

# To War Or Not To War?

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**Overview:** World War I, WWII and the 2001 War against Terrorism

This lesson centers on the causes of WWI , WWII and the 2001 war against Terrorism, commonly referred to as Enduring Freedom. Students will use Internet sources to analyze these great world events and explain similarities and differences between the three conflicts. In doing so the student will interpret the events of September 11, 2001.

Additionally, the students will use Internet research sources to complete a matrix on the three events and complete a written comparison of three wars. This paper will be based on their analysis of their reference work.

**Grade:** 7

**Time Allotment:**

4 class periods of 50 minutes each

**Subject Matter:**

History

Social Studies

**Learning Objectives:**

Students will be able to:

Explain and identify the political, societal and economic factors of WWI, WWII, and the 2001 conflict

Will develop research and historical analysis skills.

Will compose research findings into a paper of analysis based on their research

Will learn specific subject terminology

**Standards:**

State Standards: Virginia Standards of Learning

USII.1a,b,c,d,e

The student will demonstrate skills for historical and geographical analysis, including the ability to

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;

b) make connections between past and present;

c) sequence events in United States history from 1877 to present;

d) interpret ideas and events from different historical perspectives;

e) evaluate and debate issues orally and in writing;

USII.4.b The student will demonstrate knowledge of the changing role of the United States from the nineteenth century through World War I by, b.) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.

USII.5.d The student will demonstrate knowledge of the social, economic and technological changes of the early twentieth century by d.) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

USII.6 a The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by a.) identifying the causes and events that led to American

involvement in the war, including the attack on Pearl Harbor

USII.6.c The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c.) describing the impact of World War II on the home front.

### **Media Components:**

Instructional Television *Tracks: Impressions of America #111* America at War

<http://www.ecb.org/tracks>

This is the accompanying website to the series. It contains a wealth of information and is rich in research material. Material that is contained at that site covers all the episodes in the series.

<http://trackstar.hprtec.org>

Trackstar\*\*\*

track #5107 track #7676

Trackstar is a free online source of a multitude of sites. These sites are navigated by going to the Trackstar site and following the desired track according to the directions. The sites can be accessed by a search on the subject, keyword or a track number.

[http:// CNN.com](http://CNN.com)

This is the Internet site for the CNN news channel. It has all of the latest breaking news as well as archives. The archives can be used for this lesson.

<http://askjeeves>

This is a very user-friendly research site. The user types a question and the very prompt and correct butler finds the answer. This is always a great place to start a search.

<http://home.pacific.net.hk/~tkchung/wwi/wwi.htm>

A history site that covers information about World War I

<http://www.timeforkids.com/TFK/news/story/0,6260,175678,00>

This is a news site for children easier to read than the CNN site.

### **Materials:**

For teacher:

Copy of the lesson "To War or Not to War"

Overhead machine

Transparency of tanks

per student: Each student will need:

- 1 copy of site addresses
- 1 copy of research matrix
- 1 notebook for keeping notes in addition to the matrix
- This is a notebook put together by either the teacher or the students, The cover is page 1, titled World Wide Conflicts. Page 2 is Vocabulary for World Conflicts, and page 3 is the World conflicts Matrix. Page 4 is the page of Internet site addresses. After pages 1,2, 3 and 4 add 6 sheets of blank paper for research collection and rough drafts of their comparison paper. Pages 1,2,3 and 4 are attached to this lesson. Duplications for each student will be necessary.
- 1 computer with Internet connection access and a word processing program such as Appleworks or Microsoft Word.

### **Prep for Teachers**

Prior to conducting the lesson it is recommended that the teacher prepare in the following ways.

- Preview the tape Tracks: Impressions of America series #111. Familiarize yourself with the vocabulary and flow of the tape.
- Bookmarked Internet sites speed up and shortens the research time for the students. If possible bookmark the sites on the computers the students will be using prior to the session.
- Reproduce pages 1, 2, 3 and 4 and either the teacher or the students make their work notebook.
- Make overhead transparency of the picture of the tanks attached to the lesson.

