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WHY WAGE WAR?



An Interaction Unit Exploring the Ethics of War and Peace

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As part of the nationwide movement for high standards in History, the National Center for History in Schools has not only set down what students should learn, but has also stated that “real historical understanding requires students to engage in historical thinking.” WHY WAGE WAR? is a standards-based program addressing National History Thinking Skills, Social Studies, and English Language Arts Standards. WHY WAGE WAR? provides many opportunities for performance assessment. Students investigate and discuss four different views of war embodied in the positions of the Pacifist, the Political Realist, the Just War Advocate, and the Holy War Advocate. In a simulated talk show, students role-play panelists or audience questioners to demonstrate their understanding of each position. To further demonstrate history thinking skills, students analyze a case study of a current or historic conflict and recommend the best action for the United States to adopt. Applied Learning Standards are addressed throughout.

National Standards for History Standards in Historical Thinking

Standard 1: Chronological Thinking

The student is able to:

- Identify temporal structure of a historical narrative or story.

Standard 2: Historical Comprehension

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to the developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations.
- Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- Read historical narratives imaginatively.
- Draw upon visual, literary, and musical sources including photographs, paintings, and cartoons to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 3: Historical Analysis and Interpretation

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

STANDARDS

- Compare competing historical narratives.
- Challenge arguments of historical inevitability by formulating examples of historical contingency of how different choices could have led to different consequences.
- Hold interpretations of history as tentative, subject to change as new information is uncovered, new voices heard, and new interpretations broached.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: Historical Research

The student is able to:

- Obtain historical data from a variety of sources.
- Support interpretations with historical evidence in order to construct reasoned arguments rather than facile opinions.

Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

NCSS Curriculum Standards for Social Studies

Strand 6: Power, Authority & Governance

The learner can:

- Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand 9: Global Connections

The learner can:

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- Analyze the relationships and tensions between national sovereignty and global interests, explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

NCTE Standards for the English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 4: Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.

Standard 8: Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes.

California Applied Learning Standards

Standard 6: Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8: Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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STUDENT

W H Y W A G E W A R ?

Our students are coming of age in a world where issues of war and peace are discussed and debated everywhere. Despite this, these issues seem alien and removed to young people. Teens are often not included in the conversation. Now, in just five–10 hours, WHY WAGE WAR? makes these issues exciting and accessible to your students. In this interaction unit, students research one of four ethical theories of war and peace in cooperative groups and then participate in a talk show discussing these controversial issues. Through their research and discussion, students reflect on their own views of right and wrong with regard to war and peace and apply their perspectives to a specific case in the past or present.

Specifically, your students will gain the following:

Knowledge

- Pacifism, Just War, Political Realism, and Holy War Theories
- Costs and benefits of war
- Significance and meaningfulness of war
- Historical interpretation of war
- Identification of personal views of right and wrong

Skills

- Reading to understand information
- Working cooperatively with others
- Following written and oral directions
- Making value judgments on social/ethical issues
- Posing relevant questions
- Using reading, speaking, drama, and debate skills
- Applying ethical theories to a case study
- Using proper bibliographic citation
- Articulating the beliefs of another in spite of personal opinions

Attitudes

- Valuing teamwork
- Appreciating the importance of communication
- Feeling responsible to the group as a whole
- Understanding the motivation of differing theories/perspectives
- Appreciating conflicting ideas and attitudes held by different individuals

ESOPPOSE

Student Participation

Students conduct research, then role-play either the individual advocating their theory or audience members during the talk show. A group case study then directs student reflection and leads to deeper understanding, application, and analysis.

Four Ethical Theories

The class is divided into four groups of students. Each group reads the background information and researches one of four ethical theories of war and peace: Pacifism, Just War, Political Realism, Holy War. Through their reading and research these groups become “experts” on their respective ethical position. One member of the group is chosen to role-play the “guest” advocating their ethical position during the talk show. The other group members participate as part of an interactive audience.

Talk Show

A student plays the role of host, while the teacher is the show’s producer. Four guests, one from each of the four ethical theories, participate in an interactive talk show format. The audience members are responsible for developing relevant questions to pose to the other “guests,” posters which reflect their ethical position, and a “public service announcement” advocating their position. Audience members act out the public service announcement during public service announcement breaks. Following the talk show, students debrief the controversial issues discussed.

Case Study

An essential part of this unit, the case study allows students to apply the knowledge they have gained thus far. A case study is provided on the Bosnia conflict; however, any conflict of your choosing works well. Students begin by examining the presented case within their “expert” groups. Together, they develop a presentation that articulates their recommended course of action to the President of the United States. Jigsaw groups are formed, each of which includes one student from each of the four ethical theories. Groups discuss the various ethical theories related to the case. Following the discussion, each student writes a letter to the President reflecting on his/her own personal thoughts/beliefs related to the case and the synthesized learning from this unit.

Special Needs Students

As in all Interact units, WHY WAGE WAR? provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities/roles that utilize their strengths and allow them to succeed. Work together with your itinerant teachers to coordinate instruction.

1. Preparation Reading

Carefully and thoroughly read through this Teacher Guide before beginning. This will help you plan your time and adjust the unit to meet your students' needs and abilities. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- In preparing materials, *Class set* means *one per student*.
- One *Day* on the **Unit Time Chart** is the length of a normal class period—45 minutes to one hour.
- All masters and student handouts are listed by name using **ALL CAPITAL LETTERS**.
- Teacher reference pages are named in **Bold**.

2. Incorporating WHY WAGE WAR? into Your Curriculum

WHY WAGE WAR? can be used at the beginning or end of units of study in the following areas:

- American History or Government
- World History
- Ethics
- Civics
- Psychology
- Sociology

Additionally, WHY WAGE WAR? can be used as a thematic connection with other disciplines.

3. Timing Options

The schedule of this unit is flexible. Students spend time discussing background information and researching one of four ethical theories; preparing for, completing, and debriefing the talk show; researching a case study, presenting their perspectives within a small group, and writing a letter to the President; final debriefing. Ten days are recommended for completion of the entire unit. See below for specifics on timing (“days” equal approximately 60 minutes):

- Expect the Four Ethical Theories/Research to take approximately 2½ days.
- Allow approximately 3 days for the talk show. This includes 1½ days for preparation, 1 day for the talk show, and ½ day for debriefing.
- The Case Study takes approximately 3½ days.
- Plan for 1 day for the final debriefing.

See the **Unit Time Chart** (page 19) and the **Daily Directions** (beginning on page 20) for more information.



An example of this is English or American Literature. Use the ethical models in analysis of certain pieces of literature (e.g., MacBeth, All Quiet on the Western Front, A Farewell to Arms).



*Flexible Timing:
10 hour option*



Be sure to reserve time in the library/media center. Request assistance from your media center teacher in locating appropriate resources for your students.

SETUP DIRECTIONS

W H Y W A G E W A R ?



5 hour option

To reduce research time, use **PROFILES**. This resource provides the “enduring truths” on each of the four perspectives.



If doing this unit as written (in 10 days), students use the **SCRIPT FRAMEWORK**. In preparation for the talk show, expert groups respond to questions within the **SCRIPT FRAMEWORK**. The host and talk show guests then use this as their script. The **MODEL SCRIPT** is essentially the **SCRIPT FRAMEWORK** with responses included. Thus, use one or the other, but not both.

If you do not have 10 days, but want to capture the essence of the unit, try the following five day schedule:

Four Ethical Theories/Research

- Use two in-class days for background and research, allowing outside research time as needed. Students do not complete a script, but use the **MODEL SCRIPT** provided in the unit. “Audience” members come up with their own questions or use those provided in the unit (**AUDIENCE QUESTIONS**).
 - Day One: remains the same as the Day One description on page 20)
 - Day Two: continued research, meet with host and “guests” to do read-through of **MODEL SCRIPT**.

Talk Show

- Allow 1–1½ days. By using the **MODEL SCRIPT** provided within the unit, there is little need for talk show preparation. Use the **AUDIENCE NOTE-TAKING** provided within the unit to assess “audience” learning. The “audience” does not act out their public service announcements, thus there is no need for public service announcement breaks. Consider the “Popcorn” Responding option presented in **Setup Directions #12** (page 8), **Talk Show Options** to incorporate participation of all students.
 - Day Three: talk show
 - Day Four: half of day debriefing talk show

Case Study

- Incorporate the final debriefing into the case study examination, allowing 1–2 days for this component of the unit.
 - Day Four: half of day spent beginning case study
 - Day Five: complete case, write letters, final debriefingIt will be difficult to have enough time to complete the jigsaw grouping method with this shorter timing option. Instead, students complete the research in their “expert” groups and then a class discussion explores the case study from all four perspectives.

An additional option is thinking of this unit as the culmination of your semester or year. This works well with classes in 20th Century American History. Your studies focus students on the six wars of the 20th century: Spanish-American, WWI, WWII, Korea, Vietnam, Gulf. Once students have examined background information and have gained knowledge related to these wars, **WHY WAGE WAR?** completes the assimilation of knowledge. See **Setup Directions # 18** (page 10–11), **Extensions to Learning** for more information on how to use this unit as a culminating event for your 20th Century American History classes.

4. Grouping Students

This unit utilizes cooperative learning. You will perform student grouping two times. Initially, divide students into four heterogeneous “expert” groups. These groups each explore general background information on the topic of war and peace as well as research one of the four ethical theories related to war and peace. On Day Eight, create four-member “policy advisor”(jigsaw) groups, with one representative from each of the four “expert” groups. See The Jigsaw Classroom, page 13, for more information on this grouping strategy.

a. “Expert” groups

- Group students in advance
- Have students count off by fours (i.e., #1, #2, #3, #4, #1, #2,...etc.) until all students have a number 1–4. Have #1 students sit together, #2s sit together, etc.

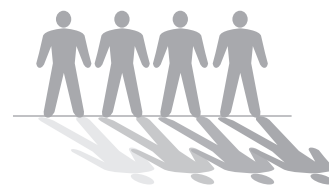
b. “Policy advisor” (jigsaw) groups

- Group students in advance.
- Allow students to select a group with one member from each of the “expert” groups.

5. Duplication

Make copies of the following pages in the quantity indicated in *Italics*. The master pages for you to duplicate begin on page 50.

- ETHICS OF WAR AND PEACE — *class set or display copy*
- EXPERT GROUP INSTRUCTIONS — *class set*
- AUTHORS AND HISTORICAL FIGURES — *class set*
- HOST INSTRUCTIONS — *one*
- SCRIPT FRAMEWORK — *class set*
- PROFILES (appropriate profile per expert group) — *one per student in expert group (Optional)*
- MODEL SCRIPT — *one for host + four (Optional; one per guest)*
- GUEST INSTRUCTIONS — *four*
- AUDIENCE INSTRUCTIONS — *one per audience member*
- WAR BULLETINS — *one (Optional)*
- AUDIENCE NOTE-TAKING — *one per audience member*
- AUDIENCE QUESTIONS — *one per audience member (Optional)*
- CASE STUDY: BOSNIA — *class set*
- POLITICAL CARTOONS — *class set*
- BOSNIA: QUESTIONS — *class set*



Cooperative Groups



If your copying is limited, use ETHICS OF WAR AND PEACE as a display copy. Additionally, a minimum of nine copies of SCRIPT FRAMEWORK are necessary (one for the host and two per expert group).

