

Unit Title	What is the cycle of war and peace?
Unit Length	4 weeks/ 1 month (Five lessons, each requiring approximately 90 minutes)
Grade Level(s)/Subject(s)	7th - 12th Grade
Unit Overview	<p>The cycle of war and peace includes people with power, people who do not know their power and people who are considered powerless. This unit will explore the experiences of diverse people groups who have lived through conflict from WWII through the current crisis between Russia and the Ukraine. Students will use underreported news stories, photo journals, primary sources and current media to analyze how conflict and peace follows an ongoing cycle. They will also evaluate how engaging with underrepresented perspectives on the experiences of war can illuminate the root causes of global conflict and potential solutions.</p> <p>Students will create a final project that connects stories about communities affected by conflict in the past and in modern times. Students will be given options of which platform to use for their final projects.</p> <p><i>Note for educators: This unit was taught while students were also engaging in independent reading projects. The lessons reference students' engagement with the books they could select from for their independent reading, but these texts could be replaced with any other texts a class is focusing on in their classes.</i></p>
<p>Objectives &amp; Outcomes</p> <p><b>SWBAT</b> (Students will be able to) <b>IOT</b> (in order to)</p>	<p><b>SWBAT</b> analyze fiction and nonfiction texts <b>IOT</b> connect narratives to narratives from U.S. history</p> <p><b>SWBAT</b> analyze the interactions between “characters” in diverse texts <b>IOT</b> explain the relationships that impact societal norms</p> <p><b>SWBAT</b> use graphic organizer(s) to cite evidence from a news story/article <b>IOT</b> analyze the how history develops or repeats itself</p> <p><b>SWBAT</b> use evidence from literary or informational texts <b>IOT</b> write and support analysis, reflection, and research</p> <p><b>SWBAT</b> develop their historical thinking <b>IOT</b> develop and delineate a relevant argument about connections between events in history and current events</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>○ What are patterns in cycles of conflict and peace?</li> </ul>

	<ul style="list-style-type: none"> <li>○ What are sources of conflict?</li> <li>○ Who has been underrepresented in reporting on war?</li> <li>○ What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?</li> <li>○ Who/what is agitating this conflict?</li> <li>○ Who/what is helping? How are people surviving/supporting?</li> </ul>
Standards	<p><b>Common Core Standards:</b></p> <p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Unit Resources	<p><b>Texts:</b>  <a href="#">“Portraits of a Pandemic” by Erinn Haines and David Maialetti for <i>The Philadelphia Inquirer</i></a>  <a href="#">“Love and War” Lyrics - Tamar Braxton</a>  <a href="#">“After the Fire: Bronx Residents Return to Building That Burned”</a> by Ngozi Cole for <i>Shelterforce</i></p> <p><b>Videos:</b>  <a href="#">Tamar Braxton - Official "Love and War" Music Video</a>  <a href="#">What are Under-Reported Stories?</a> video from Pulitzer Center  <a href="#">“Uneasy Peace Takes Hold in Contested Region of Azerbaijan”</a> by Simon Ostrovsky for <i>PBS Newshour</i>  <a href="#">In Focus: A Story of People in War and Peace (Excerpt)</a>, Pulitzer Center</p> <p><b>Teaching Materials:</b>  <a href="#">Lumio interactive website with lesson slides</a>  <a href="#">How to Create a Blackout poem Tutorial</a>            Flex Learning Choice Board [.pdf][.pptx]            Pulitzer EOY Project Rubric [.pdf][.docx]</p>

