of NATO and the Warsaw Pact from the History Channel)<br><a href="http://www.nato.int/history/nato-history.html">http://www.nato.int/history/nato-history.html</a> (Brief history of NATO)<br><a href="http://www.fasttrackteaching.com/burns/Unit_11_Cold_War/U11_Europe_After_WW_II.html">http://www.fasttrackteaching.com/burns/Unit_11_Cold_War/U11_Europe_After_WW_II.html</a> (Images and maps showing the spread of communism and its effect on individuals in communist countries)  |
| <b>Assessment:</b>   | Students will complete a 3 column chart including dates, Soviet actions, and international reactions illustrating Soviet efforts to expand communism and the international community's efforts to contain communism (1945-1964)<br><a href="http://freeology.com/graphicorgs/three-column-chart/">http://freeology.com/graphicorgs/three-column-chart/</a> (3 Column chart)  |

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| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://freeology.com/graphicorgs/three-column-chart/">http://freeology.com/graphicorgs/three-column-chart/</a> (3 Column chart)   | Students may be provided with a partially completed chart that includes the Soviet actions  |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.fordham.edu/halsall/mod/1960khrushchev-un1.html">http://www.fordham.edu/halsall/mod/1960khrushchev-un1.html</a> (Full text of Nikita Khrushchev's Speech to the UN)  | Students may write a critique/analysis of Khrushchev's speech to the United Nations in 1960 |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Spread of Communism following WWII leading to the Cold War</li> <li>• Formation of the North Atlantic Treaty Organization (NATO) and the Warsaw Pact</li> <li>• Motivations for Soviet (communist) expansion following WWII</li> <li>• Implementation and impact of the Marshall Plan</li> <li>• Formation and influence of the United Nations</li> </ul> |   |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Analyze how cooperation and control influence the division and control of Earth's resources</li> <li>• Critique primary sources</li> </ul>  |   |
| <b>Critical Language:</b>   | Marshall Plan, United Nations, United Nations Charter, NATO, Warsaw Pact, Policy of Containment, Cold War, the Domino Theory, Berlin Airlift, NATO, zones of occupation (Berlin), Iron Curtain, Eastern Bloc countries, Yalta Conference   |   |

| <b>Learning Experience # 9</b>  |  |  |
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| <p>The teacher may provide primary and secondary sources (e.g., maps, Eisenhower's farewell address, arms race statistics) so that students can analyze ways in which militarism instigated the Cold War, as well as how U.S. foreign policy and police action reflected militarization around the world.</p> |  |  |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts  |  |
| <b>Teacher Resources:</b>   | <a href="http://www.youtube.com/watch?v=f1VoQAvcrjw">http://www.youtube.com/watch?v=f1VoQAvcrjw</a> (CIA Archives, 1961 – <i>Communist Imperialism, Documentary History</i> , 34 min video)<br><a href="http://www.coldwar.me/lessonplanshighschool.html">http://www.coldwar.me/lessonplanshighschool.html</a> (Lesson plans for teaching about the Cold War)<br><a href="http://www.trumanlibrary.org/whistlestop/study_collections/berlin_airlift/large/index.php">http://www.trumanlibrary.org/whistlestop/study_collections/berlin_airlift/large/index.php</a> (Documents, photographs, etc. of the Berlin Airlift available at the Truman Library)<br><a href="http://www.archives.gov/exhibits/treasures_of_congress/page_22.html#">http://www.archives.gov/exhibits/treasures_of_congress/page_22.html#</a> (The Marshall Plan documents at the National Archives and Records Administration)<br><a href="http://mcadams.posc.mu.edu/ike.htm">http://mcadams.posc.mu.edu/ike.htm</a> (Eisenhower's Farewell Address to the Nation)<br><a href="http://www.pbs.org/wgbh/amex/bomb/index.html">http://www.pbs.org/wgbh/amex/bomb/index.html</a> ("Race for the Superbomb" – video, timeline, maps, etc. <i>PBS American Experience</i> )<br><a href="http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/">http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/</a> (Ideological foundations of the Cold War - the Truman Library)<br><a href="http://metanoia-films.org/the-power-principle/">http://metanoia-films.org/the-power-principle/</a> (three part documentary on U.S. involvement in foreign affairs) |  |