SETUP DIRECTIONS

W H Y W A G E W A R ?

- BOSNIA: MAP — *class set*
- POLICY ADVISOR NOTES — *class set*
- LETTER TO PRESIDENT — *class set*
- LETTER TO PRESIDENT RUBRIC — *class set and/or display copy*

6. Materials

Carefully note the materials you need to conduct this unit.

- Computer with Internet access — *at least one (Optional)*
- File folders (or construction paper folders) — *five (one per expert group + one for host)*
- Index cards (to use as host's cue cards) — *several (Optional)*
- Name tags (one per guest) — *four (Optional)*
- Overhead projector — *one*
- Paper (lined) — *several class sets*
- Poster or display boards (one per "expert" group) — *four*
- Resources (on the four ethical theories of war and peace, on the historical characters to research, on the case study, etc.) — *as needed*
- Talk show set
 - Chairs — *four*
 - Microphone (real or created) — *one for host (Optional)*
- Theme Music (Optional)
- Video or photographic camera (for the talk show) — *one (Optional)*



The host needs a copy of HOST INSTRUCTIONS, AUTHOR AND HISTORICAL FIGURES, and SCRIPT FRAMEWORK. Place these in a folder for the host.



Decide ahead of time if you want the talk show videotaped. If you choose to do so, select a student, parent, or staff to videotape the production.

7. Ethical Theory Folders

Before beginning, prepare four Ethical Theory Folders, one per ethical theory. Label each folder with the name of the ethical theory and place the appropriate number of EXPERT GROUP INSTRUCTIONS and AUTHORS AND HISTORICAL FIGURES inside, one copy of each per student in the group. Students use this folder to place materials related to their "expert" group research and discussion.

8. Talk Show

The Talk Show has five major characters, the host and four guests.

The Host:

- An animated, charismatic personality, a good conversationalist and good listener who can get and keep the attention of peers.

The Guests:

- The **pacifism theorist**, a believer in non-violence who is opposed to all wars.
- The **just war theorist**, who believes that some wars can be justified on specific moral grounds, but that others cannot.
- The **political realism theorist**, who believes that the nation must defend its interests by all means necessary, leaving aside moral considerations if the situation demands it.
- The **holy war theorist**, who believes the nation has a special mission from God and that it may use whatever force is required to accomplish that mission.

You are the producer of the talk show.

9. Selecting a Talk Show Host

You may play the role of the talk show host. This allows you to control the pace and direction of the talk show. If you decide to choose a student to play this role use the following information to assist in this decision.

- Qualities associated with a good talk show host
 - Strong reader
 - Good voice quality
 - Confident
 - Quick to think on his/her feet
 - Enjoys being in the spotlight
 - Interest in drama
 - Comfortable taking on the role (including dressing the part)
- Selecting a host
 - Select in advance
 - Help students self-select for the role (volunteer)
 - Students audition

10. Selecting Talk Show Guests

Based on your knowledge of your class, decide which of the following options you will use to choose the talk show guests:

- Select in advance
- Accept student volunteers
- Have student groups choose their representative after preparing

Make sure that these student-actors have the maturity to play their role with enthusiasm. The success of the talk show depends completely upon their taking their roles seriously.



See Setup Directions #9, Selecting a Talk Show Host and #10, Selecting Talk Show Guests for more information on making your selections.



The author found it very effective to use a student host, thus the unit is set up in this manner.



If you choose to select your guests in advance, make copies of the SCRIPT FRAMEWORK and GUEST INSTRUCTIONS and distribute at least one week before you have scheduled the talk show.

SETUP DIRECTIONS

W H Y W A G E W A R ?



The author found that the host's name was an effective title.



Options a and b allow for additional audience participation, however may create a less fluid talk show. Additionally, if these options are used public service announcement breaks may not work well during the talk show.

11. Talk Show Title

Prior to beginning the unit, determine how you will title your talk show. Consider the following options as you make this decision.

- The topic of discussion is the Ethics of War and Peace and this may prove to be a successful title
- Use the host's name for the title of the talk show (e.g., The Brenda Gonzalez Show!)
- Why Wage War?
- Ask for student suggestions and decide as a class

12. Talk Show Options

Before beginning, consider the following options for participation within the talk show component of the unit. The first two options require changes in how the “guest” is selected. All options change how the talk show is run.

a. “Popcorn” Responding

The “guest” is chosen at random and played at random style, like “popcorn reading.” After answering at least one question, the representative from that perspective says, “switch” (or some other word/catchy phrase) and then another student from that “expert” group comes up to take his/her place on the panel. This option keeps everyone on their toes and their minds engaged.

b. Consultant Responding

The “guest” from each perspective has the option of calling upon his/her group (in the audience) at any time for a consult when responding to a question. This option engages the entire group.

c. War Bulletins

For additional excitement and flair, begin the talk show with a “red alert” regarding a potential attack from “the enemy.” Give the enemy a fictitious name (e.g., Nation X). Throughout the talk show have a “courier” run in with war bulletins (see the suggestions listed on WAR BULLETINS). At these points in the talk show, stop the action of the show and discuss the “crisis” as a class. Discuss how each position (talk show guest) would respond to the new information.

d. Host-developed Script

In collaboration with the teacher, the host develops a script using SCRIPT FRAMEWORK/MODEL SCRIPT as example(s).

13. Case Study

The case study developed for this unit focuses on the conflict the U.S. government faced in 1993 when considering military intervention in Bosnia-Herzegovina. As time passes, new conflicts arise in other parts of the world in which the United States will consider intervention.

Use the Bosnia-Herzegovina case study included in this unit or choose a current conflict to present. Additionally, case studies of other historical conflicts may also provide occasion for the application of these ethical theories.

If you choose to present your own case study, use the following guidelines for the application of ethical theories of war and peace to your particular conflict.

- Locate political cartoons relevant to the conflict
- Develop a historical perspective on the conflict as background information or have students research this aspect of the case
- Explore factual questions related to the historical perspective
- If using a current conflict, locate and distribute related articles

14. Room Arrangements

- a. During classroom sessions/group work, seat students in four different areas within your classroom and/or the library/media center. Students in each group should be seated around several desks.
- b. Seat the student “audience” of each of the four ethical perspectives in their own area during the talk show.
- c. During the talk show, use the talk show set you have created. Use the following suggestions for ideas on what will work for your situation.
 - Stage — “guests” come out from side stage and sit on stage
 - Chairs (on stage) — four
 - Chairs (for audience; on floor level) — enough for audience
 - Classroom — set up “guest” chairs in front, audience can be seated on the floor or on chairs
 - Arrange a table at the front of the classroom with a chair in the center for the host and two chairs on each side for the four guests. Name tags can be set in front of the guests. Arrange the rest of the students’ desks as an audience would be seated in a talk show.
 - More elaborate set including props similar to those the drama/theater department use

SETUP DIRECTIONS

W H Y W A G E W A R ?

15. Unit Enhancement Ideas

a. Quotes

To stimulate interest prior to show time, put quotes on a board representing various views of war and peace (e.g., quotes from Gandhi, Machiavelli, Thoreau, Sun Tzu, Schwartzkopf, Martin Luther King, Jr.) see QUOTATIONS OF WAR AND PEACE (page 91) for suggestions.

b. Bulletin Board

Set up a bulletin board on the War and Peace theme, putting up posters and/or student art work throughout the unit. Expert groups can be responsible for completing a section of the bulletin board.

16. Related Interact Materials

In an effort to extend your students' learning beyond WHY WAGE WAR?, consider the following Interact units:

- JUDGMENT (a simulation of President Truman facing trial for his atomic bomb decision)
- INTERNATIONAL RELATIONS (students act as the leaders of six fictitious nations and work to avoid war by dealing effectively with the complexities and tensions of international relations)

Additionally, use this unit's organization to examine situations like Britain's Lord Chamberlain's capitulation for "peace at any price" with Hitler.

17. Extensions to Learning

a. Art Projects

- Student artwork on the theme of war and peace and hung on the walls of the classroom makes a great environment for the discussion of these issues.
- Collectively creating a mural provides a tactile, kinesthetic activity and is a wonderful opportunity to assimilate and culminate a class in 20th Century American History. For instance, group students in six heterogeneous groups, each one representing one of the six great wars of the 20th Century: Spanish-American, WWI, WWII, Korea, Vietnam, and Gulf. Each group researches and becomes “experts” on their assigned war and creates their section on the War mural. Through this process, student groups and the class as a whole examine the ethical perspectives of war and peace presented in this unit in relation to each of these wars.

b. Case Studies of Wars in History

This option is mentioned on Day Nine instead of or in addition to the Letter to the President. It could itself be elaborated into a major project. Vietnam, Korea, the World Wars, the Spanish-American and Mexican-American wars, and even the Revolutionary War could be the subject of case studies applying the ethical theories elaborated within this unit.

c. Film Series

Many films address the moral issues of war from a variety of angles and viewpoints. These might be the subject of critical comment by students (see the Resource section on pages 17 and 18 of this Teacher Guide for suggestions).

d. Conflict Resolution

The author of this unit has spent a considerable amount of time discussing conflict resolution with his students while teaching WHY WAGE WAR? Understanding conflict resolution assists students in learning alternatives to fighting and avoidance. It can be explored as it pertains to conflict among nations. For example, the author has had his students re-enact the Middle East Peace Conference in his World History classes.



*A fine example of discussions of the justice of a past war is **But Was it Just?** (see the Resource section of this Teacher Guide for more information). This resource debates the justice of the United States intervention in Kuwait.*

ASSESSMENT

WHY WAGE WAR?

WHY WAGE WAR? includes a variety of opportunities for assessing individual student achievement. Informal assessment opportunities abound within the context of this interactive unit.

Use the following formal assessment opportunities to help evaluate students accurately.

- Research biographies (individual)
- Chart/Venn diagram on common/disparate opinions among historical figures (individual)
- Script Framework (group)
- Role-based performance
 - Host: preparing and running the talk show (individual)
 - “Guests:” responding to questions by host (script) and audience, dressing their part (individual)
 - “Audience:” three provocative questions for opposing views, poster supporting their view, public service announcement, responses to audience note-taking (group and individual)
- Talk show debriefing discussion/assignments (group and/or individual)
- Case study questions (individual or group)
- One-page chart related to case study (individual)
- Presentation for jigsaw group (group and individual)
- “Policy advisor” (jigsaw) group note-taking (individual)
- Letter to President or essay (individual)

When completing performance assessments, focus on “student work.” This work is *not* limited to written work. It includes demonstrated skills, oral exchanges, individual and cooperative group behavior, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.

- 4 — Exemplary** — Generally this rating describes *exemplary* student work that exceeds the standard for the activity. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the simulation.
- 3 — Expected** — Generally this rating describes *expected* student work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his/her understanding in an application setting.
- 2 — Nearly There** — Generally this rating describes student work that *nearly there, that almost meets the standard*. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs a little reteaching, needs to try a little harder, or needs to revise his/her work in order to meet the standards described.
- 1 — Incomplete** — Generally this rating describes student work that is *incomplete*, that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

THE JIGSAW CLASSROOM

A COOPERATIVE GROUPING TECHNIQUE

W H Y W A G E W A R ?

In WHY WAGE WAR? students work cooperatively in groups referred to as “jigsaw” and “expert” groups.

What is Jigsaw?

