

## Teaching the Realities and Consequences of War to Young Minds

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### INTRODUCTION

#### Reflections on War

Cicero defines war broadly as, “ a contention by force;” Hugo Grotius adds that “ war is the state of contending parties, considered as such;” Thomas Hobbes notes that war is also an attitude: “By war is meant a state of affairs, which may exist even while its operations are not continued;” Denis Diderot comments that war is “a convulsive and violent disease of the body politic;” for Karl Clausewitz, “war is the continuation of politics by other means,” and so on. Each definition has its strengths and weaknesses, but often is the culmination of the writer’s broader philosophical positions. (Moseley)

In the similar effort, some great men and women and scholars, in the history of mankind, have given great considerations to the concept of war. Not only did they express their opinion about the reasons why people go to war, but they also articulated their concerns about the consequences of war to humanity.

My rationale for choosing the title “War realities and Consequences” is entrenched in the psyche of man himself. We have embarked on a massive killing, even sometimes to the extent of annihilation of ethnic groups for reasons that mostly are not well-founded. The Peloponnesian war that was often times deemed one of the epic wars waged with the pretext of bringing about democracy in Greece is a case in point. Today, unfortunately, America, under its current administration, is still alleging the same reasons to wage wars. To my mind, we have not learned much from history about the horrors of war. What is disturbing to me is that we, the industrialized countries of the “Western world,” still consider ourselves as conquerors of the “unknown world.” We have even become stoic, and sometimes cynical, about the consequences of our evil acts. It is important to shed light on such considerations so that we will be able to wrestle with the many issues of war. Certainly, to make sense out of an apparently senseless act is not easy. The more you brood over the reasons, the more you ask questions such as this: Are humans destined to be warlike instead of being peaceful? James Madison offers us an answer to this dilemma when he said: “So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion present itself, the most frivolous and fanciful distinctions have been sufficient to rekindle their unfriendly passions and excite their most violent conflicts” (Moseley). James Madison’s observation of the reasons that people go to war could be well founded. We only have to look at the many wars waged in the history of mankind to conclude that these wars were mostly waged based on weak and whimsical reasons. Similarly, B. H. Liddel Hart in his reflections on

the psyche of war, argues that man is innately warlike when he said, “The germs of War lie within ourselves – not in economics, politics or religion as such” (Moseley). Similarly, Eric Alterman dwells more on economical and historical observations to explicate his stance on war in these words, “History is replete with examples of empires mounting impressive military campaigns on the cusps of their impending economic collapse.” There are others who expounded a more realistic view. Henri Bergson believes that “people no longer go to war for the sake of wounded pride, prestige or glory. They fight to avoid starvation, so they say – in reality to maintain a certain standard of living, below which they believe that life would not be worthwhile” (Moseley). Noam Chomsky, in his criticism on the Pentagon and its role in America’s politics of intervention, observes, “The state quite naturally turns to this method when it is necessary to get the country moving economically again” (Moseley).

My first experience to study war academically was in my high school history class. The lessons dealt with the many battles between the British royal families. The most important of all those skirmishes was the battle between the Stuarts and the Tudors who fought for years over the British throne. Unlike war as we know it today, those British battles were fought over many periods of time and in many different places. Rudimentary weapons were used. In those battles, the war factions decided to meet and fight each faction in an open field where each faction saw the other faction from a short distance because the weaponry actually used the horse and the sword. Sometimes soldiers wore metal armour protection. Brandishing the sword, they charged at the enemy and fought until they eventually outwitted the enemy. Evidently, the weapons were not sophisticated and, consequently, casualties might have been obviously high. It was in this setting that my first revelations to war became apparent. In my history class, I learned the famous story of Julius Caesar that any child who treasured literature or, for that matter reading as way of developing literacy skills, had to read. To my mind as a young high school student, war as exemplified by those British struggles for feudal power and authority, showing that human beings are belligerent by nature no matter how much they cultivate or mold their deeds. Our primitive way rears its ugly head whenever territorial conflicts occur. Moments of tension lead to bloody confrontations where conflicts could have been resolved by amicable means, if human beings were civilized enough to do so. I believed then, as I do now, that war is inevitable, and that the problem is not just the conflict of interests between warring factions, but also the conflict within man himself: his primitive warlike self versus his civilized peace-loving self. Since these conflicts are innate to the nature of man, it is not unreasonable to believe that war and destruction are our ultimate destiny. In the words of Barbara W. Tuchman, one of our prominent historians who pondered on the grave calamity of the world particularly its effects on young people, “I suppose no one will dispute the fact that the world in mid-twentieth century is in serious, possibly desperate, trouble. You, students, are heading into it while I am more fortunate in being on the way out, but we share the disadvantage of having been born into a disoriented age, a period of extreme disturbance and small encouragement” (266). To Tuchman, the watershed of our current conflict happened not too long ago, “In 1914 came the Great War, the event that begins our time, which was, so to speak, its womb”

