

# WAR ZONE CURRICULUM

## ATTACHMENT # 1: Course Outline

### UNIT I

#### WORLD WAR I

**OBJECTIVE:** The student will understand the impact of World War I and the peace settlement that followed upon all aspects of society.

**The student should master the following benchmarks:**

1. Long-term international conflicts led to World War I. (WC.15.AH.1: Analyze the causes of World War I: imperialism, nationalism, militarism, alliances)
  2. Old strategies and new weapons were used during the war. (WC.15.AH.1: Evaluate the effects of science and technology on individuals, groups, and organizations through the development of militarism.)
  3. The Versailles Treaty helped bring on a second world war. (WC.15.AH.6: Examine the Treaty of Versailles)
1. BH#1: Long-term international conflicts led to World War I.

**Components:**

1. Imperialism
2. Nationalism
3. Militarism
4. Secret treaties and alliances

**Activity:**

1. Causes of World War I

**MCO:** Have students identify specific events in history with a multicultural connection. Use graphic organizers to display conditions and motivations that contribute to conflict and/or cooperation.

B#2: Old strategies and new weapons were used during the war.

**Components:**

1. Schlieffen Plan
2. Trench Warfare
3. New Weapons

**Activities:**

1. Model airplanes
2. Write an essay on the impact of new weaponry on the conduct of the war.

B#3: The Versailles Treaty helped bring on a second world war.

**Components:**

1. Terms of the treaty
2. Wilson's Fourteen Points
3. Influence of the League of Nations

**Activities:**

1. The Versailles Treaty: Fight for Ratification

## UNIT 2

### BETWEEN THE WARS

**OBJECTIVE:** The student will understand the major political, economic, and social changes that took place in the world between World War I and World War II.

**The student should master the following benchmarks:**

1. The post-war years were dominated by rapid change and disillusionment. (WC.16.AH.1: Investigate the sources of national fear and violence in post-World War I years. CC.4.WH.7: Examine the consequences of World War I and the Treaty of Versailles: changing national boundaries, advances in military technology, deterioration of Germany, and the League of Nations.)
2. Important domestic problems confronted the world after World War I.
3. A variety of economic factors caused depression throughout the world. (WC.17.AH.2: Analyze the national and global causes and effects of the Great Depression.)

BH#1: The post-war years were dominated by rapid change and disillusionment.

**Components:**

1. Postwar Depression
2. Rise of Fascism
3. Rise of Nazism

**MCO:** Have students identify specific groups whose persecution aided dictators in their rise to power.

BH#3: A variety of economic factors caused depression throughout the world.

**Components:**

1. World-wide economic conditions
2. Great Depression

## UNIT 3

### WORLD WAR II

**OBJECTIVE:** The student will understand how the nations of the world became involved in World War II.

**The student should master the following benchmarks:**

1. Significant world events led to World War II. (CC.3.WH.6: Analyze the causes of World War II (e.g., the Treaty of Versailles, the Great Depression, the rise of dictators)
2. The United States maintained an uneasy neutrality during the early years of the war. (WC.18.AH.1: Discuss the isolationist policies of the United States prior to entry into World War II.)
3. Opposing forces wage war on several military fronts. (WC.18.AH.2: Summarize Japanese motives for attacking Pearl Harbor; WC.18.AH.7: Analyze President Harry S. Truman's decision to use atomic weapons against Japan.)
4. The Axis powers also waged war against civilians. (CC.4.WH.9: Investigate the world-wide effect of genocide in the 20<sup>th</sup> and 21<sup>st</sup> centuries, using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan) WC.18.AH.4: Evaluate the effects of the forced relocation of Japanese-Americans, including the Arkansas Connection: internment camps at Jerome and Rohwer; *Korematsu v. United States*)
5. World War II had lasting political, economic, and military effects. (CC.4.WH.8: Examine the outcomes of World War II: creation of the United Nations, the North Atlantic Treaty Organization (NATO)), advances in technology, creation of satellite nations, and the Cold War. WC.18.AH.8: Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)

BH#1: Significant world events led to World War II.

**Components:**

1. Treaty of Versailles and the failure of the League of Nations
2. Japan's invasion of Manchuria and China
3. Italy's invasion of Ethiopia
4. Rise of Adolf Hitler and the Nazi Party
5. German conquests in Austria and Czechoslovakia
6. Appeasement
7. German-Russian Nonaggression Pact
8. Nazi Blitzkrieg against Poland

**Activities:**

1. *Mein Kampf*
2. Japan's seizure of Manchuria
3. A timeline to record events

**MCO:** Have students examine and discuss the "China Incident."

BH#2: The United States maintained uneasy neutrality during the early years of the war.