<p>Performance Task(s)</p>	<p>Students will engage excerpts from books that explore the theme of conflict and peace (see <b>Novel list</b>), a Pulitzer Center reporting resource, and an underreported local story to create a project exploring cycles of conflict and peace. Students will participate in class discussion and activities that will help them to create a digital portfolio of their thoughts and work (i.e. vocabulary, graphic organizers and responses). Students will then make a connection to at least one of the novels and an underreported story that is found on the Pulitzer Center website <a href="http://www.pulitzercenter.org">www.pulitzercenter.org</a> to communicate their reflections on the questions below.</p> <p>Students will have a choice to create <b>(2) work products</b> one which <b>must</b> include a written explanation/essay in response to the essential questions:</p> <ul style="list-style-type: none"> <li>● What are patterns in cycles of war and peace?</li> <li>● What sources of conflict? Who is involved?</li> <li>● Who is <b>not</b> being represented?</li> <li>● What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?</li> <li>● Who/what is agitating this conflict?</li> <li>● Who/what is helping? How are people surviving/supporting?</li> </ul> <p>Required and optional work products can be found on the Flex Learning Choice Board [<a href="#">.pdf</a>][<a href="#">.pptx</a>]</p> <p>With the focus of “the cycle of war and peace” students will compare a narrative that was read (fictional or biographical) to an underreported story that is found on The Pulitzer Center website <a href="http://www.pulitzercenter.org">www.pulitzercenter.org</a>. Students will present their work to the school community during a school-wide community event.</p>
<p>Assessment/Evaluation</p>	<p>Students will present projects of their choice (i.e. Website, Podcast, Canva, Adobe or Stop-Motion Presentations) sharing their perspective on the cycle of conflict and peace. The project should reflect an analysis of the essential questions above and engagement with at least two texts explored during the unit. The final project will be evaluated using the following rubric:</p> <p>Pulitzer EOY Project Rubric [<a href="#">.pdf</a>][<a href="#">.docx</a>]</p>

## Daily Lesson Plans

Day 1/Lesson 1

Lesson Objective(s) or Essential Question(s)
<p><b>Lesson Objectives</b> SWBAT analyze the cycle of war and peace in a photojournal or text IOT make a connection between a current conflict and another conflict in U.S. history SWBAT analyze the interactions between people and events IOT explain the relationships that impact societal norms SWBAT use primary sources IOT provide evidence to point-of-view</p> <p><b>Essential questions</b></p> <ul style="list-style-type: none"><li>○ What are patterns in cycles of conflict and peace?</li><li>○ What are sources of conflict?</li><li>○ Who has been underrepresented in reporting on war?</li><li>○ What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?</li><li>○ Who/what is agitating this conflict?</li><li>○ Who/what is helping? How are people surviving/supporting?</li></ul>
Focus text(s) / resource(s) for today's lesson
<p>Lumio interactive website with lesson slides: <a href="https://suite.smarttech.com/share/62f7aa41-8358-4cc6-aea4-63ade5cefa0b">https://suite.smarttech.com/share/62f7aa41-8358-4cc6-aea4-63ade5cefa0b</a> <a href="#">"Portraits of a Pandemic" by Erinn Haines and David Maialetti for The Philadelphia Inquirer</a></p> <p><b>Novel List (Suggested but other novels can be used)</b> (Meets or Exceeds level readers) <i>Parable of a Sower</i> by Octavia Butler <i>Tales of Two Planets</i> by Atwood, Danticat, Groff et. al <i>Born a Crime</i> by Trevor Noah <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Of Mice and Men</i> by John Steinbeck <i>Things Fall Apart</i> by Chinua Achebe <i>Budda in the Attic</i> by Julie Otsuka <i>Code Talkers</i> by Joseph Bruchac</p> <p>(Lower level readers) <i>Poet X</i> by Elizabeth Acevedo <i>Fever</i> by Laurie Halse Anderson <i>House on Mango Street</i> by Sandra Cisneros <i>Refugee</i> by Alan Gratz</p>

*The Narrative of Frederick Douglass* by Frederick Douglass  
*The Bully* by Paul Langan

**Lesson / Activities**

1. Students will complete a Shout-it-out Activity that allows students to post images, words, phrases, headlines and ideas to an Interactive Board (i.e. Lumio, PADLET or Jamboard). As part of the "Shout it out" Activity will share ideas about what the world was like from March 2020 through June 2021 as the COVID-19 pandemic spread. Students will be able to share pictures, words, headlines or whatever they wish to share using the Lumio platform. (Lum.io)
  - Students discuss why they added each entry.
  - Students analyze their collective entries. What stories do these images and words tell about the pandemic? What emotions are expressed?
  - Students also evaluate how that time (pandemic years) felt like war, and why? How did that time feel like peace, and why?
2. Students will be presented with the image from "Portrait of a Pandemic." Students then make predictions about the photo before beginning to read the article.
3. Students then read the Pulitzer Article [Portraits of a Pandemic](#). As a **whole class**, students will highlight the key themes and ideas related to war and peace (annotate the text).
4. Students will use their annotated notes to write an objective summary. This can be modeled for the students, done in collaborative groups or individually. They will also discuss the following:
  - a. What about the stories that you recall about this time are similar/different from the stories presented "Portraits of a Pandemic?"
  - b. Would you share something different about the pandemic? If so, what? Why?
  - c. Where do you see elements of conflict in the reporting?
5. Independent Reading/Paired Reading (**20 minutes**)- Students will choose **one** of the titles from the **Novel List**. Students begin to take notes and discuss the themes of war and peace. **NOTE:** The readings will be used to compare with a Pulitzer story/photo journal or video.
  - Students will complete an objective summary of their reading.
  - Students will complete a Venn Diagram to compare and contrast ideas between their reading and the story they explored from, "Portraits of a Pandemic." They will use this Venn Diagram to examine connections between the conflicts and emotions experienced by the characters in their independent reading and the people whose stories they explored in "Portraits of a Pandemic."

