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Richard E. Kaplan

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**California State University**

**San Bernardino**

**TEACHING ADOLESCENTS ABOUT WAR**

**A Project Submitted to the**

**Faculty of the School of Education in**

**Partial Fulfillment of the Requirements of the**

**Degree of**

**Master of Arts**

**in**

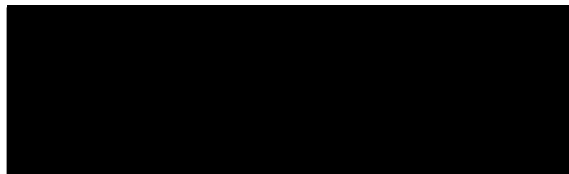
**Education: Secondary Option**

**By**

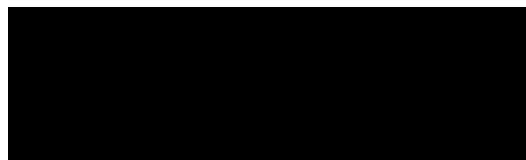
**Richard E. Kaplan**

**1992**

**APPROVED BY:**



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**Second Reader: Dr. Alvin Wolf**

**PROJECT SUMMARY**  
**TEACHING ADOLESCENTS ABOUT WAR**

**Richard E. Kaplan**

**California State University, San Bernardino, 1992**

This project was developed out of the necessity to better educate secondary students about the realities of war. For many students, the television set will provide their only concept about war, a concept that is often glorified and not always accurate. For other students, the textbook may offer a glimpse of what war is like, but it is usually just a quick peek, with little or no substance. In addition, as evidenced by recent events in the Persian Gulf, many students at this level lack even the most basic understanding of the true nature of war.

Although this project is designed for use with students in eighth grade United States History, it can easily be adapted for use beyond this grade level. Please bear in mind, however, that it is intended for use by the social studies educator with a better than average knowledge of the subject matter.

This project consists of nineteen lessons, divided into three units. Unit one deals with the origins of conflict. Unit two deals with the nature of war. Unit three deals with the resolution of conflict. The second unit also includes lessons on nuclear warfare, as well as chemical and biological warfare. The lessons utilize many different modes of student activity, and encourage both creative and critical thinking skills. The final lesson

consists of an evaluation of the entire unit that allows for both positive and negative feedback from students.

The lessons may be taught as a single unit lasting for approximately one month. As an alternative, lessons can be used individually and inserted during the course of the regular curriculum at the discretion of the instructor.

The two most important desired outcomes of this project are to motivate students to consider alternatives to war, and to encourage students to work together in harmony. Therefore, in the spirit of these goals, as much use as possible is made of the cooperative learning group as an instrument to help attain them.

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## Introduction

On any given day, in any given social studies classroom, wars are waged, wars are fought, wars are lost, and wars are won. I am not alluding to a lack of classroom discipline in this case. Nor am I referring to the problem of violence on school campuses. The wars and the battles that I speak of are contained within the pages of our textbooks. They are brought forth from behind the lectern. They are drawn on the chalkboard. They are re-enacted on videos. Our students are exposed to countless wars in the course of their education. But the pages of which I speak are bloodless. The lecture is often dry, and the video must be sanitized and must not offend.

Certainly, war is very much a part of history and this helps to account for the fact that so much time is spent in the discussion of various wars in the classroom setting. Before the adoption of the current social studies framework, an eighth grade social studies teacher was expected to roughly cover the period from European exploration up to the present time. If the instructor managed to keep up with the demands of this frantic curriculum, he or she would have covered the following wars by the middle of June: the French and Indian War, the American Revolution, the War of 1812, the Mexican War, the Civil War, the Indian Wars, the Spanish-American War, World War I, World War II, the Korean War and, finally, Vietnam. Obviously an incredible amount of time has been utilized in the dissemination of information dealing with each of these various conflagrations. Even with the new concise social studies framework, the topic of war is just as formidable and as challenging. This is precisely why the mere dissemination of information about past wars in order to conform to the time frame of a particular set of

curriculum guidelines reduces the issues surrounding war to a game of Trivial Pursuit.

This is not to minimize in any way the historical significance of military history. Not only is this topic important, it is necessary in order to fully understand the social and political upheaval resulting from war. What is dangerous is the fact that this topical teaching approach is more often than not the only perspective that our students will be offered regarding this complex and emotional subject.

This strongly suggests that a need exists to strip away the many different layers that obscure some of the basic truths about war that are overlooked in the classroom. As educators, one of the best investments we can make for our students is to instill in them a sense of empathy. This trait cannot be fully developed in our children if we fail to provide them with the opportunity to gaze at the horror and human suffering that has always accompanied both the war and the warrior.

I often recall the rather jarring experience that first served to help me reach some of my current beliefs about the teaching of war. As a young student teacher at the high school level, I was fortunate to have not one, but two master teachers. Both of these instructors were excellent. Not only did they know United States history backwards and forwards, they both had a talent for imparting their subject matter in a way that made it interesting and easy for all students to understand. I had the opportunity to observe both of my master teachers in quick succession, and both taught the same topic. During the



early spring, I was afforded the chance to sit in the classroom and observe as each teacher taught about World War I. My first master teacher proceeded by introducing the topic with a very concise and competent lecture and discussion that outlined important causes of the war. He then began to compile a list of major battles along with their casualty totals on the chalkboard. At this point, the teacher directed portion of the lesson was concluded. After class, I went across the hall to observe master teacher number two. He was introducing World War I as well. But instead of introducing this unit with a basic overview of the major causes, he started his lecture by writing the major battles and their total number of dead and wounded on the chalkboard. These figures, when the proper amount of attention is paid them, are absolutely staggering in terms of both the war and also in terms of the individual battles. With this brief, yet powerful introduction, the students began to come to life. For when the human carnage of World War I is examined with a singular eye, and not viewed within the context of a wide milieu of events, these stark figures become flesh and blood and cease to be mere statistics.

One should not advocate infusing our lessons with morbid accounts and grisly tales of war because of shock value. One should advocate teaching our children about reality, and helping them to decipher between media based perceptions about war, and the genuine article. This may not be a pleasant task, but this is a challenge that we must accept with a sense of urgency and purpose. Not only because we are educators, but because of the hope that it is perhaps a better understanding of violence that will help to bring about an end to violence.

The most recent example of student misconceptions and misunderstanding about the nature of war took place during the fighting in the Persian Gulf. My eighth grade students appeared simultaneously in a state bordering on elation and bewilderment. Perhaps the feelings of elation came from reducing the war to a simple sports-like competition between the forces of good and the forces of evil. And perhaps the feelings of bewilderment can be attributed to a sense of helplessness that was brought about by diminishing ability to comprehend the swiftness and enormity of the events swirling about them. Not only was there difficulty in deciphering the terminology of war, there was much difficulty on their part in distinguishing fact from fiction, a problem not uncommon to war, but certainly compounded when one is young and has little conception of war.

During the early phases of the war, students appeared restless, and seemed to be less able to concentrate. Possibly, these were subliminal manifestations of unexpressed fear and anxiety. When it seemed that a classroom discussion of these feelings was in order, a memo was circulated from the district office that basically asked teachers to avoid any discussion of the war in the classroom. The memo also asked that if we observed any students that seemed particularly disturbed by events, to please refer these students for counseling.