(270). Another English historian, F. P. Chambers, in the same light wrote in 1939, “The universal expression of belligerent will at this time is perhaps a phenomenon whose uniqueness history has not yet taken sufficiently into account. It was as if expanding wealth and multiplying population, as well as the unconscious boredom of peace over nearly fifty unbroken years, had stored up a terrific potential which only waiting for an accident to touch it off. Far from being innocents led to the slaughter, the peoples of Europe more truly led their leaders” (Tuchman 19). To Chambers’s mind, the leaders who make decisions had been poised like warmongers ready to strike first at the least provocation. It was like a sleeping giant or a time bomb waiting for the least opportunity to explode. The patriotic qualities displayed in valor and endurance by the “warriors” did not have the desired results because, as Tuchman points out, “When at last it was over, the war had many diverse results and one dominant one transcending all others: disillusion” (271).

The conflicts that followed WWI, including the most recent American intervention in Iraq, prove man’s predisposition to solve global disputes by foregoing the more tenuous process of dialogue and diplomacy and resorting to quick resolve through violence and armed confrontation. Indeed, our march to destruction has been recorded in history. See, for example, the last volume of the *Cambridge Modern History* (covering 1898 to the present entitled “The Age of Violence”) which considers a certain period of violence. My own pessimistic view is influenced not only by the ideas of such prominent historians but also by physical aspects of our troubles, such as war, environmental destruction, and man-made calamities. The catalogue is long and familiar, and I need not run it down to the bitter end, but suffice it to say that at the rate we are going, our destiny may just be around the corner. I believe this to be true not only because of what Tuchman said, but also because of the first person accounts of my father who fought in Burma during World War II. His involvement in the war, which was a belligerent act not of his own choice, was an imposition created through the political environment at that time. During World War II, the British Empire was actively involved in confrontation with other countries in order to maintain its colonial power in all the corners of the world and to expand its imperialistic ambitions. To achieve its goals to colonize the world, the British Empire forcibly enlisted young men and women in all its colonies to train and to fight in the war. My father, living in a country weakened by the might of the empire and fearful of the colonizer’s chastisement, was in his final year pursuing his studies in a technical institution that trained the natives to become future engineers. Like other young men of his generation, he was drafted to go and fight in Burma to exert British force there. Meanwhile, my mother was pursuing her medical career and who suffered from the agonies of defeat or loss. Their stories became the stories of my childhood. In spite of my pessimism, however, I do not advocate violence as means of resolving conflict because every time violence is used as a means to resolve problems, a higher price has to be paid for these very shallow, unfortunate, and unilateral decisions. Whenever war images are televised on networks such as Houston Public Station (PBS) or American Broadcasting Cooperation (ABC), that strive to depict some of the cruel realities, I become more convinced that war must be avoided at all cost. The pictures of maimed

soldiers re-learning to walk like babies or becoming completely dependent on other people for their daily nutritional needs, simple hygiene, and simple movements, are testaments to war's permanent life-altering consequences.

