

Teacher: Mr. Lupo

Date: 10.11.2010 – 11.5.2010

School: ASA

Subject: U.S. HISTORY II

Grade (s): 10 – 12

Overview of Class: This was a second semester U.S. History class which covered the 20th century. The class is structured to begin with current events (in order to grab student attention) and work backward in time. Leading up to the Cold War unit the class had finished a Vietnam War unit where we talked about U.S. foreign policy and the effects of the Cold War on the Vietnam War and the reasons the U.S. got involved in the war. Also, the class had been talking about the Cold War and the major players of the Cold War since the beginning of the semester because everything up until 1990 was affected by the Cold War. Before we actually started the Cold War / Bullying unit the class also viewed a film called “Why We Fight” which documents the historical reasons why the U.S. has gotten involved in so many wars, including the “military industrial complex”. I believe that the class was well prepared to talk about and dig deeper into the Cold War and also make links between Cold War bullying and everyday individual bullying.

****** *The speakers template will be introduced at the beginning of the semester. Students will know that the goal is to take presentations to the school and then eventually out to the public to connect to service learning.*

Prevention Strategies Utilized (and How): Increasing perceptions of personal risk.

Understanding misperceptions of norms.

Building pro-social norms.

Increasing perceptions of personal risk will be attained through discussion of the effects of bullying on the victim which is part of the bullying information handouts. This should also come through in the sharing of student journals and the readings and discussion of the events of the Cold War like the Cuban Missile Crisis (bullying can lead to confrontations that begin to spin out of control).

Understanding misperceptions of norms comes through in discussion of student journals and general class discussion. It does not involve the regular use of survey results but rather a discussion of what students perceive to be tolerable behavior when it comes to teasing and bullying. Many students believed that bullying does not exist anymore the “way that it used to” and that it does not really matter. This is the most likely misperception to be corrected.

Building pro social norms will be achieved through reading and discussing the bullying handouts, student journals and student skits that deal with bullying situations and the proper responses to those situations.

TEXT: Andrew R. L. Cayton, Elisabeth Israels Perry, Linda Reed, Allan M. Winkler, *AMERICA: PATHWAYS TO THE FUTURE*

SUPPLEMENTAL TEXT: Zinn, Howard, *A Young People’s History of the United States: Vol. 2*

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.

Day 1

Objective: Students will be able to understand what is expected of them for the project and understand which topics they are able to choose from

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students and instructor will review the project overview	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Project Description (see resource A) Class Textbooks	Completion of Timeline of Cold War Lesson summary
5 min	Instructor will describe the overall goal of this unit and explain the link between bullying and the Cold War	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Students and instructor will create a timeline for the Cold War on the board * in pairs students will look up the Cold War in the textbook and find major points of information * as the students find the information they can place it up on the timeline that is on the board * instructor and students will review what has been placed on the board and instructor will clarify	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Instructor will explain what topics will be covered in class while the project is ongoing	SSP8: Compare and contrast events, items, people, and ideas		
		SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.

Day 2

Objective: Students will be able to select the leader they wish to research for the topic and begin their work in the textbook
Students also will be able to explain the main causes and aftermath of the Cold War

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Instructor gives notes on the causes and effects of the Cold War	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Class Textbook Lesson Closure Template (see resource B) http://www.mtholyoke.edu/acad/intrel/coldwar.htm http://avalon.law.yale.edu/subject_menus/coldwar.asp http://www.silent-warriors.com/cold_war.htm http://www.wilsoncenter.org/index.cfm?topic_id=1409&function=topics.home	Questions, lesson closure
5 min	Students read about the creation and fall of the Berlin Wall	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Instructor and students will review and place on the board the reasons for the creation and fall of the Berlin Wall	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students will begin researching their particular leader and the events in that leaders time in office Students will select one leader that will be supplied on a list of possibilities.	SSP8: Compare and contrast events, items, people, and ideas		
	Students will fill out a lesson closure form	SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		

2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.

