

Curriculum Guide

Name of Course American Conflict I and II Written/Revised 2007

Course Numbers 249.01 and 250.01 Number of Credits 5

Level of Course CP- B Grade Level Offered

Prerequisites American Conflict I – none;

American Conflict II – American Conflict I or Department-approved

Senior

Course Description

American Society and Conflict has been designed as a third and fourth year Social Studies elective. This course is designed to give students an in-depth understanding of how US wars - both large and small have affected American Society. Topics from the American Revolution to the War on Terrorism will be discussed. Not only will the military aspect of each conflict will be scrutinized; but strong emphasis will also be placed on the social effects faced by the American people. Examples of topics for discussion include the Loyalists of the American Revolution, the Civil War literature of Walt Whitman, the home front during World War II; as well as the Anti-war movement and music of the Viet Nam era. The course is designed for primarily for Juniors and Seniors. Sophomores with department approval may also enroll. *American Conflict II is open to Seniors or any student who has completed American Conflict I.*

By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each content standard.

Core Curriculum Content Standards Addressed

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

The teacher will assess student performance throughout the year from

teacher made quizzes and tests based upon the material presented in class. Students will also be given critical thinking assignments based on selected readings for homework. Students will present most of these readings to friends and family and record their reactions which will be shared and discussed during the next class session. Projects will be assigned throughout the year which will require extensive research on each respective topic. Students will be required to present their findings to the class in order to enhance public speaking, creativity and higher order thinking skills. Students in Conflict Two will be required to present an interview project where they interview either a veteran or someone who lived through and can vividly recount their memories of World War Two, Korea, Vietnam, the 1980's Cold War, The Gulf War and the present War Against Terror.

Course Outline/ Timeline

American Conflict One - Marking Period One

The American Revolution (7-8 weeks) a look at the causes, leaders, philosophies, battles, weapons, and politics of this critical event in World History as well as an in-depth look into the French and Indian Wars and the struggle for world power between the major world powers Britain, France, and Spain.

The Barbary Wars, Frontier Wars and the War of 1812 (2-3 weeks) The U.S. struggles to make its way in the world as a new democracy and an in-depth look at the nation's second war with Great Britain.

Goals and Objectives Students will be able to identify the Revolution as a long and hard fought struggle and know that George Washington did not necessarily have to beat the British he just could not lose to them. Students will know that the first forty years of the nations existence focused on fighting the Native Americans on the frontier the British, the French and the Barbary Pirates on the high seas. Students will learn that independence did not mean "freedom" from European Conflicts and that in order to survive as a nation trade needed to be sustained and that after the War of 1812, due to our military's lethargic performance, an established officer corps needed to be developed and maintained to ensure a stronger military.

Marking Period Two

Establishment of the United States Military Academies (2 weeks)

The War of Texas Independence (2 weeks)

The War with Mexico including the role of the Polk administration and the belief in Manifest Destiny. (1 week)

Causes of the Civil War(1 week)

Lincoln and early battles (1 week)

Lee, Jackson, the Army of Northern Virginia; McClellan, the Peninsula

Campaign, the Seven Days and Union disaster (1-2 weeks)
The War in the West, Grant, Sherman, Shiloh and the Mississippi Campaign (1-2 weeks)

Goals and Objectives Students will be able to identify the nations expansion would not only lead to conflict with our neighbors and the Native Americans but to internal conflicts as well. The question of Slavery would not go away and would eventually be dealt with through Civil War. Students will identify the vital role of West Point during this period and know that it was the well trained officer corps that secured victory against Mexico and that same group will fight every major battle during the Civil War. Students will further assess the causes of the Civil War, the political dynamic faced by Lincoln and the early successes of R.E. Lee in Virginia and U.S. Grant in the Western Theater

Marking Period Three

Union disaster at Fredericksburg and Chancellorsville and yet another Union is fired, General Lee invades the North, Lincoln, Antietam, McClellan and Emancipation(1-2 weeks)

Gettysburg (2 weeks)

Grant made General of the Union Armies, drive toward Richmond, Sherman invades Georgia, Atlanta falls, the march to the sea, Election of 1864, siege of Petersburg (2 weeks)

Richmond falls, Lee surrenders at Appomattox, Legacy of the Civil War (1 week)

The Indian Wars 1863-1890 a look into the various battles and cultures clashes between the white man and the Native Americans- from Red Cloud to Sitting Bull. (3 weeks)

The Wild West: A look at the lawless West and the separation of fact from fiction. (2 weeks)

Goals and Objectives Students will be able to identify the key players, events and results of the Civil War. Students will know that the legacy of the Civil War lasted well into the 20th Century and that in some aspects is still being "fought" today. Still will demonstrate their knowledge of the final defeats of the Native Americans and that this clash of cultures was a genocide. They will be able to identify the "wild west" and how the role of the family and especially women helped bring law and order to the region.

