



Websites with Curriculum Materials For Teaching About War & Peace In the Classroom

“Agenda for Peace: The Role of the United Nations”- <http://spice.stanford.edu/catalog/10009/>

An Agenda for Peace: The Role of the United Nations commences with a lesson on the founding of the United Nations to set the historical context for the unit. Two lessons-"What is Conflict?" and "What is Peace?"- serve as the conceptual framework for the unit. The remaining lessons then analyze three focus areas of the United Nations- peacekeeping, development and relief, and the environment-within the framework of peace and conflict. This unit is available for purchase for: \$49.95 and includes an audiotape and a poster. It is most suitable for Grades 7 to Adult.

“The Anatomy of Conflict”- <http://spice.stanford.edu/catalog/10096/>

This four-day unit is designed for use in social studies (including psychology and sociology) and/or literature classes at secondary (7-12) and community college levels as a general introduction to conflict on personal, group, and world levels. (The unit may easily be adapted to the upper elementary level.) The unit introduces students to and familiarizes them with the characteristics and mechanisms of conflicts at all levels and with the basic conflict resolution/management alternatives. Students define conflict, divide it into separate elements, and apply these elements to conflict analysis on all levels. As a result, students understand conflicts as phenomena with causes, consequences, and different possible outcomes, and not as isolated events that should necessarily be either avoided or sought. They also discuss controversial issues such as the morality of conflict and whether a link exists between personal and international conflict behavior and its resolution. The overall purpose of these activities is to develop students' analytic and critical skills regarding conflict, which is a pervasive part of both personal life and international relations. It is best suitable for Grades 7-12.

“Choices in International Conflict: With a Focus on Security Issues in Asia”-

<http://spice.stanford.edu/catalog/10027/>

Many world leaders and scholars feel the U.S.-Japan Security Alliance is essential for long-term peace, prosperity, and stability in Asia. The purpose of this unit is to examine this alliance by introducing students to case studies of international conflict, with a focus on security issues in Asia. Through each of the lessons of the curriculum unit, students will examine these case studies and explore various modes of international conflict resolution and conflict management. Students will be asked to question why and when one method is chosen by conflict participants over other methods. Students will also consider the positive and negative results of particular conflict resolution and conflict management methods. This unit is available for purchase for: \$31.95 and includes 6 lessons(191 pages). It is best suitable for Grades 9 to Adult.

The Choices Program (Brown University)

The Choices Program develops curriculum on foreign policy and international issues. Teacher Sets include a reproducible student text and a teacher guide with lesson plans and additional teaching resources.

<http://www.choices.edu/resources/individual.php> - Relevant lessons from their catalog follow:

- *Challenges to the New Republic: Prelude to the War of 1812* (2nd edition)-

http://www.choices.edu/curriculum_unit.cfm?id=37

Part of the Choice's Program's U.S. History Series, this unit examines the foreign policy challenges of the early U.S. administrations as the new nation struggled to gain international respect. Students consider the choices for America in 1812. (Downloadable Teacher Set).

- *Conflict in Iraq: Searching for Solutions* (2nd edition)

<http://www.choices.edu/resources/detail.php?id=56>

Iraq is the most pressing foreign policy problem facing the United States today. What the United States does in Iraq will affect Iraq, the Middle East, and the United States for years to come. Understanding Iraq and what is happening there today is critical. Teaching about Iraq will require special sensitivity from teachers. This unit

helps teachers provide their students the opportunity to consider the history of Iraq, the present conflict, and to participate in informed discussion about the U.S. role in Iraq today.

- ***Confronting Genocide: Never Again?*** (5th edition) <http://www.choices.edu/resources/detail.php?id=36>

This unit traces the evolution of the international community's response to genocide and examines how the United States has responded to five cases of genocide. The evaluation of multiple perspectives, informed debate, and problem solving strategies that comprise this unit enable students to develop their own policy suggestions concerning America's response to future genocide.

- ***The Cuban Missile Crisis: Considering its Place in Cold War History*** (2nd edition)-
http://www.choices.edu/curriculum_unit.cfm?id=37

This unit probes the complex relationship between the United States and Cuba, and examines the crisis that brought the world to the brink of war. The unit incorporates ground-breaking research on the Cuban missile crisis. (Downloadable Teacher Set).

- ***Ending the War against Japan: Science, Morality, and the Atomic Bomb*** (3rd edition)-
http://www.choices.edu/curriculum_unit.cfm?id=37

This unit engages students in the political, military, and ethical issues involved in the decision to drop atomic bombs on Hiroshima and Nagasaki. The unit examines the interplay between science and policy that shaped the Manhattan Project.