Day 3

Objective: Students will be able to define what their research topic is going to be and begin researching it in the textbook

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students will create a political cartoon about either the building of the Berlin Wall or the taking down of the wall based on the reading from yesterday	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Class Textbook Lesson Closure Template http://www.mtholyoke.edu/acad/intrel/coldwar.htm http://avalon.law.yale.edu/subject_menus/coldwar.asp http://www.silent-warriors.com/cold_war.htm http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home	Political cartoon, lesson closure, research topic selection
5 min	Cartoons will be discussed in class and students will explain the symbolism they used and what it means	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	http://www.loc.gov/rr/print/swann/herblock/fire.html	
30 min	Instructor and students will pick the focus of each students research for the class project Students will select a leader to research to determine what their impact was on the Cold War. Students will research major events and policies of the leader and determine if the leader was a bully or peacemaker. Students will produce an essay and PowerPoint presentation to be presented to the class.	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students will begin looking up	SSP8: Compare and contrast events,		

	information about their research topic, writing down page numbers and essential information	items, people, and ideas		
	Students will fill out lesson closure	SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.

Day 4

Objective: Student will be able to discuss and write about bullying as it happens in their own lives and how it happens in the world

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students will be given quotes from leaders during the cold war and determine what the leader is trying to say and who they are saying it about	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	http://www.docstoc.com/docs/37694107/Famous-Cold-War-Quotes Classroom Textbook	Journals, quotes, notes
5 min	Students and teacher will discuss and identify the quotes	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Teacher will give notes about the causes and effects of the Cold War	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students will be asked to journal about a bullying situation that they were involved in or witnessed some how	SSP8: Compare and contrast events, items, people, and ideas		
	Journals will be collected and the teacher will read them aloud but keep them anonymous	SSP29: Create appropriate graphic organizers to organize and synthesize information		

		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 5				
Objective: Students will be able to research their leader and begin their project				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students take quiz about the causes and effects of the cold war	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Classroom Textbook Lesson Closure Template	Notes, quiz
5 min	Teacher and students research leaders using the history textbooks	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	http://www.mtholyoke.edu/acad/intrel/coldwar.htm http://avalon.law.yale.edu/subject_menus/coldwar.asp http://www.silent-warriors.com/cold_war.htm http://www.wilsoncenter.org/index.cfm?topic_id=1409&function=topics.home	
30 min	Students needing extra information can use the internet to print articles about their leader and his policies	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students write lesson closure template based on the topic of our class period.	SSP8: Compare and contrast events, items, people, and ideas		
	Teacher and students research leaders using the history textbooks	SSP29: Create appropriate graphic organizers to organize and synthesize information		

		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 6				
Objective: Students will be able to identify a bullying situation and describe the roles played by different characters in the story				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	What is bullying? What are examples of bullying? How big of a problem is it in your opinion?	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Typed out student journals Bullying and Victim Behavior handout (see Resource C) Reasons Why Students Bully handout (see Resource D) Classroom Textbook	Warm up, group work, written compare and contrast bullying
5 min	Answer opening questions and discuss as a class	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Students will be given typed out bullying stories written by class mates	SSP2: Summarize information and ideas given both orally and in written form		
10 min	In pairs students read a story and identify key roles played by characters and determine if bullying intervention is possible in the story	SSP8: Compare and contrast events, items, people, and ideas		
	For each story the teacher will go through it and discuss with the class what characters are in each story (bully, victim, bystander, instigator) and the reasons for the bullying (power, control, boredom, etc.)	SSP29: Create appropriate graphic organizers to organize and synthesize information		

	Teacher and students will try to make links between childhood bullying and bullying done by leaders during the Cold War	2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 7				
Objective: Students will be able to summarize and identify key terms for two Cold War events				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students will be asked why was the Cold War called a cold war and not a hot war?	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Textbooks	Summaries, exit slip
5 min	Opening question completed and discussed with the class (question stated above)	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Teacher explains what will be done in class and why students must do the assignment a certain way. Students must read text sections and organize information in a graphic organizer which will later help them write their summary at the end of the assignment.	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students read section in text book section about Ronald Reagan policies and identify key words that helped them understand the reading and then write summary for section about Ronald Reagan policies	SSP8: Compare and contrast events, items, people, and ideas		

	Teacher discusses the section	SSP29: Create appropriate graphic organizers to organize and synthesize information		
	Students repeat process for another section about Ronald Reagan policies	2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
	Teacher discusses the section with students	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		
	Teacher gives final notes on another section dealing with Jimmy Carter			
	Students write what they have learned and did not learn in class			