As the war progressed, the behavior of the students was akin to that of a boiling pot that has not been properly covered. When the contents of the pot boiled over, there would be nothing to contain them. This is exactly what happened. During lunch one day,

a group of about sixty students staged a sit-in against the war. When the assistant principal ordered the students to disperse, they simply refused to comply. This only prompted more students to join the ranks of the protestors, who were by now attracting a considerable amount of curious onlookers that comprised both students and faculty members. Bullhorns were quickly distributed to the administrators, who urged students to disperse and return to their classrooms. These pleas were met by stony silence. A video camera was brought to the area and students were informed that their actions were going to be filmed. They were also warned that any students involved would be suspended. Upon hearing this, about fifty students bolted up from the sitting position and ran at full steam across the campus, in a mad dash to scale the fences. At once, hundreds of students joined in the fracas, running crazily about the campus like a human jetstream. When order was finally restored, a determined group of students remained in the sitting position, bent on continuing their protest. The assistant principal finally came to the realization that nothing short of physical force would be successful in bringing this demonstration to an end. So he simply asked if they would move their sit-in onto the physical education field. The students complied without incident, and the day's protest finally began to lose steam.

This protest, and the crazy events surrounding it, seems to have been a mass release of pent-up psychic frustration caused by the events in the Persian Gulf. Because the students had few options available to them in respect to addressing their concerns over the war, they staged the sit-in to call attention to these concerns in the guise of an

anti-war protest.

Prompted by these events, I held several class discussions with my eighth grade students over the course of the next few days. I was surprised at the plethora of questions that were asked about the war. I was taken aback when one of my students, a girl of thirteen, began to weep during our discussion. Her father was away, fighting in the war, and had been for many months. This was the first time that this student expressed overt fear and sorrow while on campus. Like many students who had fathers and mothers in the Persian Gulf, they remained passive because there was no conduit available into which they could channel their concerns.

These recent events signify that there exists an urgent and compelling need for the discussion of war in the classroom. This discussion needs to be part of a general unit that offers students a view of war from several different perspectives and dimensions. This unit should examine the history of warfare, the language of war, the causes of war, the consequences of war, differing view points concerning war, the technology of war, the human experience in relation to war, environmental and economic impact of war upon society, and finally, an in-depth look at possible alternatives to war.

While some may argue that the need to educate our children about war is not nearly so relevant in the twilight glimmer of the Cold War, others would argue that there has not been a more promising nor opportune time in the last forty years. Political

barriers that only a short time ago created an atmosphere of mutual mistrust have been shattered. The rhetoric of the Cold War is growing faint and dim. At the same time, the world that we live in is becoming increasingly smaller due to new technological advances in transportation and communication. The face of the global community is becoming more defined. With our ability to span distances in an ever shorter amount of time, we realize the responsibility that we all share for our planet. The time has never been more ripe to teach our children to respect all life. If we are to instill and to encourage this respect, we had better start now. We must not allow this window of opportunity to pass us by, lest it close and remain closed forever.

### **Review of Related Literature**

Before attempting a review dealing with the literature concerning war and teaching about war, a brief overview of the dynamics unique to the eighth grade student would be most beneficial. Although this unit dealing with war would be ideally suitable to eighth grade students, there are those educators who are critical about starting this unit in the middle school. They are of the opinion that the high school is a better place for the study and discussion of such a volatile and controversial topic. In their eyes, this subject is for mature audiences only, and not appropriate for the middle grades.

Having had the opportunity to teach social studies at both the high school and middle school levels; I believe that the eighth grade student is more likely than the high school junior to take a values unit concerning war, run with it and carry it into many different and unique directions. The middle school student's interest is easier to ignite, especially in the areas that involve the affective domain. The purpose here is not to slight the capabilities of the high school student, but rather to stand up for the abilities and potential of the middle school child. This is why I take issue with those who would have us believe that the teaching of war is a topic much too advanced and much too sensitive for them. This is nonsense, and not substantiated by any of the more recent information available to educators concerning what I consider the most fascinating grade level.

Van Hoose and Strahan (1989, p.42) describe the middle school years as a very

unique time in the life of a child, and one that readily lends itself to the teaching of values and making decisions. It would seem then, that a unit designed to teach children about war would be suited to the middle school student, especially a unit that involves value judgments and the decision making process.

Not only is the middle school student an ideal candidate for a course concerned with perspectives and questions about war; there is evidence to show that perhaps educators have been short-changing these students by not providing them with a curriculum that realistically reflects their cultural and maturational patterns (Eichorn, 1966, pp.103-104).

The Constitutional Rights Foundation, in an excellent publication dealing with the future of civic education, has stressed the importance of discussing values in the middle school setting. The foundation calls not only for the affirmation of values in the classroom, but to study these values in a global and historical context, with the objective of imparting to students that values are a goal to be strived for, and are not necessarily fixed in time (The Constitutional Rights Foundation, 1990, p.22).

The Carnegie Council on Adolescent Development has helped to shed some light on the question as to just what the middle school student is ready to digest by way of the school curriculum. In this study, which is known as Turning Points, suggestions as to the best way to approach the study of violence are offered. Turning Points discusses the

Violence Prevention Program Project in Boston, which has been adapted to the middle school. This program teaches students to think critically about the role of violence in society and in the media. Simulation and role-playing exercises are used to help students form conclusions about the cost of violence, as well as how best to put an end to it. The success of a program of this type, which seems to parallel a unit about war, would indicate that this type of unit would be very useful at the middle school level (Carnegie Council on Adolescent Development, 1989, p.65).

The Carnegie Foundation (1989, p.32) in the same study has also urged educators to end the "intellectual moratorium" that the middle school curriculum often imposes on students. Some educators still insist that the young adolescent is not capable of both critical and complex thought, and therefore minimal attention should be paid to these areas. The study vehemently takes issue with this approach, pointing out that it goes against all of the existing knowledge as to what young adolescents are capable of.

A unit of study that deals realistically with the causes, nature and prevention of war would work well at the middle school level. As cited in the former examples, the eighth grade student of today is ready in both the cognitive realm and the emotional realm to deal with this type of subject matter. Not only is a unit of this type relevant to the needs of the eighth grade student, it is also consistent with the call for new and more challenging approaches in the area of the middle school curriculum. On a broader level, instruction about war would conform to the pleas of national organizations that are demanding that



the social sciences not only prepare our students for the next century, but help to instill in them a civic awareness and sense of global responsibility and concern for all peoples, everywhere.

Nesbitt (1971, p.2) reports that if schools are to help students to deal with any of the problems of living in today's high-risk society, then the subject of war cannot be ignored. He further states that it is of the utmost importance to approach this subject in a realistic way in order to help young people avoid the negativism with which they frequently react in contemplating the problems that confront us. He adds that through a study of war, children may come to realize that the objective of war-prevention involves all of us, not just a handful of government leaders, and that it is an objective that is obtainable.

The following pages deal with some suggestions and ideas culled from literature concerned with the teaching of war. The topics that will be highlighted deal with the origins of conflict, the nature of conflict and the solutions to conflict. The question of morality will be interwoven as a common thread that is affixed to each of these units. This is the most logical progression, and will help students to develop a base of knowledge from which to build upon. As far as the question of morality is concerned, it is the duty of the educator to present all information in as unbiased a manner as possible. We are in the classroom to provide guidance; the ultimate decisions rest with our children.