### **Introductory Activity: Setting the Stage**

1. Make sure each student has their “notebook”. This should be made prior to the lesson, either by the class or the teacher.

2. **Tell students** *they are to imagine that they are far away from home.* “You are homesick, very homesick. You miss your families and friends, having a dry safe place to sleep and homecooked meals. It would be heavenly just to have Mom’s Tuesday night meatloaf that you use to complain about, if you ever get home you will never complain about it again. In fact just thinking about the smells of Mom’s meatloaf is making your mouth water. You are facing a situation that is going to be unimaginable. You have no idea what will be the outcome.”

3. The teacher at this point places the transparency on the overhead and shows the class the picture of the tanks moving. **Say to the students,** Decide on what part of the tank crew you are. Are you the driver, the gunner or what?

4. Your tank and crew have stopped and are waiting for the next directive.

You take a few minutes to rest and jot down some thoughts in your journal. Take 2 minutes to think about your situation then write a journal entry on your cover sheet where it says Diary entry.

If students seem to have problems with this give them a few ideas to get them started. Examples: You might be facing battle. You might be getting ready for a scouting mission into enemy territory. You might be going to be providing security for some big wig general.

6. After 2 minutes have them write a short entry. Do not take more than 5 minutes. Try and relate your emotions the environment, what it’s like in a tank, etc. To model the writing process it is important and excellent for the teacher to write along with the students. After 5 minutes ask for volunteers to read their Diary entries.

7. After students have written and shared their “diaries” **Say:** Students we are going to be comparing the similarities and differences in 3 important worldwide conflicts. These conflicts are World War I, World War II and the current war on terrorism. Today, you will start your work by viewing a video. This video will give you an introduction of the events in the United States from the 1900’s to the end of WWII. This will give you a general understanding of the areas you will later explore. Now open your notebook to page two. (For the teacher, Go over the vocabulary sheet, this is page 2 of the “World Wide Conflicts notebook”. This will familiarize the students with the vocabulary they will hear in the video.) Tell the students they may want to make notes on the definitions of the words as they go through the video. Their notes

can be made right on the vocabulary sheet. This is a working page for them. Later they will use it as part of their research.

### **Learning Activities**

Students should be encouraged to take notes in order to answer questions about the video. These notes will help them in their web research later, as well as answer the questions now.

*Cue video to the screen TRACKS:  
AMERICA AT WAR*

**1. Focus for Media Interaction: Say to the students:** We are going to see a video that briefly explains the history of the United States from the year 1900 through World War II. A father and his son are strolling on a beach discussing the U.S. In this first clip that we are going to watch I want you to look for the definition of Manifest Destiny.

**Play video. Pause** at end of the father and son's duet with the words "sea to shining sea."

**Ask students:** *What does the term Manifest Destiny mean?* (Answer: Americans believed that it was our destiny to control the continent from coast to coast.)

**2. Refocus: Say to students:** In this next clip there is a discussion about dangerous events. Listen for what they were and where were they happening.

**Resume.**

**Pause** where father and son are walking on the porch and the son says, "So why do we care if the European countries wanted war?"

**Ask,** *What were the events and where were they happening?* (Answer: Europe had become involved with WWI)

**3. Refocus: Say to the students:** You will see two postcards with two different questions on each of them. I will give you time after the 2<sup>nd</sup> postcard to jot the

questions down. Let's look now at what those two questions are. **Resume video; Stop** after the second postcard question is shown; Give students a minute or 2 to jot the content of the questions down. If needed, rewind and replay the postcards to enable students to write them down. Once students have jotted the questions down...

**4. Refocus: Say to them:** In this next section listen for the answer to the second question. You have already heard the answer to the first one, and should be able to write something down for that one. I'll give you a few seconds after this next clip of video, and then we will review what you should have for both questions. **Play video. Pause video** at the son's remark "I don't know, I just think that after something like this everyone would try real hard not to let it happen again."