**Lesson Materials**

Technology: Google Classroom; Lumio by Smart; Chromebook/Computer

Day 2/Lesson 2

**Lesson Objective(s) or Essential Question(s)**

**Lesson Objectives**

SWBAT analyze the lyrics to the song “Love and War” and make connections between the song’s themes, texts previously explored in class, and the unit theme: Cycle of Conflict and Peace IOT create blackout poem reflecting their analyses

SWBAT analyze the interactions between people and events IOT explain the relationships that impact societal norms

**Essential questions**

- What are patterns in cycles of conflict and peace?
- What are sources of conflict?
- Who has been underrepresented in reporting on war?
- What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?
- Who/what is agitating this conflict?
- Who/what is helping? How are people surviving/supporting?

**Focus text(s) / resource(s) for today’s lesson**

Lumio platform with lesson slides:

<https://suite.smarttech.com/share/62f7aa41-8358-4cc6-aea4-63ade5cefa0b>

**Song: “Love and War” by Tamar Braxton**

[“Love and War” Lyrics - Tamar Braxton](#)

[Tamar Braxton - Official "Love and War" Music Video](#) (IMPORTANT - teacher plays the song without showing the video)

**Novel List**

(Meets or Exceeds level readers)

*Parable of a Sower* by Octavia Butler

*Tales of Two Planets* by Atwood, Danticat, Groff et. al

*Born a Crime* by Trevor Noah

*The Great Gatsby* by F. Scott Fitzgerald

*Of Mice and Men* by John Steinbeck

*Things Fall Apart* by Chinua Achebe

*Budda in the Attic* by Julie Otsuka

*Code Talkers* by Joseph Bruchac

(Lower level readers)

*Poet X* by Elizabeth Acevedo

*Fever* by Laurie Halse Anderson

*House on Mango Street* by Sandra Cisneros  
*Refugee* by Alan Gratz  
*The Narrative of Frederick Douglass* by Frederick Douglass  
*The Bully* by Paul Langan

**Lesson / Activities**

1. Students will listen to “Love and War” by Tamar Braxton and either doodle or take notes on words that resonate with them from the lyrics. (4:12 min) Students “Turn-and-talk” with a peer or peer group of (4) to share what they created.
2. Then students will listen again however this time with the lyrics, annotating words and ideas that resonate with them. Students highlight, circle and “box” around the ideas. Then share with the class their analysis of the song. discussion will follow based upon the following questions:
  - What words resonate with you?
  - What about the song is similar from the mental images you had?
  - Would you share something different? If so, what? Why?
  - What ideas represent war? What ideas represent peace?
3. After listening twice, students will then share their ideas in relationship to the theme: the cycles of war and peace. They will also engage in a discussion using the following questions:
  - a. What do you think this song is about?
  - b. What is the story being told? How might the lyrics also connect to our discussion yesterday about the challenges and emotions experienced during the pandemic?
4. Following discussion, students will then create a “Blackout Poem” of the lyrics that reflects the unit theme: The cycles of war and peace.
5. Exit ticket: Students will create a Blackout Poem and will then share with peers.
6. **(After completing the Exit Ticket)** Independent Reading/ Paired Reading **(20 minutes)** - Students will continue reading their chosen **one** of the titles from the **Novel List**. Students continue to take notes and discuss the themes of conflict and peace. **NOTE:** The readings will be used to compare with a Pulitzer story/photo journal or video.
  - a. Students will complete a Venn Diagram to compare and contrast ideas
  - b. Students will complete an objective summary of their reading



**Lesson Materials**

[How to Create a Blackout poem Tutorial](#)