Nesbitt (1971, p.10) suggests that teaching students about conflict is a good starting point in the teaching of war. Conflict is first examined in an exercise that asks students to personalize the meaning of the word conflict by asking them a series of questions dealing with the term. They are also asked to provide examples for each of their answers. Students are asked to describe what an "inner conflict" feels like. They are asked to discuss and describe conflict at school between groups and individuals. They must also decide if violence is a necessary part of conflict, and if it is possible to one day live in a world in which conflict is a much more infrequent occurrence.

Once students have grappled with the intellectual and the emotional aspects of conflict, and have had some success in personalizing the nature of conflict, the next step is to apply this understanding to nations, ideologies and peoples. Armed with some understanding of just how difficult conflict resolution can be in their own lives, students should be able to appreciate the immense difficulties that are present when small, personal conflicts become enlarged. It is at this point that an examination of large-scale conflict escalation would be presented. This would focus on some of the basic theories that have been offered to explain why the human race practices war as a means of conflict resolution.

One very intriguing and stimulating approach to help students understand the many beliefs concerning why humans practice war is contained in a publication from the Opposing Viewpoints series entitled War and Human Nature, which presents a plethora

of differing opinions as to the causes of war. A publication of this genre would be useful in sifting through the multitude of information that is currently available regarding this topic. The Opposing Viewpoints publication helps to narrow the range of offerings by selecting some of the more poignant views, both pro and con, dealing with the causes surrounding conflict.

Nesbitt and Abramowitz (1973, p.28) write that the question as to whether the human race is aggressive by nature or not is still open to debate. They tend to favor the view, however, that war and violence are more a product of nurture than of instinct or nature. Using this question as a focal point for debate, one could then postulate a wide variety of views as to the origins of war and conflict. Of course, time would not permit a complete discussion of each viewpoint in the classroom, so it is suggested that the following be explored and open to discussion. Is war caused by our culture? Are we conditioned by our way of life and our history? Perhaps the root of conflict can be found within the infrastructure of a nation itself, fed by the flames of power and directed by bureaucrats. Perhaps conflict is sparked by limited global resources. Finally, war may serve as a mass catharsis when a group of people want to vent their hostilities towards another group. This is commonly known as "scapegoating."

An interesting and more optimistic view concerning the roots of conflict is provided by Gwynne Dyer (1985, p.5) who writes:

War is the inevitable accompaniment of any human civilization, and a technologically advanced culture like our own will sooner or later become involved in war in which all the available technology and resources are committed to the task of destruction. There is a daunting amount of evidence to support this belief, but there is also a fundamentally important fact that offers some kind of hope. War is part of our history, but it is not in at all the same sense part of our prehistory. It is one of the innovations that first occurred between nine and eleven thousand years ago when the first civilized societies were coming into being. What has been invented can be changed; war is not in our genes.

Nesbitt and Abramowitz (1973, p.36) suggest that a study dealing with the origins of World War I is an excellent way to teach students about the escalation of conflict. Not only would this provide a good example of how a conflict can spiral out of control, but it also incorporates each of the conflict theories described earlier. A discussion of each of these causes would provide good closure to a unit concerned with the origins of conflict. At this point, the next step to take would be to begin a study dealing with the nature of conflict; war stripped of all trappings and disguises.

The dilemma confronting the social studies teacher in regards to a study that presents war in a realistic light, is not so much how the material is to be presented, but what material is to be presented. There is no cut and dry formula, nor is there a great deal of literature that gives specific information concerning the parameters as to what information is best to include or omit. Since both state and local frameworks tend to deal with generalities rather than specifics, the question of what is best to teach our children concerning the realities of war should be left to the common sense, imagination and good judgment of the social studies teacher. If, in the process, this unit on war should stray

slightly from the bounds of a mandated framework, there is no cause for alarm. In California, the eighth grade history curriculum allows for a certain degree of flexibility. Although the period to be covered begins with the Constitution and ends with the Progressive Era, a good deal of room is permitted for the study of events that took place both before and after these periods. Therefore, it would be best to include some of the major wars of the twentieth century in this unit. There is a good reason for this. First, the wars that took place in this era have been some of the most devastating and destructive due to modern technology. The second reason is relevancy. Most students can become more easily interested in Vietnam or the Holocaust, rather than the Napoleonic Wars. The final rationale for the inclusion of more recent conflicts has to do with the fact that as a result of World War II, we now live with the reality of nuclear obliteration. It is imperative the unit include a study of the nuclear threat. The end of the Cold War does not preclude this. This view is supported by London (1987, p.4) who decries the fact that after twelve years of schooling, most students will not even have a rudimentary acquaintance with the security issues that affect our rapidly changing world. He further states that "to believe that we have educated our children about the nuclear arms race is akin to believing that we have fed a hungry person by giving them a piece of cardboard."

This particular part of the unit that describes the nature of war, must as a natural extension examine the characteristics of battle itself. The face of battle, as the writer John Keegan refers to the personal experience of fighting, is immediately decisive because battles kill some men and dissuade the rest from wanting to fight anymore (Keegan, 1976,

p.342). Therefore, an understanding as to the true nature of battle is an integral part of any unit dealing with teaching students about war and warfare.

There are a multitude of approaches that one can take to describe the true face of war. One of the most effective is narrative history that flows from a wide variety of primary sources. These sources could be presented in a similar fashion as the one utilized by John Keegan in his book entitled The Face of Battle. This work is essentially a military history from the perspective of the individuals on the field of battle. The book describes in detail the fighting that took place at Agincourt, Waterloo and The Somme. The personal accounts and descriptions of these battles are packed with emotion, covering the entire milieu of thoughts and feelings that have been experienced upon the field of battle. Keegan even describes the plight of the wounded both during and after each battle. This serves to add yet another dimension to the experience of the individual soldier involved in warfare.

Another example of the narrative style of history that could be used to convey the nature of warfare is the best seller Goodbye, Darkness by William Manchester. This is a memoir of the author as a young Second World War Marine fighting in the Pacific. Manchester's account is both painful and gripping. He is a master storyteller, and he conveys the heat and pain, death and destruction of battle with an intensity and insight that is difficult to surpass. Excerpts from Manchester's memoirs would be very useful because they offer the reader an opportunity to experience the wide panoply of emotions

surrounding war without having to actually be there.

Secondary sources dealing with conflict are another valuable avenue to explore with students during the teaching of this unit. These sources are numerous and varied, and due to this fact, the educator may have some difficulty concerning the selection of these materials. The three criteria that should be used in selecting these materials are accuracy, interest and relevancy.

Two examples of secondary sources that would be useful in a unit of this type are Japan's War, by Edwin Hoyt and 365 Days, by Ronald J. Glaser M.D. In Hoyt, there is a shocking account of the Tokyo fire raid of March 9, 1945. In what General LeMay called a "diller" of a raid, more than three times the number of people killed directly at Hiroshima died on the night of March 9-10 in the firestorm that had been created by the napalm bearing B-29's (Hoyt, 1986, p.401). The images of women and children trapped in the center of a holocaust in which temperatures were so hot that steel bridges began to buckle is difficult to imagine, but Hoyt does a superb job in recreating this terrible pyre.