It is heart-wrenching to witness the struggles of one who has been reduced almost to the point of inutility. Is there any level of human denigration than the afore-mentioned? The list of atrocities human beings are subject to in times of war goes on and on, yet we try to justify the call to arms. We advocate for peaceful resolutions to conflicts, yet find ourselves supporting, albeit passively through indifference, the slaughter of human beings in wars that could not but end in tragedy. Considering that fact that an educator has the intellectual duty to address students' cognitive, affective, and social needs, my intent is to enhance their literacy skills through listening, speaking, reading, and writing. I want them to process, objectively and critically, by using Bloom's taxonomy, information from different perspectives and all angles and conclusively assure that they can make thoughtful, balanced decisions that will not thrust people into chaos, making war the ultimate choice to ensure the advancement of mankind. My students and their generation will be the leaders of tomorrow, and so the most enriching legacy will be to acquaint them with the knowledge of two salient events that have changed the course of the history of America—World War II and the Vietnam War. Hopefully, the experience of war, confined though it may be to books and classroom discussions, will help my students have a better appreciation of current events in the Middle East and a firmer resolve towards achieving a truer world peace in the future.

### **WAR: AN AMERICAN DREAM?**

First, the question should be asked why America has been and is still at war with other countries. The answer is very complex and can be very subjective. However, the irrefutable fact is that America has been at war since its foundation. Since the advent of the American nation, when the *Mayflower* anchored in "Virginia," the first settlers brought a new concept of society, i.e. the ownership of property in the form of land. Then, as it still is now, owning land and properties defines American success. Ownership, as Americans believe, brings about wealth and social recognition. This is an economic concept that the first settlers brought with them from Europe. Retrospectively, then, the farming economy brought about revenues for the aristocrats who leased their land to farmers. Such economic practice created a concept of the appropriation of land. As it can be remembered in Europe and other places in the world, the few powerful and opulent had the vision to explore the resources available on the land and in the ocean, and it must be remembered there was a gigantic leap to the other technologies, such as the information, biotech, and medical fields. This acute zeal for the quest and conquest of the surroundings or the environment led to the race to accumulate wealth that accrued from such quests. Historic events, especially in Europe, led to numerous migrations in search of proceeds beginning with the Vikings who moved from the north to the south as far as to Spain, Italy, and Greece and part of Morocco. The Spartans also strove in their quest, annexing other tribes and their lands to the Empire. In the Middle and Far East, the

rivalry between warring factions was not on a lesser degree than the European clashes previously described. Here, the Ottoman Empire also made historic marks in the vicinity of current Jordan and Iran. From the foregoing facts, we see the quest for expansion and, consequently, appropriation of resources. I intend to use the resources because not until the Industrial Revolution, land proceeds, such as mineral resources, were the sources of wealth and power. Thus, the same people who had fled from Europe from the same exploitation, also saw the opportunity here in America and decided willingly or not to perpetuate what will be later called the ownership of property by fulfilling their American Dream. The first settlers found some natives living on the land, but the historical annals indicate that some lands were occupied through transactions, but other tract of lands were annexed as the proceeds from the wars. With the advent of the expansion to the Midwest and the West, the struggle between the native Indians and the “Immigrant Europeans” became more recalcitrant. There have been long and fierce clashes between the “European Occupiers” and the various Native Indians tribes who tried to defend themselves from the occupier. Those numerous battles with the European occupiers were not fought on even grounds because of the rudimentary weapons the Indians were using. By far, the Europeans had the advantage because they possessed and utilized more sophisticated weaponry, such as guns as opposed to the bow and arrow used by the Indians. Thus, we can say that it is in the very nature of America to be at war because it has been at war since its foundation, a concept of survival of the fittest. Because of America’s quest to own, engaging in war became a “necessary evil.” Thus, it engaged in numerous wars beginning its neighbors, the Indians, and much later the Mexicans.

Following the idea that war is a natural consequence of the American-European penchant for owning properties, one may conclude that winning a war also defines success in these parts. This custom was perpetuated by any and every means to ascertain the resources from the land for farming, mining and then oil exploitation with the advent of the Industrial revolution and its subsequent demand for fossilized energy. It ensues that wealth was accumulated from the exploitation and related activities of the land which made it and it is still now a scarce commodity that was sought for and was the cause of many clashes between many fortune seekers in America. Today the quest for land is still behind most of the wars being waged but to a much lesser degree than before. This is because of industry and new ways of accumulating wealth such as the manufacturing and services industry. From the studies of C. Wright Mills about the celebrities and the rich, he stresses the high dependence on the land specially, in the south, such as on the proceeds from the land (33). Barbara Tuchman states, “Then too, frontier battling and skirmishes has something to do with the success of Generals Jackson, Harrison, and Taylor during the Mexican War.” “Wars have obviously produced generals who went on to use their military expertise to catapult them to key position in the nation. “In fact,” Barbara C. Tuchman said, “about half of the thirty-three men who have been President of the United States have had military experience of some sort. Six have been carrier officers; nine have been generals” (1981). Tuchman observed that the United States, like other countries, was born out of violence, and it seems to me like violence continues to

define America's quest for global domination. In this day and age of pan Americana, could it be that no one is safe from war and violence?

