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Lesson Plan: "Special Forces, The Cold War & The Future: How to use Special Forces in History and Current Events in the Classroom."

Center for Russian, East European and Eurasian Studies

Lesson Title

Students will learn the use Special Forces Operations in history and current events and prepare short movie or PowerPoint presentations in their classroom activities. The process toward gaining a better understanding of world events, politics, religions, logistics and geography as well as a wide range of other related topics is to be developed through the review of past and current Special Forces Operation activities in world news.

Classes and Grade Levels

This would be for World History but lessons can vary according to subject taught and questions appropriate for grade levels addressed. (Standards would also vary with subject and grade level).

Goals and Objectives - The student will be able to:

Take the information obtained from the various Internet URLs and readings of primary and secondary sources on a given topic and classroom discussions directed by the instructor to explore given operations and their effect on history, either distant or current. The purpose is to allow the student to connect the history they are reading with information they can obtain from the various current sources in an attempt to come to an understanding of the purpose and usefulness of these operations. The class will find that the insight this process gives may broaden their understanding of a far larger world around them. The effort to present the information in the form of movies or PowerPoint presentations using story boards, including maps and diagrams, will encourage students to use some discipline to organize and present their ideas in a clear format.

Curriculum Standards Addressed:

Eleventh Grade World History:
Benchmark #7:
Benchmark #8:

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world during the Era of Global Wars (1914 -1945).

Indicators:

The student:

1. explains the origin, course, and consequences of World War I (e.g., impact of technology, trench warfare, impact on civilization, nationalism, entangling alliances, imperialism, militarism, industrialism, attempt at international cooperation, Russian revolution, rise of fascism, Hitler, cultural disillusionment, growth of nationalism). [See U.S. History Eleventh Grade Benchmark 4]
2. describes the establishment and development of the Soviet Union (e.g., Russian Revolutions of 1905, March 1917, November 1917, Lenin, Stalin, Trotsky, Russian Civil War, New Economic Policy, secret police, purges).
3. describes the origins, course, and consequences of World War II (e.g., failure of the League of Nations, reaction against Versailles Treaty, failure of appeasement, Japanese imperialism, military technology, belligerent's strategy, nuclear age, Cold War, emergence of superpowers, regional security alliances, United Nations). [See U. S. History Eleventh Grade Benchmark 5]
4. describes the rise of anti-colonial and national movements directed against European imperialism (e.g., Gandhi, Ho Chi Minh, Kuomingtang).

11 Δ 5. describes the changes in economic conditions and social structures (i.e., global depression, urbanization, labor, modernism in art and literature, class conflict).

• 6. analyzes the impact of science and technology (e.g., communications, medicine, transportation, energy sources).

Benchmark 7: The student uses a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world since World War II.

Indicators:

The student:

1. describes major events in the history of the Cold War (e.g., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, the Berlin Wall, the Cuban missile crisis, attempts at freedom in Hungary and Czechoslovakia). [See U.S. History Eleventh Grade Benchmark 6]
2. analyzes the impact of the collapse of the Soviet Union on world peace and stability (e.g., economic crisis in Russia, conflict in the Balkans).
3. analyzes the role of ideology, nationalism, religion, and the struggle for human rights in regional conflicts (e.g., Northern Ireland, Latin America, the Balkans, India and Pakistan, U.S. Civil Rights, the Middle East, Rwanda).
4. analyzes the potential and problems presented by advances in science, technology, economics, and culture (e.g., genetic engineering, space exploration, communications, television, growth of education).

• 5. describes the changes in economic conditions and social structures (e.g., mass education, population explosion, global economy, human rights, corporatism).

11 Δ 6. analyzes the impact of science and technology (i.e., biotechnology, space exploration, global communications, immunization, environmentalism).

Key: Δ **Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8, or 11) is indicated.**

• **Indicators suggested for local assessment.**

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change.
- 2. develops and implements effective research strategies for investigating a given historical topic.
- 3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations.
- 4. compares competing historical narratives by contrasting different historians' choices of questions, uses and choices of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Key: Δ **Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8, or 11) is indicated.**

• **Indicators suggested for local assessment.**

Time Required – Class Periods Needed

There should be at least 1 class period allowed for demonstration of story boards, video equipment and PowerPoint. There should be at least 1 class period allowed for exploring Internet sites and discussion. A class period should be given to allow students to form teams (much like the Special Forces units they are studying) to create their story boards,

videos or PowerPoint presentations. A final class period should be used for presentations and discussion of conclusions found by students.

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Internet Sites

http://www.sfahq.com/

This first site is a table of contents to a large number of other sites.

http://www.msnbc.com/modules/interactive.asp?id=/d/ip/specialforces/data.js&navid=3032571&fmt=cw&legacy=1

This is a good quick listing of some of the Special Forces around the world.

Required Materials

The instructor must have enough Internet enabled computers to allow reading of materials online. The instructor must also have access to PowerPoint and movie making software as well as camcorders.

Vocabulary

Amrtaka, Arstibara, Asthetairoi, Athelings, Auszug, Atomic Bomb, Blue Berets, Chindits, Companions, Continents, Delta Force, Ghulams, Green Berets, Grenzschutzgruppe-9, Gurkhas, Hydrogen Bomb, Legion Etrangere, Merrill's Marauders, MI5, MI6, Navy Seals, Nuclear Weapons, Office of Strategic Studies (OSS), PowerPoint, Praetorian Guard, Rangers, Sayeret Tzanhanim, Special Air Service (SAS) Special Boat Service (SBS), Special Operations, Story Boards, Spetsnaz, Thegns, Trabants of the Hapsburgs, Vozdushno-Desantn'ya Voyska (VDV), USAF Air Commando.

Procedure

The teacher can review the political and military tensions of the Cold War as well as tensions in current conflicts around the world in classroom discussion. Students can choose between various topics to focus on to complete their selected projects. The topics can include military raids usually associated with Special Forces, but they can also include the equally typical Special Forces humanitarian mission.

Questions:

Do students understand logistical issues related to raids concerning world geography and world politics?
What do students take from the very successful Entebbe Raid about Special Forces?
What do students take from the disastrous raids like Desert One about Special Forces?
Are students aware that not all missions carried out by Special Forces typically include the use of force?
What purposes do Special Forces serve in the world today?

Assessment/Evaluation

Students will be required to write their answers to the assigned questions. The answers must contain information and ideas obtained from both primary and secondary sources as well as their own original ideas related to the assignment and their own experiences, which may vary widely. The teacher will then provide a short quiz of about 10 questions derived from the questions covered in the assignment. The difficulty of the questions should vary depending on the abilities of the class. Students should pass the quiz based on the usual teacher grading method.