**Components:**

1. Neutrality Acts
2. Lend-Lease
3. Destroyers-for-Bases
4. Atlantic Charter
5. Embargo on Japan

**Activities:**

1. Lend-Lease
2. War and Neutrality in the 1930s

B#3: Opposing forces waged war on several military fronts.

**Components:**

1. European battle campaigns
2. Pearl Harbor
3. Pacific battle campaigns
4. Wartime conferences
5. Use of atomic bomb

**Activities:**

1. Operation Overlord
2. Opposing forces
3. Timeline from Pearl Harbor to Nagasaki
4. Conflict of interests in the Pacific
5. Iwo Jima
6. The wartime conferences
7. Marines at Nagasaki
8. Making decisions

**MCO:** Evaluate the military contributions of the Tuskegee Airmen, the Navajo Code Talks, and the 442<sup>nd</sup> Regimental Combat Team.

B#4: The Axis Powers also waged war on civilians.

**Components:**

1. Holocaust
2. Japanese POW camps

**Activities:**

1. Seeking refuge
2. Impossible problem in Auschwitz
3. Prisoners of War in Europe and Asia
4. Japan admits dissecting World War II POWs

BH#5: The war had lasting economic, political, and military effects.

**Components:**

1. Cold War
2. Post-war organizations
3. Nuclear development
4. America as a superpower

**Activities:**

1. Post-war world: Reviewing the Facts
2. Post-war Europe: Map Skills
3. Principal bodies of the United Nations
4. The United Nations

**MCO:** Investigate the effects of the war on population shifts, economic gains, and social adjustments during the post-war period with emphasis on various minority groups. Students will create visual aids to demonstrate these changes.

## UNIT 4

### POST-WAR YEARS

**OBJECTIVE:** The student will understand the factors that helped various nations become major world powers, achieve economic prosperity, and address various challenges between 1945 and 1960.

**The student should master the following benchmark:**

1. Ideological differences caused Cold War events that shaped international relations. (CUS.19.AH.1: Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)  
CC.4.WH.10: Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)

**Components:**

1. The spread of Communism
2. The policy of anti-Communism
3. Korean Conflict

**Activities:**

1. The Truman Doctrine
2. Containment
3. The Red Scare
4. The Korean Conflict:

## UNIT 5

### VIETNAM – TRUMAN AND EISENHOWER

**OBJECTIVE:** The student will understand how the United States responded to events in Asia during the administrations of Presidents Truman and Eisenhower.

**The student should master the following benchmarks:**

1. Truman's reluctance to desert the French effort in Vietnam led to United States involvement.
2. The United States followed a field of thought known as the "Domino Theory."
3. Developments on the American home front led to a stronger distrust of Communism. (CUS.19.AH.2: Discuss the influence of McCarthyism on American society and politics.)

BH#1: Truman's reluctance to desert the French effort in Vietnam led to United States involvement.

**Components:**

1. American OSS agents advise France
2. French reestablishment of their Indochinese Empire

BH#2: The United States followed a field of thought known as the "Domino Theory."

**Components:**

1. Fall of China
2. Increased advisory presence
3. Dien Bien Phu
4. The Domino Theory

BH#3: Developments on the American home front led to a stronger distrust of Communism.

**Components:**

1. McCarthyism
2. Escalation of American involvement

**Activities:**

1. Political cartoon

**MCO:** Investigate the misconceptions held by many Americans regarding the racial composite of the American fighting troops.

## UNIT 6

### VIETNAM DURING THE ADMINISTRATIONS OF KENNEDY, JOHNSON, AND NIXON

**OBJECTIVE:** The student will understand how the United States responded to challenges in the 1960s and 1970s.

**The student should master the following benchmarks:**

1. Important foreign policy problems and events occurred during Kennedy's presidency. (CUS.19.AH.7: Investigate the role of the United States in global conflicts: Korean Conflict, Vietnam Conflict, Operation Desert Shield/Storm)
2. The 1960s were a turbulent decade. (CUS.19.AH.8: Examine the cultural and technological changes in American society that began in the 1950s, using primary and secondary sources.)
3. The Vietnam War escalated during the Johnson administration. (CUS.19.AH.9: Compare and contrast the policies of the *New Frontier* and the *Great Society*.)
4. Major changes and achievements in foreign policy occurred during the Nixon years.

B#1: Important foreign policy problems and events occurred during Kennedy's presidency.