That the violence which is inherent in the act of war, may not be only understood as a means to a goal, but as a value – one that the Americans subconsciously “hold dear and near.” In *The Power Elite*, C. Wright Mills, states it clearly as he admits the abuse of power and how it is converted into violence, “In any society, there is a sort of quota of men who when provoked will resort to violence. When we give such men the historical opportunity we will get Napoleon; if we give them a great ideal, we will get a Garibaldi; if we give them a chance and nothing else, we will get a Mussolini.” According to Mill's pondering, the seizure of power by historic figures like those previously mentioned, is the result of accumulation of power by the standing armies that remained idle.

## **UNIT BACKGROUND**

This six-week unit will be a study of how war affects young people's understanding of life in general, and growing up in a troubled world in particular. This study will focus on two major wars, the World War II and the Vietnam War, which are probably the hallmarks of modern warfare in terms of duration and casualties. Through these works: Anne Frank's *Diary of a Young Girl*; a recoded book *The Upstairs Room* (for World War II), by Johanna Reiss; *World War II Days* from the *American Kids in History Series*, by King C. David; and *A Good Scent from a Strange Mountain* (for Vietnam War). We will discuss the salient points of these two well-documented wars and then point out their relation to our life now. We will first brainstorm the causes of these wars and then consider their socio-political consequences. One thing that may be worth examining during this discussion is the concept of cultural diversity, specifically the linguistic differences among cultures that contributed to the creation of conflicts among the various countries involved in these wars. By the same token, we will discuss how people perceive and elaborate concepts of things in the world, for instance, names of objects differ in languages. Language affects our thoughts and world perception. This is the reason why learning other languages and the cultures enhances communication and international relations and help alleviate frictions among different peoples. It ensues that cross-cultural activities is a prerequisite to overcome some of these frictions. My students are in a better position to evaluate the benefits or advantages of being in a multicultural environment.

Some may argue that this topic may not be age-appropriate for middle school students. I believe that it is important to teach this topic to my middle school students because they are at such an age when they learn about what matters most in life. My students are made up of about 50% Hispanics, 40% African-Americans, and 10% Caucasians. An overwhelming number of these young students are at-risk and are socially and economically underprivileged. Like any committed teacher, I am concerned about the choices my students will make as they grow up. In today's world where catchy ads tend to have a strong influence on the decisions that young people make, I am afraid that if teachers do not give them learning opportunities in school that develop critical

thinking skills to judge the subjective consequences of war, many young lives would be wasted. Many of my students are disenfranchised and have little chance to go to college. Getting into the army has become an attractive option to them. Some of them do not even realize that once they get into the military, there is no looking back or backing out, but they are rather putting their lives and the future of their families on the line.

The wealth of juvenile literature on this subject is overwhelming, and this is one of the practical reasons why this topic should be taught to this age group. Honestly, when I initially chose this seminar topic, my concern was mostly on whether I could find enough materials to use in the classroom. When I visited the public library, to my great surprise I saw numerous non-fictional, fictional accounts, and personal chronicles of peoples' experiences of war. I realized that it would be very instrumental that I deal with the personal aspects of the two wars—World War II and the Vietnam War. By the same token, although people are closely concerned with the personal aspects during wars, there is also an underlying economic factor that cuts across these personal sentiments. It is an irrefutable fact that during war times, some social services such as education, health, and road contracts are cut off to fund the war industry. I do envision shedding light on this issue because it is fair for students to know why there is lack of certain services during war time.

