

Unit #8: War in the 20th Century through Contemporary Film

Content Area: **Social Studies**
Course(s): **IB 20th Century Topics**
Time Period: **Fourth Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit will be an examination of some of the topics covered throughout the course year. Primarily, war and international conflict which became in the 20th Century both products and reflections of mass industrial mechanization. Various films dealing with war and conflict in the 20th Century will be examined for their portrayal of the causes, practices and effects of war and international conflict.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
SOC.6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
SOC.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

Essential Questions

- What are the causes of international conflicts?
- Is global conflict inevitable?

- Can modern conflicts be compared to wars from previous eras?
- If war can be prevented, why does it happen?
- How has warfare changed over time?
- What aspects of warfare have remained the same?
- What aspects of warfare have changed over time?
- What strategies of warfare are unique to the 20th Century?
- How did earlier wars set the stage for later conflict?
- How are the soldiers and civilians involved in war changed by the experience?
- Is war just a different form of politics?

Enduring Understanding

- Ideological differences and other factors contributed to the Cold War and to US involvement in conflicts intended to contain communism.
- The United Nations and the United States have policies and goals that are intended to promote human rights and prevent the violations of human rights which are backed up by international action.
- Differences in ideologies and policies between the United States and Soviet Union resulted in a Cold War and the formation of new alliances and periodic military clashes.
- The role of the United Nations is to solve or mediate international conflicts.

Students will know...

Aggressor, agitator, atrocity, belligerent, booby trap, brutality, bunker, conciliatory, clandestine, counteroffensive, culpability, debacle, detente, disperse, espionage, evacuate, exploitation, extremism, hit-and-run, insurgent, interdiction, militancy, overthrow, peacekeeping, preemptive, reprisal, terrorist, unconventional, zealot

Students will be able to...

- Identify international conflict in the absence of all out warfare

- Discuss modern conflict from the viewpoint of a 21st century student
- Assess the success of the United States in dealing with modern international conflict
- Examine the role of Middle Eastern conflict in rising tensions in the 21st Century
- Discuss the impact of conflict from the 1980's through today on U.S. foreign policy
- Examine the impact of terrorism in the 20th and 21st centuries

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

Benchmark Assessments

- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations
- memory maps

STAGE 3- LEARNING PLAN

Instructional Map

- Students will view a contemporary film discussing a conflict of the 20th Century.
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.

- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a question created from the viewing of the film.
- The process will then be repeated for each film viewed during the unit.

Modifications/Differentiation of Instruction

In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes

- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills

- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

Additional Materials

Film- "ARGO"

Film- "Schindler's List"

Film- "Black Hawk Down"

Film- "Zero Dark Thirty"

Film- "Red Dawn"

Film- "Platoon"

The Media at War St. Martin's Press by Susan L. Carruthers

Hitler and Nazi Germany Routledge by Stephen J. Lee

The Cold War Pearson by Keely Rogers and Jo Thomas

The Cold War Cambridge University Press by Allan Todd

Causes, Practices and Effects of Wars Cambridge University Press by Mike Wells

Causes, Practices and Effects of Wars Pearson by Keely Rogers and Jo Thomas

Authoritarian and Single-Party States Pearson by Brian Mimmack, Daniela Senes, Eunice Price

Russia, America and the Cold War (2nd Edition) Pearson by Marin McCauley

The First World War Routledge by Ian Cawood and David McKinnon-Bell