**Ask students:** Why did some Americans want non-involvement in the War? (Answer: They felt the war was none of our business so the best thing to do would be to stay out of it.)

**Ask students,** What reasons did others give for wanting us to join the war? (Answer: The Germans sunk some of our cargo ships because they didn't want us shipping any goods to the enemy. Then they sunk the ship called the Lusitania, which had many Americans on board.)

**5. Refocus: Say to students,** In this next part of the video listen for the explanations of the painted murals that are shown. **Pause** after the words "It was a pretty bad time in our history."

**Ask students** *why the murals were painted.* (Answer: They were painted to show what it was like living in the 1930's.)

**6. Refocus: Tell the students:** Listen for what it was like for American citizens

during the depression. I would also like for you to be able to tell me what this particular time period is called today.

**Resume. Pause** after the words “bread lines to get free food.” **Say to students:** Tell me some of the issues Americans faced during the 1930’s. (Answer: no jobs, factories closed, the economy fell apart, people needed food and often stood in bread lines.) **Ask:** What is the name of this time period, or how is this time period referred to today? (It is referred to as the Great Depression.)

**7. Refocus: Say to the students:** This next part of the video will explain which United States president tried to help the country, what he did to help, and what it was called. Let’s listen for these things.

**Resume and Pause** after you hear the words “He called it, the New Deal.”

**Ask students:** Which United States president tried to help the country? What did he do and what was it called?

(Answer: Franklin D. Roosevelt; He created jobs for the people by putting them to work building roads and working on projects; It was called the New Deal.)

**8. Refocus: Say to the students:** As part of this New Deal, in this next section look for how and who painted the murals and what they represented. **Resume play. Pause** when you hear the words “kept these artists from starving through that terrible time.” **Ask students to explain the painting of the murals.**

(Answer: They were painted by out of work artists and they depicted what it was like during the depression.)

**9. Refocus: Say to students:** I want you to listen for the explanation of what finally brought the great depression to an end. **Resume. Pause** at the words “World War II was the worst war in the history of the world.” **Ask the students:**

*What ended the depression?* (Answer: World War II)

**10. Refocus: Say to the students:** This next section will tell you a little more about WWII; Be ready to answer the questions: Who is the man reading the newspaper and why was he important in the 1930-1940’s? **Resume. Pause** after the words “axial powers.” **Say to the students:** Who was the man reading the newspaper and why was he important? Also, what countries were involved with his? (Answer: Adolf Hitler, he was trying to take over Europe. “His” country, Germany came together with Japan and Italy, to call themselves the axial powers)

**11. Refocus: Tell the students** to watch for the explanation of isolationism.

**Resume. Pause** at Dad saying “certain things happen that dragged us into the war.” **Ask students for the explanation of isolationism.** (Answer: It is the belief that we should remain apart from the rest of the world.)

**12. Refocus: Tell the students** to listen for what involved us in WWII and what powers were involved. (They should be able to answer who were the allies and who were the axial powers.) **Resume Pause** when you hear the words “ the biggest and bloodiest war the world had ever seen.” **Ask students: 1. What involved us in WWII ?** (Answer: 1. Bombing of Pearl Harbor.) **2. Who were the allies and who were the axial powers?** (Answer: 2. The Axial powers were Germany, Italy and Japan. Allies were United States, Great Britain, China and Russia.)

**13. Refocus: Say to the students,** The involvement in WWII brought us change in our work force. Listen for what kind of change that was in this next part of the video. **Resume and Pause** after the words “they worked long and hard to

win the war.” *Ask the students: How was the work force different?* (Answer: Many women went to work in factories and built ships and planes.)

**14. Refocus: Say to students:** Listen for what might have happened if we had not gotten involved in WWII. Also, what cost did we pay for that involvement?