Highlighters, pens/pencils

Black/Blue/Brown markers

Technology: Google Classroom; Lumio by Smart; Chromebook/Computer

Lesson Objective(s) or Essential Question(s)
<p>SWBAT analyze the cycle of war and peace in a work of photojournalism or text IOT make a connection to U.S. history</p> <p>SWBAT analyze the interactions between people and events IOT explain the relationships that impact societal norms</p> <p>SWBAT use primary sources IOT provide evidence to point-of-view</p> <p>SWBAT do research on an underreported story IOT create a journalism project to demonstrate their learning (Canva infographic, photo project, video, interview, podcast, etc.)</p> <p><b>Essential questions</b></p> <ul style="list-style-type: none"> <li>○ What are patterns in cycles of conflict and peace?</li> <li>○ What are sources of conflict?</li> <li>○ Who has been underrepresented in reporting on war?</li> <li>○ What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?</li> <li>○ Who/what is agitating this conflict?</li> <li>○ Who/what is helping? How are people surviving/supporting?</li> </ul>
Focus text(s) / resource(s) for today's lesson
<p>Lumio platform <a href="https://suite.smarttech.com/share/62f7aa41-8358-4cc6-aea4-63ade5cefa0b">https://suite.smarttech.com/share/62f7aa41-8358-4cc6-aea4-63ade5cefa0b</a></p> <p><a href="#">In Focus: A Story of People in War and Peace (Excerpt)</a>, Pulitzer Center</p> <p> <a href="#">What are Under-Reported Stories?</a> video from Pulitzer Center</p> <p><a href="#">"Uneasy Peace Takes Hold in Contested Region of Azerbaijan" by Simon Ostrovsky for PBS Newshour</a></p>
Lesson / Activities
<ol style="list-style-type: none"> <li>1. Teacher clarifies  <a href="#">What are Under-Reported Stories?</a> (3:27)              Students watch the video "What are under-reported stories" and record details on an Interactive Board (i.e. Lumio, PADLET or Jamboard)             <ul style="list-style-type: none"> <li>● Students reflect on what stories are OVER-reported during times of conflict and what stories are UNDER-reported.</li> <li>● Students reflect on the role of underreported stories in shining a light on cycles of war and peace.</li> </ul> </li> <li>2. Students then watch the Video excerpt from 2007 about a conflict that resulted from the fall of the Soviet Union: <a href="#">In Focus: A Story of People in War and Peace (Excerpt)</a> (5:24)             <ol style="list-style-type: none"> <li>a. It could be helpful for students to read the project description for <a href="#">"A Story of People in War and Peace" to familiarize themselves with the conflict between Armenia and Azerbaijan before watching the video clip.</a></li> </ol> </li> </ol>



A class discussion will follow the viewing of the clip. First, students review the following questions:

- What is the conflict described in this clip? Who is involved in the conflict and why?
- What are the emotions and challenges facing the individuals represented in this clip?
- How likely do you think it is that this conflict has been resolved? Why?

3. Students then view the following clip from 2022: "[Uneasy Peace Takes Hold in Contested Region of Azerbaijan](#)" from [PBS Newshour](#) about the same conflict.
4. The teacher will then explain the difference between underreported stories and un-reported stories, and engage students in a discussion about the two videos using the following questions:
  - c. Who/what is agitating this conflict?
  - d. Who/what is helping? How are people surviving/supporting?
  - e. What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?
  - f. Who is in power and who isn't, and why? How does dehumanization lead to abuse and exploitation?
  - g. How does this conflict compare to other conflicts you have learned about in history, and that you see in the world today?

**Lesson Materials**

Days 4-5/Lessons 4-5

**Lesson Objective(s) or Essential Question(s)**

SWBAT analyze the cycle of war and peace in a work of photojournalism or text IOT make a connection to U.S. history  
SWBAT analyze the interactions between people and events IOT explain the relationships that impact societal norms  
SWBAT use primary sources IOT provide evidence to point-of-view  
SWBAT do research on an underreported story IOT create a journalism project to demonstrate their learning (Canva infographic, photo project, video, interview, podcast, etc.)

**Essential questions**

- What are patterns in cycles of conflict and peace?
- What are sources of conflict?
- Who has been underrepresented in reporting on war?
- What new understanding do you have about the root causes (and potential solutions) connected to a conflict by elevating underrepresented stories?
- Who/what is agitating this conflict?
- Who/what is helping? How are people surviving/supporting?