Another example of the type of secondary source that could be used is entitled 365 Days, by Ronald Glasser M.D. Glasser served at Zama, a U.S. Army hospital in Japan, during the Vietnam War. In this book, Glasser discusses several of the war casualties that he personally treated. He writes with the unique perspective of the physician, detailing with great depth surgical procedures, how certain wounds are produced, the

rehabilitation process, and the psychological effects of various types of wounds received by the patients at Zama. While the book is somewhat technical in nature, Glasser also describes some of the personal experiences that were related to him by the men that he took care of (Glasser, 1971, p.xi) writes:

In the beginning I talked to the kids just to have something to say and to get them talking. Later I came to realize that they were all saying the same things - without quite saying them. They were worried, every one of them, not about the big things, not about survival, but about how they would explain away their lost legs or the weakness in their right arms. Would they embarrass their families? Would they be able to make it at parties where guys were still whole? Could they go to the beach and would their scars darken in the sun and offend the girls? Would they be able to get special cars? Above all, and underlining all their cares, would anybody love them when they got back? I would leave the head wounds with the frightening thought that some day someone might ask them what happened to their faces.

In addition to primary and secondary sources, there are a wide range of motion pictures that deal with the topic of war, and are now available for use in the classroom. It is important to stress the good judgment of the educator in regards to the selection of films of this genre. Some of these, especially the documentaries, are of a very graphic nature, and would not be suitable for young children. This is not to say that all documentaries of this nature are to be excluded from the classroom; it is more of a subtle caveat reminding the educator to use sensitivity and a good deal of before-the-fact preparation prior to attempting to show films that depict violence and death.

In addition to film and literature, there is another often overlooked approach



available to the educator conducting a unit dealing with the nature of conflict. This involves the study of war by studying its influence upon popular music. Chilcoat (1985, pp.601-603) writes that "to be effective in motivating students to learn, a study of any war must capture some of the human drama, emotions and feelings involved in its making -- and its ending." Chilcoat believes that music can help to stimulate students, and provide them with motivation to pursue the topic. There is no question that music can be a powerful tool through which to study conflict; Vietnam is a good example. The war in Indochina was responsible for hundreds of ballads that covered a multitude of themes, from protest songs, to songs dealing with the uncertainty and isolation of the young soldier on the field of battle. This approach to the study of conflict has loads of potential, and much of this potential is yet to be tapped.

To conclude this unit on the nature of conflict, an overview of nuclear and biological warfare must be included. This portion of the unit would provide a basic understanding of the terminology, theory and development of nuclear weapons. Ground Zero has produced a very good resource book entitled Nuclear War: What's in it For You? The book does not concern itself with questions of policy. It is concise and to the point. It presents, in an easy to understand format, basic facts about nuclear war, as well as the aftermath of a nuclear exchange. A good companion to this publication is a chilling study published by the Office of Technology Assessment entitled The Effects of Nuclear War. This is a document that is concerned with the types and amount of damage and destruction that would result from a nuclear exchange. The study deals with several

scenarios all involving large metropolitan areas within the United States and the Soviet Union. Each city is subjected to a nuclear strike of differing explosive force. All the ramifications of a full-scale nuclear catastrophe are dealt with. These include damage to structures, medical and biological effects upon the population, the effect upon health care delivery systems, and the effect upon law enforcement agencies. The study would be effective in the classroom, because it would help students to visualize and conceptualize the effects of a nuclear strike that took place within their own backyard, so to speak. Effective closure of the overview on nuclear war could be achieved by having students read excerpts from John Hersey's famous account of the bombing of Hiroshima in 1945, entitled Hiroshima. The tales told by the survivors of the bombing are riveting, and are sure to leave a lasting impression.

In addition to the overview on nuclear warfare, a very brief discussion concerning the history and nature of chemical and biological warfare should be included. The reason for this is that these types of weapons posed a real threat during the Gulf War. In addition, students must be made aware of the very sophisticated and extremely deadly nature of these types of weapons.

Up to this point, the focus has been on the beginning of conflict and the nature of conflict. Appropriately, the study of conflict resolution would be the natural conclusion to any unit dealing with war. At this point, both students and teacher have really come full circle, because once again, we are forced to examine the reasons for conflict; but this time

we shall compromise, discuss and give as much thought as possible to resolving our differences towards the prevention of violence. It is my hope that students will realize that it is they themselves who hold the key to a future of peace and understanding between nations. Gwynne Dyer (1985, p.265) has written:

Some generation of mankind was eventually bound to face the task of abolishing war, because civilization was bound to endow us sooner or later with the power to destroy ourselves. We happen to be that generation though we did not ask for the honor and do not feel ready for it. There is nobody wiser who will take responsibility and solve this problem for us. We have to do it ourselves.

### Statement of Objectives

This project is designed for eighth grade students of United States History. As mentioned earlier in the paper, this is a unique age group that offers many opportunities and challenges for the educator. Of course, a unit of this nature could also be introduced at a higher grade level, but this project is tailored to the middle grade student for the reasons cited above.

The major objectives of this unit that I call Teaching Adolescents About War, are to encourage students to reflect upon, examine and analyze the causes, nature and consequences of war throughout history, with a particular emphasis placed upon the conflicts of our current century. The secondary objective is concerned with helping students to appreciate and understand, as well as possible, the true nature of war as opposed to the cursory treatment that is often afforded this topic in both textbook and classroom.

The final, and perhaps most critical, objective is to help students grasp the fact that it is they themselves that can play a most important and necessary part in the resolution and prevention of future global conflict.

### **Design of Project**

This project is designed around a four week unit consisting of nineteen lessons. The unit is entitled Teaching Adolescents About War. The unit is designed for eighth grade students, and may be taught in one continuous block, or may be inserted at appropriate places throughout the course of study. For example, the instructor may want to introduce the section dealing with the causes of conflict just before students begin their study of the Mexican-American War. The instructor may want to introduce the unit dealing with the nature of war during the study of World War I.

The unit consists of various modes of presentation and instruction. These include lecture, film, music, literature, simulations, discussion, interviews and written assignments. Many activities within the unit are in essay format, since one of the desired outcomes of the unit is to get students to think critically about the many questions concerning war.

Naturally, as in most presentations that attempt to explain what took place in the past, there are limitations. We cannot go back in time. By the same token, these children cannot be transported to the field of battle for a first-hand look. It is my fervent hope that they shall never have to.

**LESSON 1 - INTRODUCTION...IMAGES OF WAR (UNIT 1)**

- **KEY IDEAS:**

By viewing several different photographic images of war, students will be encouraged to examine and discuss their feelings and perceptions regarding war.

- **OBJECTIVES:**

- (1) To introduce unit, generate curiosity, determine prior knowledge.
- (2) To describe and share thoughts and feelings generated by viewing several battlefield scenes.

- **TIME:**

One class period.

- **MATERIALS:**

Several large format photographs of battlefield scenes. Of particular interest, photos by Civil War photographer Matthew Brady. Photo sets depicting fighting during World War I and World War II are also recommended. Slides, filmstrips and magazine photos can also

be included.