Developed by social psychologist Elliot Aronson in the early 1970s, jigsaw is a specific cooperative learning technique that reduces conflict among students, improves motivation and accountability, promotes structured learning, and increases enjoyment and meaningfulness of the learning process. Just like with a jigsaw puzzle, each piece—each student’s part—is essential for the completion and full understanding of the final product or the final assessment/discussion. Since each person’s part is essential, then each student is essential. That is what makes this strategy so effective and so far-reaching socially, psychologically, emotionally, and academically.

Why Jigsaw?

Cooperative learning is more than placing students into groups and asking them to work together. Unstructured cooperative groups work for some of the people some of the time, but have left many teachers dissatisfied with the entire concept. Jigsaw offers structure, function, and purpose.

The jigsaw approach is considered to be a particularly valuable tool in averting tragic events such as the Columbine and Santana school shootings. It encourages safe and positive interaction between students who would otherwise never interact. It helps prepare students for the adult work force and the realities of our human differences. Jigsaw develops the whole child and helps create a compassionate classroom.

Jigsaw in WHY WAGE WAR?

We modified the Jigsaw technique for WHY WAGE WAR? and implement this modification in the Case Study / Application lessons, days six through nine. Students work in their ethical theory “expert groups” and evaluate the presented case study. They meet together, gather and share information, and prepare and rehearse their presentations.

In their “jigsaw groups” students teach their fellow group members about their ethical theory’s views of the case study. The jigsaw groups discuss, question, and draw conclusions cooperatively.



*“...over and over again,
we have found
that unbridled competition
—the relentless concern
with being number one,
with beating
the other person—
can be, at best,
limiting and, at worst,
destructive and debilitating.”*

— Elliot Aronson

THE JIGSAW CLASSROOM

A COOPERATIVE GROUPING TECHNIQUE

W H Y W A G E W A R ?



Students from each jigsaw group meet together with their respective expert group.

Sara meets with other experts of Hitler's Rise to Power to form Expert Group A.

Steven meets with other experts of Concentration Camps to form Expert Group B.

Pedro meets with other experts of Britain's Role to form Expert Group C.

Melody meets with other experts of Contributions of the Soviet Union to form Expert Group D.

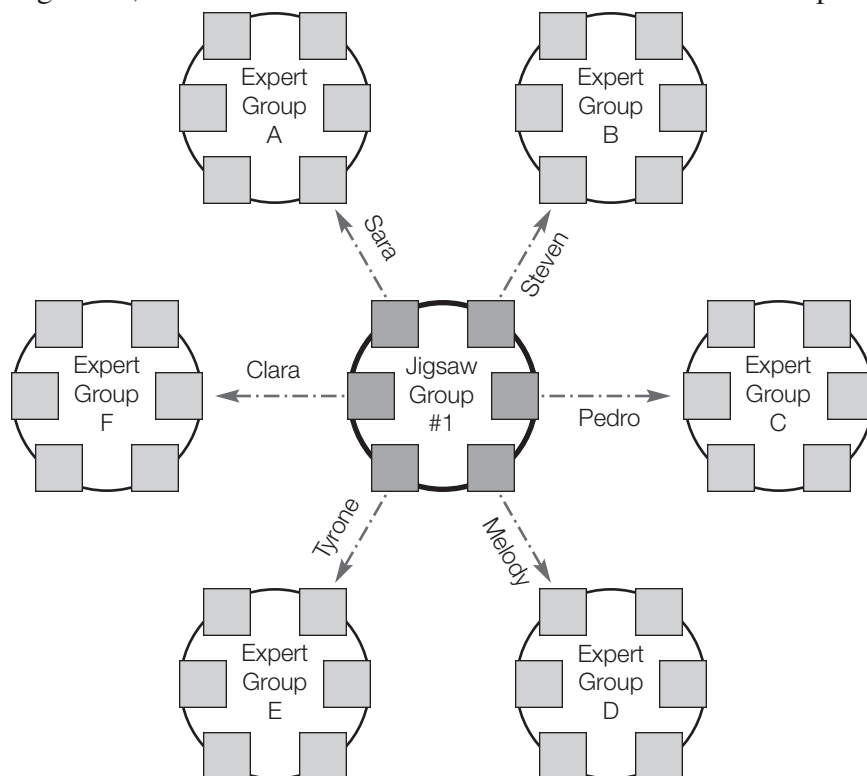
Tyrone meets with other experts of Japan's Entry Into the War to form Expert Group E.

Clara meets with other experts of Atom Bomb Development to form Expert Group F.

*How Does a Jigsaw Classroom Typically Work?

Students are divided into small groups of four to six students each. This initial group is the jigsaw group. Each member has one area of the content which they are studying as his or her "expert area." For example, a class is studying World War II. In one jigsaw group, Sara, Steven, Pedro, Melody, Tyrone, and Clara are the individual pieces of this puzzle. Sara is responsible for researching Hitler's rise to power in pre-war Germany. Steven covers concentration camps. Pedro studies Britain's role in the war. Melody becomes the expert in the contribution of the Soviet Union. Tyrone handles Japan's entry into the war. Clara reads about the atom bomb's development.

The goal is for each of these six students to become "experts" in their assigned area of World War II. The only access the other five students have to the atom bomb development is what Clara brings back to the group from her research and expert time. In order to encourage and strengthen Clara's expertise, she meets in an expert group with all the other students assigned the atom bomb as their piece of the puzzle. These atom bomb specialists meet together, gather and share information, and rehearse their presentations for their own jigsaw groups. This rehearsal time is particularly useful for students who might have initial difficulty learning or organizing their part of the assignment, for it allows them to hear and rehearse with other experts.



**WHY WAGE WAR implements a slightly modified technique.*

THE JIGSAW CLASSROOM

A COOPERATIVE GROUPING TECHNIQUE

W H Y W A G E W A R ?

When each expert is prepared, and the teacher deems it is time, the jigsaw groups reconvene in their initial heterogeneous configuration. Clara, and all other atom bomb experts, now have the responsibility to educate their fellow jigsaw group members about the atom bomb. After all experts have shared their expertise, groups have had the opportunity to question each other and draw conclusions, students are tested (or otherwise assessed) on what they have learned about WWII.

Case Study: Carlos

Carlos was very shy and insecure in his fifth grade class. He was part of a desegregation program in Texas in 1971. English was his second language. He spoke it quite well, but with a slight accent. Try to imagine his experience: After attending an inadequately funded, substandard neighborhood school consisting entirely of Hispanic students like himself, he was suddenly bussed across town to the middle class area of the city and catapulted into a class with Anglo students who spoke English fluently, seemed to know much more than he did, and who were not reluctant to let him know it.

When we restructured the classroom so that students were now working together in small groups, this was initially terrifying to Carlos. Now he could no longer slink down in his chair and hide in the back of the room. The jigsaw structure made it necessary for him to speak up when it was his turn to recite. Although he had gained a little confidence by rehearsing together with others who were also studying Eleanor Roosevelt's work with the United Nations, he was still reluctant to speak when it was his turn to teach the students in his jigsaw group. He blushed, stammered, and had difficulty covering the material he had learned. Skilled in the ways of the competitive classroom, the other students were quick to ridicule him.

One of my research assistants heard some members of Carlos's group make comments such as, "You're stupid. You don't know what you're doing. You can't even speak English." Instead of admonishing them to "be nice" or "try to cooperate," she made one simple but powerful statement. It went something like this: "Talking like that to Carlos might be fun for you to do, but it's not going to help you learn anything about what Eleanor Roosevelt accomplished at the United Nations—and the exam will be given in about 15 minutes." In other words, she reminded the students that the situation had changed. The same behavior that might have been useful to them in the past, when they were competing against each other, was now going to cost them something very important: a chance to do well on the exam.



See www.jigsaw.org for a complete account of Carlos and the research that supports the Jigsaw Classroom. The following account of Carlos is from Professor Aronson.



The attitude and demeanor of the teacher in the success of a jigsaw classroom is critical. This teacher handled a potentially flammable situation with calm, cool, and collected truth. No judgment, no undue interference. Just the facts!

THE JIGSAW CLASSROOM

A COOPERATIVE GROUPING TECHNIQUE

W H Y W A G E W A R ?

Within a few days of working with jigsaw, Carlos's group-mates gradually realized that they needed to change their tactics. It was no longer in their own best interest to rattle Carlos; they needed him to perform well in order to do well themselves. In effect, they had to put themselves in Carlos's shoes in order to find a way to ask questions that didn't undermine his performance.

After a week or two, most of Carlos's group-mates developed into skillful interviewers, asking him relevant questions and helping him articulate clear answers. And as Carlos succeeded, his group-mates began to see him in a more positive light. Moreover, Carlos saw himself in a new light, as a competent member of the class who could work with others from different ethnic groups. His self-esteem grew, and as it grew, his performance improved even more. In addition, Carlos began to see his group-mates as friendly and supportive. School became a more humane, exciting place, and absenteeism declined.

Within a few weeks, the success of the jigsaw was obvious. Teachers told us how pleased they were at the change in atmosphere. After only eight weeks there were clear differences between Carlos' class and classes not using jigsaw, even though students spent only a small portion of their time in jigsaw groups. When tested objectively, jigsaw students expressed less prejudice and negative stereotyping, were more self-confident, and reported liking school better than children in traditional classrooms. Moreover, children in jigsaw classes were absent less often than were other students, and they showed greater academic improvement; poorer students in the jigsaw classroom scored significantly higher on objective exams than comparable students in traditional classes, while the high-achieving students continued to do as well as the high-achieving students in traditional classes.

W H Y W A G E W A R ?

Books

Many outstanding books have been written on ethical issues pertaining to war and peace and are available at libraries and bookstores.

Finnis, Joseph Boyle and Germain Grisez. *Nuclear Deterrence, Morality and Realism*. Oxford: Oxford Press, 1988.

Hauerwas, Stanley. *The Peaceable Kingdom: A Primer in Christian Ethics*. South Bend, IN: University of Notre Dame Press, 1984.

Miller, Richard B. *Interpretations of Conflict: Ethics, Pacifism, and the Just-War Tradition*. Chicago, IL: University of Chicago Press, 1992.

Walzer, Michael, George Weigel, Jean Bethke Elshtain, Sari Nusseibeh, and Stanley Hauerwas (Ed.s). *But Was it Just?* Portland, OR: Book News, Inc., 1992.

Another outstanding resource is a booklet entitled, *Are There Reasonable Grounds for War?* available from the Study Circles Resource Center in Pomfret, Connecticut.

Films

Many films address the moral issues of war from a variety of angles and viewpoints. These might be the subject of critical comment by students.

All Quiet on the Western Front (the Richard Thomas version of this film, not the 1930s version)

A young German soldier wrestles with the meaning of his life and of his participation in the German army in the first World War. The 1930 version of this movie is a black and white classic, but the 1979 remake in color is more accessible to high school students. The film tends to support a pacifist perspective.

Sergeant York

Another movie about World War I, this one focused on an American conscientious objector who nevertheless becomes a war hero with a conscience. The film shows a person's struggle between pacifism and just war ideas, leaning toward the latter.

The Mission

A contemporary classic which explores the response of two priests to European colonization and slave trade in 16th century South America. One priest embraces a pacifist response and dies alongside indigenous people. The other embraces a personal version of violent resistance to injustice and seeks to fight with indigenous people against slave traders and conquistadors.