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 8				
Objective: Students will be able to identify bullying situations and how and why to prevent future bullying situations				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Why do people bully? What are actions of victims and bullies? How do we prevent bullying from happening in the future?	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Bullying stories, bullying strategies, textbooks	Questions, group work, exit slip
5 min	Warm up questions completed and discussed in class	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Teacher hands out bullying prevention strategies and descriptions of what bully and victim behavior is like	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students draw a chart in notebook that will be used to identify reasons, behavior and prevention strategy for	SSP8: Compare and contrast events, items, people, and ideas		

	multiple stories about bullying written by students as well as examples of Cold War events from the history textbook.			
	This will be done in pairs or threes, students must write a short summary about what their group thinks about that story and what actions can be taken	SSP29: Create appropriate graphic organizers to organize and synthesize information		
	Teacher will discuss whether violence between humans is something natural or whether it is nurtured	2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
	Students write exit slip describing whether violence is natural or not and describe two methods of how bullying can be prevented	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 9				
Objective: Students will be able to summarize and identify key terms for two Cold War events				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students will be asked to look up MAD in the textbook and write about it	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Textbooks notebooks outside sources (article)	Questions, summaries, class participation
5 min	Opening question completed and discussed (MAD bell ringer stated above)	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the		

		New Deal, Civil War).		
30 min	Teacher and students describe whether MAD is a bullying tactic and whether it was effective	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students answer the question: is the use of nuclear weapons a good option for deterring war?	SSP8: Compare and contrast events, items, people, and ideas		
	Teacher and students discuss	SSP29: Create appropriate graphic organizers to organize and synthesize information		
	Students read about two Cold War events and summarize, identify key terms and determine whether it uses bullying or not	2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
	Students and teacher discuss as class	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		
	Students use any remaining time to work on their research projects (research projects same as stated at beginning of unit and described on the attached description)			

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 10				
Objective: Students will be able to identify and write about a leader and his tactics used in the Cold War				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Student take quiz on Cold War events	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose	Textbooks, quiz, outside	Quiz, work on research

	and topics covered so far.	questions, collect and analyze data, make and support inferences with evidence, report findings).	sources	paper
5 min	Discuss quiz answers	SSP2: Summarize information and ideas given both orally and in written form		
30 min	Students research their leader and his tactics during the Cold War	SSP8: Compare and contrast events, items, people, and ideas		
10 min	Teacher and students will be working on notes and writing a rough draft of the Cold War bullying project	SSP29: Create appropriate graphic organizers to organize and synthesize information		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.

Day 11

Objective: Students will be able to apply what they have learned about bullying to real life issues

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	What are some of the reasons why students bully? What are some of the behaviors exhibited by bullies and victims?	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Video, internet, textbooks, history frame	Questions, class discussion, history frame, video answers
5 min	Students answer questions and discuss in class	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Teacher explains the Renaissance 2010 project in Chicago and students give ideas as to why some of the schools would need to be shut down	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Students write about the condition of Chicago public schools	SSP8: Compare and contrast events, items, people, and ideas		

	Students watch video and describe the characters in the bullying situation, and the reasons for the action and the preventive action taken by the victims / bystanders	SSP29: Create appropriate graphic organizers to organize and synthesize information		
	Students read about the Bush Sr. administration and its role in the Gulf War and students complete the graphic organizer history frame	2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
	Students answer questions and discuss in class	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 12				
Objective: Students will be able to describe the historical events and contrast them with other events in history and apply the bullying knowledge to these situations				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students finish their history frame	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	History frame, textbooks	History frame, graphic organizer, class discussion
5 min	Teacher discusses the next reading historical event	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		

30 min	Students compare and contrast the actions taken in two different events and describe the two and apply bullying knowledge	SSP2: Summarize information and ideas given both orally and in written form		
10 min	Teacher gives students notes about the background of these events and see how this information changes their description	SSP8: Compare and contrast events, items, people, and ideas		
	Students create graphic organizer to compare the two events	SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 13				
Objective: Students will be able to make progress on their research paper topic and apply what they have learned about bullying to that project				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students describe which prevention strategies that are listed on the board do they believe could work best in a bullying situation	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Textbooks, preventive strategies	Prevention strategies writing and discussion, research writing
5 min	Students discuss and write about the prevention strategies	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Teacher and students discuss the layout of the paper including the length of each section, completing the	SSP2: Summarize information and ideas given both orally and in written form		