- **ACTIVITIES:**

Prepare for the activities by setting up at least six learning stations. Provide several photographs at each of the stations. If you are using slides or filmstrips, be sure to include the proper equipment for viewing. Divide students into groups of four. Tell students that they are to rotate to each of the six stations, and will be instructed to write down, as a group, their immediate reactions to the material that they are viewing. After thirty minutes, have each group share their feelings, thoughts and reactions with the rest of the class.

- **HOMEWORK:**

Have students make a list that compares the war photographs that they viewed during class with images of war that they have seen on television or movies. Have students list as many similarities and differences as possible, and ask students to provide reasons for the similarities and the differences.

**LESSON 2 - ROLE-PLAYING AND CONFLICT (UNIT 1)**

- **KEY IDEAS:**

An understanding of conflict begins at the individual level. Only when the individual has a better understanding of the many facets of conflict will they begin to develop more of an appreciation for its complexities.

- **OBJECTIVES:**

- (1) Through role-playing, students will interpret and discuss several situations involving conflict.
- (2) Students will describe a conflict from the different points of view of the individuals involved in the conflict.

- **TIME:**

One class period.

- **MATERIALS:**

Ten large index cards, each describing an imaginary conflict situation, and the names of



the characters involved.

- **ACTIVITIES:**

Tell students that they are going to study conflict through role-playing. Shuffle the index cards, and select students to act out the situation described on the card. Allow students two or three minutes to role-play each situation, selecting a new set of students for each conflict. Students not involved in the role-playing are to carefully observe the groups and notes on what they see. Make sure students understand that their notes are to help them describe each conflict, as well as explain the different points of view of each of the individuals involved. After the situations have been acted out, allow students to use the remainder of class time to compile their notes and write a brief analysis of all ten conflicts.

- **EXTENDED ACTIVITY:**

Have students conduct a discussion about each of the conflicts. Allow them to use their notes for quick reference. Have students describe each conflict, and allow them to present the different perspectives of each person involved in the conflict.

**LESSON 3 - CONFLICT AND WORLD WAR I (UNIT 1)**

- **KEY IDEAS:**

Perhaps one of the best and most unfortunate examples of conflict escalation are the events leading up to World War I. A study of these events can help students achieve a better understanding of modern day conflicts.

- **OBJECTIVES:**

- (1) Students will be able to explain the basic causes of World War I.
- (2) Students will interpret these causes using supporting evidence.

- **TIME:**

Two or three days.

- **MATERIALS:**

One class set of a political map of Europe circa 1914. Large format photographs of major European heads of state circa 1914. An overhead projection that shows a list of the major causes of World War I.

- **ACTIVITIES:**

Ask students to compare a political map of Europe today with a map that shows Europe in 1914. Discuss how the maps are different. Students should be able to point out that many of the countries that existed in 1914 no longer exist today. At this point, begin a brief lecture starting with the fact that these maps are different as a result of World War I. Discuss some of the key causes leading to this conflict. These include nationalism, militarism, secret treaties, imperialism, opposing alliances and mobilization of armies. Define these terms for students, and then point out how the assassination of Archduke Francis Ferdinand in Sarajevo was the catalyst that caused the conflict to explode into a full-scale war.

- **EXTENDED ACTIVITIES:**

Arrange to spend an entire class period in the library. Divide students into groups of three, and tell them that their task is to develop and define as fully as possible, all of the major causes of World War I. They are to use primary and secondary sources. Each of the groups are to compile this information into a brief report. The activity may be further extended by having each group make a class presentation that not only presents their report, but includes a list of the causes in order that they feel are most important. They must provide supporting evidence.

- **HOMEWORK:**

Have students write an essay that discusses how World War I might have been prevented.

**LESSON 4 - CIVIL WAR DEATH TOLL (UNIT 2)**

- **KEY IDEAS:**

The Civil War was the most costly American war in terms of human life. To help students comprehend the cost in human life, they will construct a bar graph that represents casualties suffered by both the North and South.

- **OBJECTIVES:**

- (1) To help students appreciate how costly the Civil War was in terms of deaths related to the war.
- (2) To help students interpret and analyze data concerning Civil War casualties.

- **TIME:**

One class period.

- **MATERIALS:**

Graph paper, overhead projector and colored pencils.

- **ACTIVITIES:**

Provide students with the following set of statistics and have them create a bar graph using different colors to represent the North and the South. Have students use the following statistics. The total number of dead for the North was 360,000. The total number of dead for the South was 258,000. The North had 110,000 killed in action. The South had 94,000 killed in action. The North lost 250,000 due to disease and "other" causes. The South lost about 164,000 soldiers due to disease and "other" causes. When students have completed filling in their graphs, have them answer the following questions: What were the total number of deaths for both the North and the South? Which side had the most soldiers killed in battle? What was the total number of deaths due to disease? What might "other" causes of death be? Which caused more deaths in the Civil War? Battle or disease? What were the total number of battle deaths for both sides? Which side suffered the greatest number of deaths?

- **EXTENDED ACTIVITIES:**

Have students research the standard medical treatment for sick and wounded soldiers during the Civil War. Present this information to the class in an oral report.

**LESSON 5 - CIVIL WAR SIMULATION (UNIT 2)**

- **KEY IDEAS:**

More Americans died in the Civil War than in both world wars, Korea, and Vietnam combined. Much of this carnage was the result of Napoleonic tactics clashing with emerging weapons technology.

- **OBJECTIVES:**

- (1) Students will be able to identify the reasons for the high number of deaths caused by the Civil War.
- (2) Students will be able to describe what a battle might have been like for a soldier fighting in the Civil War.

- **TIME:**

Two days.

- **MATERIALS:**

Large photographs of Civil War battle scenes. Pictures of Civil War weapons, soldiers

and uniforms.

- **ACTIVITIES:**

Tell students that forerunners of practically every modern weapon were used in the Civil War; Magazine fed rifles, Gatling guns, breech-loading cannon, armored trains, land mines and ironclad ships. Troops were shuttled by rail, and orders were carried over telegraph lines. The tactics used, however, were reminiscent of those used by Napoleon several years before. A good example is the battle of Antietam, in which 20,000 men were killed or wounded in a single days fighting. Bring this lesson to a close by having students imagine that they are a soldier fighting in the Civil War. Have them compose a letter to a friend or family member describing what it was like to take part in a Civil War battle.

- **EXTENDED ACTIVITY:**

Have students research the role played by blacks and women in the Civil War.



**LESSON 6 - THE PHILIPPINE INSURRECTION (UNIT 2)**

- **KEY IDEAS:**

Perhaps one of the least understood military campaigns in our nation's history is the Philippine-American War of 1898-1902. A direct result of the American decision to annex the Philippines after the war with Spain, this campaign offers many insightful comparisons with the type of war Americans would experience in Vietnam sixty years later.

- **OBJECTIVES:**

- (1) Students will be able to provide examples of guerrilla warfare.
- (2) Students will compare and contrast the fighting during the Philippine Insurrection with the fighting during the war in Vietnam.

- **TIME:**

One day.

- **MATERIALS:**

Overhead projector, map of the Philippine Islands.