First, I would like to begin by explaining the intricate apparatus of war. Wars do not erupt in an ad hoc manner; it is more like a volcano that smothers and bursts into flames. The same metaphor goes for war and its different forms and sizes. Most people only see the eruption of war and hardly think of what is involved in the making of wars. Therefore, it will intellectually fair to instruct my young students and the adolescents so that they can discern the intricacies of the apparatus of war. I want my students to discern the socio-political consequences of the war, such as the government expenditure on war and the consequences on the social fabric in general, and on the economically disadvantaged sector in particular. During war, the government might decide to spend money manufacturing weapons or purchasing the weapons from another country to the detriment of education, housing, or infrastructure. World War II had enormous adverse effects as we witnessed the ration of goods and the issue of bonds.

We may be more resourceful and economically better off now than before. However, penury shows its ugly head in different ways. When war erupts, enormous budget deficits accumulate that will become debt for future generations who are my students. Philosophically, I think it is rather a matter of looking at oneself and the others. My students are the future leaders of tomorrow, and the knowledge they acquire today on world view from the unit is of paramount importance in determining what their future decisions will be. Being a conscientious teacher, I would expose them to war realities. Besides the economic sacrifice and social deprivation that afflict the people during wars, there is no lesser malaise than uprooting young people and putting them in harm's way as some politicians do by sacrificing them under false pretext. And the question one would ask is who are the people going to war? I think that these young soldiers are mostly from

the minority groups. Burrowing into research and inner workings on the written press and my personal observation, I have noticed unfortunately, that the student population in the school, is mainly minority and they are the most affected by war, in particular in the frontline, and in general in terms of enlisting into the military. By reflecting on this issue and analyzing the situation, there is an intellectual need that becomes an imperative for me to instruct my young middle school students about the realities of war because it will help them to understand the complex nature of war better. It will also help them internalize and reflect subjectively on war. By reading Gary Paulsen's *Soldiers Heart: Being the Story of Enlistment and Due Service of the Boy Charley Goddard in the First Minnesota Volunteers*, students will understand the mixed feelings that besiege a person when uprooted and thrown into the quagmire and carnage of war. Furthermore, taking a closer look at the curriculum, I became aware that the topic does have a historical treatment in the Social Studies, but is not fully addressed in Language Arts curriculum. This cognitive "niche" or vacuum became a fertile ground that could be intellectually exploited. As I gave it more thought, it became obviously a golden opportunity for my students to thrive, given that effective teaching must be sensitive and timely appropriate to the current times.

Now, more than ever, we have an enormous quantity of war literature that has become current affairs and the subject of daily discussion everywhere including schools. As many more American soldiers are killed in Iraq, and as the issue becomes increasingly a hot topic for debate and discussion among politicians and pundits, and with the bleak picture of casualties in Iraq exceeding 1000 and about 16,000 wounded, we teachers are called upon to shoulder the responsibility of teaching war and its consequences to our young students at a time when they are most likely to understand it. The question posed by any middle school Language Arts teacher, however, is how to make the teaching of this topic accessible, meaningful, and interesting to our young students. The obvious answer will be bring the topic to the level that they can relate to, by personalizing it through personal accounts and narratives by family members and from secondary sources, such as personal accounts from books, newspapers, journals, and letters from soldiers to family members. All these materials will depict both the real consequences and behavioral effects to the affected in war. Johanna Reiss' *The Upstairs* depicts personal experiences as a young girl in Holland who hides upstairs during World War II. As Johanna Reiss exhorts, "It is an admirable account as an important as the one bequeathed to us by Anne Frank." Ken Mochizuki and Dom Lee's *Passage to Freedom: The Sugihara Story* is about a Japanese youth who saved thousands of lives of Jewish refugees from Poland. Douglas Brinkley and Ronald Drez' *Voices of Valor D-Day June 6, 1944* is accompanied by two sixty-minute audio CDS of veteran testimonies, as well as personal and historical photographs. The students will watch documentaries, such as Kragh-Jacobson's *The Island on Bird Street*, Roman Polanski's *The Pianist*, *Ann Frank: Diary of a Young Girl*, and Houston PBS documentaries on Wars. I think highlighting such literary works will bring to understand the human story of war.



This curriculum will develop their listening, speaking, reading, and writing skills. Students will listen closely and comprehending the topic at issue, and writing about and engaging in a critical discussion about what they have heard. Students will also watch documentaries with critical views and will take down notes to discuss and write a critical essay demonstrating their inferences. We will also read literary written works that entail literary studies such as author's intention, plot, and the study of diction. Students will also write and express their views about some of the ensuing topics from their reading the books on both wars.