**Guiding questions**

What have we learned about war so far, from your readings and in-class assignments?  
What new learning has occurred about the topics of war and peace?  
How can we apply what we learn about the root causes, lasting impacts and potential solutions to world conflicts to other local conflicts?

**Focus text(s) / resource(s) for today's lesson**

Flex Learning Choice Board (outside of school time) using Pulitzer Center resources [[.pdf](#)][[.pptx](#)]

<https://pulitzercenter.org/issues>

List of underreported stories from Pulitzer Center projects:

- [“WWII: Collateral Damage, 80 Years On”](#) by Thomas Heaton for *Honolulu Civil Beat*
- [“The Bloodiest Race Riot of WWII?”](#) by Benoît Morenne for *Atlas Obscura*
- [Lolas: Survivors of Enslavement | Pulitzer Center](#)
- [Fleeing Ukraine, Holocaust Survivors Find an Unlikely Home | Pulitzer Center](#)
- [‘Disaster Capitalism’: The Effects of Water Privatization on Majority-Black Communities | Pulitzer Center](#)
- [America’s Clean Water Crisis Goes Far Beyond Flint | Pulitzer Center](#)
- [Human and Environmental Cost of Seven New Dams India Is Constructing in Kishtwar | Pulitzer Center](#)
- [In the Trenches of Ukraine’s Forever War | Pulitzer Center](#)
- [Lives Frozen by Conflict | Pulitzer Center](#)

Lumio Platform (Access for students to use what they have done throughout the unit).

<https://suite.smarttech.com/student/share/8fc42e79-0630-4e23-8698-92ab4a57d8dd>

### Lesson / Activities

1. Students review a Pulitzer Center-supported story on an issue connecting to an underreported issue in their communities. For example, students in Philadelphia, PA engaged with the project, “[After the Fire: Bronx Residents Return to Building That Burned](#)” by Ngozi Cole for *Shelterforce*. This story connected to students’ experience of a fire in their own communities in winter 2023. Cole explained that this story started as a photo essay and then became a story. As students engage with the story, they consider the following questions
  - What are the sources of this conflict? Who is involved?
  - Who/what is agitating this conflict?
  - Who/what is helping? How are people surviving/supporting?
  - Who is not being represented? Whose perspective is missing?
  - What new understanding do you have about the root causes (and potential solutions) connected to a conflict by reviewing this story?
2. A guest journalist will join the class to share their perspective on the power of journalism to elevate the root causes and potential solutions for cycles of war and peace. [Click here to schedule a virtual journalist visit.](#)
  - Students will create questions that they will ask the journalist.
3. After the visit students access examples from other journalists on how they have covered underreported stories related to cycles of war and peace (examples above). Students analyze one story from the reporting resource and create an objective summary. They then use the following questions to analyze how this story reflects root causes, lasting impacts and potential solutions for cycles of war and peace?
  - What are the sources of this conflict? Who is involved?
  - Who/what is agitating this conflict?
  - Who/what is helping? How are people surviving/supporting?
  - Who is not being represented? Whose perspective is missing?
  - What new understanding do you have about the root causes (and potential solutions) connected to a conflict by reviewing this story?
4. At the conclusion of lesson 4, students will be introduced to the requirements for their final project and the choice board with ideas for how they can present their projects. (Canva infographic, photo project, podcast, etc.)- Choice board.
  - a. Students analyze the same questions they have been using throughout the unit to a story of their choice and communicating their analysis in a creative way - must include a Pulitzer Center story
    - i. **Use one Pulitzer Center story that they will use to compare to a novel that was read. Analyze the text and write an objective summary with analysis. (REQUIRED)**
    - ii. **Create a presentation from the Choice Board (1 additional option)** [\[.pdf\]](#)[\[.pptx\]](#)

### Lesson Materials

Flex Learning Choice Board (outside of school time) using Pulitzer Center resources [[.pdf](#)][[.pptx](#)]

Pulitzer EOY Project Rubric [[.pdf](#)][[.docx](#)]

Access to the Internet [www.pulitzercenter.org](http://www.pulitzercenter.org)

Google Platform

Vocaroo ([www.vocaroo.com](http://www.vocaroo.com))

Canva ([www.canva.com](http://www.canva.com))

Rubric [Pulitzer EOY Project Rubric.docx](#)

Novel (See above Novel list)