- **ACTIVITIES:**

Provide students with background information concerning the American decision to annex the Philippines after the Spanish-American War. Describe how Philippine nationalism led to a guerrilla campaign against U.S. troops sent to occupy the islands. Point out the many similarities between the fighting in the Philippines with the fighting in Vietnam. The guerrillas were familiar with the terrain and were inured to the climate. They could also count on the support of a friendly population. Although the Americans had better weapons and more fire-power, the guerrillas neutralized this advantage by staging ambushes and fighting at close range. As in Vietnam, American troops tried to win the hearts and minds of the local population. The guerrillas utilized terrorism to prevent this. They burned villages and killed local leaders. Americans finally adopted the tactic of staging search and destroy missions from secure positions, just as in Vietnam. United States policy also included an attempt to "Filipinize" the war, letting Asians fight Asians. As in Vietnam, both sides would often match cruelty with cruelty. Finally, there was considerable public outcry in opposition to the war in the Philippines, although not on a scale with the opposition to Vietnam.

- **EXTENDED ACTIVITY:**

Have students interview a veteran of the Vietnam War. Have them make a list of how the experience of a Vietnam veteran would compare to the experience of a veteran of the

Philippine Insurrection.

**LESSON 7 - INTO THE TRENCHES (UNIT 2)**

- **KEY IDEAS:**

In order to help students develop an understanding of the reality of war, it is necessary to utilize sources that go beyond the often cursory generalizations made in textbooks.

- **OBJECTIVES:**

- (1) Students will be able to identify the reasons why so many soldiers were killed and wounded during World War I.
- (2) Students will be able to give examples of what trench warfare was like during World War I.

- **TIME:**

One class period.

- **MATERIALS:**

Wall map that shows major battles of World War I. Large format photographs of World War I weapons (tanks, machine gun, flamethrower and bi-plane), as well as trench warfare

scenes. Diagram on chalkboard or overhead projector that shows a typical line of opposing trenches, as well as "no man's land." An excellent technical source of World War I warfare is The Face of Battle by John Keegan. To really set the theme, decorate the room with copies of WWI recruiting posters, and use either a phonograph or cassette to play popular songs from this era as students enter the room. Two excellent choices are: "It's a Long Way to Tipperary" and "Over There!"

- **ACTIVITIES:**

Discuss with students that the millions of casualties caused by World War I were the result of the increased firepower of new weapons, combined with out-moded and obsolete tactics and strategies. Introduce the fact that this was the first war in which planes, tanks, poison gas and submarines were used. Use the map of European battlefields to show the students how extensive the lines of trenches were. Use the diagram of opposing trenches to explain in detail what trench warfare was like. One interesting fact to point out is the extensive use of the word "trench" in the vocabulary of the WWI soldier. He could suffer from trenchmouth, come down with a bad case of trenchfoot, put on his trenchcoat or cut his bread with his trenchknife.

- **EXTENDED ACTIVITY:**

Have students imagine that they are a young soldier fighting in the trenches during a WWI

battle. Have them write a one or two page letter to a loved one describing in detail what life in the trenches is like.

**LESSON 8 - THE COST OF BATTLE (UNIT 2)**

- **KEY IDEAS:**

In order for students to understand the terrible carnage wrought by World War I, it is sometimes necessary to present students with some of the statistics that describe the number of casualties suffered during major battles. To further enhance student appreciation of these figures, it is sometimes best to transform them into a mathematical concept, or compare them with something that is both concrete and familiar to students.

- **OBJECTIVES:**

- (1) By studying about the Battle of the Somme, as well as other WWI battles, students will recognize the terrible toll that these battles took in terms of human life.
- (2) Students will utilize various reference sources to compile information about the number of casualties suffered during various battles of World War I.

- **TIME:**

Two class periods.

- **MATERIALS:**

Wall map that shows the major battles of World War I. An excellent resource book dealing with the number and type of casualties connected with this battle is the book by Gwynne Dyer, which is simply titled War.

- **ACTIVITIES:**

Point to the Somme on the map. Tell students that this battle was a major British offensive during the summer of 1916. Explain to students that in one day along over 60,000 British soldiers were killed. To help students to understand this figure, have them divide 60,000 dead by sixteen fighting hours. Ask students to compute the number of soldiers killed every hour, every minute and every second. Ask students if they have ever attended a large sporting event such as a baseball game. Point out to them that Dodger Stadium holds about 60,000 people, roughly the same amount of British soldiers killed in one day during the fighting at the Somme. This battle lasted for five months, and cost the British a total of 415,000 men. They captured forty-five square miles of German held territory. This boils down to roughly 8,000 men killed for every square mile.

- **EXTENDED ACTIVITY:**

Have students research other major battles of World War I. Tell students to compile a list of casualties, and other important information about each battle. A day in the library should provide students with the information they need. Students can present their



findings in the form of either a written or oral report.

**LESSON 9 - "ALL QUIET ON THE WESTERN FRONT" (UNIT 2)**

- **KEY IDEAS:**

Many films about war tend to glorify war. In this lesson, students will have the opportunity to view a film that contains a strong anti-war message.

- **OBJECTIVES:**

- (1) Students will interpret the plot, characters and messages contained in the film "All Quiet on the Western Front."

- **TIME:**

Three class periods.

- **MATERIALS:**

One copy of the 1979 version of the film "All Quiet on the Western Front." One class set of questions designed to guide the students through the film, and help them discover the messages contained in the film.

- **ACTIVITIES:**

Provide students with some background information about the film. Inform them that the film is based on the novel by Erich Maria Remarque, and was the first made into a movie in 1930. The original version, incidently, is still banned in certain countries. Distribute the questions to students. This paper should also contain a list of all the main characters, as well as a brief description of the plot and the setting. The questions should ask students to describe each of the main characters in the film. Students should also be asked the following questions: What were some of the expectations that the characters had about war before they first went into battle? How did the reality of war differ from these initial expectations? What is the message of the film, and how do the characters and the plot get this message across? Inform students that their answers to these questions, as well as any thoughts and feelings they have about the film, will be combined to write a paper about the film.

- **HOMEWORK:**

When students have viewed the entire film, have them use their notes to construct an essay of two or three pages. The essay should address the questions that they were given, as well as any thoughts or feelings that they had about the film.

**LESSON 10 - MEMORIES OF WORLD WAR II (UNIT 2)**

- **KEY IDEAS:**

The experiences of others can be a valuable learning tool. By compiling an oral history of the experiences of WWII veterans, students will better understand the effects of war upon individuals.

- **OBJECTIVES:**

- (1) Students will produce and compile an oral history of World War II by interviewing World War II veterans about their experiences during the war.

- **TIME:**

Two class periods, in addition to ten days time outside of the classroom as homework or an extended activity.

- **MATERIALS:**

Examples of oral history such as The Good War by Studs Terkel, or Goodbye, Darkness by William Manchester.

- **ACTIVITIES:**

Tell students that they will be compiling an oral history of the Second World War. This oral history will revolve around a series of interviews that they will conduct with veterans of World War II. At this point, examples of oral history should be read to the class. The class should also be reminded that women and minorities need to be included in their oral history, because both of these groups played a very important part in the war. Brainstorm with students to try and make a list of possible interview questions. Write these on the board. Some of these questions may include the following: What branch of the service were you in? When and where did you serve? What was your rank? When and where did you see action? What was being in battle like? What is the saddest memory you have of the Second World War? Did any of your war experiences change your life? What is the most important lesson about the war that you would like to share? Students should write their questions in the form of a questionnaire. Brainstorm with the class and try to make a list of the best places to find individuals for the interviews. Do not forget to mention that veterans organizations and senior citizen centers would be a good place to start. When students have completed a series of interviews, have them write a brief introduction and a good description of each person that they interviewed. They may even want to include their picture.