**Components:**

1. Kennedy's election
2. Bay of Pigs
3. Berlin Wall
4. Cuban Missile Crisis
5. Vietnam

**Activities:**

1. Cuban Missile Crisis
2. Timeline perspective
3. War in Vietnam
4. Debate on the War in Vietnam

B#2: The 1960s were a turbulent decade.

**Components:**

1. The Kennedy assassination
2. The Peace Movement

**Activities:**

1. Research various theories on the Kennedy assassination.
2. Flower Children and Hippies

BH#3: The War in Vietnam escalated during the Johnson administration.

**Components:**

1. Tonkin Gulf Resolution
2. Bombing of North Vietnam
3. Tet Offensive

**Activities:**

1. Johnson's Vietnam Policy

B#4: Major changes and achievements in foreign policy occurred during the Nixon years.

**Components:**

1. Invasion of Cambodia
2. Vietnamization
3. Civil disorder
4. The end of the War

**Activities:**

1. A Vietnam peace proposal
2. A time of confusion
3. Evacuation of Saigon

## **ATTACHMENT #2: Instructional Materials**

**List of instructional materials, teaching resources, and equipment to be used for this course:**

### **INSTRUCTIONAL MATERIALS/TEACHING RESOURCES:**

- Maps
- Primary Source Documents
- Oral Histories
- Videos
- Internet
- Transparencies
- Music
- Art (prints, posters, Power Point resources)
- A variety of printed materials, e.g., library books, magazines, newspapers

### **EQUIPMENT:**

- Computer
- VCR/DVD
- TV
- Overhead projector
- Record player/cassette player

### **Attachment #3: Student population**

#### **Description of student population for which his course is intended and statement of prerequisites for students enrolling in this course:**

Course will be offered in all six district high schools with a student population of 3269 in grades 10-12.

There are no prerequisites for this course.

#### **ATTACHMENT #4**

**Description/examples of how this course will emphasize application, problem-solving and higher-order thinking skills.**

Through surveys, analysis, and group discussions students will write essays relating their learned experience to the curriculum, which will reinforce language arts competency.

## **ATTACHMENT #5**

### **Description of instructional strategies to address diverse learner needs:**

Diverse learner needs will be addressed through writing assignments, discussions, analyzing, demonstrations, reading, outlining, surveys, observation, projects, field studies, and interviews.

Included:

- Interview example

## **INTERVIEW WITH A VETERAN**

1. You may choose any veteran of a foreign conflict.
2. If possible, the interview should be video taped.
3. A list of questions to be used in the interview is to be turned in to Coach Cothren for approval at least one week prior to the due date.
4. The interview should consist of at least twenty questions. I realize that when you actually talk to a veteran, many more than twenty questions will be answered. I am requesting twenty be prepared so that you will be able to conduct a good interview.
5. If the interview is not taped, it should be typed and double-spaced.
6. The due date is the week of March 29-April 2.
7. Point value: 100 points.

## **ATTACHMENT #6**

### **Description/examples of assessments appropriate to this course:**

Students will demonstrate competencies through skits, essays, artwork, journals, group problem-solving, surveys, and research.

### **Included on next page are:**

- Test example
- Activity example

## Exam Example

Battle of Britain, Battle of Atlantic, Russian Campaign, Early War in Asia

PART I. MATCHING. Place the letter of the correct answer in the blank. Each is worth 2 points.

- |                               |   |
|-------------------------------|---|
| 1. <i>HMS Prince of Wales</i> | A. German battleship scuttled by captain off the coast of South America           |
| 2. Operation Barbarossa       | B. greatest German battleship   |
| 3. Chiang Kai-shek            | C. Hitler's military camp in East Prussia   |
| 4. <i>Graf Zeppelin</i>       | D. British ship wounded by <i>Bismarck</i> but was repaired then sunk by Japanese |
| 5. Ultra                      | E. American soldiers in Burma   |
| 6. <i>Lebensraum</i>          | F. commander of <i>Einsatzgruppen</i>   |
| 7. "Merrill's Marauders"      | G. Nazi death squads  |
| 8. Operation Sea Lion         | H. leader of Nationalist China  |
| 9. <i>Graf Spree</i>          | I. volunteer American pilots who flew for China until US entered war              |
| 10. "Chindits"                | J. underwater detector which could pick up echoes                                 |
| 11. <i>Einsatzgruppen</i>     | K. British method of breaking German code   |
| 12. Stalingrad                | L. had oil and Japan needed it  |
| 13. Enigma                    | M. Hitler's plan to invade Britain  |
| 14. <i>Bismarck</i>           | N. German code machine  |
| 15. "Flying Tigers"           | O. British ship sunk by <i>Bismarck</i>   |
| 16. Dutch East Indies         | P. living space   |
| 17. Heinrich Himmler          | Q. Hitler's plan to attack Russia   |
| 18. <i>HMS Hood</i>           | R. turning point of war in Europe   |
| 19. Sonar                     | S. British soldiers in Burma  |
| 20. "Wolfs Lair"              | T. Germany's 1 <sup>st</sup> aircraft carrier                                     |

PART II: SHORT ANSWER. Each number is worth one point.