**Resume and Pause** at Dad saying, “... never came home again.” *Ask students: What may have happened if we had not gotten involved in WWII?* (Answer: the axial powers probably would have taken over Europe.) *Ask,* what price did we pay for that involvement? (The cost of our involvement was 300,000 American lives were lost.)

**15. Refocus: Say to students:** In this last section of the video listen for a brief outline of the events of the 20<sup>th</sup> century and what happened to the United States as a result. Be able to briefly list these facts. **Resume and Stop the video** after the words “America became the most powerful nation in the world.” *Ask students to briefly list events of the 20<sup>th</sup> century and what happened to the United States as a result.* (Answer: WWI, Great Depression, WWII, women went to work in factories, with the end of WWII America became the most powerful nation in the world.)

### **Post viewing / On line Activities**

**After viewing the video say to the students (Either the same day or the next depending on class time.)**

1. We will start the research for the matrix and your paper. We will be going to the computer lab, be sure you have your World Wide Conflict notebook and writing instruments. You have your World Wide Conflict matrix on page 3 lets look at it and check to see every one understands what to do.

Using the Matrix and your list of Internet site address you are to fill out the matrix. If you know answers to the matrix already go ahead and fill in the boxes. But you have to go on the websites to verify your answers. To verify your answers go to the site. Find your answer place a check beside the answer and jot the address where you found the answers.

Double check to be sure students understand what they are to do.

2. Have students start to work on the computers. Monitor the students regularly to be sure they do not stray from the web sites and are focused on the assignment.

*Ideally the students would finish filling out the matrix in one day of computer work. But this depends on the computers and the students' level of experience. The teacher will have to make a decision to either complete the work in one day or extend it to two.*

### **Day 3**

*Prior to the start of this lesson the Language arts teacher may be invited to work on the writing process with the students as they formulate their mini research papers. The students could work on their papers in language arts class as well. (good cross-curriculum team teaching method!)*

3. Students work on their analysis paper of comparing similarities and differences of the three conflicts. (Teacher should tell students that their mini research papers are due the next day in the final draft form. They should be ready to give a brief summary of their paper and turn in their projects.)

The project consists of the “World Wide Conflict notebook” and their final draft of their paper.

### **Culminating Activity**

Day 4

4. On the day of the last block of time set aside for this lesson the students will present their papers in summary to their classmates. Upon completion of a 5-minute summary of their paper the students turn in their written assessment of the three world wars for assessment.

### **Assessment**

The teacher should assess the students work on the following components assigning their own chosen individual grade weight to each separate section.

World Wide Conflict;

1. Diary entry
2. Vocabulary sheet
3. Completed Matrix
4. Research notes
5. Comparison paper

### **Cross-Curricular Extensions**

**History-** Research one of the key figures in any one of the three conflicts and prepare a biographical report; paper, poster, etc.

**Math-** Complete a table of statistics on the three conflicts; deaths, displaced citizens, loss of national economy, etc.

**Technology-** Create a website on the three conflicts and post their work and findings. (Without personal identification.)

**English-** Research the personal accounts of one of the three conflicts and create a fictional personal account of a soldier, parent, government official, or another ordinary citizen. Research political slogans. Ex: Loose lips sink ships. Read a historical novel of one of the time periods and prepare a book report. Ex. The Summer of my German Soldier

**Art-** Students could research the artwork of one of the periods and present a report on how the conflict of that particular era influenced the arts.

**Music-** Students could research the music relating to the conflict and present their findings in a multi media report.

### **Community Connections**

1. Invite a veteran into class to give an account of their experience in one of the conflicts.

2. Invite a community member to describe to the class what it was like to live in America during the time of one of the conflicts.

3. Take a class trip to the Bedford War Memorial, Vietnam War Memorial and or the Holocaust Museum.

*"Making Family and Community Connections" @*

<http://www.thirteen.org/wnetschool/concept2class/month9>