### **A NOTE ON TEACHING STRATEGY**

This unit is intended above all to bring down the teaching of such a controversial topic to a personal level. So the first leg of this unit will focus on an esthetic-visual of war magazines in order to open discussion as to why are we studying war? What are we going to learn from viewing those pictures or seeing those images? Are we going to have a better understanding and a change of perspectives after discovering the facts about some of the realities about war? In order for our students to conquer so to speak, the abstract concepts of war, I will break it down to the reading of stories, personal accounts, authentic materials such as letters from the battlefield, photos and other non-textual materials such as films and news clippings, and experiential activities like visits to war museums and memorials. To make it a real and authentic experience for my students, they will conduct fieldwork and record their information in notebooks; they will process the data and proofread and make a picture book. We will also take a look at the television and what role television has in the coverage of war. We will do a contrastive study and analyze the same war covered by different sources of information and from diverse angles. We will sift through the information we gather from exploring the resources at hand and make our opinion based on evidence gathered from our research regarding war. Thus, it is crucial at this time that our students learn more of it. In order to engage and lead my students in the discourse of war I will use the Socratic Method to formulate questions such as: What are the origins of wars? How do they start? And who are mobilized to fight? The TEKS Language Arts strand for sixth grade requires that students "use higher level thinking skills to participate in academic discourse," "demonstrate skills in comprehension through their response to a variety of questioning strategies," and "demonstrate effective communication skills for a variety of purposes."

After exploring the nature and meaning of war and why war happens, we will explore the consequences of war on young minds. However, bearing in mind the fact that the topic might be too challenging for my middle school students, I will then followed up with picture books, such as *Don't You Know There's a War On?* by James Stevenson, to set the perfect home front scene. In addition to the enticing tone, I will introduce and make them more accessible and receptive to the topic through audio-visual materials such as movies, documentaries, and pictures.

My intent is that students be motivated and encouraged to sustain an appropriate level of discussion about war. My first discussion will be the World War II—the reasons why the war happened and the countries that participated in the war and the various many ways these people were affected by the war. And so this is my strategy: I will start by narrating my personal vicarious experience of war. My father was an air force pilot who fought in World War II in Burma. I will show them my father’s medals, yellowed pictures of him in uniform, and other war paraphernalia my family has lovingly kept for generations now. My aim will be to highlight the many misfortunes that war can bring upon us. Then I will tell them the story of a friend whose parents had to flee Poland during Hitler’s occupation, and how many atrocities they had to go through to escape. I would like my students to be affected by this story in the same that I was.

Having started from this very human story and not political, we will then explore primary and secondary sources. For primary sources, we will have oral testimonies from our war veteran guests to our campus. We will also read and investigate letters of soldiers from the battlefield, examine photos, interview veterans and war survivors, and visit museums and memorials. Again, following the TEKS strand that requires that students to “determine text’s main meaning and supporting details, analyze narrative texts, and draw inferences from text, make inferences,” and “identify the purpose for which text is written,” we will read and explore some outstanding adolescent literary works again, such as *The Diary of a Young Girl* by Anne Frank and *Fallen Angels* by Walter Dean Myers. Then if time permits, we will also view films in order to make the experience of war more visual and holistic for the students. I intend to show *Empire of the Sun*, *Glory*, *The Pianist*, and *Casablanca*. In between the long readings, we will discuss newspaper reports on the ongoing war in Iraq, magazine articles, and, of course, TV news reports. The lessons will not be limited to oral discussions. Classroom learning will include Read-Aloud, K-W-Ls, Shared Inquiries, Response Journals, Research, Study of Literary Features, Vocabulary Development Activities, and Scene Analysis. At the end of the 6-week curriculum cycle, I expect the students to produce a portfolio, and response journals. The portfolio will color coded with sections where students will keep: 1) notes, 2) glossary, 3) newspaper clips, 4) surveys, 5) research and interviews from primary sources, and 6) a questionnaire about instruction.