Marking Period Four

US imperialism, the War with Spain, War in the Philippines, the foreign policy of the TR administration and the role of America as a world power. (3-4 weeks)

World War I a look at the leaders, political clashes, weapons, battles,

innovations, neutrality, and decline of the European monarchies. The connection between the “world to end all wars” and conflicts to the present time. key players to be identified Wilson, Lodge, Sims, Pershing, LeJeune, Clemenceau, Lloyd George, Franz Josef, Franz Ferdinand, Czar Nicholas, Kaiser Wilhelm, Orlando, Lenin. (7-8 weeks)

Goals and Objectives students will be able to identify that after the victory against Spain and through the Roosevelt Administration that the United States became a power broker in world affairs and could and would no longer remain an isolationist nation. Students will be able to understand and demonstrate their knowledge of the catastrophe that was the Great War, the death of the European monarchies, the weapons innovations, the lessons learned and forgotten and how the politics of hatred, that was the Treaty of Versailles, set the stage for another World War a generation later

American Conflict Two - Marking Period One

The Causes of the Second World War

Europe The rise of Hitler, Stalin, the Spanish Civil War

The Pacific Japan and the rise of the militarists, Asian resentment of foreign power, the Chinese Civil War. (two weeks)

World War II (European Theater) Blitzkrieg, the Fall of France, the Battle of Britain, Operation Barbarossa, North Africa, Italy, Normandy, the Liberation of France, the Battle of the Bulge, The Rhine, the Soviet Response, the meeting at the Elbe. (6 weeks)

World War II (Pacific Theater) Early Japanese victories, Pearl Harbor, Midway, Solomons, the Gilberts, the Marshalls, The Marianas, the Philippines, the significant role of the aircraft carrier. (4 weeks)

Post War/ Cold War/ Winning the Peace, the Marshall Plan, the Iron Curtain, Nuclear Proliferation, China, Korea, Greek Civil War, Turkey, the Truman Doctrine, the rise of the US Air Force. (two weeks)

Goals and Objectives

Student will be able to identify the key players and significant events that led to World War Two. they will be able to identify why many historians believe the war actually began in 1931 with Japans invasion of Manchuria and then the 1937 invasion of China. Students will discover that the war in Europe did not just began with Germany's invasion of Poland and how the German army gained valuable combat experience during the Spanish Civil War. Student will; further understand that on the Russian Front it was a war of extermination and that in the Pacific it was a true "race war" where some American units took great pride in the fact that they took no prisoners. Student will be able to outline the issues

and results of the use of the Atomic bomb, the Marshall Plan and the legacy of Adolph Hitler.

Marking Period Two

The War in Korea lessons learned and technologies advanced (6 weeks)

World instability and America's role in the postwar era the establishment of Israel, The Suez Crisis, The Rise of Arab Nationalism, Nasser, US Marines in Lebanon (1 week)

NATO vs. the Warsaw Pact, the Division of Germany, West Berlin, "Checkpoint Charlie" (1 week)

The Eisenhower Administration and the Dulles Brothers, US involvement in Central and Latin America (1 week)

Castro, Cuba, The Bay of Pigs, Cuban Missile Crisis, US Marines in the Dominican Republic (1 week)

USS Pueblo and North Korea, commander Lloyd Bucher (1 week)

Goals and Objectives

Student will be able to understand and identify why the US and the UN went to war in Korea. They will also know China's role in the war and how at first this "see saw" war got bogged down into a World War One style of trench warfare and eventually became forgotten by the American public even when battles raged and lives were lost. Student will further understand the American Governments determination to contain Communism in every corner of the world. Student will also gain an understanding of US involvement in the Middle East and how some of the decision made then resonate in the Arab world to the present time.

