

Course: Modern US Wars
Unit #3: Contemporary Wars (1991- present)

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
 - 6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
 - 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
 - 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
 - 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
 - 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
 - 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
 - **21st Century Life & Career Standards**
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
 - • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **English Companion Standards**
 - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
 - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
 - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
 - RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
 - RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
 - RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- ***Interdisciplinary Content Standards***
 - List any standards from other content areas that apply to this unit.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) ([P.L.2021, c.410](#)) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to evaluate the causes and effects of contemporary conflicts involving the United States from 1991 to the present day.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics

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Enduring Understandings

Students will understand that. . .

EU 1

United States involvement in the Middle East has a long and complicated history.

EU 2

the United States is inextricably involved in foreign affairs due to globalization and the threat of terrorist activity.

EU 3

the United States fought wars in Afghanistan and Iraq as a result of the September 11, 2001 attacks.

Essential Questions

EU 1

- How did/does U.S. dependence on foreign oil impact US foreign policy decisions?
- How does United States support for Israel impact foreign policy in the Middle East?
- Is it okay for the United States to align itself with imperfect actors if it is in the best self interest of the US?

EU 2

- Does the United States have an obligation to aid in the rebuilding of nations where it has waged war and overthrown leaders?
- What policy should the United States have towards fighting terrorism?
- How does the United States' relationship with other countries affect global issues?
- Is it ever acceptable for the United States government to violate the Constitution in the interest of national security (i.e. profiling, search and seizure, phone-taps, NSA, Patriot Act, etc.)?

EU 3

- What factors contributed to terrorists' desire to launch attacks on the United States?
- Can war effectively prevent future terrorist attacks?

	<ul style="list-style-type: none"> ● Was the U.S. justified in pursuing democracy in Iraq in 2003? ● Were the wars in Iraq and Afghanistan worth the costs? ● Should Guantanamo Bay Prison be closed?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● the reasons for Iraq’s invasion into Kuwait and why the United Nations intervened. (6.2.12.EconGE.5.a) ● the various strategies employed by the U.S. military in Desert Storm, the ‘war on terror,’ and Iraq. (6.3.12.HistoryCA.2) ● the details of Saddam Hussein’s regime and methods of control in Iraq. (6.3.12.HistoryCA.2) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● the goals & beliefs of Osama bin Laden & Al Qaeda. (6.2.12.HistoryCC.6.a) ● the terrorist activity Al Qaeda engaged in prior to and including September 11, 2001. (6.2.12.HistoryCC.6.a) ● what the Patriot Act (Freedom Act) was and how it led to the national debate over security vs. freedom. (6.2.12.HistoryCC.6.a) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● why the United Nations launched a war in Afghanistan in 2001. (6.2.12.CivicsHR.6.a) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● read and analyze primary source documents to determine different points of view. (6.2.12.EconGE.5.a) ● draw inferences from factual material. (6.3.12.HistoryCA.2) ● recognize and interpret different points of view. (6.3.12.HistoryCA.2) ● detect bias in data presented in various forms. (6.3.12.HistoryCA.2) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.12.HistoryCC.6.a) ● test the validity of information using criteria such as source, objectivity, technical correctness, and currency. (6.2.12.HistoryCC.6.a) <p><i>EU 3</i></p>

- reasons behind fighting Operation Iraqi Freedom in 2003. (6.2.12.CivicsHR.6.a)
- why the United States remained a presence in Iraq in the aftermath of the fall of Saddam Hussein. (6.2.12.CivicsHR.6.a)
- the history of Guantanamo Bay prison and the methods of interrogation utilized there. (6.2.12.HistoryCC.6.a)

- identify persuasive techniques used in political cartoons and articles. (6.2.12.CivicsHR.6.a)
- research useful and valid media resources. (6.2.12.CivicsHR.6.a)
- develop media literacy to be able to identify valid online sources. (6.2.12.HistoryCC.6.a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Label a map of the Middle East including Iraq, Kuwait, Saudi Arabia and the major cities involved in Operation Desert Storm. (A) (EU1)
- Watch National Geographic's "Inside 9-11: Zero Hour" or "102 Minutes That Changed America" or "United 93" to analyze the events of 9-11-2001. (A) (EU2 EU3)
- Lecture and discussion using teacher notes on the topics of strategies and battles in Operation Desert Storm, Operation Iraqi Freedom, and Operation Enduring Freedom. (A) (EU1 EU2 EU3)
- Write a journal entry from the perspective of a soldier fighting in Operation Desert Storm describing the conditions faced and expectations of combat. (A, M) (EU1)
- Write journal entries from the perspectives of a surviving teenage relative of an American citizen killed in the attacks on the WTC and Pentagon, a teenager living in Afghanistan when U.S. troops arrive, and a teenaged member of al-Qaeda addressing the 9/11 attacks. (A, M) (EU2 EU3)
- Overview -[Annotated Mapping the Middle East](#). (A, M) (EU2)
- Create a chart tracing American involvement in the Middle East (beginning with the Gulf War 1991) and analyze how US policy has changed with each President. (A, M) (EU1 EU2 EU3)
- [Research the rise of terrorism](#), both at home and abroad and propose possible means of dealing with the underlying issues of terrorism and extremism. (A,M,T) (EU2 EU3)
- Create a visual (digital or free hand) representing the multifaceted idea of patriotism and what it means to different Americans in a post 9/11 world. (A, M, T) (EU3)
- Write a position paper either supporting or in opposition to either Operation Desert Storm, War on Iraq, or the War in Afghanistan. (A, M, T) (EU1 EU2 EU3)
- Discuss/lecture about the evolution and impact of post 9/11 security on our society. (M,T) (EU3)
- Use primary and secondary sources to analyze the impact of the U.S. invasion of Iraq on Iraqi society. Have students annotate the primary sources using Kami. (M, T) (EU1 EU2)

- Construct a class debate on the topic of security over freedom in the US society during time of the War on Terror and beyond. (M, T) (EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Age of Imperialism (Spanish American War & World War I)	30
2	World War II & Cold War Era (1939-1991)	30
3	Contemporary Wars (1991- present)	30
4		

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

- National Geographic's "Inside 9-11: Zero Hour"
- "102 Minutes That Changed America"
- "United 93"

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.