University of Mary Division of Education

Lesson Plan Format

MAIN in Modern Conflict Day 1

**Grade Level: 11th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Computer**
* **PowerPoint**
* **Projector and screen**
* **Student handout notes sheet**

**Standards:**

**Standard 1: Students apply Social Studies skills and resources.**

9–12.1.5 Apply social studies skills (e.g., **recognize cause and effect**, **trends**, multiple perspectives, **change**) in real-life contexts (e.g., **backtracking current global issues**, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

**Students will be able to:**

\* name the 4 C’s in historical questioning.

\* identify the differences in historical questions.

\* label different historical questions.

\* annotate key words that help clarify historical questions.

\* write their own historical questions based on images.

**Learning Activities:**

Questions of day 1:

What is a historical question? What are examples of historical questions? How do historical questions relate to your life?

Direct students to continue filling out notes sheet as we discuss in class.

Go through the examples of historical questions.

Identify key words in the questions that will help them identify others and create their own

As a class, identify other examples of historical questions.

Have them develop one of each question in a group in terms of their life. (groups of 3-4)

One delegate to share out each question-ask the class if they agree or disagree with the label for each question

Still in groups, students develop questions based on the pictures.

Present tomorrow’s topic-specific to contingency.

**Assessment:** Filled in notes sheet.

**Reflection: InTASC Handout**

University of Mary Division of Education

Lesson Plan Format

MAIN in Modern Conflicts Day 2

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Computer**
* **PowerPoint**
* **Projector and screen**
* **Student handout notes sheet**

**Standards:**

**Standard 1: Students apply Social Studies skills and resources.**

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Standard 2: Students understand important historical events.**

9–12.2.16 Analyze the global causes, course, and consequences of World War I and the post-war events

**Objectives:**

**Students will be able to:**

* define contingency in history.
* Identify contingency in their daily lives.
* Hypothesize how history would be different based on contingency questions.
* Construct contingency questions based on historical images.
* Hypothesize that M.A.I.N can be seen in modern conflicts.

**Learning Activities:**

* Questions of the day:

What does it mean that history is "contingent?" What are examples of contingency in your life?

Where do we see contingency in history?  Where did we see MAIN still in effect after the war? (give some examples-Treaty of Versailles-several examples) What are examples of modern conflicts? Do we see MAIN in other areas of history?

* Clarify contingency and context-contingency are two events/cricumstances further apart in history. Context is two events/circumstances around the same time. SHOW THEM THE CONTEXT QUESTION FROM DAY ONE. Ask themselves-When are these events happening? Are they close in time or further apart?
* Pair and share based on proximity-How would your life be different had you never met your best friend? Fill out notes sheet and share with person next to you.
* As a class, go through hypothetical questions of history from slide 12. Ask, “What could have happened had the events been different?” Have the students hypothesize.

Again, identify key words to help the students understand what this means.

* Go through the images-have the students develop contingency questions in the same groups as the day before. (2nd period mix up groups-can’t have low level with low level and vice versa)
* Quick response to: Was MAIN still present after the Treaty of Versailles?
* Pair and Share and respond to the questions on slide 18. Write answers on notes sheet.
* End the class with slide 19-Do we see MAIN in modern conflicts?
* Present this as being the topic for discussion the next few days.

**Assessment:** Filled in notes sheet and Question #8 exit slip

**Reflection: InTASC handout**

University of Mary Division of Education

Lesson Plan Format

MAIN in Modern Conflict Day 4

**Grade Level: 11th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Computer**
* **PowerPoint**
* **Projector and screen**
* **Student handout notes sheet**

**Standards:**

**Standard 1: Students apply Social Studies skills and resources.**

9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies

**Standard 2: Students understand important historical events.**

9–12.2.19 Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq).

**Objectives:**

**Students will be able to:**

* Use research skills to find accurate academic articles and webpages.
* Identify MAIN in academic articles.
* Draw conclusions about MAIN in modern day based on researched materials.
* Collaborate to form a presentation on MAIN in modern day.

**Learning Activities:**

Students work on project today based on the following requirements handout:

Nature of Modern War

Introduction:

WWI was to be the war to end all wars. As we know from living our current history, this did not happen. What causes war? Why have modern wars started? Are the MAIN causes of war a concept that enables war to continue? Are wars really unavoidable and part of life? Why do nations go to such great lengths to ruin their country, resources, kill their people?

WHAT CAUSES MODERN WAR?!?

Task:

1. In your small group of 3 to 4 people, decide on a modern war. I would not try to analyze all the wars. I would pick a modern war.
   1. Suggestions:
      1. Iraq/ Iran conflicts of the 1980s
      2. Afghan/ Soviet War of 1980s
      3. Persian Gulf War 1990
      4. Bosnia/ Kosovo conflict of the 1990s
      5. Israel and Palestine conflicts
      6. Syria conflict of today
      7. Iraq War of 2003
      8. Iraq War today
      9. Afghanistan War 2001 to present
      10. Others?
2. Pick a term per person in your group and analyze if it is a cause of war. Example 1: Religion….. How does the conflict among religious group impact the cause of this conflict? Example 2: Weapons: how does the development of nuclear weapons impact the conflict in this war?
   1. Try to keep your information organized and follow a timeline… so when did religion become an issue, how has it evolved to more tension, thus when did it actually spark war/ conflict…
3. Each person should find and summarize evidence to support the term as a cause of the conflict your group is researching. As you find information for your specific cause, you should analyze and summarize how it connects to MAIN. Example: Lack of resources or competing for resources…is that Imperialism? How? Maybe you see it as Militarism? How?
4. You will annotate your resources and articles to draw conclusions. This is the critical thinking piece of the research… You have to draw conclusions as to why a conflict started by using various resources and drawing your own conclusions!!!! Annotations will be done electronically and graded formatively as you research.
5. Then as a group, teach each other what you know. Use the analysis tool for notes to use for your individual report. Your group’s goal is to connect together and see if your specific causes are related to MAIN. How are they related? If they are not, explain. The key is to also connect together all your specific causes in some sort of relationship… Example: Did the rise of Militarism and building of Weapons of Mass Destruction influence the increase in religious tension or vice versa or are they not related? You decide and you justify using facts and evidence of your research.
6. Keep a tracking list of resources. APA format is required. Each person should use at least 3 resources. You will be graded on how well you cite all material. You will add a Works Cited page as the final page of your presentation.
7. Create a group presentation of knowledge on a technology tool that you feel will lend itself to allowing your group to all participate and be involved on the presentation. Examples: Google presentation group share; PREZI, Glogster, Wiki page, etc.
   1. Presentation should be visual!!! Pictures/ video clips/ graphs/ etc.
   2. Your presentation may have key words on it but NO paragraphs or full text of information unless it is a powerful quote you want to use. Use phrases, NEVER sentences
   3. Keep organized and try to keep your flow of information… Deciding who goes first maybe a matter of figuring out which cause started first or has the most influence… or which cause has the least influence and build to the bigger influence… your decision, but try to make a connection of everyone’s information.
   4. You must have a resource page for each person
   5. Your group should discuss whether based on your research you feel historians are correct in saying that MAIN is the overarching concept of why war results or do you feel each war is independent and is not related to MAIN. Use specifics from your group research to clarify your opinions.
8. Rubric: You are graded based on the rubric as an individual and as a group.

**Assessment:** Observation of equal student participation and collaboration in group work.

**Reflection: InTASC Handout**

Links for Reliable Resources:

Iraq and Iran:

<http://www.slideshare.net/gabr0088/iran-and-iraq-war>

<http://www.whiteoliphaunt.com/duckofminerva/2013/07/what-caused-the-iraq-war-a-debate-part-1-of-2.html>

<http://mideast.foreignpolicy.com/posts/2013/04/23/the_iraq_war_and_its_psychological_aftermath>

<http://prezi.com/v_zkdxfmqja6/iran-iraq-war-causes-and-effects/> ( ideas of a person, be careful of bias, but interesting to see a point of view)

Afghanistan:

<http://www.oxfordresearchgroup.org.uk/publications/monthly_briefings/afghanistan_war_origins_and_consequences_0>

<http://www.cfr.org/afghanistan/taliban-afghanistan/p10551>

Gulf War

<http://www.worldsocialism.org/spgb/socialism-or-your-money-back/modern-era/economic-causes-gulf-war>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/bush-gulf-war/>

<http://www.glynn.k12.ga.us/BHS/academics/junior/durham/brandonj11471/>

Vietnam War

<http://www.historylearningsite.co.uk/causes_vietnam_war.htm>

<http://militaryhistory.about.com/od/vietnamwar/a/VietnamOrigins.htm>

Korea:

<http://www.historycentral.com/korea/causes.html>

<http://brownspx.tripod.com/>

University of Mary Division of Education

Lesson Plan Format

MAIN in Modern Conflict Day 5

**Grade Level: 11th grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Computer**
* **PowerPoint**
* **Access to GoogleDrive**
* **Projector and screen**

**Standards:**

**Standard 1: Students apply Social Studies skills and resources.**

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)

**Standard 2: Students understand important historical events.**

9–12.2.19 Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq)

**Objectives:**

**Students will be able to:**

* Present with their group, sharing and presenting in equal proportions.
* Accurately identify MAIN in their specific modern conflict.
* Respond to questions about MAIN in their modern conflict.

**Learning Activities:**

Presentation Day.

If time permits, end class with a review of contingency. How does the topic of contingency relate to your projects?

**Assessment:** Presentation that meets rubric requirements.

**Reflection:** InTASC Handout

DAY 1 STUDENT NOTES SHEET:

1. What is a historical question?

Context-asks\_\_\_\_\_\_\_\_\_\_\_\_

Cause-asks\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_

Change-asks\_\_\_\_\_\_\_\_\_\_\_\_

Contingency-asks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is an example of each of the following historical questions:

Context-

Cause-

Change-

Contingency-

1. Write your own examples of historical questions here (write questions that relate to your life):

Context-

Cause-

Change-

Contingency-

DAY 2 STUDENT NOTES SHEET:

1. Complete the following sentence:

Events in history are contingent on ( \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ) other events in history.

1. What if you had never met your best friend? Where would you be without him/her?
2. Annotate (highlight, underline, circle) key words that help you know that these are contingency questions:

What if Martin Luther King had not been a Baptist? What would the Civil Rights Movement have looked like if he would have been Lutheran? Jewish? Atheist? How would that change affect the Civil Rights movementtoday? If Martin Luther King would have been harsher, would history have been different?

1. What are some examples of contingency questions that we came up with during class? (based on the pictures)
2. Do you think history would be different if Germany would have been blamed less for World War I?
3. Was M.A.I.N still present after the Treaty of Versailles was written?
4. Do you think history would be different if M.A.I.N were improved after the Treaty of Versailles?
5. Do you think we see M.A.I.N in modern conflicts? Hypothesize. Why or why not?

Gaps in Unit: Mrs. Nein and I co-taught this unit. Mrs. Nein gave a brief overview of the modern conflicts on what would technically be day 3 of the unit. We also provided the students with 2 separate days to read and annotate their articles. This task was complicated due to the number of students below level in this class. The extra days for reading in class were ABSOLUTELY necessary,