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|   | <a href="http://www.sonyclassics.com/whywefight/download/WhyWeFight-StudyGuide-Sony.pdf?hs317=WhyWeFightSPHE+StudyGuide">http://www.sonyclassics.com/whywefight/download/WhyWeFight-StudyGuide-Sony.pdf?hs317=WhyWeFightSPHE+StudyGuide</a><br>(U.S. foreign policy summary)  |   |
| <b>Student Resources:</b>   | <a href="http://www.coldwar.me/coldwarforkids.html">http://www.coldwar.me/coldwarforkids.html</a> (The Cold War for students)<br><a href="http://www.sparknotes.com/history/american/coldwar/">http://www.sparknotes.com/history/american/coldwar/</a> (An overview of the Cold War)<br><a href="http://www.historylearningsite.co.uk/nuclear_arms_race.htm">http://www.historylearningsite.co.uk/nuclear_arms_race.htm</a> (The Nuclear Arms Race)<br><a href="http://www.pbs.org/wgbh/amex/bomb/maps/index.html">http://www.pbs.org/wgbh/amex/bomb/maps/index.html</a> (Nuclear Weapons Test interactive map)<br><a href="http://tinyurl.com/oarc3zs">http://tinyurl.com/oarc3zs</a> (American foreign policy during the Cold War)<br><a href="http://www.fordlibrarymuseum.gov/museum/exhibits/ColdWar/ProxyWar.html">http://www.fordlibrarymuseum.gov/museum/exhibits/ColdWar/ProxyWar.html</a> (Proxy Wars during the Cold War)<br><a href="https://www.timetoast.com/">https://www.timetoast.com/</a> (Timetoast – online timeline creator) |   |
| <b>Assessment:</b>  | Students will create a visual annotated timeline of U.S. involvement in foreign affairs during the Cold War from 1945-1963. Each entry should include: <ul style="list-style-type: none"> <li>• Location</li> <li>• Type of Action</li> <li>• Reasons for Involvement</li> <li>• Outcome</li> </ul>   |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html">http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html</a> (An interactive timeline graphic organizer from ReadWriteThink)   | Students may produce a timeline with illustrations or visuals for each event on the annotated timeline based on ability level |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.youtube.com/watch?v=bSmQp0DLKeU">http://www.youtube.com/watch?v=bSmQp0DLKeU</a> (How to create a political cartoon)   | Students may create a political cartoon illustrating an individual perspective for a specific event from the timeline         |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• International build-up of arms as a result of militarism throughout the Cold War</li> <li>• Creation of military industrial complex in the U.S.</li> <li>• Inherent tension between economic systems (Capitalism and Communism)</li> <li>• Evolution of foreign policy and ideology (war v. police action, sale of arms v. direct involvement, proxy wars)</li> <li>• U.S. involvement in international incidents, such as Bay of Pigs [Castro], Chile [Allende], Congo [Lumumba], Iran [Mossadegh], and Guatemala [Arbenz]</li> </ul>   |   |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Compare and contrast graphs/charts</li> <li>• Analyze primary and secondary sources</li> <li>• Draw conclusions about various strategies and policies enacted to deal with the Cold War</li> </ul>   |   |
| <b>Critical Language:</b>   | Militarism, Warsaw Pact, NATO, Nuclear Arms Race, Intercontinental Ballistic Missiles (ICBM), hydrogen bomb, American-Soviet Space Race, Proxy war, capitalism, communism, CIA, police action, coup, depose   |   |

**Colorado Teacher-Authored Sample Instructional Unit**

| Learning Experience # 10  |  |   |
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| The teacher may provide primary and secondary sources (e.g., documentaries, video clips, propaganda posters, images) so that students can investigate the effects of McCarthyism and the Cold War on American life and culture. |  |   |
| <b>Generalization Connection(s):</b>  | During times of conflict people typically cooperate and take on unexpected roles and responsibilities to fulfill societal needs<br>International alliances form in order to safeguard participating nations’ people and to protect political, financial, and social interests  |   |
| <b>Teacher Resources:</b>   | <a href="http://teachinghistory.org/history-content/ask-a-historian/23933">http://teachinghistory.org/history-content/ask-a-historian/23933</a> (Article: <i>True Americans in the Cold War</i> )<br><a href="http://tinyurl.com/lk8ps5f">http://tinyurl.com/lk8ps5f</a> (How the Fear of Communism Affected American Life During the Early Years of the Cold War)<br><a href="https://www.youtube.com/watch?v=IKqXu-5jw60">https://www.youtube.com/watch?v=IKqXu-5jw60</a> (Video: Bert the Turtle “duck and cover” film – A Civil Defense Film)<br><a href="https://www.youtube.com/watch?v=0D6VTX_LBF8">https://www.youtube.com/watch?v=0D6VTX_LBF8</a> (Video: Nuclear War “Let’s Face It” - A Civil Defense Film)<br><a href="https://www.youtube.com/watch?v=j4gfV6Q86KE">https://www.youtube.com/watch?v=j4gfV6Q86KE</a> (Video: Family Fallout Shelters: “How to Build and Stock a Bomb Shelter” - An Office of Civil and Mobilization Film)<br><a href="http://manspropaganda.wordpress.com/the-cold-war/">http://manspropaganda.wordpress.com/the-cold-war/</a> (Images and examples of American propaganda during the Cold War)<br><a href="http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html">http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html</a> (Images and examples of American propaganda during the Cold War)<br><a href="http://www.atomicarchive.com/Bios/Rosenberg.shtml">http://www.atomicarchive.com/Bios/Rosenberg.shtml</a> (Brief biography - Julius and Ethel Rosenberg) |   |
| <b>Student Resources:</b>   | <a href="http://www.fordlibrarymuseum.gov/museum/exhibits/ColdWar/CultureColdWar.html">http://www.fordlibrarymuseum.gov/museum/exhibits/ColdWar/CultureColdWar.html</a> (America’s Cold War Culture)<br><a href="https://www.youtube.com/watch?v=IKqXu-5jw60">https://www.youtube.com/watch?v=IKqXu-5jw60</a> (Bert the Turtle “duck and cover” film – Civil Defense Film)<br><a href="http://manspropaganda.wordpress.com/the-cold-war/">http://manspropaganda.wordpress.com/the-cold-war/</a> (Images and examples of American propaganda during the Cold War)<br><a href="http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html">http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html</a> (Images and examples of American propaganda during the Cold War)<br><a href="http://tinyurl.com/lhxtxwn">http://tinyurl.com/lhxtxwn</a> (How the Cold War shaped American life in the 1950’s)  |   |
| <b>Assessment:</b>  | Students will create a propaganda poster on a current issue using one of the techniques presented in this learning experience. In addition to the poster, students write a short paper explaining what technique they used and why they chose that particular technique. ( <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html">http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html</a> Propaganda techniques)  |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.creativewriting-prompts.com/support-files/persuasivewritingplan.pdf">http://www.creativewriting-prompts.com/support-files/persuasivewritingplan.pdf</a> (Persuasive essay graphic organizer)   | Students may be provided with an outline for writing their paper<br>Students may be provided with sentence stems to guide their writing |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://englishrussia.com/2006/09/20/soviet-propaganda-against-usa-posters/">http://englishrussia.com/2006/09/20/soviet-propaganda-against-usa-posters/</a> (Soviet propaganda posters against the U.S.)   | Students may create two propaganda posters, one for the U.S. perspective and the other from the Soviet perspective                      |

