

Unit #7: Causes, Practices, & Effects of War-Falklands 1982

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 a detailed case study of the Falkland Islands War in 1982. This will provide the students with an in depth examination of a limited war conflict in the 20th Century. The origins and causes of the conflict will be examined as will the nature of the conflict. Long, short, and immediate causes will be examined. Technological developments, tactics and strategies on land, air, and sea will be discussed. The economic and social impact will be examined.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
SOC.6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
SOC.6.2.12.A.5.a	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, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

Essential Questions

- What are the causes of international conflicts?
- Is global conflict inevitable?
- Can modern conflicts be avoided?
- Could the Falklands War been prevented?

- How has technology impacted conflict?
- What aspects of the war made it the "unexpected" war?
- What strategies were employed in more modern conflicts?
- Should the victors always be allowed to structure a post-war peace?
- What elements are needed to create a fair and lasting peace?
- Should peace treaties be fair to all countries involved?
- How does "misunderstanding" contribute to modern conflict?

Enduring Understanding

- The United States has provided support for the policies and actions of the United Nations and other international organizations.
- 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...

limited war, Malvinas, Resolution 2065, peacekeeping, General Belgrano, HMS Conqueror, exocet, Harrier, HMS Sheffield, diplomacy, Security Council Resolution 502, Port Stanley, Goose Green, Operation Rosario, Margaret Thatcher, "dirty war", Junta, "issue of decolonization", mixed messages

Students will be able to...

- Analyze the causes of the Falklands War
- Assess the results of the war
- Account for why the war remained a limited war
- Evaluate the contribution made by sea AND airpower to the British victory in the war
- Discuss the extent to which foreign support was the reason for the British victory
- Examine the impact of economic factors in causing the war

- Discuss how far "misunderstanding" cause the war
- Identify and discuss the ways in which the Falklands War can be seen as an "unexpected war"

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 conduct fishbowl discussion on how conflict could start in the 20th Century even over relatively minor issues.
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- Presentations will be constructed to illustrate the causes of the Falklands War and how

misunderstandings played a major role.

- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

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

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

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