	bibliography and citing sources			
10 min	Students review the readings from the past few days and discuss which leader took the better path to success and also identify which is acting more aggressively and which is more diplomatic	SSP8: Compare and contrast events, items, people, and ideas		
	Teacher and students work on the research projects	SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 14				
Objective: Students will be able to apply the bullying knowledge and prevention strategies to their historical research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Teacher and students compare the two wars with Iraq and apply the prevention strategies such as increasing perceptions of personal risk.	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Textbooks, notes, student research	Compare and contrast the two wars, research paper
5 min	Teacher and students discuss opening questions	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).		
30 min	Students write about and take notes on what are the options for countries in bullying situations (U.N., NATO, International Courts, Military Alliance,	SSP2: Summarize information and ideas given both orally and in written form		

	Trade Embargo, Supporting Enemies of Your Enemies)			
10 min	Teacher and students work on their research projects and define what the available options were to the countries involved in Cold War situations	SSP8: Compare and contrast events, items, people, and ideas		
		SSP29: Create appropriate graphic organizers to organize and synthesize information		
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.		
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 15				
Objective: Students will be able to write an effective introduction for their research paper				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	Students share introduction to paper	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	Textbooks, research articles	Research paper introduction
5 min	Students read introductions	SSP2: Summarize information and ideas given both orally and in written form		
30 min	Teacher gives ideas about what will make a good introduction for this specific paper	SSP8: Compare and contrast events, items, people, and ideas		
10 min	Students make corrections and share with a partner their ideas and read	SSP29: Create appropriate graphic organizers to organize and		

	introductions	synthesize information		

Goal: Analyze both bullying in the Cold War and bullying taking place in school or neighborhood.				
Day 16				
Objective: Students will be able to identify the meanings of bullying, the characters involved then apply those definitions and characters to the countries involved in the Cold War				
Students will also be able to orally describe how the Cold War environment came to pass				
Students will be aware of the speakers template and discuss their understanding				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
15 min	<ul style="list-style-type: none"> ❖ Students list issues they perceive and issues they have experienced with bullying and they will also define the word bullying ❖ Students will discuss results with a partner and condense their lists to 3 main issues ❖ Discuss with teacher and class ❖ Teacher will create list of characters on the board that are a part bullying situation <ul style="list-style-type: none"> • Describe the roles of these characters with students • List main characters during WWII and Cold War (which of these countries and individuals can be listed with what bullying characters?) <p>Answer questions: Why did the Cold War start? Who was responsible for the Cold War? What events? led up to the Cold War?</p>	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SSP2: Summarize information and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>	<p>Bullying characteristic handout (see Resource E)</p> <p>Journals written by students</p> <p>Class textbooks</p> <p>Speakers template (see Resource F)</p>	<p>Journals</p> <p>Note taking (table of characters)</p> <p>Class participation</p> <p>Answer questions</p>
20 min				
10 min				
Day 17				

Objective: Increase perceptions of personal risk by linking unforeseen consequences of bullying to Cold War events				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	<ul style="list-style-type: none"> ❖ Instructor hands out chart and assigns groups reading to perform (groups work independently) ❖ Students also receive the bullying interventions handout (used to come up with solutions) ❖ Groups will report out their findings in the Cold War Causes Charts so that the other students can complete their charts. ❖ Ask students to brainstorm solutions to bullying. ❖ Using the interventions handout students and instructor decide which interventions could have worked to fix Cold War conflicts (how can intervening prevent things from getting out of hand). ❖ Review main points discovered in lesson (identify bullying in each historical event, understand the historical event, students and teacher apply possible intervention strategies to these historical events, students write about how these historical events, w/o proper intervention, got out of hand). 	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SSP2: Summarize information and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>	<p>Bullying characteristics handout</p> <p>Intervention strategies handout</p> <p>Class textbook</p> <p>Cold War reading chart</p> <p>Bystanders handout</p>	Completion of Cold War reading chart
25 min				Use different handouts to guide discussion about bullying
15 min				Class participation

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Day 18

Objective: Compare bullying to episodes in the Cold War

Use the bullying episodes from the Cold War and the intervention strategies talked about in class to create your own scenario with solutions

Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	<ul style="list-style-type: none"> ❖ Students describe what the characteristics of bullying are and when have they seen them in school. ❖ Finish group work from yesterday. ❖ Read each of the following passages as a class, then pause and have students take a few minutes to respond to the question as they relate to bullying. <i>If there is struggle with class feedback then allow more time for students to write a short response and then they can read it off in class.</i> ❖ “The Rise of McCarthy” (890) – Why did people fear McCarthy? ❖ “Latin America” (892) – Compare U.S involvement in Latin America to Russia with the Iron Curtain. ❖ “Latin America” (892) (review effects of Nicaragua coup: Russian perception that Cold War was being escalated/US business interest promoted) – Did the ends justify the means? ❖ “The Growth of Nuclear Arsenals” (892) (review what 	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SSP2: Summarize information and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>	<p>Bullying handout</p> <p>Intervention handout</p> <p>Class textbook</p> <p>Bullying scenario charts (yesterday)</p> <p>The following are the reading passages found in the U.S. History textbook (same as listed in activities)</p> <ul style="list-style-type: none"> ❖ “The Rise of McCarthy” (890) – Why did people fear McCarthy? ❖ “Latin America” (892) – Compare U.S involvement in Latin America to Russia with the Iron Curtain. ❖ “Latin America” (892) (review effects of Nicaragua coup: 	<p>Group work and presentation of material</p> <p>Individual reading and participation to answer questions</p> <p>Create bullying scenario (homework)</p>
20 min				
20 min				
10 min				

	<p>deterrence means) – name a contemporary situation where deterrence is used.</p> <ul style="list-style-type: none">❖ Students describe these events in small groups and then share them with the class❖ Instructor helps the process by filling in any gaps in explanation		<p>Russian perception that Cold War was being escalated/US business interest promoted) – Did the ends justify the means?</p> <ul style="list-style-type: none">❖ “The Growth of Nuclear Arsenals” (892) (review what deterrence means) – name a contemporary situation where deterrence is used.❖ Students describe these events in small groups and then share them with the class <p><i>**Instructor helps the process by filling in any gaps in explanation</i></p>	
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RESOURCES

RESOURCE A

U.S. HISTORY II
MR. LUPO

ROOM 202/203

10.8.2010

COLD WAR / BULLYING PROJECT

DESCRIPTION: This project aims to allow students to research a topic of their choosing and learn about the Cold War and bullying prevention strategies in greater depth. At the same time we will succeed in applying what we have learned to the world around us and potentially educate others. The requirements for each student are as follows. **Each student** will have to **pick 1 leader** from the period of the Cold War (1945 – 1990). This leader must be either from the U.S. or the Soviet Union. U.S. leaders are most easily found in the textbook but you must have at least two outside sources. These **outside sources must be approved** by the instructor. While you will have time to do research and write in class much of your work will have to be done outside of class. The final product that you will turn in will be a **typed three to four page paper and a PowerPoint presentation**. The paper is to be typed in **Times New Roman** and **twelve point font**, and **double spaced**. Your paper and PowerPoint must include description of the leader, two events during their presidency related to the Cold War, two policies or strategies used by the leader, your analysis (including bullying and prevention strategies) and bibliography (does not count as a page for your paper).

OBJECTIVE: Students will learn about the Cold War in greater depth by using their individual research along with in class work

Students will be able to compare bullying, its effects, and the prevention strategies to events and policies in the Cold War.

Students will be able to apply what they have learned to real life issues as well as extend their knowledge to service learning

LEADERS:

U.S.

Ronald Reagan
Jimmy Carter
Richard Nixon
Lyndon Johnson
John F. Kennedy
Dwight D. Eisenhower
Harry S. Truman

SOVIET UNION

Mikhail Gorbachev
Leonid Breshnev
Nikita Khrushchev
Joseph Stalin

OTHER SIGNIFICANT PEOPLE

Ho Chi Minh
Joseph McCarthy
Henry Kissinger
Che Guevara
Chiang Kai-shek
Augusto Pinochet
Martin Luther King Jr.
Salvador Allende
Jacobo Arbenz Guzman

RESOURCE B

What Does Bullying Behavior Look Like?