RESOURCES (2)

W H Y W A G E W A R ?

Escape from Sobibor

Jewish prisoners in Sobibor concentration camp plan and carry out an extraordinary escape during the Nazi holocaust of World War II. Based on a true story. The film shows how a group of people used all means at their disposal to outwit and destroy the SS officers who ran the camp.

Platoon

American soldiers in Vietnam struggle with confusion, drug addiction, and violence. The film looks askance at war and those who would defend it. Since it is rated R, select only particularly effective clips.

In addition to those listed above, many available from PBS and Frontline supplement and enrich this unit. Two of these include *Sarajevo: The Living and the Dead* and *Romeo and Juliet in Sarajevo*

Using the Internet

If you have access to the Internet, your students will benefit from up-to-date financial data and projections. Before using the Internet, become familiar with your school's Acceptable Use Policy. Always preview any web site you make available to your students. If your students do not have classroom access to the Internet, you may access the Internet and build a notebook of information printed off the various web sites you locate.

Advise your students that they may find both reliable and unreliable information on the Internet. Suggest that they check source information carefully.

BIBLIOGRAPHY

This entire unit was inspired by the "Ethikon Conference on the Ethics of War and Peace," sponsored by the Ethikon Institute, held in Jerusalem, January 4–7, 1993.

Aronson, Elliot and Shelley Patnoe. *The Jigsaw Classroom: Building Cooperation in the Classroom* (second edition). New York: Addison-Wesley Educational Publishers Inc., 1997.

Nardin, Terry. *The Ethics of War and Peace*. Princeton, NJ: Princeton University Press, 1996.

Taylor, Paul W. *Principles of Ethics: An Introduction*. Belmont, CA: Wadsworth, 1975.

Webster's Ninth New Collegiate Dictionary. Springfield, MA: Merriam-Webster, Inc., 1986.

UNIT TIME CHART



W H Y W A G E W A R ?

DAY 1		DAY 2	DAY 3
<p>Read and discuss background information and ethics</p> <p>Relate (link) unit to historical conflicts already discussed in class</p> <p>Complete pre-assessment writing</p> <p>Begin research on ethical theories</p> <ul style="list-style-type: none"> • ETHICS OF WAR AND PEACE • EXPERT GROUP INSTRUCTIONS • AUTHORS AND HISTORICAL FIGURES • HOST INSTRUCTIONS • SCRIPT FRAMEWORK (Host's copy) 		<p>Continue research on ethical theories and historical figures</p> <p>Expert groups discuss research</p> <ul style="list-style-type: none"> • PROFILES (Optional) • MODEL SCRIPT (for Host) 	<p>Develop script</p> <p>Select "guest"</p> <ul style="list-style-type: none"> • SCRIPT FRAMEWORK • GUEST INSTRUCTIONS • MODEL SCRIPT (Optional for guests)
DAY 4		DAY 5	DAY 6
<p>Host and Guests preparation</p> <p>Formulate (write) questions for opposing points of view</p> <p>Create a poster supporting ethical view</p> <p>Create a public service announcement promoting their ethical view with a testimonial from at least one of the historical figures researched</p> <ul style="list-style-type: none"> • AUDIENCE INSTRUCTIONS 		<p>Talk show</p> <ul style="list-style-type: none"> • WAR BULLETINS (Optional) • AUDIENCE NOTE-TAKING • AUDIENCE QUESTIONS (Optional for five-day version) 	<p>Debrief talk show</p> <p>Political Cartoon analysis (Optional)</p> <p>Introduce Case Study</p> <ul style="list-style-type: none"> • CASE STUDY: BOSNIA • POLITICAL CARTOONS • BOSNIA: QUESTIONS • BOSNIA: MAP
DAY 7	DAY 8	DAY 9	DAY 10
<p>Work in "expert" groups</p> <p>Research and analyze case within "expert" groups</p> <p>Complete chart analyzing the case study crisis</p> <p>Write presentation for "policy advisor" (jigsaw) group</p>	<p>Work in "policy advisor" (jigsaw) groups</p> <p>Complete policy advisor notes</p> <p>Share note-taking with other jigsaw groups</p> <p>Class discussion analyzing case</p> <ul style="list-style-type: none"> • POLICY ADVISOR NOTES 	<p>Write recommendation letters to President and/or respond to essay prompt</p> <ul style="list-style-type: none"> • LETTER TO PRESIDENT • LETTER TO PRESIDENT RUBRIC 	<p>Final debriefing discussion</p> <p>Application of four ethical theories to additional conflicts</p> <p>Compare perspectives or war/peace prior to unit with current</p>

DAILY DIRECTIONS

DAY ONE

W H Y W A G E W A R ?

Day One

Objectives

- Read and discuss background information and ethics
- Relate (link) unit to historical conflicts already discussed in class
- Complete pre-assessment writing
- Begin research on ethical theories



If your copying is limited, use ETHICS OF WAR AND PEACE as a display copy. Students respond on their own lined paper.

Students will work together as partners to discuss aspects of ETHICS OF WAR AND PEACE. Choose these partners in advance or in the moment.

Materials

- ETHICS OF WAR AND PEACE — *class set or display copy*
- Ethical Theory Folders (one per group) — *four*
 - EXPERT GROUP INSTRUCTIONS — *class set*
 - AUTHORS AND HISTORICAL FIGURES — *class set*
- Host Folder — *one*
 - HOST INSTRUCTIONS — *one*
 - AUTHORS AND HISTORICAL FIGURES — *one*
 - SCRIPT FRAMEWORK — *one*
 - PROFILES — *one (Optional)*
- Computer with Internet access — *at least one (Optional)*
- File folders (or construction paper folders) — *five (one per expert group + one for host)*
- Overhead projector — *one*
- Paper (lined) — *several class sets*
- Resources (on the four ethical theories of war and peace, on the historical characters to research, etc.) — *as needed*

Setup

1. Prepare four Ethical Theory Folders, one per expert group (see **Setup Directions #7** page 6, **Ethical Theory Folders** for more information).
2. Prepare a Host Folder for the host. Include a copy of HOST INSTRUCTIONS, AUTHORS AND HISTORICAL FIGURES, and SCRIPT FRAMEWORK. If time is limited and/or you are using the five day time schedule, include the PROFILES.
3. Decide if a student will videotape or photograph the talk show and make arrangements (Optional).
4. Reserve time in the library or media center. Ask the media center specialist for assistance in locating resources including the Internet if that is available.

5. Determine who will play the role of host.
6. Read **Teacher Reference** (page 49) prior to your Day One discussion of the ETHICS OF WAR AND PEACE (pages 50–51).

Procedure

1. Read or tell the following information:
You are about to participate in an interactive talk show examining the ethics of war and peace. But before we begin the talk show, we need to discuss and conduct some research into this topic.

2. Distribute ETHICS OF WAR AND PEACE. Together with your students read the first paragraph entitled **What is “Ethics?”**

Ethics is defined as the study of ideas of morality. Morality has to do with what is right and what is wrong. You probably have some moral standards, some ideas of what is right (what you should do) and what is wrong (what you should not do). You may not always act as you think you should, but you may feel guilty if your behavior does not measure up to the moral standards that you hold. Your ideas of what is right and what is wrong may change over time, but you will probably continue to believe that some actions are right and others are wrong. In other words, your understanding of morality may change, but you will probably continue to hold to some core beliefs. How would you describe your moral ideas now? List below three things you think are right to do (morally good actions) and three things you think are wrong to do (morally bad actions).

Instruct students to respond on their papers.

3. Ask students where they think they developed their ideas about morality. Instruct students to respond on their papers.



This text is taken directly from the reproducible ETHICS OF WAR AND PEACE (pages 50–51) and provides an important foundation-building discussion.

DAILY DIRECTIONS

DAY ONE

W H Y W A G E W A R ?

Read
or
Tell

4. Read or tell the following:

Now you have begun to describe your ideas about morality. Chances are, other people around you share some of the same ideas of what is right and what is wrong; they share some of your ideas of morality. However, it is also possible that they have some different views about what is right and what is wrong; they have some different ideas about morality. Take two minutes and compare your lists of right and wrong with another person in the class. Do you agree on everything, or do you differ in some of your ideas of what is right and wrong? Write down some moral ideas you agree on and some moral ideas you disagree on.

Allow students time to respond on their papers.

5. Ask students: “What are some controversial moral issues (issues where many people disagree) in the U.S. today?” Instruct students to write down their thoughts and discuss these with their partner.

6. Read or tell the following information:

As we discuss ideas of morality, comparing perspectives of what is right and what is wrong, we are engaging in Ethics. A person studying Ethics asks many questions. These include:

- Where do we get our ideas of morality?
- Why do different people have different ideas about what is moral?
- How can we compare different ideas of what is moral?
- Can morality be based on logic?
- What roles do religion and culture play in morality?

Read
or
Tell

- What are some of the ideas of morality in this or that area of human life? For example, what are some ideas of morality in the area of war and peace?

Discuss the above questions with your class.

7. Read or tell the following information:

All human beings experience conflict with other human beings. What is conflict? Write a short definition of what conflict means to you.

Instruct students to respond on their papers

8. Instruct students to consider what causes conflict and write about conflicts they have experienced and what their causes were.

9. Read or tell the following information:

Human beings also experience cooperation with one another. Cooperation means working together to accomplish something (whether that means two people completing a homework assignment together, or five hundred people building a bridge together).

Sometimes when people have a conflict, they find ways to resolve the conflict, to negotiate, to avoid a fight, to begin cooperating. Can you remember a situation in which you were able to resolve a conflict with someone? What caused the conflict? How did you resolve it?

Instruct students to respond on their papers.

10. Read or tell the following information:

Sometimes, though, people do not resolve their conflict, do not find a way to cooperate. Has that ever happened to you? What happens when people fail to resolve their conflicts?

Discuss with students.

Read
or
Tell

Read
or
Tell

Read
or
Tell

DAILY DIRECTIONS

DAY ONE

W H Y W A G E W A R ?



11. Read or tell the following information:

Not only are cooperation and conflict part of our personal relationships, but sometimes groups of people cooperate or come into conflict.

Ask students what situations they can think of in which groups of people come into conflict (discuss with students).

When conflict occurs between groups of people, they may choose several different ways of acting. Sometimes, groups of people in conflict find ways of talking about the conflict and are able to begin to cooperate. Sometimes the groups do not find ways to cooperate, but manage to avoid the conflict in order to keep from fighting. At other times, groups of people in conflict choose to fight against each other, each group hoping to force the other group to accept their will, what they want to have happen.

When two nations are unable to resolve a conflict and opt to fight, it is called a “war.” In a war, each side in the conflict tries to force the other side to accept their will, what they want to have happen. To achieve this goal, each nation in the conflict uses weapons to inflict losses (in military might, in material goods, in human lives) on the other nation with the goal of forcing the other nation to yield. In war, there are many casualties, human and otherwise.

Discuss examples of when this has occurred.

12. Together with your students, read the paragraph from ETHICS OF WAR AND PEACE entitled: **War**

Is war wrong in every case? Are there some cases in which war is the right thing to do? Are there some cases in which it is wrong not to go to war? Do humans sometimes have to set aside questions of right and wrong in war? Are some actions during wartime (such as killing innocent children) wrong even if the war itself might be considered right or just?