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| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Role of American propaganda during the Cold War</li> <li>• Fears of communism affected American life during the early years of the Cold War</li> <li>• U.S. public fears of the spread of communism which led to McCarthyism</li> <li>• All aspects of culture such as music, movies, books, etc. reflected public fears of nuclear war</li> <li>• The effects of the Red Scare on U.S. society in terms of people taking on unexpected roles (e.g., neighbors turning in neighbors)</li> </ul> |
| <b>Key Skills:</b>        | <ul style="list-style-type: none"> <li>• Recognize bias and propaganda</li> <li>• Interpret multiple viewpoints</li> <li>• Analyze tactics used to persuade opinion</li> </ul>   |
| <b>Critical Language:</b> | McCarthyism, Fallout shelter, “duck and cover”, air raid drills, Red Scare, the Loyalty Review Board, House on Un-American Activities Committee (HUAC), “blacklist”, “truth dollars”, Julius and Ethel Rosenberg, Public Service Announcements   |

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| <b>Learning Experience # 11</b>  |   |   |
| The teacher may provide primary and secondary sources (e.g., political statements, maps, documents) so that students can critique international policies and actions that led to Korean police action (global containment of communism). |   |   |
| <b>Generalization Connection(s):</b>   | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts<br>International alliances form in order to safeguard participating nations’ people and protect, political, financial, and social interests   |   |
| <b>Teacher Resources:</b>  | <a href="http://warchronicle.com/korea/origin_war.htm">http://warchronicle.com/korea/origin_war.htm</a> (Origins of the Korean War)<br><a href="http://www.fordham.edu/halsall/mod/1950-gromyko-korea.html">http://www.fordham.edu/halsall/mod/1950-gromyko-korea.html</a> (Full text of statement made by Andrei Gromyko, Deputy Minister of Foreign Affairs of the USSR, on American Intervention in Korea, 1950)<br><a href="http://www.fordham.edu/Halsall/mod/1950-korea-un1.asp">http://www.fordham.edu/Halsall/mod/1950-korea-un1.asp</a> (Report of the United Nations Commission on Korea, 1950)<br><a href="https://sheg.stanford.edu/korean-war">https://sheg.stanford.edu/korean-war</a> (Korean War lesson plan – Stanford History Education Group)<br><a href="http://tinyurl.com/kbm7hdx%20">http://tinyurl.com/kbm7hdx%20</a> (1947: Cominform and the Soviet Bloc) |   |
| <b>Student Resources:</b>  | <a href="http://www.sparknotes.com/history/american/koreanwar/section2.rhtml">http://www.sparknotes.com/history/american/koreanwar/section2.rhtml</a> (Origins of the Korean War)<br><a href="http://www.sparknotes.com/history/american/koreanwar/section6.rhtml">http://www.sparknotes.com/history/american/koreanwar/section6.rhtml</a> (Chinese intervention in Korea)<br><a href="http://www.shmoop.com/korean-war/politics.html">http://www.shmoop.com/korean-war/politics.html</a> (Politics in the Korean War)<br><a href="http://www.youtube.com/watch?v=bSmQp0DLKeU">http://www.youtube.com/watch?v=bSmQp0DLKeU</a> (How to create a political cartoon)   |   |
| <b>Assessment:</b>   | Students will create a political cartoon illustrating the policy of containment and/or spread of communism in Korea   |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)  | <b>Access</b> (Resources and/or Process)  | <b>Access</b> (Resources and/or Process)  |
|  | Students may choose an example of a cartoon representing either the policy of containment or the spread of communism cartoon and describe the perspective   | Students may choose an example of a cartoon representing either the policy of containment or the spread of communism cartoon and describe the perspective |



