



## Students as Historians: The Gulf War Mini-Unit Plan Overview (Including daily instructional plans)



**Note:** Administer the diagnostic prior to beginning the unit. See attached unit file for diagnostic and instructions. (see unit file attachment: Diagnostic Assessment.)

### **Day 2** (SSA 13161)

**Materials:** Event Report (see file attachment)

#### **Procedures:**

1. Review the results of the diagnostic prior to beginning the unit. Adjust the instruction if necessary.
2. Model remembering facts/opinions with a recent school event. Show students how to record on the Event Report form using an overhead transparency or copy the Event Report form onto large chart paper. Ask students to think of at least 4 facts and 4 opinions about the event. Record what they remember about the event in the appropriate place. Reinforce the difference between fact and opinion. Ask if everyone remembered the same things and in the same way. Why or why not?
3. Distribute an individual Event Report. Ask students to think of a recent event and list at least four facts and opinions they remember about the event. After students record their memories, ask them why some remembered one detail while others thought of something different. Elicit that memories are based on individual experiences and each person's are different. Tell students to keep the Event Report form until tomorrow (or collect if necessary for safe keeping.)

**Formative Assessment:** Circulate as students list their remembrances. Formatively assess as you look over students' shoulders to make sure they are clear on which are facts and which are opinions.

### **Day 3** (SSA13262) (LAA 23662)

**Materials:** Chalk or white board, visible to entire class, magic markers, student notebooks, Notebook Table of Contents transparency or individual copies (See file attachment entitled Summative Assessment #1)

#### **Procedures:**

1. Refer to yesterday's Event Report Diagram. Ask students how they could confirm the facts that are listed or find out more about the opinions. Discuss primary and secondary sources, making sure students understand the difference. Offer many examples. Explain why multiple sources should be used to get an accurate picture of the event.
2. Discuss in class the importance of historical documents.
3. Brainstorm with students and make a list on drawing board of what they think could be classified as documents. (license, receipt, letters, diary, email, checks, deeds, etc.) Also include other sources (books, newspapers, videos) readily available to students in the classroom or media center. Label each as primary or secondary or both and discuss why.
4. At this time, have students create a notebook/folder in which to keep all of their work for this unit. Display the notebook Table of Contents (See file attachment entitled Summative Assessment #1) and assessment criteria during the unit. Make sure students understand it.
5. Place the Diagnostic and the Event Report form (from yesterday) in it. Then have students copy the list from the board and place in their notebooks/folders as a guide to use during research.

**Assessment:** Circulate as students create their notebooks. Formatively assess during the discussion about sources. Note those who cannot identify sources as primary or secondary. Those students may need additional teaching and practicing.

## **Day 4** (SSA13162)

**Materials:** Chalk or white board, visible to entire class, magic markers, Computer with Internet and presentation system

### **Procedures:**

1. Explain to students that they are now going to become historians, as they will create a history of the Gulf War. Begin by asking if anyone knows anything about the Gulf War. Use student information as well as your own and give a very brief history of it. You could give some quick statistics or facts to get students interested in it. (See the Websites listed in Day 4 for a quick review or to obtain facts to share with students.)
2. Create a timeline of the war on the board. (For an informative timeline go to <http://www.pbs.org/wgbh/pages/frontline/gulf/>) This site also contains maps that can be displayed for the whole class to view and use as the timeline is being created. Ask students if events on the timeline are facts or opinions, is the site a primary or secondary source or if they are both. Conclude with a question such as: Even though the war was fought in the Middle East, do you think it affected Americans at home? How? Allow students to offer ideas and suggestions. List them on the board. Be sure to emphasize that each person's opinion of the war events was influenced by how it affected him personally. (Give examples: a soldier's mother, a news reporter, a gas station owner)

**Assessment:** Formatively assess student responses during the discussion to guide needed instruction about the Gulf War. Note those having difficulty or who seem to be 'lost.' These students need additional guidance or information. Note student responses and discussion about individual opinions. Adjust additional or reinforcing information accordingly.

## Day 5 (LAA23662)

**Materials:** Timeline created in previous class, computers with Internet access, student notebooks, Notebook/Folder guide, Notebook Help Pages: Quotes, Sources (see attached file), Group PowerPoint Checklist and Notebook Checklist (see attached file), research materials (see suggested list of books, journals, Internet sites in this lesson)

### Procedures:

1. Review yesterday's timeline. Tell students that they are going to research American society during the Gulf War. Break them into four groups. Distribute the Notebook/Folder guide, the List of Sources page and the Quotes page. (See attached unit files) Review notebook/folder expectations and place page in notebooks. Review List of Sources page and demonstrate how to record source information. Show Quotes page and demonstrate how to record quotes. Students keep both in the notebook. Students then will work in groups. (Divide into 4 groups as you see fit.) One group will discuss life in America at the time: Popular music, movies, cost of a car, a house, etc. Second group will trace major events of the war. Third group will discuss soldiers who fought in the war and should look for pictures, letters, interviews, news videos, etc. Fourth group will get pictures and statements from major participants in the war: Generals, Presidents, Prime Ministers, etc. and talk about the technology of the war. They will collect pictures and descriptions of weapons used. All groups will also interview family and friends, and ask them what they remember about the war. All pages and completed forms should be placed in student notebooks. (You may want to list on the board what each group should be looking for.)