Discuss with your class.

13. Together with your students, read the paragraph from ETHICS OF WAR AND PEACE entitled: **Ethical Theories**

During the next several days, we will be thinking about and discussing the Ethics of War and Peace. That is, we will be looking at different ideas about what is right and what is wrong when it comes to war and peace. We will consider four different ethical theories (ideas) that people hold about the morality of war and peace, and you will have opportunities to consider which of these theories, if any, makes the most sense to you.

Over the years, philosophers, religious teachers, nations, and communities have developed several different ethical theories (ideas, perspectives) of the morality of war and peace. We will examine four:

1. Non-violence/Pacifism Theory

A Non-violence/Pacifism advocate believes that it is never right to go to war.

2. Just War Theory

A Just War advocate believes that in certain situations, it may be right to go to war, if the war can be defined as Just according to a set of moral principles.



DAILY DIRECTIONS

DAY ONE

W H Y W A G E W A R ?



Students will compare this response with their opinion after the talk show.

The discussion of ETHICS OF WAR AND PEACE may take the entire class period. If this is the case, allow additional time outside of class for students to begin their research. Be sure that students are clear on your expectations.



If time is limited, give the host the PROFILES for each of the four perspectives instead of having the host do his/her own research.

3. Political Realism Theory

A Political Realism advocate believes that our country must defend its interests using whatever means are necessary, even if sometimes you have to do things that don't seem moral.

4. Holy War Theory

A Holy War advocate believes that God has given us a mission to accomplish and that we must be willing to fight and die to accomplish that mission.

14. Instruct students to write a short paragraph in response to the following questions:
 - Which of these four perspectives do you tend to agree with at this point? Why?
 - What reasons would you give for favoring one of these perspectives over the others? Students use their papers, the back of their papers, and/or another sheet of paper for their responses.
15. Group students into “expert” groups (ethical perspective) and distribute the appropriate Ethical Theory Folder to each group. Instruct students to read EXPERT GROUP INSTRUCTIONS silently, as a group, or as a class.
16. Reinforce for students that while participating in a TV-style talk show whose topic is War and Peace, they will be either a guest or a member of the audience. During the talk show, they will have a chance to express their opinions on the morality of war and peace.
17. Announce the host if you have not done so already. Distribute the host folder with HOST INSTRUCTIONS, AUTHORS AND HISTORICAL FIGURES, and SCRIPT FRAMEWORK. Instruct the host to read the HOST INSTRUCTIONS.
18. Call students’ attention to AUTHORS AND HISTORICAL FIGURES. Answer any questions and direct student groups to begin their research.

DAILY DIRECTIONS

DAY ONE

W H Y W A G E W A R ?

19. Students in expert groups conduct their research and begin to write biographical drafts, completing drafts at home.
20. Meet with the host while the groups work. The host reads the **SCRIPT FRAMEWORK** and responds to all questions posed (to all four “guests”). He or she writes a short paragraph on one author or historical figure for each perspective.



Provide information on your school/district's guidelines for proper citation so all students cite correctly.

Provide time between Days One and Two for additional research/writing of biographies as necessary.

DAILY DIRECTIONS

DAY TWO

W H Y W A G E W A R ?

Day Two

Objectives

- Continue research on ethical theories and historical figures
- Expert groups discuss research

Materials

- PROFILES (appropriate profile per expert group) — *one per student in expert group (Optional)*
- MODEL SCRIPT — *one for host*

Procedure

1. Instruct students to gather in their expert groups and discuss their biography and ethical theory research completed thus far. Inform students that by the day's end they should have a strong understanding of:
 - a. their ethical theory
 - b. brief biographies of the authors/historical figures researched
 - c. the responses someone of their ethical theory would give to the questions posed on AUTHORS AND HISTORICAL FIGURES

The following provides the questions posed on AUTHORS AND HISTORICAL FIGURES.

Answer the following questions as someone from your ethical perspective would answer them:

1. Is it ever right for a nation to go to war? If not, why not? If so, under what circumstances?
2. How would you respond to someone who took a position different from yours? What evidence would you give that your position is correct?
3. Does a nation ever really win a war? Give an example of a war in history to support your position.
4. How would a person decide if a war is just or unjust?
5. If our nation were to enter a war, would you fight? Why or why not?

2. Stress for students that all expert group members should understand the “enduring truths” for their ethical theory. The enduring truths for each ethical perspective are as follows:

Pacifism: a relatively simple rejection of any use of violence.

- War is always the wrong thing to do.
- War requires violence and violence destroys human lives.
- Fighting never solves the problem.
- Even apparent victory in war leaves suffering that will likely result in a subsequent war of retaliation.
- War never results in peace. Pacifist leaders like Jesus, Gandhi, and Martin Luther King, Jr. taught that love will eventually triumph over the power of violence, even if it doesn’t seem like it now.
- These same leaders have used the principles of non-violence to achieve justice and equality.
- Especially in the modern world, where nations have weapons capable of destroying whole countries, war makes no sense.
- If humans do not learn to resolve conflicts by peaceful means, there will not be any nations left.

Just War: a war is just if it meets a specific set of criteria/standards.

- War is sometimes the right thing to do, in cases where the cause being fought for is just.
- Negotiation and peaceful resolution are the best way to resolve conflict, but it is not always possible.
- In cases like World War II, when people are threatened by an aggressor like Hitler, morality demands that good people engage in war.
- Morality must guide our actions.
- Even in war, we must do what is right.
- There are moral limits on our actions even if we must go to war.
- Several standards have been developed over the years to determine whether a war is just or unjust.
- When a nation decides that war is the only option left, and that this war meets the standards, the military and government leaders must make sure that innocent people on the enemy side are not targeted, and that no more military power is used against the enemy than is necessary to win the war.



The PROFILES summarize this information. Distribute as needed. The host must understand all four ethical perspectives.

DAILY DIRECTIONS

DAY TWO

W H Y W A G E W A R ?

The standards/criteria for a just war are as follows:

1. There must be a just cause, some injustice must be fought against and ended.
2. We must enter into the war with the right intentions, never for revenge or to conquer someone else.
3. The war must be launched by a competent authority, like a democratically-elected government which represents the will of the people.
4. The war must have a reasonable chance for success.
5. The good to be achieved by fighting the war must be greater than the evil that would occur if we did not enter the war. This is called proportionality of ends.
6. Finally, entering into the war must be the last resort, after all other efforts at discussion, negotiation, and other means of resolving the conflict fail.

Political Realism: predicated upon the question, “Is it in our national interest?”

- War is sometimes necessary, to defend ourselves and our interests.
- Believe that pacifism is a completely unrealistic approach in a world full of hostile and aggressive leaders and nations.
- History is a story about how nations compete for power.
- If a nation lets its interests be violated and lets its power shrink, another nation will move in and aggressively try to gain the advantage.
- Relationships among nations are not like personal relationships and cannot be governed by personal morality.
- Nations are out to get what they can.
- Nations never sacrifice themselves.
- Nations always try to defend their interests and to expand their influence.
- It is not possible to measure every action in war by normal moral standards.
- Leaders of a nation have as their primary responsibility the well-being of the nation.
- They must preserve the nation’s wealth, expand the nation’s power, and defend the nation’s territory and people.
- As far as it is possible, the leader can act according to the morality of the nation and may seek cooperation with other nations when it is in their mutual interests.
- If the leader can act morally and keep peace with other nations and still defend her nation’s interests, fine.

- But, if it comes to war, sometimes morality has to be dropped so that the nation may fight by all means necessary to preserve itself and its interests.

Holy War: predicated on divine guidance.

- Sometimes war is necessary in order to accomplish God’s purposes in the world.
 - God wants our nation to fight, when necessary, to make sure that God’s truth will not be destroyed by evil people.
 - Our nation has been blessed by God with a special mission, and God will give us the victory over our enemies.
 - Throughout history people have fought wars for God.
 - Examples include the Hebrew wars for the Holy Land, Christian and Muslim wars over Jerusalem, and the Christian Crusades of the Middle Ages.
 - God is on the side of the nation that is holy and follows God’s will.
 - Even nations who do not speak of “Holy War” ask God to bless their nation as it goes to war and the citizens pray for the troops, that God will give them protection and, ultimately, victory over their enemies.
 - They may not necessarily call it Holy War, but they seem to be saying that God wants them to win.
3. Expert groups continue their discussion and cooperative research. Check in with groups throughout class time to ensure that they are on-task. Instruct students to complete individual charts/venn diagrams comparing/contrasting opinions among the historical figures/authors researched following their group discussion.
 4. Meet with the host. Answer questions and verify the host’s understanding of the assignment. The host continues reviewing the four ethical perspectives and one author/historical figure from each perspective and completes the assignment as outlined on HOST INSTRUCTIONS. The host turns in the assignment to the teacher prior to the end of Day Two.
 5. Once the host turns in the assignment, give him/her the MODEL SCRIPT. Instruct the host to review the MODEL SCRIPT carefully. The MODEL SCRIPT provides a “model” of the talk show and provides the host with additional information in his/her preparation.

DAILY DIRECTIONS

DAY TWO

W H Y W A G E W A R ?



Be sure students are clear on your school/district's guidelines on proper bibliographic citations.

Encourage experts to assist one another.

6. Remind students that their biography is due on Day Three, including proper citation of sources. Collect finished charts.
7. Prior to Day Three, review the host's assignment and provide written feedback.

DAILY DIRECTIONS

DAY THREE

W H Y W A G E W A R ?

Day Three

Objectives

- Groups develop the talk show script
- Groups select talk show representative (“guest”)

Materials

- SCRIPT FRAMEWORK — *class set*
- GUEST INSTRUCTIONS — *four*
- MODEL SCRIPT — *four (Optional; one per guest)*
- Index cards (to use as host’s cue cards) — *several (Optional)*

Procedure

1. Instruct students to turn in their biographies.
2. Distribute the SCRIPT FRAMEWORKS and discuss. Expert groups complete their portion of the script, filling in responses to questions posed, by the host, to the guest representing their ethical perspective.

Consider the following option:

- Distribute two SCRIPT FRAMEWORKs per group and instruct groups to discuss each question posed, using one copy as a rough draft and the other as their final draft.

Instruct groups to hand in one SCRIPT FRAMEWORK for teacher feedback by the day’s end.

3. While expert groups are working on SCRIPT FRAMEWORK, meet with the host to discuss feedback on the host’s assignment turned in Day Two. Clarify information on the four ethical perspectives to ensure complete understanding. Discuss the MODEL SCRIPT and any other helpful information in preparation for the talk show.
4. Before the end of the period, select the four talk show “guests.” This selection is teacher determined or groups make this decision now (see **Setup Directions # 10** page 7, **Selecting Talk Show Guests** for more information).



The MODEL SCRIPT provides an entire script for the talk show. If the MODEL SCRIPT is used, students do not need the SCRIPT FRAMEWORK. The SCRIPT FRAMEWORK is just that, a framework, where each group provides its own responses to the questions posed. Use the MODEL SCRIPT if you have chosen to do the five day abbreviated version of this unit.

If your copying is limited, you need a minimum of eight copies of the SCRIPT FRAMEWORK (two per expert group).

Read through the MODEL SCRIPT for ideas on appropriate responses to the SCRIPT FRAMEWORK. If it is helpful, use some of these responses as examples to give students an idea of what would work and/or as a head start in terms of filling out the SCRIPT FRAMEWORK.