Adapted from David Fitzgerald: *Bullying in our Schools*

- Aggressive attitude and dominant behaviors toward others
- Sullen, secretive and difficult to approach
- Received a number of reports from other children about fighting or bullying
- Regularly has jewelry, clothes or money which cannot be accounted for
- Seen a particular child deliberately hurt another child
- Have evidence that a child has vandalized or damaged someone's property
- Likes to use others to get what he/she wants
- Constantly tells lies about his/her behavior
- When questioned, the child justifies the inappropriate behavior in the most strident and often surly terms and refuses to admit to doing anything wrong or accepting blame
- When admitting wrongdoing, there is no real remorse or sense of empathy
- Appears to enjoy hurting others and seeing them suffer, viewing weaker siblings as *prey*
- Tells stories or makes malicious remarks (blames, criticizes, and false allegation) about others that are untrue in order to get them into trouble
- Other children are intimidated by being nervous or silent in the particular child's presence
- Has changed friends and demonstrates more aggressive and deviant behaviors
- Other children tell lies to protect a particular child
- Like to use others to get what they want
- Lacks foresight to consider consequences of his/her behavior
- Refuses to take responsibility for actions (external locus of control)

What Does Victim Behavior Look Like?

Adapted from David Fitzgerald: *Bullying in our Schools*

- Unhappiness in school and reluctance to get up in the mornings
- Feeling apprehensive leaving school while taking unusual routes home
- Complaining about feeling sick in the mornings without visible physical signs
- Deteriorating work accompanied by a lessening of interest in school/work
- Becoming upset or emotional for the smallest reason
- Cuts or bruises on the body where the explanations are not really credible
- Rushes to bathroom when gets home and reluctant to go out and play
- Being unusually negative about issues
- Making comments and statements that downgrade oneself
- Has stomachaches, headaches, panic attacks, or unexplained injuries
- Has poor social-emotional skills with few or no friends
- Cannot account for missing school books, clothing, toys
- Develops a sudden interest in self-defense activities and to join a club
- Becomes uneasy and unnecessarily upset when peers at school are mentioned
- Does not appear like usual self and feels powerless
- Is sad, sullen, angry or scared after phone call or emailing
- Has a low self-concept and appears unhappy

Intervention Strategies for Bully/Victim Behavior

- Parents are encouraged to call the Cobb County School's Prevention Intervention Center at 678-842-5820. The P/I Center can help set up a free assessment in the community with a clinician of your choice. This is a strategy to use if your child is having a difficult time at school, home, in the community, or with peer relationships in general.
- Often, kids who engage in bullying behavior may benefit from social skills training. These kids seem to have a difficult time making & keeping friends.
- Sometimes, kids who are engaged in bullying behavior are very popular. Many of them have friends, but have little empathy for others who appear to be different, without friends or unpopular. Empathy training and teaching students to understand the feelings of others may be helpful. But remember, this is not conflict resolution, anger management or peer mediation.
- If your child has been bullied, a geographic move or transfer may be helpful. It depends on the extent of the bullying behavior and the school's and community's ability to stop the behavior. Sometimes those who are bullied, bully others. This is called provocative behavior. In these cases a geographic move may not help if your child continues to be provocative.
- Sometimes those who are bullied may need some outside assistance if the bullying behavior has created a sense of shame for the victim. Many times further intervention is unnecessary once the bullying behavior has stopped.
- Sometimes taking self-defense or assertiveness training may help the individual who is being victimized, especially if the child has had to deal with bullying behavior most of his/her life.
- An essential ingredient in parenting is role modeling respectful behavior and teaching by example. It is our goal to not use threatening or intimidating behavior as a method of getting our way. James Baldwin stated that *children have never been very good at listening to their elders, but they have never failed to imitate them*. It is essential that we treat others, as we want to be treated.
- Often when a parent has identified victim behavior, the first reaction is to feel sympathy for or blame the victim. As we have learned in domestic violence cases, *Best Practices* is to support the victim through examining and capturing his/her perception of the incident. Life is perception, not reality. The victim may need additional support on how to respond differently.
- Lastly, when a parent recognizes bullying behavior, the first reaction is to punish the child. John Rosemond, a nationally syndicated parenting psychologist, maintains that *punishment only fuels the fire*. Where punishment can foster anger and revengeful feelings in a child, logical and natural consequences, on the other hand, are a more respectful way to build a child's self-esteem and problem-solving ability. It is important to channel the anger and need for power into a leadership direction, maximizing the child's potential. Some of these strategies are involving the child in community service, cooperative activities and mentoring.