- ***The Fog of War***, a film by Errol Morris. The Choices Program-
http://www.choices.edu/resources/supplemental_fogofwar.php

This provocative movie by filmmaker Errol Morris examines issues of war and peace in the twentieth century through the lens of one of the century's pivotal figures. Robert McNamara offers his account of the century just past, as he remembers participating in it, as well as his reflections on its meaning for the twenty-first century. These lessons will help your students to connect the film and its message to twentieth century history and to consider McNamara's role as a political and military figure. In a final activity, "What kind of world do we want for the 21st century?" students will have the opportunity to define their own hopes for the future. They are invited to add their voice to those of peers nationwide using an online ballot. Download the 24-Page Teacher's Guide. The DVD is available from Amazon.com.

- ***The Limits of Power: The United States in Vietnam*** (6th edition)-
http://www.choices.edu/curriculum_unit.cfm?id=37

This unit draws students into the key decision points marking U.S. involvement in the Vietnam War. Historical background and original documents recreate the assumptions and mindsets shaping American foreign policy during the Vietnam War years. (Downloadable Teacher Set).

- ***The Origins of the Cold War: U.S. Choices After World War II***- <http://choices-education.stores.yahoo.net/comtoterwitp.html>

The background reading in *The Origins of the Cold War: U.S. Choices After World War II* places students in the context of late 1946 as they prepare to consider the debate surrounding U.S. policy toward the Soviet Union. Primary sources, such as speeches, newspaper articles and editorials, and political cartoons from the mid-1940s, are used extensively in the unit. Students begin with the U.S. entry into World War II and review the course of U.S.-Soviet relations during the fighting. They then examine the key issues on the postwar U.S.-Soviet agenda. (Downloadable Teacher Set).

- ***Reluctant Colossus: America Enters the Age of Imperialism*** (3rd edition)-
http://www.choices.edu/curriculum_unit.cfm?id=37

This unit probes the political and ethical issues raised by the Spanish-American War and the acquisition of an overseas empire. Students compare America's values and concerns at the turn of the century with the challenges facing U.S. policy today. (Downloadable Teacher Set).

- ***Responding to Terrorism: Challenges for Democracy*** (6th edition)
<http://www.choices.edu/resources/detail.php?id=26>

This unit engages students in consideration of the issues surrounding the 9.11.01 attacks in a constructive context and promotes dialogue about future policy directions.

- **Wilson's Vision and the League of Nations Debate** (1st edition)-
http://www.choices.edu/curriculum_unit.cfm?id=37

This unit explores the transformation of U.S. foreign policy during World War I and the emergence of Wilson's vision for a new world order. Students take part in the conference at Versailles to decide the future of Europe and in the Senate debate to determine the U.S. role in the postwar world. (Downloadable Teacher Set).

Curriculum Materials, by Howard J. Romanek- <http://www.lib.niu.edu/1997/iht429748cm.html>

The occupation, pillage and plunder by the Union forces of Athens, Alabama, in May 1862 known as the Rape of Athens, provides the students with the opportunity to grapple with many difficult questions. Are there limits on how a government and its armed forces may conduct war? If there should be limits, can laws of war ever be enforced? Is it possible for an individual to be a humane warrior? What accounts for some soldiers participating in war crimes or atrocities and others refusing? This material is appropriate for world history, U.S. history, and current events classes. The ultimate goals of the lesson are, upon completion, to be able to: decide if there should be limits on how a war may be conducted by a government and its soldiers; decide if it is possible to enforce the laws of war; decide if it is unrealistic to expect a warrior to also be humane; and explore the possible reasons why soldiers do or do not participate in atrocities against civilians.

Episodes in the History of U.S.-Japan Relations: Case Studies of Conflict, Conflict Management and Resolution. SPICE- <http://spice.stanford.edu/catalog/10044/>

This unit explores key historical episodes in U.S.-Japan relations, including the first Japanese embassy to the U.S. in 1860, the "picture bride" immigration from Japan to the U.S., World War II, the U.S. Occupation of Japan, and the 50th anniversary of Pearl Harbor. A fascinating collection of primary sources makes this unit especially exciting for students. This unit is ideal for U.S History or world history classes. (Published in 1993). The unit is available for purchase for \$49.95 and includes 6 lessons (197 pages total) and is best suited for grades 7 to Adult.