Marking Period Three

Dien Bien Phu, US "bankrolls" the French war in Indochina, the root causes of American involvement and the governments determination to contain Communism, Key Players: Vo Nguyen Giap, DeCastries, Ho Chi Minh, Diem, Mao, Stalin, Khrushchev, Truman, Eisenhower, Kennedy (1 week)

Kennedy increases advisors, "but its their war and they're going to have to fight it", Diem is assassinated, JFK is assassinated, Johnson inherits a war that he can not call a war (1 week)

Gulf of Tonkin incident, US Bombs North Vietnam, Johnson has his resolution to use force and send in American troops, Robert McNamara, overwhelming majority of Americans support use of force, "better dead than Red"(1 week)

send in the Marines! first combat troops assigned to run missions outside of Da Nang "Search and Destroy" but who is the enemy? farmer from Viet Cong (1 week) General William Westmoreland

la Drang valley, Westmoreland now has the "pitched" battle he has been waiting for, Colonel Hal Moore, Air Cavalry (1 week)

US Marines 1967 "The Hill Battles" KheSanh combat base, growing opposition at home, "draft dodgers", over 10,000 in Canada by mid-1967 (1 week)

TET: "there is light at the end of the tunnel" W. Westmoreland, Hue, Khe Sanh,

Saigon, Cronkite calls the war unwinnable, "we will win the war on the streets of America" Vo Duc Bien, North Vietnamese leader (2 weeks)
American Prisoners of War "Return with Honor" (2 weeks)
Vietnamization, Nixon, Cambodia, Christmas bombing, end of the war, April 1975
NVA conquer South Vietnam, The Legacy, "our long national nightmare is over"
Gerald Ford (2 weeks)

Goal and Objectives

Students will understand the events that led to US combat involvement in Vietnam and that our commitment to Vietnam lasted more than 25 years starting with the support of the French Indo-China War. Students will learn that during the early years of the war many young Americans felt they were answering President Kennedy's call of "Ask not what your country can do for you, ask what you can do for your country". Students will discover the significance of our governments decision to commit to Vietnam and how our underestimation of North Vietnamese will led to our nation being torn apart. Students will understand why Vietnam has become a benchmark whenever and where ever of government decides to commit US forces throughout the world.

Marking Period Four

The Iran Hostage Crisis, Carter Administration to the Reagan Administration, Rise of Islamic Fundamentalism, Lebanon, Grenada (1 week)
Soviet Invasion of Afghanistan, US funding for the Mujahadien, Iraqi intelligence against Iran during the Iran-Iraq War 1980-1988. (1 week)
Central America El Salvador, Nicaragua and the Sandinistas, US invasion of Panama, Noriega (1 week)
Operation Desert Storm, and a possible Gulf War guest speaker? (2-3 weeks)
911 the War on Terrorism, (2-3 weeks)
Afghanistan the war against Bin Laden and Al Qaeda, Iraq and Saddam Hussein (3 weeks)

Goals and Objectives

Students will be able to identify how Radical Islamic Fundamentalism's hatred of the United States did not begin with the attack on the World Trade Center and the Pentagon on September 11th, 2001. They will understand that the hatred by the enemy began long ago, starting with our recognition of Israel, our stand against Nasser in the 1960's and Operation Desert Strom which led to Bin Laden declaring war on the US. Students will further understand that containment was alive and well during the Reagan Administration and how our military build up eventually led to an end of the Cold War and the eventual collapse of the Soviet Union. Students will be able to outline the issues of the War on Terror and our nations involvement in Iraq and Afghanistan and how this issues create a spirited debate in today's society.

Films

American Conflict I

The Crossing
Glory (R)
Gettysburg
Buffalo Soldiers
The Lost Battalion
Dances With Wolves
Rough Riders
Gallipoli

American Conflict II

Saving Private Ryan (R)
We Were Soldiers (R)
Platoon (R)
Black hawk Down (R)
Flags of Our Fathers
Band of Brothers
Hanoi Hilton
Hamburger Hill
Patton
Macarthur
Pork Chop Hill

Reference/Textbook

There is no assigned text for the course. Suggested Text **America's Armed Forces A History**, Morris, James M., Prentice Hall, Upper Saddle River, NJ, 2nd Edition.

Evaluation Tools

Class Participation, homework and class work 50 %
Projects, Reports, Tests and Quizzes 50%

Additional Course Policies

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered "late." Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or sexual orientation, gender, religion, disability or socioeconomic status.