- **EXTENDED ACTIVITY:**

Have the entire class compile their collection of interviews and create one large oral history. Share these stories with other teachers and students at school.

**LESSON 11 - NEWSCAST FROM WORLD WAR II (UNIT 2)**

- **KEY IDEAS:**

Students are often motivated by presenting them with an assignment that challenges their creativity. In this exercise, students will be asked to research some of the more tragic events of the Second World War, and present them in the format of a contemporary newscast.

- **OBJECTIVES:**

- (1) Students will create a simulated newscast.
- (2) Students will research and describe an event that took place during World War II.

- **TIME:**

Four class periods, two of which will be spent in the library.

- **MATERIALS:**

Overhead projector or chalkboard, television, VCR, phonograph and slide projector if needed.

- **ACTIVITIES:**

Inform students that they will be working in groups during the following activity. Their task is to research and present, in the form of a newscast, an event that took place during World War II. Have students select from the following topics: the Bataan death march, the allied bombing of Dresden, the bombing of Pearl Harbor, the firebombing of Tokyo, the Holocaust, and the Battle of Britain. Give a brief description of each of these events to the class to help students in the selection process. Encourage groups to utilize as many modes of presentation as possible. These may include, but are not limited to, slides, photographs, films and audio recordings. Also encourage students to make the presentation as close as is possible to an actual contemporary newscast. After allowing adequate time for research and production, have each group give their presentation to the class.

- **EXTENDED ACTIVITY:**

As an interesting sidelight, each group may present, in the form of a news editorial, an opinion about the event that they have researched. The editorial should address the moral issues surrounding the event that they have researched and presented.



**LESSON 12 - HIROSHIMA (UNIT 2)**

- **KEY IDEAS:**

The debate still rages as to the necessity of using atomic weapons against the Japanese. There is no debate, however, about the destructiveness of the atomic bomb. In this lesson, students will learn about the historical background, as well as the effects of the first atomic bomb dropped on Hiroshima.

- **OBJECTIVES:**

- (1) Students will be able to explain the military and historical reasons for the development of the atomic bomb.
- (2) Students will describe the effects of the bomb dropped on Hiroshima.
- (3) Students will analyze the various arguments for and against the use of the atomic bomb.

- **TIME:**

One class period.

- **MATERIALS:**

One copy of the book Hiroshima by John Hersey. One copy of the video Atomic Cafe.  
One video cassette player and monitor.

- **ACTIVITIES:**

Start the lesson by providing students with some of the history about the development of the atomic bomb. Share with students some of the arguments for and against the use of the bomb. Next, have students watch the first ten minutes of the film Atomic Cafe. This portion of the film shows some excellent actual footage of the effects of the bomb upon both Hiroshima and Nagasaki. After a brief discussion with students about what they have seen, introduce the book by John Hersey entitled Hiroshima. Spend some time reading aloud from portions of the book, especially those sections detailing eyewitness accounts by survivors of the bomb. Spend the remainder of class time discussing the passages that students have had read to them. Have them describe their reactions, thoughts and feelings.

- **HOMEWORK:**

Tell students that they are to imagine that they are President Truman. If they had to make the decision to drop the atomic bomb, what would they do? Remind them, that if they use U.S. troops to invade Japan, millions may die. If they drop the bomb, thousands may die. How would they decide? Have them write their decision in a two page paper using

supporting evidence to help their argument.

**LESSON 13 - STUDYING WAR THROUGH MUSIC (UNIT 2)**

- **KEY IDEAS:**

The Vietnam War was a great dividing factor in the history of our nation. By studying the popular music of this era, specifically music about the war, students will develop a unique perspective about the conflict in Vietnam.

- **OBJECTIVES:**

- (1) Students will be able to distinguish the different viewpoints concerning the war.
- (2) Students will be able to provide a brief description of U.S. involvement in Vietnam.
- (3) Students will interpret various perspectives about the war as expressed through lyrics and music of the Vietnam era.

- **TIME:**

Two class periods.

- **MATERIALS:**

Phonograph, cassette player, typed lyric sheets, records and tapes with Vietnam era

music. For an excellent discography that contains a list of songs dealing with the Vietnam War, see the October 1985 issue of Social Education.

- **ACTIVITIES:**

Begin the lesson by providing students with a brief historical overview of United States involvement in Vietnam. Discuss how this war divided our nation, and how this division was often expressed through music. Inform students that they will be working in groups. Each group will be given several lyric sheets from Vietnam era songs. Tell students to follow along with the lyrics as they hear the actual song played. At the conclusion of each song, groups are to write down their response to the following questions: What opinion about the war was expressed in the song? Did the song have a specific message? How did it get this message across? Can you think of any images created by both the lyrics and the music? What are these images? What is your overall evaluation of the song? These questions are to be discussed by each group. Groups must provide specific examples, whenever possible, when discussing each of the songs.

- **EXTENDED ACTIVITY:**

Have students conduct their own research of music about the war in Vietnam. They can create a set of several songs, and share them with the class.

**LESSON 14 - CHEMICAL AND BIOLOGICAL WARFARE (UNIT 2)**

- **KEY IDEAS:**

The recent hostilities with Iraq brought forth the terrible possibility that many nations are ready to use their chemical weapons if they feel that the need should arise. Most of us are in the dark, however, when it comes to understanding how these weapons work, why they were developed, what their effects are, and how they have been used in the past. Although the United States has not produced chemical weapons for the past fifteen years, there are those who insist that our aging stockpiles must be updated with more modern versions of both chemical and biological weaponry. In this lesson, this argument will be examined.

- **OBJECTIVES:**

- (1) Students will be able to identify the different types of chemical and biological weapons.
- (2) Students will be able to describe the effects of chemical and biological weapons.
- (3) Students will compose a position essay describing their opinion concerning further production of chemical and biological weapons. Students will use supporting evidence to strengthen their argument.

- **TIME:**

One class period.

- **MATERIALS:**

Overhead projector. Photographs from magazines and books dealing with the effects of chemical and biological weapons. A good resource book is Chemical and Biological Warfare by L.B. Taylor.

- **ACTIVITIES:**

Discuss with students the fact that chemical and biological weapons have been around for a long time. In the seventeenth century, the British used blankets contaminated with small pox germs, giving these blankets as gifts to the unsuspecting Indians. During World War I, the Germans introduced mustard gas, a blistering agent responsible for countless casualties on both sides. The British used the deadly anthrax bacteria to create a germ bomb that was to be used against the Axis powers. Hitler had his scientists develop one of the most potent forms of nerve gas known to man, fortunately it was never used. The Soviets used chemical weapons in Afghanistan, and Iraq has used mustard gas against the Kurds. Today, the United States and the former republics of what was once the Soviet Union control most of the chemical and biological weapons stockpiles. There are,

however, about sixteen nations that are capable of inflicting substantial damage from their chemical and biological arsenals.