Episodes in the History of U.S.-Mexican Relations- <http://spice.stanford.edu/catalog/10045/>

The histories of the United States and Mexico have been closely linked since at least the middle of the 19th century, when Mexico lost half of its territory to the United States with the signing of the Treaty of Guadalupe Hidalgo in 1848. Since that time, the two countries have had close relations as events that occur in one country invariably affect the other. The presence of a large Mexican-American population in the United States and the signing of the North American Free Trade Agreement (NAFTA) clearly demonstrate the continued importance of U.S.-Mexico relations. In light of these close ties, the lessons in this three-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico. In part one, Episodes in the History of U.S.-Mexico Relations, students will examine two important historical episodes. The first episode focuses on an instance of conflict between the two countries, namely, the Mexican-American War in the mid-19th century. The second episode focuses on an instance of cooperation between the two countries, namely, the Bracero Program in the mid-20th century. In part two, Contemporary Issues in U.S.-Mexico Relations, students will examine three key contemporary issues: immigration, NAFTA, and the environment. This unit includes 3 lessons (73 pages), and 5 sets of 7 photographs. It is best suitable for Grades 7 – 12.

Healing the Holy Land: Interreligious Peacebuilding in Israel/Palestine -

<http://www.usip.org/resources/healing-holy-land-interreligious-peacebuilding-israelpalestine>

This report argues for the inclusion of religious leaders and educators in the long-term peace building that is required to heal the bitter conflict between Israelis and Palestinians. It documents the efforts of Jews, Christians, and Muslims whose commitments toward a just peace are rooted in their religious convictions. Much of the information presented here is based on interviews conducted with clerics, educators, and peace activists from September 2002 to June 2003.

DVD: The Imam and the Pastor - <http://www.fltfilms.org.uk>

This documentary, produced by IFT Films, with USIP support, follows the story of Pastor James Wuye and Imam Mohammad Ashafa of Nigeria. Pastor James and Imam Ashafa are former members of competing militias in Nigeria who experienced personal transformations through their friendship and now work cooperatively to head the Inter-Faith Mediation Centre, supported by USIP. This documentary captures Pastor James and Imam Ashafa at work building relationships between Muslim and Christian clergy and leading training in conflict prevention, mediation, and reconciliation. To order the film, visit the IFT Film website:

Frontline World - <http://www.pbs.org/frontlineworld/educators/> This is a great resource for highschool level curriculum that is constantly being updated. Relevant examples follow.

- **Explore Post-Cold War Conflict Over Nuclear Technology** - http://www.pbs.org/frontlineworld/educators/history_nuclear.html

Using Venn Diagrams, students compare and contrast today's nuclear threat with that of the Cold War. Drawing on the broadcast story "Iran: Going Nuclear," students also discuss the merits of Iran's current nuclear enrichment program and the international community's response.

- **Negotiate Peace for India and Pakistan** - http://www.pbs.org/frontlineworld/educators/history_pakistan.html

Students role-play peace talks between India and Pakistan and examine related political, social and economic issues.

- **Coping With Genocide in Cambodia** - http://www.pbs.org/frontlineworld/educators/history_cambodia.html

Students write a journal entry about what should be done to help Cambodians feel justice and peace for the atrocities committed by the Khmer Rouge.

- **Teaching About the Vietnam War in Vietnam** - http://www.pbs.org/frontlineworld/educators/history_vietnam.html

Students compare what the United States and Vietnam teach about the Vietnam War, then write their own lesson plan for teaching key elements of the war.

The Learning Page. The Library of Congress- <http://memory.loc.gov/ammem/ndlpedu/lessons/theme.html>

Go to this website and click on the "lesson plans" link. You can then choose a topic under category headings such as, "Civil War and Reconstruction, 1861-1877," "Great Depression/World War II, 1929-1945," and "Postwar United States, 1945-1968." You can then choose among the various lesson plans available, which are categorized by subject and grade level. This is a very helpful website offering tons of wonderful lesson plans!

The Lessons of the Vietnam War- <http://www.globaled.org/curriculum/viet.html>

This website offers material prepared by the Center for Social Studies Education. Through its teacher/veteran partnership program, the center promotes more and better teaching of the Vietnam War, its lessons and legacies. The learning objectives of CSSE's materials are to teach students how to 1) think critically about U.S. national interests in relation to international affairs; 2) reason ethically about difficult choices involved in war; and 3) develop an understanding of people from other social backgrounds and cultures. This website also offers links to curriculum materials on the Vietnam war depicting the following topics:

- *Teaching About the Culture of Vietnam*

The objective is to sensitize students to cultural differences. Understanding such differences gives students insights into the failure of U.S. policy in Vietnam. It also provides students with a perspective which challenges their ethnocentrism in viewing their own culture and the contemporary world. Students will learn about Vietnamese culture (both mainland and highland), village life, language, religion, food and core values or "views of life." Special attention is paid to views concerning "love and marriage" and "veneration of ancestors."