1-3. Name 3 German objectives when they invaded the Soviet Union.

4.-11. Discuss the battle of Britain, listing the advantages for the British and the advantages for the Germans.

12.-15. What was the Destroyer Deal?

16. What is the 1<sup>st</sup> lesson of military history?

17.-19. What were the mistakes of Japanese leaders when they attacked the US?

20. Name 1 of the 4 factors at work for Stalin.

PART III. MATCHING. Each is worth 2 points.

\_\_\_1. Gen. Claire Chennault

\_\_\_2. Charles de Gaulle

\_\_\_3. Edward R. Murrow

\_\_\_4. Rudolf Hess

\_\_\_5. "Vinegar Joe" Stillwell

\_\_\_6. Philippines

\_\_\_7. Atlantic Charter

\_\_\_8. Magnetic mines

\_\_\_9. Joseph Stalin

\_\_\_10. British Brigadier Wingate

\_\_\_11. Unterseeboot

\_\_\_12. "Phony war"

\_\_\_13. Burma

\_\_\_14. Wolf pack

\_\_\_15. *Deutschland*

\_\_\_16. Soviet Union

\_\_\_17. The "Hump"

\_\_\_18. Blitz

\_\_\_19. Degausse

\_\_\_20. Ukrainians

A. welcomed Germans but Germans systematically killed them

B. groups of German subs

C. leader of "Chindits"

D. FDR and Churchill met on yacht to outline principles of war

E. German attack on England from air

F. Oct. 1939 to April 1940 when no fighting was going on

G. commander of Allied air offensive in China

H. invasion of it was Hitler's greatest gamble

I. chief of staff for Chiang Kai-shek - commanded US forces in Asia

J. held by Japan in 1943

K. way Brits found to neutralize magnetic field to protect ships

L. invented by Germans and were dropped from aircraft or laid by U-boats

M. great American radio announcer who kept US up to date from London

N. German submarine

O. Himalaya Mountains

P. lay in path between Japan and Dutch East Indies and US controlled it

Q. leader of Free French

R. dictator of Soviet Union

S. Nazi who parachuted into Britain to try to make a separate peace

T. German battleship whose name was changed to *Lutzow*

### **Activity Example: Article Critiques**

**Instructions:**

1. You are to choose an article that has an author from the WWII magazine. The article **CANNOT BE** an editorial, a letter, or a review.
2. Starting on the first line on the left of a sheet of notebook paper, you are to list the following:
  - a. Name of magazine
  - b. Date of magazine
  - c. Article title
  - d. Author of article
3. Skip a line. Next write a brief summary of the article. Write in paragraph form (indent) and complete sentences.
4. Skip a line. Next write a sentence or two explaining the main point the author was trying to make.
5. Skip a line. Next write what you learned, giving examples. Write in paragraph form (indent) and complete sentences.
6. Skip a line. Next tell what you liked or didn't like about the article. Make sure to include examples. Write in paragraph form (indent) and complete sentences.

## **ATTACHMENT #7**

### **Description/examples of hands-on activities or labs that will be done in this course:**

Students will participate in research, skits, surveys, projects, group projects, journal writings, interviews, guest speakers, and field studies/trips.

### **Included on next page is:**

- Project requirements

## **WAR ZONE PROJECT REQUIREMENTS**

### **Model Airplane:**

1. You may choose any plane or helicopter that was used by any major power in World War II through the Vietnam Conflict
2. It must measure at least 6 inches in length.
3. The more authentic your model looks, the better your grade will be. (Use stickers, paint, etc. to help.)
4. You will need to prepare a report that will give detailed information about your plane. It should include: maker of plane, number of crew required, what the plane was mainly used for, size, number of years used, cruising speed, range, cost to build, and how many were produced.
5. The due date is Wednesday, September 18.
6. Point value: Plane = 70; Report = 30. Total 100 points.