Bystanders

The ability to stop the bullying behavior in a school or community comes from activating bystanders, those who represent the majority of the student body. There is power in numbers. Besides telling an adult that someone is being bullied, there are several strategies bystanders can use to help support those being bullied:

- *Distract the bully.* If you are with a friend who begins to tease someone else, quickly distract your friend by changing the subject or asking a question. You would be keeping your friend out of trouble, but, more importantly, helping the person who is being teased or bullied.
- *Support the person who is being bullied privately.* If you could not get the person(s) to stop the bullying behavior, for whatever reason, go back to the person who was being bullied and support them privately. You could say “*I am sorry for what my friend and the other kids said, and I will talk to them to see if I can get the bullying behavior to stop.*”
- *Support the person who is being bullied openly.* I only recommend this strategy to kids who feel confident and have a certain amount of respect among their peers.
- *Do not feed into the bully behavior.* Don’t laugh at their jokes if they are humiliating someone, and do not promote or gather around a fight. As bystanders, it is your responsibility to de-escalate the situation, not feed fuel to an already hot fire.

The biggest issue in addressing bullying behavior in an adolescent is breaking through the parent’s denial that their child may be involved with bullying behavior. It is important that bullying behavior is identified and labeled. The chances of being successful with intervention strategies are great, especially when the behavior can be identified at an early age.

Jeff Dess, *Turn Up the Music- Prevention Strategies to Help Parents through the Rap, Rock, Pop, and Metal Years.*

Reasons Why Students Bully

- Lack of coping skills
- Poor anger management skills
- Lack of empathy skills with little remorse for the target
- Lack of impulse control
- Aggressive behavior patterns
- Attention seeking behaviors
- May have been bullied
- Power
- Control
- Boredom
- Jealousy
- Strong sense of entitlement
- Bullying behaviors modeled/physical punishment
- Defiance and oppositional views toward authority
- External locus of control/blaming other

RESOURCE E

I remember when I was at my old school and this young man everybody use to pick on him, he couldn't defend himself if his life depended on it. One day a boy took his money. His mother just gave him some for lunch and this other boy took it from him and boy everybody pick on. One day said he was tired and got a machine gun and went on a rampage and after all that he got lock up for all them murders. That teaches you a lesson don't treat nobody how you don't want to be treated and don't underestimate nobody you don't know what they are capable of doing.

Once I got bullied one time by the police. I got into a fight at my school and the security was a police and he threw me through a door and hit me in the face.

A bully situation that I was in was with my grandma. She told me I had to go to this birthday party that was for a shorty but she was family. She told me if I didn't go she said she was going to call my mamma and tell her that I did not go.

It was this summer and I was with some of my friends. We was just outside chilling when we seen this man that had hit one of the shorties. Soon as he seen us he ran, but we got him. After that he had knocks on his head.

I played the role of the instigator. My friend was arguing with this dude and they got on some fighting stuff. So I was geeking my homie head up and he smacked the dude in his face. The dude just stood there and didn't do nothing. Me and my homies just started laughing and the dude walked off. He never cam in our hood again.

When I was 12 years old this boy try to fight my little cousin. They started to fight and my cousin who is my little cousin's big brother come outside. Seeing them fight getting down then he grab his little brother and said, Rashad knock that nigga out. So I jump in hit him in the eye and he fell and it was over.

One time that I can remember I got into a little bully altercation. I was 13 years old at school and I was making fun of my friend. At first we was playing then he start getting personal. He started getting mad but I thought we was just playing then I finally stop and he confronted me later on that day and told me how he felt and I apologize and I stop playing with him like that because I didn't want that to end our friendship.

When I was younger from like kinder garden until first grade some kids use to laugh and make fun of me. Maybe because they wasn't use to seeing a boy with some long hair down my neck with beads. I guess by being that young and ignorant they call me a girl and some few others ask if I was a boy or a girl. The results of the teasing made me go behind a curtain and cut my hair and now whenever I cut my hair to a fade I have to bald spots. I have never forgotten the story about how I got them.

Me and my friends was on the train. It was cold outside and we was going to my house. It was a lot of snow outside and this homeless man was on the train and this crazy black dude started pushing the homeless dude. It wasn't funny but kinda was but sad because it was too cold outside and he wasn't doing nothing.

There was a time in third grade when it was a group of kids that will mess with me. Take my crayons and break them. I never knew why they were messing with me but my mom always told me they don't have what you got. The kids got in trouble but I was still bullied. Luckily its over with. Now I just live my life freely and be careful. Always gotta make sure that I'm not bullied again.