- *Interviewing Vietnam Veterans*

This activity entails using Vietnam Veterans as resources for an in-class presentation. Advance teacher preparation is required. Vietnam Veterans will be invited into the classroom and students will ask them questions to learn more about their experience in the Vietnam War.

- *Oral History Project*

This is an out-of-class assignment that will culminate in a written format.

In a group, you will interview a veteran who has seen combat. This interview will be taped, transcribed, edited, then put in final form, a class book .

- *Critical Thinking Lesson*

One of the most commonly used critical thinking skills in social studies is that of comparing and contrasting. Students can apply this skill to the analysis of two historical events in order to identify common attributes. Processing skills which are often related to comparing and contrasting are: classifying, seriating, observing, generalizing.

The Media and World War II-Read All About It-

http://www.chatham.edu/PTI/Media_Revolutions/Connolley_01.htm

This curriculum unit is designed for middle school students. The specific target audience is sixth grade English Language Arts students. The idea is to teach the curriculum unit by using events that occurred during World War II. Since the major medium of that time was the newspaper, events of World War II will be incorporated into the classroom production of a newspaper. The emphasis of this unit will give students the opportunity to learn about the history of their country while incorporating this knowledge into a newspaper publication.

Project Look Sharp <http://www.ithaca.edu/looksharp/mcpcweb/>

With this remarkable new multimedia curriculum kit, students develop visual literacy and critical thinking skills while learning core historical information required by state and national social studies standards. Featuring 49 full-color covers and photographs from over 40 years of Newsweek magazine, the curriculum transforms the study of contemporary history into an engaging examination of how media coverage shapes not only our understanding of historical events but often the conduct and outcome of the events themselves.

Regional Wars and the Peace Process- <http://spice.stanford.edu/publications/20451/>

This unit introduces students to the complex topics of regional wars, globalization, and the peace process. Regional and civil wars have been a feature of the world order since human societies developed the capacity to organize combatants to wage war. The implications of these wars for political, economic, and social development have changed dramatically with the emergence of new military technologies that permit greater and farther-reaching damage. In this unit, through a series of class, group, and individual activities, students discuss the general causes of war, identify current UN peacekeeping operations around the world, and investigate some commonly debated issues regarding the role of the international community in conflict intervention. They also dissect different wars by identifying their key players and their roles; learn about contemporary world events and conflicts; recognize the importance of studying about these events and conflicts; learn to appreciate the complexity of the peace process; and are then able to apply acquired skills to other world events and conflicts.

Rethinking Schools Online- <http://www.rethinkingschools.org/war/ideas/>

This website includes a collection of lesson plans and teaching ideas created by the editors of Rethinking Schools, as well as teaching materials created by other teachers around the country who are trying to come to grips with the issues raised by the war. Included on the website are links to the following lesson plans:

- *Drawing on History to Challenge the War* by Polly Kellogg

The author describes how, “As I watched the mainstream media minimize the tremendous opposition to the Bush administration's drive to attack Iraq, I became determined to encourage my students to think critically about the war plans and to seek out alternative media perspectives. I created an effective unit using 1) a video on

disinformation about the Gulf War; 2) a media project to explore alternative media perspectives on the Internet; and 3) an action project to educate others about Iraq. Although I teach university students, this unit can be used with high school students.”

- ***Entering History Through Poetry*** by Linda Christensen

The author of this lesson describes how, “In teaching students about the potential war with Iraq, they need facts, statistics, video clips, history. They need to tackle big ideas: Why is the U.S. government pushing so desperately for war? What is the cost of war? Bush's State of the Union proposal calls for huge increases in military spending, and his relentless push for war against Iraq coincided with the failure of Oregon's Ballot Measure 28 causing the loss of 24 teaching days in Portland Public Schools. Shouldn't students discuss the priorities behind these decisions? Shouldn't they talk about how the richest country in the world chooses to abandon public schools and health care for weapons and war? Students also need stories and poetry to understand our connections to people an ocean away, who too often have been rendered by the evening news into effigy-burning zealots.”

- ***Rethinking the Teaching of the Vietnam War*** by Bill Bigelow.

The United Nations has declared this the Decade of Peace. The troubling irony is that teaching for peace must begin with a study of war. Unless we look carefully at the dynamics of war and come to grips with the root causes of global conflicts, we have no way to convincingly propose solutions - no way to imagine peace. Sadly, when it comes to probing the root causes of the Vietnam War, not a single major U.S. history text glances back beyond the 1950s.

- ***Teaching Gulf War II*** by Bill Bigelow.