If you have not done so already, give the host the PROFILES for each of the four perspectives.

DAILY DIRECTIONS

DAY THREE

W H Y W A G E W A R ?



In your review of the SCRIPT FRAMEWORK, be certain that major points of information are in the answers. This assures that students are learning what they need to learn. See PROFILES and MODEL SCRIPT for more information.

5. Distribute GUEST INSTRUCTIONS to the four guests. Meet with the four guests and the host to go over their instructions. Each guest needs his/her group's responses to SCRIPT FRAMEWORK for review and discussion.
6. Expert groups turn in their SCRIPT FRAMEWORK for teacher review.
7. Review and provide written feedback to each group's SCRIPT FRAMEWORK prior to Day Four.
8. **Optional**
If you have a bulletin board, group members work to complete their section.

Day Four

Objectives

- Host and Guests prepare
- Groups write questions for opposing points of view
- Groups create a poster supporting their ethical view
- Groups create a public service announcement promoting their ethical view with a testimonial from at least one of the historical figures researched

Materials

- AUDIENCE INSTRUCTIONS — *one per audience member*
- Paper (lined) — *class set*
- Poster or display boards (one per “expert” group) — *four*
- Resources (on the four ethical theories of war and peace, on the historical characters to research, on the case study, etc.) — *as needed*

Procedure

1. Distribute each SCRIPT FRAMEWORK to the appropriate group with written feedback. Go over feedback as appropriate with each group before meeting with host and guests.
2. Distribute AUDIENCE INSTRUCTIONS and discuss the audience tasks. These include:
 1. Develop one provocative question to ask each of the other guests,
 2. Create a poster supporting their view to be displayed on day of talk show, and
 3. Create a public service announcement promoting their point of view with a testimonial from at least one of the historical figures.

Groups discuss their ideas with you prior to proceeding with their public service announcements and posters. Instruct groups in terms of how best to obtain your attention when they are ready. Each group turns in their questions and public service announcement for teacher editing by the end of the period. Provide additional instruction as necessary.



The task of writing a public service announcement provides students with a multiple intelligences opportunity, where a student might actually teach a fellow student something he/she had not realized or reinforce a concept that was unclear. Picture this: two students, one dressed as Gandhi, the other Martin Luther King Jr. singing a few bars of “Give Peace a Chance!”

Students write and then perform the public service announcement that promotes their point of view. They are responsible for their own props and should practice before the talk show. Review the public service announcement in writing to determine if it is ready for prime time.

DAILY DIRECTIONS

DAY FOUR

W H Y W A G E W A R ?



Provide feedback to groups prior to Day Five if possible. This will allow groups to prepare/practice prior to the day of the talk show.

3. While Expert Group work, meet with the host and guests to do a full read-through of the script. Encourage guests to dress in a way that reflects their perspective. The host in particular should dress as a TV host would. Inform guests that they should speak directly to the audience with plenty of volume and energy, since they are attempting to persuade the audience that their perspective is the most reasonable and the most ethical.
4. Inform guests that audience members will ask questions during the talk show. Instruct them to think of questions that may be posed and to prepare responses for these questions.
5. Continue to monitor and assist groups as necessary. Groups turn in questions and public service announcement for teacher editing.
6. Edit questions and public service announcements prior to Day Five.

Day Five

Objectives

- Students perform talk show
- Audience participates by asking questions of the guests
- Audience performs public service announcement breaks

Materials

- WAR BULLETINS — *one (Optional)*
- AUDIENCE NOTE-TAKING — *one per audience member*
- AUDIENCE QUESTIONS (use for five day version) — *one per audience member*
- Name tags (one per guest) — *four (Optional)*
- Talk show set
 - Chairs — *four*
 - Microphone (real or created) — *one for host (Optional)*
- Theme Music (Optional)
- Video or photographic camera (for the talk show) — *one (Optional)*

Setup

1. Arrange the room to simulate a talk show set (see **Setup Directions # 14** page 9, **Room Arrangements**, specifically 14c, for more suggestions for your talk show set).
2. Locate a microphone for the host. If you do not have a real microphone, create one with dark colored construction paper rolled into a cone shape and aluminum foil rolled into a ball.
3. Provide tables for display of the four posters. These tables may be placed near the guests on the “stage” or around the auditorium/classroom.
4. **Optional**
If using WAR BULLETINS during the talk show (see **Setup Directions #12** page 8, **Talk Show Options** for more information), prepare these ahead of time. Choose a “courier” ahead of time as well.

Procedure

1. Distribute the questions and public service announcements to each group with feedback, if you have not done so already. Provide groups with time to prepare and practice before beginning the talk show.



If using the five day version of this unit, distribute AUDIENCE QUESTIONS and determine which audience member will ask each of the eight prepared questions.



A more contemporary look would be a headset, like those worn by phone operators.

DAILY DIRECTIONS

DAY FIVE

W H Y W A G E W A R ?



If someone will be videotaping or photographing the talk show, be sure he/she is ready.



*See **Setup Directions #12, Talk Show Options** on page 8 of this Teacher Guide for information on alternative methods of running the talk show. However, this decision must be made prior to the day of the talk show as it will change the talk show preparation.*

2. Distribute AUDIENCE NOTE-TAKING and discuss with students. Audience members take notes during the talk show to ensure assimilation of information.
3. Instruct class to ready themselves for the talk show.
 - a. Audience members should be dressed in appropriate attire dependent on their ethical perspective.
 - b. Guests and host should be dressed as appropriate.
 - c. Guests and host should be off stage.
 - d. Audience members are seated in areas based on their ethical perspective.
 - e. Prior to beginning the talk show, remind the audience to applaud each guest as he/she is introduced.
4. Introduce the show and the host. Follow the SCRIPT FRAMEWORK. The host brings the microphone to each audience member as he/she poses a question during the audience participation portion of the show. Break for public service announcements as appropriate.

Day Six

Objectives

- Complete talk show debriefing activities
- Analyze political cartoons (Optional)
- Introduce Case Study

Materials

- CASE STUDY: BOSNIA — *class set*
- POLITICAL CARTOONS — *class set*
- BOSNIA: QUESTIONS — *class set*
- BOSNIA: MAP — *class set*
- Paper (lined) — *class set*
- Resources (related to the case study) — *as needed*

Procedure

1. Instruct expert groups to meet together and discuss their AUDIENCE NOTE-TAKING responses. This allows further assimilation of the talk show information prior to the class discussion, especially for the talk show guests.
2. Distribute lined paper and instruct students to respond to the following debriefing questions. Discuss as a class when appropriate.

1. In your own words, describe the basic idea about war for each of the following ethical theories of war and peace:
 - Non-violence/Pacifism
 - Just War Theory
 - Political Realism
 - Holy War
2. During the talk show, which guest convinced you the most that their ideas about war and peace were the best? Why?
3. Based on what you heard during the talk show and on your previous experience, which ethical theory of war and peace makes the most sense to you? Why does this one seem to be more right and reasonable than the other ideas presented?



If you plan to introduce and analyze political cartoons, be sure to select several prior to Day Six. Use the information provided in Day Six Daily Directions #4 in making these selections.



Decide ahead of time if you plan to use the debriefing responses as a formal individual assessment opportunity. If so, instruct students to respond to the debriefing questions and turn in to you prior to the class discussion.

DAILY DIRECTIONS

DAY SIX

W H Y W A G E W A R ?



Students will compare this response with their opinion after the talk show.

The discussion of ETHICS OF WAR AND PEACE may take the entire class period. If this is the case, allow additional time outside of class for students to begin their research. Be sure that students are clear on your expectations.

3. Instruct students to take out their pre-assessment writing from Day One (a short paragraph in response to the following questions:
 - Which of these four perspectives do you tend to agree with at this point? Why?
 - What reasons would you give for favoring one of these perspectives over the others?). Instruct students to compare their original opinion with the one they now hold. Discuss as a class.
4. **Optional**
Distribute the teacher-selected political cartoons. Instruct students to review each and discuss within their expert groups. Analyze and discuss the selected political cartoons as a class using the following criteria:

Good Political Cartoons:
 - Are visually clear and uncomplicated
 - Make a single point very powerfully
 - Have a sharply focused meaning like putting on a pair of glasses and seeing clearly in an instant, so that you go, “aha!”
 - Are provocative. You want to argue against it or say, “Exactly!”
Bad Political Cartoons:
 - When people comprehend the meaning they want to say, “so what?”
Examples:
Positive example: the word “Vietnam” superimposed on the map of Bosnia.
Negative example: the political cartoons for the 19th century which have a dozen characters and 15 different captions.
5. Instruct students to meet in their expert groups. Assign the host to one of the expert groups. Introduce the case study. If using the provided case study, distribute CASE STUDY: BOSNIA, POLITICAL CARTOONS, BOSNIA: QUESTIONS, and BOSNIA: MAP.

DAILY DIRECTIONS

DAY SIX

W H Y W A G E W A R ?

6. Instruct students to read the first section of CASE STUDY: BOSNIA, individually, within their groups, or as a class (up to Bosnia: A Historical Perspective). Discuss the case study as a class. If using the PBS Special or other video clip to introduce the Bosnia case, view now.
7. Instruct students to read/review the remainder of CASE STUDY: BOSNIA (from “Bosnia: A Historical Perspective” through “Return now to 1993...The current situation...”), the POLITICAL CARTOONS, and the BOSNIA: MAP and discuss within their groups. Instruct students to discuss and respond to BOSNIA: QUESTIONS.
8. Instruct groups to consider the case from their ethical perspective. Suggest that the groups think of themselves as expert “policy advisors” to the President. Groups complete research as necessary to understand the case from their ethical perspective and discuss.



A great way to introduce the case study is with a short video segment. A PBS Special on Bosnia is included in the Resources section on pages 17 and 18 of this Teacher Guide.

CASE STUDY: BOSNIA provides students with background information. Use this resource as well as other sources to explore the reasons for the conflict in the Balkans.

DAILY DIRECTIONS

DAY SEVEN

W H Y W A G E W A R ?

Day Seven

Objectives

- Research and analyze case study within “expert” groups
- Complete chart analyzing the case study crisis
- Write presentation for “policy advisor” (jigsaw) group

Materials

- Paper (lined) — *class set*

Procedure

1. Expert groups continue to research and analyze the case from their specific ethical perspective.
2. Distribute paper and instruct students to make a one-page chart including the following information:
 - What the war is/was about,
 - Why the U.S. is/was/might be involved, and
 - What (has) happened in the war (thus far)

Instruct groups to discuss their charts.

3. Read or tell the following information:

On Day Eight, we will form new groups. Each group will consist of one member from each of the four ethical perspectives. In your new groups, you will act as “policy advisors” to the President of the United States. Each of you will make a three to five minute presentation to your new policy advisor group outlining the case from your ethical perspective. Your goal is to persuade the other “policy advisors” in terms of what action the U.S. should take. The challenge here is to embrace the expert group perspective, and not your own personal views, in an effort to influence your policy advisor group.



DAILY DIRECTIONS

DAY SEVEN

W H Y W A G E W A R ?