A time when I witnessed somebody getting bullied is when I was outside on the block and my homies started to talk about this dude that be around there sometimes. So they was talking about his clothes and they was talking about him.

Growing up I always had the best of everything and I never knew why. I was only in seventh grade when my dad told me all about what he does. His name was Anthony and he ran a whole drug operation on Chicago's Southside. He woke early and came home late. He went from place to place. He sold every drug you could name. When I was in eighth grade my dad was trying to fight the community watch man and he beat him bloody. I remember trying to get him to stop but he wouldn't. He had the whole neighborhood scared. I became a freshman in high school and the night of my first track meet none of my family showed. When I returned home the whole house was destroyed. The police had raided our house and took everything we owned and to make matters worse they killed my dad. My mom didn't tell me but I knew it was the most emotional day of my life and though my dad was a bully in his own way the police bullied us also.

Just recently there was a big war. The guys from on the other side came through this block. Saying disrespectful slang at the others so later the people from the other side was stuck at the light. So they got pulled out the car and got the blood stomped out of them. Later they came back, the dudes was with their girls and tried to fight with sticks, poles, and bottles and eggs. After throwing their eggs and bottles they tried fighting with the poles. But the other dudes shot at them so bad.

I remember the time when it was this dude name David. He used to go to my elementary school. He was real smart but he didn't have a lot of friends because he was not with the popular kids and they called him a lame. They use to make him do their homework. So it was on a Friday and it was 2:51 to be exact. My homie Robert, Dre and Keith picked him up and threw him in the garbage can. It was full of spaghetti, bread and all type of nasty stuff. I had nothing to do with it but those were my friends.

A girl was messing with me. She constantly bump me and keep walking then she like "Excuse you". Like the next day she bumped me outside and we got to fighting. I beat her up and she hit me with a bottle and ran.

One day when I was in third grade I saw something very disturbing. I was walking home from school. I was from one building that was having major problems with another building. The boys would fight in my class didn't even know what they were fighting for. They just knew that the older guys were into it with each other. So one day a girl that was the sister of one of the boys that were fighting in class that day was walking home and the boys from the other building ask her who her brother was and she said his name. So they began to beat her badly like throwing rocks, bottles, punching and stomping her. Then her brother tried to help and older guys from the eighth grade started to help. After that day I never saw them again, but they were hurt very badly and the boys to away with it cause no one would tell on them because they were scared. I don't know if they died or move away but I never saw or heard of them again.

One day I was in grammar school and it was this boy who I use to bully around. So we get in the school every day and I will make him do my work in class when we have a sub. When we go home he will do my homework and everything. I was bullying him cause I was bored. I don't know what happen to him till this day.

I seen somebody get hit in the face with an orange and he just sat there and didn't say nothing and he knew who threw it so I said you just gone sit there. He said nothing so I pick up my milk and threw it to the other side of the room and that started a whole lunch room fight. The biggest food fight ever and the victim got in trouble and he had a busted eye.

I have bullied someone. I used to bully this girl who stayed down the street from me and I always pulled her hair, step on the back of her shoe and I always chased her home. I don't know why I did it I guess because I was bored.

RESOURCE F

US HISTORY II

ORIGINS OF THE COLD WAR

STUDENT: _____

WHAT HAPPENED?	WHAT ARE THE BULLYING CHARACTERISTICS?	
	USA	USSR
GROUP 1: Setting the Scene [868]		
1945 – A Critical Year [868]		
Potsdam [870]		

<p>GROUP 2: Conflicting Postwar Goals [870]</p> <p>US View [870-1]</p> <p>Soviet View [871]</p>		

<p>GROUP 3: Soviets tighten their hold (all listed nations) [871-2]</p>		
<p>GROUP 4:</p> <p>Iron Curtain speeches [872-3]</p> <p>Containment [873]</p>		

<p>ALL GROUPS: Read Comparing Historian's Viewpoints [871].</p> <p>Decide who you think "started it" and why.</p>		

RESOURCE G

MR. LUPO

ROOM 202/203

DATE:

One of the things I learned today in class was _____

_____.

It relates to _____ because _____

_____.

One of the things I did not understand today was _____

_____. I did not understand it because _____

_____.