## **LESSON PLANS AND ASSESSMENT**

The lesson plans are based on the exploration of resources, brief lecture or explanation, reading in class, and independent reading. I also intend to personalize the instruction since I have multilevel ability students. English as a Second Language (ESL) students that are acquiring English and have a little or very scanty baggage of the vocabulary of war will need help to develop a vocabulary web of the concept of war. They will look up the translation of the words in their home language and will keep a glossary during the unit. For main streamed students, they will brainstorm and broaden their diction on warfare and will also keep a glossary. For my Pre-AP (Pre Advanced Placement) students, who are gifted and talented, I will often use the discovery and inquiry and

compactor strategies, and they will research on an aspect of war that interests them and report to the class. They will map the meaning of the war vocabulary as described below:

VOCABULARY WORD	DICTIONARY DEFINITION	SYNONYM	EXAMPLE OF USE
Enemy Combatant	Soldier of the opposing army	Adversary	Enemy combatants are held on Guantanamo base.

### **Lesson Plan 1: Introducing War Pictures**

#### ***Objectives***

- E. L.A. 6.0.1.a. Students will analyze interpret evaluate, the various strategies visual image-makers use represent ideas in different ways.
- E.L.A.6.0.2.d. Students will compare and contrast print, visual, and electronic media.

#### ***Resources Needed***

War papers, magazines, badges, war pictures, some books, movies

#### ***Procedure***

This lesson will be presented as introductory lesson that engages students and gives them the broad insight of war. The material with which to begin the unit will be arranged on an attractive bulletin to display pictures of episodes of war with captions, such as “What do these pictures mean to you?” and “What kind of feeling do you get from seeing these pictures?” There will also be some juvenile books placed on a table near the bulletin board to accommodate a variety of reading interests and levels, as well as picture stories, journals of soldiers, letters from soldiers to relatives, and supplementary materials that will contain information. This set up is intended to arouse the interest of students and to promote cognitive discussion. After looking at the war wrought pictures, students will answer questions formulated by teacher. This activity is based on the Richard Paul Model of Reasoning. This model uses a circular pattern of thought (a wheel) to guide students and teachers through every possible critical thinking process. Since my students are thinking at different levels, it is, therefore, wise to move through the different parts of the wheel. I would like to know what thought processes are as a feed back. The question will be if their thought process is covering is the whole basis. After this questioning period, students will engage in problem-solving, research, gathering, elaboration, and development of this topic. The purpose is to move through every part of the wheel to cover all levels of reasoning. I am keen on using this strategy because it covers all the areas of critical thinking. Homework assigned in the form of questions is to be answered in their IRL after viewing of exhibits and introductory reading are completed.

As a writing activity, students are asked to write an opinion composition in response to the prompt: Is it better to live in this high tech-world with so many ongoing wars or is it better to live in a different world? An Opinion Composition Organizer will be provided to students for this assignment.

## **Lesson Plan 2: Discovery and Exploration**

### ***Objectives***

E.L.R.6.0.2.b Analyze narrative text structure and its features.

E.L.R. 6.0.5.c. Determine a text's main or major ideas and salient supporting details.

### ***Resources Needed***

Maps, Atlas, Construction paper, Computers, Colored Pencils, Markers, Pens, Teacher-made copies, Handouts, Books, Movies, and documentaries.

### ***Procedure***

This lesson is designed to make a connection between narrative elements. Students are prompted to analyze the characters or character in the case of Anne Frank and the changes she undergoes as she experiences events, shares thoughts, and interacts with others. Students are encouraged to make inferential thoughts of events and support these inferences with logic and textual evidence. As a background study to help students, students will learn the historic and geographical location or setting of the novel that they are going to read. As an interdisciplinary activity, students will read and follow directions. As a web-based activity, students will use technology to locate Amsterdam, the city in which Anne Frank hid with her family. In addition, students will use technology to interact with Survivors and Rescuers of the Holocaust. They will also watch a survival movie set during the World War II, *The Pianist*, a true life story of a brilliant pianist and composer Wladyslaw Szpilman, whose promising career was interrupted by the onset of World War II. The film chronicles his inspirational struggle for survival and the unexpected help from a sympathetic German officer. After viewing the movie, students will be encouraged to develop a K-W-L chart, i.e., students will demonstrate what they know, what they learned and what they would like to know.