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| <b>Extensions for depth and complexity:</b> | <b>Access</b> (Resources and/or Process)  | <b>Access</b> (Resources and/or Process)  |
|   | <a href="http://www.wikihow.com/Analyze-Political-Cartoons">http://www.wikihow.com/Analyze-Political-Cartoons</a> (Step By Step Process for Analyzing Political Cartoons)   | <a href="http://www.wikihow.com/Analyze-Political-Cartoons">http://www.wikihow.com/Analyze-Political-Cartoons</a> (Step By Step Process for Analyzing Political Cartoons) |
| <b>Critical Content:</b>                    | <ul style="list-style-type: none"> <li>• Establishment of a communist regime in North Korea assisted by the Soviets</li> <li>• Role and involvement of the Soviet Union, China, and the UN in Korea before and during the Korean Conflict</li> <li>• Korea’s value to the nations that competed in East Asia because its northern half had abundant natural resources and sources of hydroelectric power while its southern half was an agricultural breadbasket</li> <li>• The causes of the Korean Conflict and how a divided Korea remained a source of international tension</li> </ul> |   |
| <b>Key Skills:</b>                          | <ul style="list-style-type: none"> <li>• Analyze political cartoons and political posters for point of view and bias</li> <li>• Locate on a map: Korea, and other East Asian nations involved in the Korean Conflict</li> </ul>   |   |
| <b>Critical Language:</b>                   | Policy of containment, domino effect, 38 <sup>th</sup> Parallel, zones of occupation, Korean “conflict”, Korean “police action”, Korean “war”, Cominform  |   |

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| <b>Learning Experience # 12</b>   |   |
| The teacher may provide primary and secondary sources (e.g., images, maps, political cartoons) so that students can explain how U.S. involvement in the Korean Conflict was a result of political self-interests. |   |
| <b>Generalization Connection(s):</b>  | International alliances form in order to safeguard participating nations’ people and protect, political, financial, and social interests<br>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs   |
| <b>Teacher Resources:</b>   | <a href="http://www.history.com/topics/korean-war">http://www.history.com/topics/korean-war</a> (Overview of the Korean War – The History Channel)<br><a href="http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php">http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php</a> (Primary source documents on the Korean War at the Truman Library)<br><a href="http://edsitement.neh.gov/lesson-plan/korean-war-police-action-1950-1953">http://edsitement.neh.gov/lesson-plan/korean-war-police-action-1950-1953</a> (Lesson Plan on the Korean War from the National Endowment for the Humanities)<br><a href="http://www2.gwu.edu/~nsarchiv/NSAEBB/index.html">http://www2.gwu.edu/~nsarchiv/NSAEBB/index.html</a> (Declassified government documents housed at George Washington Univ.)<br><a href="http://hti.osu.edu/opper">http://hti.osu.edu/opper</a> (Using editorial cartoons to teach history – includes cartoons and lesson plans)<br><a href="http://hti.osu.edu/opper/lesson-plans/cold-war-conflict-in-korea-the-powerful-and-powerless-united-nations">http://hti.osu.edu/opper/lesson-plans/cold-war-conflict-in-korea-the-powerful-and-powerless-united-nations</a> (Cold War Conflict Korea – political cartoons and lesson plan)<br><a href="http://historymatters.gmu.edu/mse/photos/">http://historymatters.gmu.edu/mse/photos/</a> (Making Sense of documentary Photography)<br><a href="http://historymatters.gmu.edu/mse/maps/">http://historymatters.gmu.edu/mse/maps/</a> (Making Sense of Maps)<br><a href="http://www.pbs.org/wgbh/amex/macarthur/maps/koreatxt.html">http://www.pbs.org/wgbh/amex/macarthur/maps/koreatxt.html</a> (Korean War maps - The American Experience/PBS) |
| <b>Student Resources:</b>   | <a href="http://www.sparknotes.com/history/american/koreanwar/">http://www.sparknotes.com/history/american/koreanwar/</a> (Overview of the Korean War)<br><a href="http://www.pbs.org/wgbh/amex/macarthur/maps/koreatxt.html">http://www.pbs.org/wgbh/amex/macarthur/maps/koreatxt.html</a> (Korean War maps - The American Experience/PBS)<br><a href="http://korean-war.commemoration.gov.au/cold-war-crisis-in-korea/korean-war-strategic-map.php">http://korean-war.commemoration.gov.au/cold-war-crisis-in-korea/korean-war-strategic-map.php</a> (Animated map of the Korean War)<br><a href="http://www.cnn.com/2013/06/28/world/asia/korean-war-fast-facts/">http://www.cnn.com/2013/06/28/world/asia/korean-war-fast-facts/</a> (Korean War “fast facts” – CNN)  |