### Suggested sites include:

<http://www.americanmemory.gov>

<http://www.historymatters.gmu.edu>

<http://www.pbs.org/wgbh/pages/frontline/gulf/>

**Suggested books are:** Rick Atkinson, *Crusade: The Untold Story of the Gulf War*. Alex Vernon et. Al. *The Eyes of Orion: Five Lieutenants in the Persian Gulf War*. (Perhaps some photocopied excerpts from these books for those doing the military history would be helpful). Military History Magazine, *Desert Storm*. Richard Hallian, *Storm Over Iraq: Air Power and the Gulf War* (Pictures and Interviews)

**Suggested newspapers and magazines are:** An excellent site for all research topics in this assignment is the *Time Magazine* archives on line <HTTP://WWW.TIME.COM/TIMEMAGAZINE/ARCHIVES/ADVANCED>. It has an excellent search engine and Time covers daily life in America as well as political, military, and economic events. The search engine allows students to pick dates (back to 1985), and it searches for topics such as fashion, music, automobiles, and sports. It provides a quick and informative window into the U.S. of 1990. Students will love it. The search engine provides the headline of the article as well as the first few paragraphs. The entire article can be purchased quite reasonably. But the first paragraph or two will actually be sufficient for this project. If you want the entire article check your

local library for hard copies of TIME. Bookmark the sites for students to use for easy access.

**Suggested people to interview would be:** Parents, uncles, aunts, family friends. Students should ask parents if they know or knew of anyone who served in the war. Questions to ask: What were you doing at the time of the war? What was your favorite music? What kind of car did you drive? Where were you working? How did you feel about the war? Were you very concerned about the war? Did you know someone in the war? How did they feel about the war? Did you and your friends talk about the war? What do you remember about those conversations? (Questions can be listed on the board or a chart so that students can write down 2 or 3 to ask.)

**Assessment:** As you walk around helping each group and formatively assess their research skills (keeping in mind the Notebook checklist and group PowerPoint checklist in order to 'guide' students.) Formatively assess for knowledge of fact and opinion, primary and secondary sources, and more than one source used as you circulate. Offer feedback and guidance as necessary.

**Note:** Students may need more than one day to find their information. This will be based on your students and how much time during the day you can devote to research.

**Days 6 & 7** (LA.A.2.3.6.6.2, SS.A.1.3.1.6.1, SS.A.1.3.2.6.1, SS.A.1.3.2.6.2)

**Materials:** Computers connected to Internet and equipped with PowerPoint software, Large screen presentation system, Notebook Checklist and Group PowerPoint Checklist (see attached file), Student notebooks, Research materials, student disks

**Procedures:**

1. Have each group create a PowerPoint presentation to explain their research on the Gulf War era. Included in group one's presentation would be fashions, pictures of cars, and photographs of most popular actors, actresses, and music groups of the year. Second group will collect photos and comments, which help document major events of the war. Group three will create displays with photos of major leaders at the time with quotes from each. Finally, the fourth group collects photos and statistics on major weapons used during the war. While students are preparing their projects walk around room make sure they know how to use the PowerPoint software and help them with problems they might have downloading pictures, charts etc. Share the criteria from the Notebook checklist and Group PowerPoint checklist with students again. Students may save their work onto individual disks or into individual folders on the computer desktops.
2. You may need to do a mini lesson on using PowerPoint and allow students to peer edit or take hard copies of their presentations home for parental help in editing. Allow students who know how to insert pictures or graphics to help others. An alternative would be to allow groups to create an oral report with the pictures, quotes, etc. rather than creating a PowerPoint. Again, the ability of your students will dictate the complexity of the presentation as well as the amount of time needed to create it.

**Assessment:** Circulate and work with students offering guidance and feedback as necessary. While walking around and helping students, note if students understand the difference between primary and secondary sources, and understand differences of opinions of people interviewed. Offer feedback and guidance.

**Day 8** (Formative assessment of PowerPoint) (Summative of SS.A.1.3.2.6.1, SS.A.1.3.2.6.2, LA.A.2.3.6.6.2 through notebooks)

**Materials:** Computer with display capabilities, big screen TV or projector, Student notebooks, computer disks, Summative Assessment Part I: Notebooks (see attached file)

**Procedure:** Student groups make their presentations in class. Each presentation should be about ten minutes. Allow time for discussion of content about the Gulf War as well as a review of the information on the summative assessment.

**Assessment:** Formatively assess each group's presentation using the formative PowerPoint Checklist in the unit's attached files. Presentations should include primary and secondary sources, multiple sources, use of various media, fact and opinion and information relating to the group's topic. Students also turn in their notebooks (summative assessment I) for individual assessment. Notebooks and comments on the PowerPoint should be given back to students prior to taking the summative assessment-parts II, III, IV. After viewing all presentations, conduct an oral review concerning primary and secondary sources, multiple sources, use of various media, fact and opinion. Content of the information about the Gulf War is NOT included on the summative assessment-parts II, III, IV.

Note: It may take more than one day for your students to present. It will depend on how much time you have available.

## **Day 9**

Procedure: Administer summative assessment-parts II, III, IV. (See unit attachment for Summative Assessment-parts II, III, IV and key)