

Course Information:

Topic: Survey of American Wars

Grade Level: 11 or 12

Length: Semester

Period/s Per Day: 1 Period

Essential Understanding:

This course is a survey of American Wars from the Revolutionary to the Gulf War. This course emphasizes the cause and effect of war on American democracy, nationalism, and the economy. The other emphasis will be on the cost of war in terms of resources, technologies and humanity.

Theme Samples:

1. To study the causes of American wars.
2. To study the gains as well as the losses that the US has experienced in its involvement in wars.
3. To gain an appreciation for the sacrifices and decisions made by men and women who have gone before us.
4. To reinforce study skills and provide for cooperative learning experiences.
5. Class will typically revolve around class discussion of class research and class notes. Cooperative learning is heavily emphasized as well as independent research, and reading of novels.

Course Objectives and Expectations:

1. To study major themes in world history and develop comparisons to our contemporary experience.
2. To create a greater awareness of both the world role of a major nation and the individual role of a responsible citizen.
3. To reinforce study skills and to encourage to undertake a fair degree of self-guided education.

Student Objectives:

1. Students will make connections from the past with their current lives in the 21st century.
2. Students will analyze how people create and change structures of power, with an emphasis on Greek Democracy, the Roman Republic, American Declaration of Independence, French Revolution, and Nazi Germany.
3. Students will explain the similarities, differences, and origins of all the major world religions (Judaism, Christianity, Islam, Hinduism, and Buddhism)
4. Students will explain and defend the importance of the Industrial Revolution and its connection to today's modern and technologically advanced society.
5. Students will evaluate and examine developments in new technology, major ideas of the time period, and cultural trends.

Pacing and pertinent Montana Content Standard:

Quarter 1	Standard	Technology
WWII	MSSCS 3,4	11.02
Korea	MSSCS 2	11.01
Quarter 2		
Vietnam	MSSCS 2,6	11.03
Persian Gulf	MMSCS 3, 6	11.04

Course Outline and Assessments:

- WWII
 - *Fly Boys*
 - Research Project
 - United Nations
 - WWII Beyond the Textbook
 - Video and Notes

- Korean War
 - Geopolitics of the Cold War
 - The United Nations Acts
 - NATO
 - Domino Theory and Containment
 - Video and Notes

- Vietnam
 - Imperialism Roots
 - Geopolitics of Vietnam
 - Unrest on the Home front/ Counterculture
 - Research Project
 - Video and Notes

- Persian Gulf War
 - Role of the United Nations
 - American Foreign Policy in the Middle East
 - Conflict and Compromise
 - Impact of natural resources allocation

Timeline:

Title	Approximate Timeline
Unit 1: WWII	5 weeks
Unit 2: Korean War	4 weeks

Unit 3: Vietnam War 5 weeks

Unit 4: Persian Gulf War 4 weeks

Montana Standards for Social Studies

- Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks:

- 1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
 - 2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.
 - 3. Identify representative political leaders and philosophies from selected historical and contemporary settings.
 - 4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
 - 5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.
 - 5b analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.
 - 6. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).
 - 7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.
- Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks:

- 1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).
- 2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).
- 3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).

- 4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).
 - 5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
 - 6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).
 - 7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).
- Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

- 1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
- 2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
- 3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.
- 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.
- 5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.
- 6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).
- 7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in

Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

- Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

- 1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.
- 2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.
- 3. Analyze the impact of ethnic, national and global influences on specific situations or events.
- 4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).
- 5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.
- 6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).

Resources:

HPS Technology Curriculum :

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/HAVRE%20PUBLIC%20SCHOOLS%20TECHNOLOGY%20CURRICULUM.pdf>

American Military History Textbook Volume 1

https://history.army.mil/html/books/030/30-21/CMH_Pub_30-21.pdf

American Military History Textbook Volume 2

https://history.army.mil/html/books/030/30-22/CMH_Pub_30-22.pdf

Survey of American Wars Curriculum:

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/Survey%20of%20American%20Wars.pdf>