The author of this lesson describes how, “As I sat down recently to figure out how I was going to teach about the impending war against Iraq, I was struck by how much information was available and yet how little curriculum. What follows are descriptions of a few of the activities I've used this year to encourage my students to question the pro-war barrage from politicians and pundits. Ordinarily, I don't write about lesson ideas when I'm in the midst of teaching them, but because of the Bush administration's rush to war, it seems to me that teachers need to share ideas even when they are works in progress. It's vital that we begin to build a collection of teaching experiences and resources.”

- ***Teaching with Protest Songs*** by Bob Peterson.

The author writes how, “Music can be a powerful opening to students of all ages. Songs, like poetry, are an important component of my teaching. The lyrical metaphors, rhythms, and stories in many songs motivate and educate students. It's amazing what my fifth graders will remember from a song, as compared to what they forget from my talking. I introduce a new "song of the week" each Monday and the students receive a copy of the lyrics to keep in their three-ring binder that collects much of my alternative curriculum. We start each morning with the song, and usually within a day or two the children are singing along — regardless of musical genre. Sometimes I use a song to introduce a unit of study, other times a particular point in a lesson.”

- ***A World Up Close*** by Bob Peterson.

The author of this lesson writes, “It was Sept. 12 when Rafael, one of my fifth graders, pointed out the window and asked, "What would you do if terrorists were outside our school and tried to bomb us?" Clearly, the tragic events of the day before had left my students confused and fearful. Such questioning continued when the United States started bombing Afghanistan in October. "Will they bomb us like we are bombing them?" one student asked. I want my students to be comfortable expressing their fears about war and terrorism. This allows for emotional release and also provides insight into my students' thoughts on topics such as stereotypes, Islam, immigration, or grief about loss of a family member. I help students express their feelings partly by encouraging them to write in their journals, and by having a bulletin board with photos, maps, and students' writings.”

- ***Whose 'Terrorism?'*** by Bill Bigelow.

Shortly after the horrific Sept. 11 attacks on the World Trade Center and the Pentagon, President Bush announced these as acts of war, and proclaimed a "war on terrorism." But what exactly was to be the target of this war? What precisely did the president mean by terrorism? Despite uttering the words terror, terrorist or terrorism 32 times in his Sept. 20 speech to the nation, he never once defined terrorism. Teachers need to engage

our students in a deep critical reading of terms - such as "terrorism," "freedom," "patriotism," and "our way of life" - that evoke vivid images but can be used for ambiguous ends.”

“Racing to War” Curriculum- <http://www.arc.org/content/view/375/97/>

Racing to War is a three-part discussion series designed to help organizations examine the racial impact of the “war on terrorism” both abroad and at home. This educational tool will guide community members, organizations, students, congregations, labor unions, and youth organizations in assessing the current political environment, and direct them toward opportunities for action and change.

Teaching Guide on the Justification of War- <http://www.usip.org/resources/justification-war>

When is war justified? The Teaching Guide on the Justification of War, intended for grades 9-12, helps teachers address this age-old question with their students. Through use of the guide, students explore the causes of war, apply the principles of a just war to modern conflicts, analyze how leaders justify wars, and develop an editorial position on the justness of a conflict.

Technology and World War II In the Classroom- <http://www.techteachers.com/worldwar2.htm>

This is a collection of resources teachers can use to help students better understand the complicated issues of World War II. This website was inspired by Russ, a talented teacher in Riverside, IL. For years Russ has used a simulation activity with his students before he starts the study of World War II. Students are grouped and are assigned a country with a fictitious name. The students are given information and begin to negotiate with the other groups. After the simulation, students begin to study the war and suddenly the students identify their countries and are emotionally connected and interested in the outcome.

World War II: A Comparative Study Through Literature-

<http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.07.x.html>

This course is designed for juniors but could also be used with general senior classes. It will require one semester to complete the unit. Because of the number of countries involved in World War II, the author of this unit narrowed down the choice of novels to ones with universal interest. Teachers may substitute novels from the student bibliography to suit their interests. In addition, the author of this unit chose a novel to represent the following experiences: the Jewish experience in Poland, the British experience during the Blitz, the Japanese experience in Hiroshima and the German experience of those in Germany who opposed Hitler’s plans. The American GI experience will be addressed through the use of nonfiction selections written by journalists. Photography and artwork from the Time-Life World War II series will be used to give the unit that “historical quality” it needs in order to be an interdisciplinary success. The artwork and photography can be used as a springboard for both discussions and written assignment. As classroom materials, the author of this unit also included tapes of music associated with World War II and some speeches given by Winston Churchill.