4. Instruct groups to help each other develop a three to five minute presentation that each member of their expert group will give to their policy advisor group on Day Eight. The presentation should include the following:
 - What action the U.S. should take
 - Why the U.S. should take this action
 - How the U.S. should take this action
5. Instruct students to write down their presentations in preparation for Day Eight.
6. Students practice presentations within their expert groups.

DAILY DIRECTIONS

DAY EIGHT

W H Y W A G E W A R ?

Day Eight

Objectives

- Work in “policy advisor” (jigsaw) groups
- Complete policy advisor notes
- Share note-taking with other jigsaw groups
- Class discussion analyzing case

Materials

- POLICY ADVISOR NOTES — *class set*

Procedure

1. Divide students into their “policy advisor” (jigsaw) groups (see **Setup Directions #4**, on page 5, **Grouping Students** for more information). Read or tell the following:

Each student in your newly formed “policy advisor” group represents a different ethical perspective. Each of you will present the case study from your perspective and attempt to sway the other policy advisors. While others present, you will take notes. Following each presentation, your group will discuss the information that has been shared.

Each presentation should last between three and five minutes. Following this, your group will discuss the information presented for two to five minutes. This allows your group approximately 30–40 minutes for your presentations and discussion.

When you have finished with your presentations and discussion, each of you will complete the note-taking assignment, comparing and contrasting the four perspectives, their views, and their recommendations on the case study.

2. Distribute POLICY ADVISOR NOTES and discuss.

3. Students, within their policy advisor groups, present the case study from their ethical perspective, discuss the case study, and complete POLICY ADVISOR NOTES.
4. If time permits, instruct groups to synthesize and evaluate the four perspectives and discuss with other groups.
5. **Optional**
Try to bring the class as a whole to consensus on what the U.S. should do in this case.
 - Begin with policy advisor groups who must try to reach consensus on U.S. response. They can write a paragraph which includes their collective recommendation, tells why they think this is the best course of action, and states which ethical theory their recommendation is based on.
 - After three to five minutes, move to groups of eight to twelve, and try to get these groups to come to consensus. If they cannot reach consensus, have them put two or three alternatives to a vote and come up with majority and minority recommendations.
 - Then have spokespersons from each of these groups report on their recommendations and facilitate a class discussion oriented toward reaching consensus (or taking a vote) on U.S. response.

DAILY DIRECTIONS

DAY NINE

W H Y W A G E W A R ?

Day Nine

Objectives

- Write recommendation letters to President and/or respond to essay prompt

Materials

- LETTER TO PRESIDENT — *class set*
- LETTER TO PRESIDENT RUBRIC — *class set and/or display copy*
- Paper (lined) — *class set (Optional)*

Procedure

1. Distribute LETTER TO PRESIDENT and discuss. Use LETTER TO PRESIDENT RUBRIC (in whatever form you have chosen) to make your expectations clear.
2. Instruct students to write their letter to the President based on their individual recommendations regarding the case study. They should use all the information they have learned through the unit. Stress that students should write a recommendation that reflects their own beliefs and not the perspective to which they were assigned (unless they endorse that perspective). Review the LETTER TO THE PRESIDENT RUBRIC with the class before they begin to write.
3. **Optional**
Instead of, or in addition to, the Letter to the President instruct students to respond to the following essay prompt:
Choose a war in which the United States has been involved.
 - Describe what the war was about.
 - Tell why the U.S. became involved.
 - Describe what happened in the war (when it took place, how many lives were lost, how it ended, who won...).
 - Tell whether or not you think the war was ethical for the U.S. and give your reasons why—use one of the ethical theories to support your argument.
4. Instruct students that the Letter to the President/Essay is due Day Ten.



Day Ten

Objectives

- Final debriefing discussion
- Application of four ethical theories to additional conflicts

Procedure

1. Collect the Letter to President/Essay.

2. **Optional**

If time did not permit during Day Eight try to bring the class as a whole to consensus on what the U.S. should do in this case.

- Begin with policy advisor groups who must try to reach consensus on U.S. response, writing a paragraph which includes their collective recommendation, tells why they think this is the best course of action, and states which ethical theory their recommendation is based on.
- After three to five minutes, move to groups of eight or twelve, and try to get these groups to come to consensus. If they cannot reach consensus, have them put two or three alternatives to a vote and come up with majority and minority recommendations.
- Then have spokespersons from each of these groups report on their recommendations and facilitate a class discussion oriented toward reaching consensus (or taking a vote) on U.S. response.

3. **Optional**

Instruct students to take out their pre-assessment writing from Day One (a short paragraph in response to the following questions: Which of these four perspectives do you tend to agree with at this point? Why? What reasons would you give for favoring one of these perspectives over the others?). Instruct students to compare their original opinion with the one they now hold. Discuss how this view has changed throughout the unit.

DAILY DIRECTIONS

DAY TEN

W H Y W A G E W A R ?

4. As a class, discuss the application of the four theories in other conflicts/wars you have been or will be studying in class. For instance, ask students:
 - Which theory makes the most sense when applied to the Gulf War?
 - ...the Vietnam conflict?
 - ...World War I?
 - ...World War II?
 - ...the Spanish-American War?
5. **Optional**
As part of the debriefing, instruct students to research what the U.S. decided to do in terms of the case study presented and how things have changed due to these decisions. Explore a current map as compared with the 1993 map provided within this unit. Compare the actual U.S. response to the recommendations proposed by students in the class. Discuss current status of conflicts in the Balkans, in Bosnia, Kosovo, and Macedonia.
6. **Optional**
If you chose to videotape or photograph the talk show, view the video or pictures.
7. Discuss the experience of the talk show, the questions posed, the information learned, the public service announcements, etc.
8. Score letters (using the rubric).



Following your review, return letters for student consideration and revision. If your case study is current, send strong letters to the President.

It is easy to become confused when discussing ethics, because the word can be defined in more than one way. The author has chosen to define ethics as: *The study of ideas of morality*. In this, he has followed the lead of Taylor who in *Principles of Ethics: An Introduction* (1975), provides the following definition: *Philosophical inquiry into the nature and grounds of morality*.

Thus defined, ethics is *the study of moral ideas*. By examining the ethics of war and peace, your students are inquiring into various ideas of what is right and wrong when it comes to war and peace. Taylor further subdivides the study of morality (ethics) into three categories:

1. Descriptive Ethics: “Description and explanation of the moral life of man as manifested in any given individual’s moral experience and in any given society’s moral code.”
2. Normative Ethics: “Inquiry into the rational grounds for justifying a set of moral norms for all mankind...”
3. Analytic Ethics (or Metaethics): “Semantical study of the meaning of words and sentences used in moral discourse...and the study of the methods by which moral judgments can be established as true or false...”

During this unit, students engage in all three categories of ethical reflection. Taylor writes, “Moral growth occurs as the individual develops the capacity to reason about his moral beliefs” (p. 10). The definition of ethics used in this unit also corresponds to definition #1 in *Webster’s Ninth New Collegiate Dictionary* (1986): the discipline dealing with what is good and bad and with moral duty and obligation. The author has chosen to avoid confusion through his selection of this definition. The plural form of definition #2 from the same dictionary entry is: a set of moral principles or values, a theory or system of moral values. This is the definition one would use when speaking of a “Non-Violence/Pacifism Ethic” or a “Just War Ethic.” To avoid confusing the students with too-fine distinctions, the term ethical theory, or simply theory is used for each of the four perspectives represented in this talk show. Therefore, your students are examining the ethics of war and peace through their discussion of the four ethical theories of what is right and wrong in matters of war and peace presented in this unit.



ETHICS OF WAR AND PEACE (1)

WHY WAGE WAR?

What is “Ethics?”

Ethics is defined as the study of ideas of morality. Morality has to do with what is right and what is wrong. You probably have some moral standards, some ideas of what is right (what you should do) and what is wrong (what you should not do). You may not always act as you think you should, but you may feel guilty if your behavior does not measure up to the moral standards that you hold. Your ideas of what is right and what is wrong may change over time, but you will probably continue to believe that some actions are right and others are wrong. In other words, your understanding of morality may change, but you will probably continue to hold to some core beliefs. How would you describe your moral ideas now? List below three things you think are right to do (morally good actions) and three things you think are wrong to do (morally bad actions).

Right

1. _____
2. _____
3. _____

Wrong

1. _____
2. _____
3. _____

Where did you get your ideas about morality?

Agree

Disagree

_____	_____
_____	_____
_____	_____

What are some controversial moral issues (issues where many people disagree) in the U.S. today?

Conflict and Cooperation

Conflict is... _____

Some conflicts I've experienced are... _____

The conflict was resolved... _____

ETHICS OF WAR AND PEACE (2)



W H Y W A G E W A R ?

War

Is war wrong in every case? Are there some cases in which war is the right thing to do? Are there some cases in which it is wrong not to go to war? Do humans sometimes have to set aside questions of right and wrong in war? Are some actions during wartime (such as killing innocent children) wrong even if the war itself might be considered right or just? What do you think?

Ethical Theories

During the next several days, we will be thinking about and discussing the Ethics of War and Peace. That is, we will be looking at different ideas about what is right and what is wrong when it comes to war and peace. We will consider four different ethical theories (ideas) that people hold about the morality of war and peace, and you will have opportunities to consider which of these theories, if any, makes the most sense to you.

Over the years, philosophers, religious teachers, nations, and communities have developed several different ethical theories (ideas, perspectives) of the morality of war and peace. We will examine four:

1. Non-violence/Pacifism Theory

A **Non-violence/Pacifism** advocate believes that it is never right to go to war.

2. Just War Theory

A **Just War** advocate believes that in certain situations, it may be right to go to war, if the war can be defined as Just according to a set of moral principles.

3. Political Realism Theory

A **Political Realism** advocate believes that our country must defend its interests using whatever means are necessary, even if sometimes you have to do things that don't seem moral.

4. Holy War Theory

A **Holy War** advocate believes that God has given us a mission to accomplish and that we must be willing to fight and die to accomplish that mission.



EXPERT GROUP INSTRUCTIONS

W H Y W A G E W A R ?

Research

In WHY WAGE WAR? your class will research and discuss four ethical theories of war and peace. Your group will focus on one of these ethical perspectives. You will become “experts” in this ethical perspective. Following your intensive research and small group discussions, you will teach others in your class about your ethical perspective.

1. You are the experts in one of the four ethical perspectives. You must research your ethical theory and understand its basic philosophy and “enduring truths.”
2. Each student in your group writes a biography on an author or historical figure. Refer to AUTHORS AND HISTORICAL FIGURES for ideas. You may also find other figures that represent your ethical perspective. Depending on the number of students in your group, more than one student may complete research on the same individual. However, be sure that at least one student is researching each of the figures listed. Check with your teacher on proper citation of sources for your biographies.
3. Following your research, respond as someone from your ethical perspective would to the questions posed on AUTHORS AND HISTORICAL FIGURES. Your group representative will have to answer these questions during the talk show.
4. Group discussions are a must. You all have information to share with each other.
5. As a group, discuss the various biographies. Each student in your group creates a chart comparing and contrasting the historical figures/authors who lived and exemplified your theory.

Talk Show

One member of your group will represent your ethical theory during a discussion similar to a talk show. The talk show will address the following situation: The United States is on the verge of war. You (whether male or female) may be drafted. The guests on this talk show will discuss whether it is ever right for a nation to go to war, and if so, under what circumstances. One guest will represent each of the four theories about what is right and what is wrong when it comes to war and peace. Each will explain why he or she thinks the nation should or should not go to war. You will have the opportunity to ask questions and to state your opinion on these issues as well.