## **Lesson Plan 3: Settle in the “Camp”**

### ***Objectives***

- E.L.A.L.6.01.a. Students will listen in a variety of settings for a variety of purposes.
- E.L.A.6.0.2.d. Students will analyze and evaluate literary elements in written and spoken messages.
- ELA6.0.3.c. Students will prepare, organize, and deliver a variety of oral presentations.

### ***Resources Needed***

Documentary, T.V. Set, VCR, Writing tablet, Folder, Poster board, film strips, copies, construction paper, glue stick, makers.

### ***Procedure***

In this lesson, the students will study setting, plot, and characters. They will learn some literary figures and discern between genres to distinguish between fiction and non-fiction. Students will be able to tell whether an account is fictional or autobiographical. After the background studies of the novel, and the reading is done, students will watch a documentary of Ann Frank and write down notes to determine a time line, as well as enhance their listening and comprehension skills. For English as a Second Language students, they will be advised to pay a close attention to the phonology, i.e., the phonetics, tone, and accentuation. They will also be encouraged to write down new words to add to their glossary entry. After viewing and listening to *Anne Frank*, the students turn to the activity page of the handout and identify all the questions with the information from the filmstrip. Students will also make a bar graph for the year, an *Anne Frank* timeline. Students will glue strips in time order to a large sheet of art paper or poster board. Since this lesson is geared to the study of the World War II reading, students will do independent reading of any aspect of the war including the Holocaust. I will advise students and provide them with a list reading list. G/T students will do independent research study. They will adhere to the guidelines to conduct a successful research product. Students will also perform tasks that will provide successful learning experiences during the activities, such as a simulation of the *Ann Frank* experience during the German persecution. Students will get into groups, and there will be role play, so some students will portray Germans, Italians, British, Americans and Japanese. Each group will prepare a report on its respective country and present the findings to the class. During the presentation, all students will give their reasons and defend their stance for fighting and justify the reasons to convince the other students. Each group will create a wall chart and write using the K. W. L. strategy to enhance and reinforce what they have learned during the presentations from each group. The final portion of the assignment will be the organization of all materials in the folders and finally into a portfolio.

**Editor's Note: Some of the above references use years of publication rather than page numbers or are otherwise incomplete. Complete citations were not available at the time of publication.**

## ANNOTATED BIBLIOGRAPHY

**Editor's Note: Annotations for many of the web sites and videos below were not available at time of publication.**

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This book contains essays relating to the “why” of war.

## **Supplemental Resources**

### ***Teacher Resources***

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These fascinating biographies reveal in compelling fashion the way in which individuals influenced and were influenced by the Vietnam War. It transforms policy and practice from the abstract to the intimate and personal.

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A vivid account of 135 men and women of the Vietnam conflict, from its murky origins in 1940s to the chaotic fall of Saigon in 1975.

Atkinson, Rick Henry. *An Army At Dawn: The War in North Africa, 1942-1943*, Vol 1. New York: Holt Company.  
It is a splendid book that emphasizes throughout the human drama of men at war.

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Discusses a number of children’s books portraying the children evacuated from London and other urban areas during World War II.

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Examines the experiences of women and children in the two major wars I—“An Overview and Representative Bibliography.” *Bookbird* 3 (1980):23-25.  
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This book provides the reader with an A-Z reference of many of the time. It is a comprehensive source answering many questions on one of the most controversial conflicts of all time.

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Examines attitudes toward war expressed in American comics during World War II.

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A compelling and in depth history of the Marine Corps ground campaigns in the Vietnam War from 1965 to 1975. It is a dramatic account of the principal USMA combat engagements in that long and bitter struggle provides a vivid look at the troops who fought them.

Nist, Joan Stidham. "Perspective on World War II." *Children's Literature* 9 (1981): 203-9.

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Surveys old and new children's books with war and its aftermath as their theme. Includes a bibliography of children's and adults' books discussed. (Unavailable to me.)

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A poignant story of atomic bomb victims of Hiroshima unfolds in Japan.

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Ten-year-old Anne Marie Johansen helps to save her best friend, who is a Jew, and family from relocation in occupied Copenhagen, in 1943.

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Fourteen-year-old Marek and his grandparents, who live on the outskirts of the Warsaw ghetto during World War II, shelter a Jewish man in the days before the Jewish uprising. The book is a translation from the Hebrew.

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