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| <b>Assessment:</b>  | Students will write a brief (2–3 paragraph) essay answering the following question: <i>Did the war in Korea represent a triumph or a failure of American foreign policy?</i>   |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5</a> (Interactive essay map for planning an essay)<br><a href="http://www.creativewriting-prompts.com/support-files/persuasivewritingplan.pdf">http://www.creativewriting-prompts.com/support-files/persuasivewritingplan.pdf</a> (Persuasive essay graphic organizer)    | Students may complete an essay map/graphic organizer to aide in planning their writing<br>Students may be provided with sentence stems to guide their writing |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.readingquest.org/pdf/opinion.pdf">http://www.readingquest.org/pdf/opinion.pdf</a> (Graphic organizer “Opinion - Proof”)  | Students may include excerpts from primary source documents to support their opinion  |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• U.S. foreign policy on the spread of communism in East Asia</li> <li>• The Korean War served to encourage the U.S. Cold War policies of containment and militarization</li> <li>• The U.S. decision to intervene in Korea grew out of the tense atmosphere that characterized Cold War politics</li> <li>• Truman ordered U.S. troops to the aid of South Korea and convinced the United Nations (UN) to send military aid</li> </ul> |   |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources to determine the public opinion of U.S. involvement in the war</li> <li>• Assess the decision to send U.S. and UN forces across the 38th Parallel into North Korea</li> <li>• Evaluate, take, and defend positions about how U.S. foreign policy is made and the means by which it is carried out</li> </ul>  |   |
| <b>Critical Language:</b>   | Containment, 38 <sup>th</sup> Parallel, nativism, militarization, United Nations, U.N. Security Council, “police action”, Domino Theory  |   |

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| <b>Learning Experience # 13</b>   |  |
| The teacher may provide primary and secondary sources (e.g., video clips, government documents, historical texts) so that students can critique the reasons for U.S. involvement in Vietnam and the various reactions of the international community. |  |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts<br>International alliances form in order safeguard participating nations’ people and to protect political, financial, and social interests   |
| <b>Teacher Resources:</b>   | <a href="http://www.foia.cia.gov/collection/vietnam-collection">http://www.foia.cia.gov/collection/vietnam-collection</a> (Declassified CIA documents relating to Indochina)<br><a href="http://www.pbs.org/frontlineworld/educators/history_vietnam.html">http://www.pbs.org/frontlineworld/educators/history_vietnam.html</a> (Teaching About the Vietnam War in Vietnam – the Vietnamese view of the Vietnam war – Frontline/PBS)<br><a href="http://www.digitalhistory.uh.edu/era.cfm?eraid=18">http://www.digitalhistory.uh.edu/era.cfm?eraid=18</a> (Overview of the Vietnam War from Digital History includes documents, music, images, etc.)<br><a href="http://www.fordham.edu/Halsall/mod/modsbook47.asp#The_Vietnam_War">http://www.fordham.edu/Halsall/mod/modsbook47.asp#The_Vietnam_War</a> (Primary source documents on the Vietnam War)<br><a href="http://www.fordham.edu/Halsall/mod/1964Tonkinbay.asp">http://www.fordham.edu/Halsall/mod/1964Tonkinbay.asp</a> (The Tonkin Bay Resolution) |

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| <b>Student Resources:</b>   | <a href="http://www.sparknotes.com/history/american/vietnamwar/">http://www.sparknotes.com/history/american/vietnamwar/</a> (Overview of the Vietnam War at Spark Notes)<br><a href="http://www.digitalhistory.uh.edu/era.cfm?eraid=18">http://www.digitalhistory.uh.edu/era.cfm?eraid=18</a> (Overview of the Vietnam War from Digital History - includes documents, music, images, etc.)<br><a href="http://www.sparknotes.com/history/american/vietnamwar/section3.rhtml">http://www.sparknotes.com/history/american/vietnamwar/section3.rhtml</a> (U.S. Involvement and the Cold War Context: 1947–1955) |   |
| <b>Assessment:</b>  | Students will be assigned a role (e.g., drafted soldier, member of Congress, North Vietnamese citizen, South Vietnamese citizen, delegate to the UN, etc.) and will create a written response from that perspective to the U.S. government’s justification for involvement in Vietnam.   |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | <a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5</a> (Interactive essay map for planning an essay)  | Students may complete an essay map/graphic organizer to aide in planning their writing<br>Students may be provided with sentence stems to guide their writing |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)   |
|   | N/A  | Students may include in their response both the perspective of their assigned role and that of the U.S.   |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• The development of U.S. involvement in Vietnam</li> <li>• Official justification for U.S. involvement in Vietnam</li> </ul>   |   |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Critique various primary sources for bias/accuracy</li> <li>• Research and interpret various viewpoints</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research</li> </ul>  |   |
| <b>Critical Language:</b>   | Indochina, Ho Chi Minh, guerilla war, Geneva Accord, Vietcong, Gulf of Tonkin (Incident & Resolution)  |   |

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| <b>Learning Experience # 14</b>   |  |
| The teacher may provide primary and secondary sources (e.g., images, music, video clips) so that students can examine the United States’ increasing involvement in Vietnam and changes to public perceptions about the war. |  |
| <b>Generalization Connection(s):</b>  | Anti-war protests/movements may shift public perceptions of war leading to examinations of foreign policies and international involvement<br>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs   |
| <b>Teacher Resources:</b>   | <a href="http://www.k-state.edu/english/nelp/vietnam_music.html">http://www.k-state.edu/english/nelp/vietnam_music.html</a> (Listing of songs and links to the lyrics of Vietnam War era music)<br><a href="http://www.history.com/topics/vietnam-war/vietnam-war-protests">http://www.history.com/topics/vietnam-war/vietnam-war-protests</a> (Explanations of Vietnam War protests ~ the History Channel)<br><a href="http://www.archives.gov/education/lessons/vietnam-photos/">http://www.archives.gov/education/lessons/vietnam-photos/</a> (Lesson plan: The Vietnam War – A Story in Photographs)<br><a href="http://www.pbs.org/wgbh/amex/vietnam/index.html">http://www.pbs.org/wgbh/amex/vietnam/index.html</a> (Vietnam Online - PBS: The American Experience)<br><a href="http://www.youtube.com/watch?v=xQ-MGJa_ehE">http://www.youtube.com/watch?v=xQ-MGJa_ehE</a> ( Video: Dear America, Letters Home From Vietnam) |

