

Institute for Cold War Studies; UCSB; August 2-6, 2004

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Honors Non-European History (9th Grade)

Lesson #1: Assessing media bias when discussing issues; both of current and historic concern.

Learning Goal: Students will recognize that often the same news story can be written in two separate ways. These ways may be intentional, or unintentional; but no matter what the case, it is important to be aware of.

California State Skill Standard: Historical Research, Evidence, Point of View #2: Students identify bias and prejudice { *in historical interpretations.*}

ESLR: Critical Thinking

RBV CAN: Increasing Literacy to stimulate and enhance higher level thinking in all subject areas.

Lesson Instruction / Progression:

1. Students will do a quick-write on what the term "bias" means to them.
2. Classroom discussion regarding student responses. Talking points to include are: *why is there bias, is bias possible to avoid, how may bias influence people, does bias matter, what ways can one be a wise-consumer of information?*
3. Students work in pairs. Each pair is given a pair of articles. [Article Set 1](#) [Article Set 2](#)
4. Each student reads his/her article and responds to the following prompt: [CLICK HERE FOR PROMPT](#)
5. After students complete the prompt instructions, then they switch articles and read the other article.
6. After students read the other article, they compare notes on what the article addressed, and the different impressions/experience each student had based on the article they originally read.
7. Classroom discussion. Groups chosen @ the instructor's discretion will initially contribute. Both Article Sets should be discussed and the relevant discussion points brought up by each one.
8. Students return to their original quick-write, draw a line and respond to the following questions: There is definite bias regarding the War on Terror, Iraq, etc and what information we receive. -- what other times in History may have there been similar instances -- discussion of Communism, importance of propaganda on both sides during Cold War, etc.

Student Resources:

Lesson #2 Political Terminology; Analysis and Critical Thinking Activity

Learning Goal: To be able to explain the difference between a "*Pre-Emptive*" war and a "*Preventive*" war by using the 6-Day War and the Iraq War as bases.

California State Content Standard:

10.9.6 Students analyze the international developments in the post-World World War II; Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

10.10.1 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China; Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

ESLR: Knowledge

RBV CAN:

Lesson Instruction / Progression:

1.

Student Resources:

Difference between Pre-Emptive and Preventive Wars: "A pre-emptive strike involves attacking an enemy who is about to mount an attack himself. The preemptive strike is thus designed to wrest the strategic initiative from an opponent. A preventive war, on the other hand, is based more upon longer-range political considerations, rather than the imminent threat of attack. A preventive war may be undertaken in order to defeat more easily a perceived long-term enemy while the military balance is still in one's own favor, thus ensuring a less costly victory." -- Samuel Lockwood

IB History of the Americas / International Affairs (12th Grade)

Lesson #1 The relationship between aspects of both the Cold War and Terrorism

Learning Goal: Students will compare ideas/policies/aspects from our study of the Cold War to its implications to the fight against Modern International Terrorism in the Global War on Terror.

California State Skill Standard: *Chronological and Spatial Thinking #1:* Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

ESLR: Knowledge, Critical Thinking and Oral Communication

RBV CAN: Increasing Literacy to stimulate and enhance higher level thinking in all subject areas.

Lesson Instruction / Progression:

Background on placement for course -- students will be finishing a 12-week unit on the Cold War. In addition, throughout the semester, there will have been considerable discussion of current events, the War on Terror and connections to course material as they have developed.

1. Students read: [X + 9/11 -- Foreign Policy Article](#); by Robert L. Hutchings; re: *Cold War lessons from Kennan that can be used in addressing terrorism* -- to logon: user name = chagala password = ibaffairs
2. Students will brainstorm with a partner different aspects of both the Cold War and the War on Terror which they find to be similar.
3. In pairs, students research 6 different aspects considered, then create charts delineating this information. ([click here to see a model](#))
4. After each pair has 6 aspects addressed in their chart, students will then choose the 2 which they feel are the most important, or the two which they are most drawn to. Each pair will then prepare a policy brief on what lessons / connections either the US and/or the Western world should be concerned with based on history. Each policy brief should be well-documented and not more than two-pages.
5. Students will then have to present their policy briefs.

Student Resource Links: (grouped by possible topics)

[Marshall Plan Text](#)

[Millennium Challenge Account: White House statement](#)
[Millennium Challenge Account: State Department statement](#)
[Actual text from Millennium Challenge Account](#)

[NATO's Contribution to fight against terrorism](#)
[NATO Treaty; April 4, 1949 -- see Article 5](#)

Madrasses Reading

etc*

Other Teacher Stuff:

[Syllabus; Cold War; Part I](#)

[Syllabus; Cold War, Part II](#)

[Syllabus; Cold War, Part III](#)

[Cold War Political Cartoons](#)

[Supplemental Reader on the Cold War for students](#)

[California State Skills Standards](#)

[California State Content Standards](#)

[AVALON Project @ Yale Law School](#)

[Extensive List of Terrorist Organizations](#)

Stuff to go through::

[Soldiers Before Missiles: Meeting the Challenge from the World's Streets](#)

[Fighting Terrorism: Lessons From the Cold War](#)

[Wash Times Article on Government Re-Establishing "Present Danger Group"](#)

[A World Without Power -- Foreign Policy Article](#)

[Collection of HOT Topics on Terrorism from Foreign Policy](#)

*****BLUE = web-links**