- **EXTENDED ACTIVITY:**

Students will compose an essay dealing with whether or not they feel that chemical and biological weapons should be produced by the United States. Students will also discuss how the global stockpile of these weapons can be reduced. If their position favors reduction and development of these weapons, they must be prepared to defend their reasons in light of the horrible consequences that might develop as a result of their use.



**LESSON 15 - THE EFFECTS OF NUCLEAR WAR (UNIT 2)**

- **KEY IDEAS:**

Although the Cold War is officially over, many nations still maintain a substantial nuclear arsenal. In this lesson, students will use information from a government report to study the effects of a nuclear strike upon an American city.

- **OBJECTIVES:**

- (1) Students will describe the effects of a nuclear strike upon an American city. In addition, students will give examples of the effects upon civilians, the economy and the political system.
- (2) Students will use this information to create an imaginary scenario for a nuclear strike upon the city or town that they are living in.

- **TIME:**

Two class periods.

- **MATERIALS:**

Obtain a copy of the government publication entitled The Effects of Nuclear War. This can be obtained from the Office of Technology Assessment in Washington, D.C. Another good source is the Ground Zero publication entitled Nuclear War: What's in it For You? Both of these sources deal in great depth with the effects of a nuclear strike upon large cities.

- **ACTIVITIES:**

Inform students that you are going to provide information from a government study that deals with the effects of a one-megaton nuclear bomb dropped on downtown Detroit. The blast from such a bomb would create a crater one thousand feet wide and two hundred feet deep. The area directly beneath ground zero would suffer from complete devastation. At least seventy-thousand people would be killed outright. In the area beyond ground zero, an additional twenty-thousand people would be killed. About two-hundred-thousand people will have sustained serious injuries. Fifty-five percent of all the hospital beds in downtown Detroit will be destroyed. Many health care workers would be dead or injured. There would be a lack of food, medicine, shelter and clean water. Utilities would not be operating. Thermal radiation would create raging fire-storms. Discuss with students what life would be like after a nuclear strike of this magnitude. Have students write an imaginary scenario about what might happen to their city in the event of a nuclear strike.

- **EXTENDED ACTIVITY:**

Have students write a paper in which they describe what they would do in the event of a nuclear attack. How would they react seeing friends and family members killed? How would they survive without electricity and clean water? Would they know how to treat the injured? How would they know if it was safe to go outside or not? As a follow-up to this activity, the film The Day After may be shown. Follow this up by having a discussion about the film.

**LESSON 16 - THE UNITED NATIONS (UNIT 3)**

- **KEY IDEAS:**

Perhaps no organization better exemplifies the international hope for world peace better than the United Nations. Students need to understand the role that the United Nations plays in resolving world conflict.

- **OBJECTIVES:**

- (1) Students will appreciate the important role that the United Nations plays in attempting to deal with world conflict.
- (2) Students will be able to give a brief description of how the United Nations functions.
- (3) Students will research, describe and analyze several conflicts that the United Nations intervened in.

- **TIME:**

Two class periods.

- **MATERIALS:**

Overhead projector with a simple diagram of the United Nations drawn on a transparency.

- **ACTIVITIES:**

Provide students with background information about the United Nations. Use the diagram to demonstrate both the purpose and function of the General Assembly, the Security Council, the Secretariat, the International Court of Justice, and the various specialized agencies of the United Nations. Inform students that they will work in groups. Each group will research three important events in which the United Nations was involved in. Some of these events may include the Cuban Missile Crisis, the Korean War, the Suez Canal Crisis, and the Arab-Israeli Armistice. Students will present their research to the rest of the class in both a written and an oral report.

- **EXTENDED ACTIVITY:**

Have students research United Nations involvement in the Gulf War. What role did the United Nations play before, during and after the conflict? Have students collect and share newspaper and magazine articles regarding this topic to help them with their research.

**LESSON 17 - UNITED NATIONS SIMULATION (UNIT 3)**

- **KEY IDEAS:**

One way to help students to better understand the often difficult and complex nature of resolving international conflicts is to conduct a simulation of the United Nations in the classroom.

- **OBJECTIVES:**

- (1) Students will discover and demonstrate ways to resolve conflict through a simulated United Nations session.

- **TIME:**

Two class periods.

- **MATERIALS:**

Large index cards, colored pencils or pens. One set of World Almanacs. One set of World maps.

- **ACTIVITIES:**

During the first class periods, have each student select a member nation of the United Nations, either from the Security Council or the General Assembly. Have each student take two index cards and write the name of the country that they represent on one card, and draw the flag of that nation on the other card. Have students use the World Almanac to compile as much information as possible about the nation that they represent. Students will spend the remainder of this class session thinking up imaginary conflicts that take place between two or more nations. You may want to provide some examples. Have students write these situations down on large index cards. Select three to five of the best conflicts, and have the class debate, discuss and try to resolve these issues within the context of the United Nations simulation.

- **EXTENDED ACTIVITY:**

Have students evaluate the simulation that they participated in. Have them discuss what they felt were the most difficult aspects of resolving the imaginary conflicts. Also ask them what they felt were the most successful ways to help resolve these conflicts. Finally, ask them if there is any way they can apply the successful methods of conflict resolution that they have discovered to their own lives.

**LESSON 18 - IS WAR EVER JUSTIFIED? (UNIT 3)**

- **KEY IDEAS:**

War is certainly "hell" and alternatives to war must be sought. However, some argue that there are times when there is no other alternative but war. In this lesson, students will study the causes for America's nineteenth and twentieth century wars.

- **OBJECTIVES:**

- (1) Students will research the causes of America's nineteenth and twentieth century wars.
- (2) Students will discuss and analyze the results of their research by holding a class discussion.

- **TIME:**

Two days.

- **MATERIALS:**

Primary and secondary resources available in the school library.



- **ACTIVITIES:**

Divide students into groups. Have each group research the causes of one of the following wars: The War of 1812, Mexican-American War, Civil War, Spanish-American War, World War I, World War II, Korea, Vietnam and the Gulf War. Allow for one full day of research. On day two, have each group present their findings to the rest of the class.

- **EXTENDED ACTIVITY:**

Have students make a list of the wars that have been discussed. On this list, students will make a note of the wars they feel were justified or unjustified. Students must provide supporting reasons for their position concerning each of these wars.

**LESSON 19 - UNIT EVALUATION (UNIT 3)**

- **KEY IDEAS:**

Students will be encouraged to utilize as many expressive forms as possible in order to demonstrate what they have learned from the fifteen lessons dealing with war.

- **OBJECTIVES:**

- (1) Students will present, using various modes, their conclusions, interpretations, descriptions and criticisms concerning the unit about war.

- **TIME:**

One week.

- **MATERIALS:**

Issued on an as-needed basis.

- **ACTIVITIES:**

Students will have one week, both inside and outside of the classroom, to create a presentation that describes and judges the value of the material that they have been presented with. Students should use supportive evidence whenever possible. The means of presentation is up to each student. The presentations may be done on an individual basis, or completed in groups. Presentations may include, but are not limited to, some of the following: an oral report, written report, a poem, a song, a play, a painting, a photographic display or a video presentation. Students must include, along with their presentation, a brief summary explaining why they selected the type of presentation that they did.

- **EXTENDED ACTIVITY:**

Have students share their presentations with the rest of the class. Use this time to allow students to discuss their thoughts, both positive and negative, concerning the unit as a whole.

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