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|   | <a href="http://tinyurl.com/cnelcsl">http://tinyurl.com/cnelcsl</a> (Lesson plan on opposing views of the Vietnam War)<br><a href="http://www.archives.gov/research/pentagon-papers/">http://www.archives.gov/research/pentagon-papers/</a> (The released Pentagon Papers on the Vietnam War)<br><a href="http://christykeeler.com/EducationalVirtualMuseums.html">http://christykeeler.com/EducationalVirtualMuseums.html</a> (Full Virtual Museum Templates)  |  |
| <b>Student Resources:</b>   | <a href="http://www.ushistory.org/us/55.asp">http://www.ushistory.org/us/55.asp</a> (The Vietnam War)<br><a href="http://www.sparknotes.com/history/american/vietnamwar/section8.rhtml">http://www.sparknotes.com/history/american/vietnamwar/section8.rhtml</a> (The U.S. Antiwar Movement: 1960–1970)<br><a href="http://www.history.com/topics/vietnam-war/vietnam-war-protests">http://www.history.com/topics/vietnam-war/vietnam-war-protests</a> (Explanations of Vietnam War protests ~ the History Channel)<br><a href="http://christykeeler.com/EducationalVirtualMuseums.html">http://christykeeler.com/EducationalVirtualMuseums.html</a> (How to create Virtual Museums Using PowerPoint) |  |
| <b>Assessment:</b>  | Students will create a virtual museum display (including images, text, letters, quotes, music, etc.) which illustrates the ways in which public perceptions of the Vietnam War changed between 1964 (the time of the Gulf of Tonkin Resolution) and 1969 (the year in which Nixon was inaugurated) and the ways in which Nixon's policies may have affected public perceptions of the war.  |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)                |
|   | N/A   | Students may choose to create a museum exhibit on poster board |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)                |
|   | <a href="http://christykeeler.com/EducationalVirtualMuseums.html">http://christykeeler.com/EducationalVirtualMuseums.html</a><br>(How to create Virtual Museums Using PowerPoint)   | Students may develop their own virtual museum template         |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>Forms of protest during the Vietnam War (e.g., music, arm-bands, sit-ins, walk-outs, rallies, marches, etc.)</li> <li>Timeline or sequence of events showing U.S. involvement and policies towards Vietnam</li> </ul>  |  |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</li> <li>Think/work like a historian by communicating through writing and using forms of technology</li> </ul>  |  |
| <b>Critical Language:</b>   | Civil disobedience, non-violent resistance, Vietnamization, Tet Offensive, Kent State, draft, draft dodger, Vietcong, Dove, Hawk, War Powers Act, My Lai Massacre, “silent majority”  |  |

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| <b>Learning Experience # 15</b>   |   |
| The teacher may facilitate an interactive dialogue (Socratic seminar, structured academic controversy) so that students can discuss the United States’ economic self-interests and geopolitical alliances in the Middle East. |   |
| <b>Generalization Connection(s):</b>  | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts.<br>International alliances for in order to safeguard participating nations’ people and to protect political, financial, and social interests.  |
| <b>Teacher Resources:</b>   | <a href="http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/">http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/</a> (U.S. Foreign Policy in the Middle East)<br><a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html">http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</a> (How to conduct a Socratic Seminar)<br><a href="https://teachingchannel.org/videos/bringsocratic-seminars-to-the-classroom">https://teachingchannel.org/videos/bringsocratic-seminars-to-the-classroom</a> (How to use a Socratic Seminar in the Classroom) |

