## **Instructional Unit Title: War & Peace**

## Social Studies High School – U.S. History

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.

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.

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.

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.

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.

Teachers may provide primary and secondary sources (e.g., World War II propaganda, articles, videos, maps, pictures, letters) so that students can evaluate the role of propaganda during World War II.

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.

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.

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.

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.

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).

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.

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.

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.



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.

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.

The teacher may facilitate a discussion so that students can explore the concept, meaning, and manifestations of patriotism in 21st century America.

**PERFORMANCE ASSESSMENT**: 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).

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.