

3 - War on Terrorism and Beyond

Content Area: **Social Studies**
Course(s): **U.S. History II, Sociology**
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview:

With the fall of the Soviet Union, the United States became the only major global superpower. With this fact, the United State military became the focal point for new policies, technology, and infrastructure changes. The government would no longer fund a massive military to defend against the Soviet threat, but began investing in a smaller, more mobile force that could meet any concern across the globe within hours, instead of days. The government policies did not only impact our military, but it also impacted our allies and enemies across the globe. After the attacks on September 11, 2001, the US Military was thrust into action to be a versatile force to respond to the needs of the US Government.

Essential Questions:

What caused the September 11th attacks on the United States?

Why did the United States respond to the September 11th attacks by using the US military?

What were the objectives of the wars in Afghanistan and Iraq?

How did these conflicts differ from past American wars and conflicts?

Were these conflicts a success?

Enduring Understandings:

- The causes of the September 11th attacks cannot be narrowed down to a small list of cause and effects. These were a complex series of issues which originated after World War One and escalated during the 20th Century.
- The US Military was viewed as the strength of the American government and the most capable way of handling and foreign threat.
- Although the objectives in Afghanistan and Iraq seemed to be clearly defined at the beginning of each conflict, they morphed so many times since their origins that the objectives became unclear and

unrecognizable.

- Since both conflicts were considered unconventional, there are similarities with both conflicts on past wars such as Vietnam and even World War Two.
- With over 7,000 Americans killed and \$6 Trillion spent combined on Operation Iraqi Freedom and Enduring Freedom, American Taxpayers question whether these wars were worth the human and financial costs.

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT

- connect the conflicts of the Cold War to the creation of 21st century enemies
- critique the role of the US government before, during, and after the September 11th attacks
- cite evidence from history to explain the origins for American animosity
- use cause/effect to explain the events in the wars in Afghanistan and Iraq
- hypothesize where the future conflicts of the 21st century will take place

SOC.6.1	U.S. History: America in the World Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.14	Contemporary United States: Domestic Policies (1970–Today) Chronological sequencing serves as a tool for analyzing past and present events.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush’s Iraqi policy with George W. Bush’s. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. Historical sources and evidence provide an understanding of different points of view about historical events.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.2	World History: Global Studies
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World There are multiple and complex causes and effects of historical events.
SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East). Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Lesson Titles:

Balfour Declaration and the creation of the Israeli State.

9/11 - What you know, what you don't know, and what you need to know.

Soviet Union in Afghanistan - "The enemy of my enemy is my friend."

Why Afghanistan? Why Iraq?

Who is an enemy? A terrorist? An insurgent?

Career Readiness, Life Literacies, & Key Skills:

Critical thinking and Problem Solving

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.

Inter-Disciplinary Connections:

This unit will cross content by mixing, English, art, and sociology.

- English - Reading government documents and writing analysis
- Music - Analysis lyrics of pop music and songs of the era
- Sociology - Identify the sociological impact of war on the individual and society

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3B.12acc.Cr3a	Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.

Equity Considerations

Amistad Mandate

Topic: Colin Powell

Materials Used: <https://www.army.mil/blackamericans/>

Addresses the Following Component of the Mandate: Was a pillar of the American Military Hierarchy and rose to the position of the Chairman of the Joint Chiefs of Staff and Secretary of State. He is the first African American to hold these positions.

- Contributions of African Americans to our Society

Holocaust Mandate

Topic: Harassment of American Servicemembers returning from Vietnam War

Materials Used: Video and newspaper clippings

Addresses the Following Component of the Mandate: Reflect on the roles and responsibilities of citizens on democratic societies to combat prejudice, hate, intolerance and discrimination.

- Bias
- Bigotry
- Bullying
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Leonard Matlovich

Materials Used: Newspaper clips, interviews and Time Magazine photograph

Addresses the Following Component of the Mandate: First Openly Gay Servicemember to purposely Out themselves and fought to remain in the US Air Force.

- Political
- Social

Climate Change

Discussions on how climate impacts the living conditions and socioeconomics of peoples in various theaters of war, conditions for soldiers, resource availability, and exacerbate local, regional, and global tensions.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Viet Luong

Materials Used: <https://www.army.mil/asianpacificamericans/profiles.html>

Addresses the Following Component of the Mandate: First Vietnamese born American General.

- Political
- Social

Benchmark Assessment

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

- “Don’t Tread on Me” H.W. Crocker III
- US History Text Prentice Hall Chapter 33
- Century Series - Into a New Decade
- You Tube, Google Images

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Lecture to present basic concepts from post Vietnam America to Modern Day. (Recall/DOK1)
- Linking historical events from one time period to another; 1960s to 1970s, 1970s to 1980s, tech revolution to Industrial Revolution, Middle Eastern relations to the eventual War on Terrorism, and

modern culture norms to their evolution over time. (Synthesis/DOK 4)

- Compare and contrast: Presidents: then and now, economic trends and panics: then and now, social structures: then and now, women's roles over time, minorities in American culture over time. (Compare and Contrast/DOK 2)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples

- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Chromebooks

Google Classroom

Remind App