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|   | <a href="http://teachinghistory.org/teaching-materials/teaching-guides/21731">http://teachinghistory.org/teaching-materials/teaching-guides/21731</a> (Structured academic controversy)<br><a href="http://www.choices.edu/resources/twtn/twtn_middle_east_cartoons.php">http://www.choices.edu/resources/twtn/twtn_middle_east_cartoons.php</a> (Lesson: U.S. Policy in the Middle East – Analyzing Political Cartoons)<br><a href="http://tinyurl.com/mxdgzf6">http://tinyurl.com/mxdgzf6</a> (Background information - The US-Middle East Connection: Interests, Attitudes and Images)<br><a href="http://tinyurl.com/kf5w8jn">http://tinyurl.com/kf5w8jn</a> (Article: Using Digital Resources to Teach U.S. Policy in the Middle East) |  |
| <b>Student Resources:</b>   | <a href="http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/">http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/</a> (U.S. Foreign Policy in the Middle East)<br><a href="http://www.sparknotes.com/us-government-and-politics/american-government/foreign-policy/section2.rhtml">http://www.sparknotes.com/us-government-and-politics/american-government/foreign-policy/section2.rhtml</a> (American Foreign Policy Concerns)<br><a href="http://www.sparknotes.com/us-government-and-politics/american-government/foreign-policy/section1.rhtml">http://www.sparknotes.com/us-government-and-politics/american-government/foreign-policy/section1.rhtml</a> (Tools of Foreign Policy)               |  |
| <b>Assessment:</b>  | Students will participate in a Socratic Seminar to present information on responses to the following questions, “How involved should the United States be in the affairs of other nations? What should be the priorities of American foreign policy?”   |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | N/A   | N/A  |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | <a href="http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf">http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf</a> (Hess’ Cognitive Rigor matrix)  | Students may develop higher order thinking questions for the Socratic Seminar utilizing Hess’ Cognitive Rigor matrix |
| <b>Critical Content:</b>  | <ul style="list-style-type: none"> <li>• Brief background of US involvement in the Middle East 1970’s-2000</li> <li>• U.S. involvement in Iran, Iraq, Persian Gulf War, Afghanistan</li> <li>• US foreign policy driven by growing dependency on Middle East oil</li> <li>• Role of the United Nations in safeguarding participating nations’ peoples</li> <li>• Tools of foreign policy (diplomacy, foreign aid, military force)</li> </ul>  |  |
| <b>Key Skills:</b>  | <ul style="list-style-type: none"> <li>• Investigate foreign policy issues and propose alternate plans</li> <li>• Gather and analyze data from multiple sources to find patterns</li> <li>• Identify major historic trends in U.S. foreign policy</li> <li>• Evaluate events and determine which explanation best accords with textual evidence (<a href="#">CCSS.RH.11-12.3</a>)</li> </ul>  |  |
| <b>Critical Language:</b>   | Geopolitical alliance, economic sanction, annexation, coalition (forces), foreign policy, diplomacy, foreign aid, military force, Middle East, foreign affairs, Kuwait, Operation Desert Storm  |  |

**Colorado Teacher-Authored Sample Instructional Unit**

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| <b>Learning Experience # 16</b>  |  |  |
| The teacher may provide primary and secondary sources (e.g., government documents, scholarly articles, video clips, documentaries, historical texts) so that students can analyze the evolution of U.S. foreign and domestic policy and military action following the attacks of September 11, 2001. |  |  |
| <b>Generalization Connection(s):</b>   | Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts<br>International alliances form in order to safeguard participating nation’s people and to protect political, financial, and social interests<br>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs   |  |
| <b>Teacher Resources:</b>  | <a href="http://tinyurl.com/m5o42ej">http://tinyurl.com/m5o42ej</a> (NPR Debate: Does U.S. Military Intervention In The Middle East Help Or Hurt?)<br><a href="http://www.sonyclassics.com/whywefight/main.html">http://www.sonyclassics.com/whywefight/main.html</a> (A documentary on the American war machine, includes a teacher’s guide)<br><a href="http://downloads.ncss.org/lessons/CrisisIraq.pdf">http://downloads.ncss.org/lessons/CrisisIraq.pdf</a> (A lesson for teaching the “Crisis with Iraq”)<br><a href="http://www.pbs.org/wgbh/pages/frontline/terror/">http://www.pbs.org/wgbh/pages/frontline/terror/</a> (Iraq, Afghanistan and the War on Terror – A collection of Frontline reports – PBS)<br><a href="http://tinyurl.com/o73ke4z">http://tinyurl.com/o73ke4z</a> (The Wars in Afghanistan and Iraq: Teaching Resources and Essential Questions – The New York Times)<br><a href="http://www.globalissues.org/issue/245/war-on-terror">http://www.globalissues.org/issue/245/war-on-terror</a> (The War on Terror)<br><a href="http://avalon.law.yale.edu/subject_menus/sept_11.asp">http://avalon.law.yale.edu/subject_menus/sept_11.asp</a> (Primary sources for 9/11)<br><a href="http://www.docstoc.com/docs/89868475/News-Report-Template">http://www.docstoc.com/docs/89868475/News-Report-Template</a> (News report template) |  |
| <b>Student Resources:</b>  | <a href="http://www.scholastic.com/browse/article.jsp?id=3756477">http://www.scholastic.com/browse/article.jsp?id=3756477</a> (Article: <i>What Happened on 9/11?</i> )<br><a href="http://www.hrw.org/reports/2001/afghan2/Afghan0701-01.htm#P210_48307">http://www.hrw.org/reports/2001/afghan2/Afghan0701-01.htm#P210_48307</a> (A History of Foreign Intervention)<br><a href="http://www.ushistory.org/us/60.asp">http://www.ushistory.org/us/60.asp</a> (Toward a New Millennium)  |  |
| <b>Assessment:</b>   | Students will create a news report describing a foreign or domestic policy using a template that requires relevant facts, background information, and a prediction or description of the effects of the policy.  |  |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)  | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|  | <a href="http://www.timeforkids.com/files/homework_helper/aplus_papers/NewsStoryorganizer.pdf">http://www.timeforkids.com/files/homework_helper/aplus_papers/NewsStoryorganizer.pdf</a> (News story graphic organizer)<br>Students may create the news report with a peer  | Students may complete a news story graphic organizer   |
| <b>Extensions for depth and complexity:</b>  | <b>Access</b> (Resources and/or Process)   | <b>Expression</b> (Products and/or Performance)  |
|  | <a href="http://animoto.com/">http://animoto.com/</a> (Animoto online video program)<br><a href="http://www.wevideo.com/">http://www.wevideo.com/</a> (WeVideo online video program)   | Students may present their news report to the class either live or as a recorded news report |
| <b>Critical Content:</b>   | <ul style="list-style-type: none"> <li>• The growth of U.S. dependence on foreign oil</li> <li>• The nature of geopolitical alliances in the Middle East</li> <li>• U.S. involvement in Iran, Iraq, Persian Gulf War, Afghanistan</li> <li>• The effects of September 11 on domestic policy and American culture</li> </ul>  |  |

**Colorado Teacher-Authored Sample Instructional Unit**

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| <b>Key Skills:</b>        | <ul style="list-style-type: none"> <li>Analyze the complexity of American History</li> <li>Draw evidence from informational texts to support analysis, reflection, and research</li> <li>Research and interpret multiple viewpoints</li> </ul> |
| <b>Critical Language:</b> | Al Qaeda, terrorism, Patriot Act, jihad, mujahidin, insurgent, defense contractor, Taliban, civil liberties, Homeland Security, War on Terror, Islam, Muslim, “New World Order”, terrorism, Department of Homeland Security                    |

**Learning Experience # 17**

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| The teacher may facilitate a discussion so that students can explore the concept, meaning, and manifestations of patriotism in 21 <sup>st</sup> century America. |   |   |
| <b>Generalization Connection(s):</b>   | Anti-war protests/movements may shift public perception of war leading to (re) examinations of foreign policies and international involvement<br>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs  |   |
| <b>Teacher Resources:</b>  | <a href="http://downloads.ncss.org/lessons/660104.shtml">http://downloads.ncss.org/lessons/660104.shtml</a> (Article: <i>A Thoughtful Patriotism</i> )<br><a href="http://tinyurl.com/8tIsry7">http://tinyurl.com/8tIsry7</a> (Article: <i>High School Teachers Address Post 9/11 Stereotypes</i> – U.S. News and World Report)<br><a href="http://www.scholastic.com/teachers/lesson-plan/critical-issues-post-911-world-lesson-plan">http://www.scholastic.com/teachers/lesson-plan/critical-issues-post-911-world-lesson-plan</a> (Lesson plan: Critical Issues in the Post 9/11 World)<br><a href="https://www.teachervision.com/us-history/current-events/71110.html">https://www.teachervision.com/us-history/current-events/71110.html</a> (Article: <i>How We've Changed Since 9/11</i> )<br><a href="http://www.etc.net/tah/lessonPlans/plandetails.cfm?ID=1953">http://www.etc.net/tah/lessonPlans/plandetails.cfm?ID=1953</a> (Lesson Plan: Flags or Farce: American Patriotism After 9/11)<br><a href="http://history.state.gov/education/modules/terrorism-intro">http://history.state.gov/education/modules/terrorism-intro</a> (Lessons on Terrorism: A War Without Borders) |   |
| <b>Student Resources:</b>  | <a href="http://www.scholastic.com/browse/article.jsp?id=3756395">http://www.scholastic.com/browse/article.jsp?id=3756395</a> (Article: <i>The 9/11 Dilemma: Freedom vs. Security</i> )<br><a href="https://www.teachervision.com/us-history/current-events/71110.html">https://www.teachervision.com/us-history/current-events/71110.html</a> (Article: <i>How We've Changed Since 9/11</i> )  |   |
| <b>Assessment:</b>   | Students will write a reflection explaining what patriotism means to them.  |   |
| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.)                              | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)   |
|  | <a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5</a> (Interactive essay map for planning an essay)   | Students may complete an essay map/graphic organizer to aide in planning their writing<br>Students may be provided with sentence stems to guide their writing |
| <b>Extensions for depth and complexity:</b>  | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)   |
|  | <a href="http://www.readwritethink.org/parent-afterschool-resources/printouts/possible-interview-questions-30229.html">http://www.readwritethink.org/parent-afterschool-resources/printouts/possible-interview-questions-30229.html</a> (How to conduct an interview)   | Students may choose to interview adults in their community on their beliefs about patriotism and include excerpts from the interview(s) in their essay        |
| <b>Critical Content:</b>   | <ul style="list-style-type: none"> <li>The effects of September 11 on U.S. domestic and foreign policy</li> <li>The effects of September 11 on American culture</li> <li>The effects of 9/11 on social, political and cultural events in the U.S.</li> </ul>  |   |

**Colorado Teacher-Authored Sample Instructional Unit**

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| <b>Key Skills:</b>        | <ul style="list-style-type: none"><li>• Research and interpret multiple viewpoints</li><li>• Examine critical issues of security and freedom that are the result of the terrorist attacks of September 11, 2001</li><li>• Analyze social, political, and cultural change following 9/11 and evaluate the impact of each on local, state, and national events</li></ul> |
| <b>Critical Language:</b> | Patriotism   |