1. To prepare for the talk show, your group completes your portion of the SCRIPT FRAMEWORK. Using your research knowledge, respond to the questions posed to the individual representing your group’s ethical perspective. Turn in one group copy for teacher review prior to the talk show.
2. One of you will be the talk show “guest” while the others play the role of an interactive audience. Be sure that your representative (the talk show “guest”) is clear on the responses he/she will provide on the day of the talk show.
3. In addition to the responses to the Script, consider questions that may be posed by other group’s audience members. Prepare responses to those questions as well.

Get ready for some deep thinking and some exciting discussion!

AUTHORS AND HISTORICAL FIGURES



WHY WAGE WAR?

Your Name: _____ Ethical Theory: _____

Pick one of the following authors or historical characters and do a brief biography focusing on their ideas about war and peace.

Pacifism	Just War	Political Realism	Holy War
Mahatma Gandhi Leo Tolstoy Menno Simons Martin Luther King, Jr. Cesar Chavez Web Sites: Goshen College www.goshen.edu/mennonite.html/ American Friends Service Committee www.afsc.org	Thomas Aquinas Colin Powell Saint Augustine Winston Churchill Plato Web Site: International Encyclopedia of Philosophy: Just War www.utm.edu/research/iep/j/justwar.htm	Machiavelli Henry Kissinger Thomas Hobbes Carl Von Clausewitz Sun Tzu Web Site: International Encyclopedia of Philosophy: Political Realism www.utm.edu/research/iep/p/polreal.htm	Joan of Arc Emperor Constantine Ayatollah Khomeini John Brown Web Site: John Brown's Holy War, PBS Special www.pbs.org/wgbh/amex/brown/peopleevents/pande01.html

Answer the following questions as someone from your ethical perspective would answer them:

1. Is it ever right for a nation to go to war? If not, why not? If so, under what circumstances?
2. How would you respond to someone who took a position different from yours? What evidence would you give that your position is correct?
3. Does a nation ever really win a war? Give an example of a war in history to support your position.
4. How would a person decide if a war is just or unjust?
5. If our nation were to enter a war, would you fight? Why or why not?

After answering these questions, meet with your group to formulate your group's answers to these questions. Remember, your group representative must be prepared to answer these questions during the talk show.



HOST INSTRUCTIONS

WHY WAGE WAR?

You will play a key role in a TV-style talk show devoted to ethics of war and peace. The focus of the talk show is the question: *What is right and what is wrong when it comes to war and peace?*

Responsibilities

You are the talk show host because you have the maturity to take your responsibility seriously, the ability to learn your role thoroughly, and the capacity to communicate your ideas clearly.

- Be familiar with the format of the talk show, the sequence of guests, and the scripted questions. Be sure that you know exactly what is going on.
- You are responsible for directing questions to each of your guests and listening carefully to their answers. You may ask follow-up questions of your guests.
- Following the scripted questions, you are responsible for the audience participation segment. Call on members of the audience to ask questions. Give your guests a chance to respond. This segment might possibly involve some heated discussion. It is your responsibility to keep your audience and your guests from losing control.
- Determine appropriate attire. Dress like a TV host on the day of your talk show.

Preparation

To prepare for your role as host complete the following:

- Study the SCRIPT FRAMEWORK. Research and respond to the questions posed. It is vital that you know the thrust of the argument of each ethical perspective.
- Write a short paragraph on one individual from each of the four ethical perspectives listed on AUTHORS AND HISTORICAL FIGURES.
- Give your responses and paragraphs to your teacher for feedback.
- Read the MODEL SCRIPT for additional assistance with preparation.
- Meet with your producer (your teacher) to go over the script.
- Prior to the talk show, meet with your teacher and the guests to prepare. Practice, practice, practice!

Questions?

- You will get plenty of assistance from your teacher, who is the producer of this show.

Your four guests are (write in their names):

Guest #1 _____ : an advocate of non-violence, of *Pacifism*. This guest believes that all wars are wrong and that, therefore, one should never participate in a war.

Guest #2 _____ : an advocate of *Just War*, who believes that in certain cases, war may be the right thing to do if it meets certain moral requirements. In other cases, such as conquest, revenge, or oppression, war cannot be justified morally.

Guest #3 _____ : an advocate of *Political Realism*, who believes that a nation must use all means necessary to defend its national interests, so that other nations can't push it around. According to the Political Realist, morality cannot get in our way if national interests are at stake.

Guest #4 _____ : an advocate of *Holy War*, who believes that God is on our side and has given us a mission which we can accomplish only if we are willing to fight for it.

SCRIPT FRAMEWORK (1)



W H Y W A G E W A R ?

On the day of the show, the Host is introduced by the show's producer (the teacher).

Host: Walk on stage and acknowledge the applause of the audience. Begin with the following comments.

Host: Thank you, and welcome to The _____ Show!! I'm (Name) and today we tackle a subject on the mind of every American: Should we go to war? And an even more personal question: Should *I* go to war?

The United States is on the verge of war. We hear reports every day describing the conflict we face. You may be drafted. The purpose of today's show is to discuss whether it is ever right for a nation to go to war, and, if so, when. This is the question we will ask our guests today. Then in the audience participation segment, you may ask questions about specific wars in the past or the present.

Each of our guests today is faced with the possibility that he or she might be drafted. Each of our guests has a different opinion about whether it is right for the United States to go to war. Their perspectives will determine whether or not they feel that they should serve in the military. Let's bring them in one at a time.

Host: Feel free to insert your own comments or phrase this introduction in your own words.

Host: First, let's welcome our first guest, (Name), an advocate of the Non-violence/Pacifism theory.

Guests enter one at a time as they are introduced by the Host. Wave to the audience, show your poster or paraphernalia if you have any, and take a seat at the table where your name card is set.

Host: Let me start with a question that I'll ask each of our guests. (Name), is it ever right for a nation to go to war?

Host, cut guests off if they go more than 30 seconds.

Pacifism Theorist: *(Respond and briefly explain your reasons.)*

Host: All right, let's see if our next guest agrees with you on that. Let's welcome our second guest, (Name), an advocate of the Just War Theory.



SCRIPT FRAMEWORK (2)

W H Y W A G E W A R ?

Guest 2 enters to applause.

Host: Let me ask you the same question I asked our Pacifist friend. Is war ever the right thing to do?

Just War Theorist: *(Respond and briefly explain your reasons.)*

Host continues with similar introductions and questioning of Guests #3 and #4, the Political Realism Theorist and the Holy War Theorist.

Political Realism Theorist: *(Respond and briefly explain your reasons.)*

Holy War Theorist: *(Respond and briefly explain your reasons.)*

Host: How would you respond to what the other guests have said? Would anyone like to disagree with another guest?

SCRIPT FRAMEWORK (3)



W H Y W A G E W A R ?

Any guest is free to contradict or question another guest at this point. The one who is challenged may respond. Host, keep things moving forward. Make sure their comments are brief. The Producer will make sure that comments are not of a personal nature, but stay on the topic and are accurate. If things get out of hand, take a public service announcement break.

Public service announcement Break #1

Host now asks individual questions to various Guests, and Guests respond.

Host: Let me turn to our Pacifist guest. You say that we should never fight, that war is never the right thing to do. But isn't conflict a normal part of life? Isn't fighting sometimes unavoidable?

Pacifism Theorist: *(Respond and briefly explain your reasons.)*

Host: Now a question for our Holy War Advocate. Do you really think that God would want people to fight a war in God's name?

Holy War Theorist: *(Respond and briefly explain your reasons.)*

Host: Just War Theorist, you say sometimes wars are just. But how do we know if and when it is right to go to war? How do we decide if a war is just?



SCRIPT FRAMEWORK (4)

W H Y W A G E W A R ?

Just War Theorist: *(Respond and briefly explain your reasons.)*

Host: Political Realist, aren't you really a person who only cares about power? You are willing to use power to achieve your interests, even if you have to injure or kill innocent people, aren't you?

Political Realism Theorist: *(Respond and briefly explain your reasons.)*

At this point, the Host invites the Guests to disagree with or challenge other Guests' responses. No more than five minutes here. Take a public service announcement break whenever you need to. Host may also interject other questions which he or she has developed and which Guests have not specifically prepared for.

Public service announcement Break #2

The Host now poses a final question to each Guest.

Host: If our nation were to enter a war, would you fight? Why or why not?

Pacifism Theorist: *(Response and explanation.)*

SCRIPT FRAMEWORK (5)



W H Y W A G E W A R ?

Just War Theorist: *(Response and explanation.)*

Political Realism Theorist: *(Response and explanation.)*

Holy War Theorist: *(Response and explanation.)*

Host: Now I turn to you, our audience. You have certainly heard some interesting ideas today. With whom do you agree? What do you think of their ideas? What questions did all this bring to your mind? After hearing all of this, do you think it is ever right for a nation to go to war? I'd like to have you ask our guests your questions now. Who would like to be first?

Host, call on audience members one at a time and refer their questions to the appropriate guests. Try to stimulate the audience to ask tough questions, and feel free to follow up on the questions yourself. Teacher/Producer may provide a public service announcement break if necessary. Determine the length of your audience participation segment by the number of people who want to ask questions, the length of your class session, and direction from your Producer. Close with a statement thanking your guests and your audience for their participation.

Public service announcement Break #3 and Public service announcement Break #4 during the audience participation segment of the show



PROFILES (1)

W H Y W A G E W A R ?

PACIFISM:

a relatively simple rejection of any use of violence

The “enduring truths” of Pacifism are as follows:

- War is always the wrong thing to do.
- War requires violence and violence destroys human lives.
- Fighting never solves the problem.
- Even apparent victory in war leaves suffering that will likely result in a subsequent war of retaliation.
- War never results in peace.
- Pacifist leaders like Jesus, Gandhi, and Martin Luther King, Jr. taught that love will eventually triumph over the power of violence, even if it doesn't seem like it now.
- These same leaders have used the principles of non-violence to achieve justice and equality.
- Especially in the modern world, where nations have weapons capable of destroying whole countries, war makes no sense.
- If humans do not learn to resolve conflicts by peaceful means, there will not be any nations left.



JUST WAR:

a war is just if it meets a specific set of criteria/standards

The “enduring truths” of Just War are as follows:

- War is sometimes the right thing to do, in cases where the cause being fought for is just.
- Negotiation and peaceful resolution are the best way to resolve conflict, but it is not always possible.
- In cases like World War II, when people are threatened by an aggressor like Hitler, morality demands that good people engage in war.
- Morality must guide our actions.
- Even in war, we must do what is right.
- There are moral limits on our actions even if we must go to war.
- Several standards have been developed over the years to determine whether a war is just or unjust.
- When a nation decides that war is the only option left, and that this war meets the standards, the military and government leaders must make sure that innocent people on the enemy side are not targeted, and that no more military power is used against the enemy than is necessary to win the war.

The standards/criteria for a just war are as follows:

1. There must be a just cause, some injustice must be fought against and ended.
2. We must enter into the war with the right intentions, never for revenge or to conquer someone else.
3. The war must be launched by a competent authority, like a democratically-elected government which represents the will of the people.
4. The war must have a reasonable chance for success.
5. The good to be achieved by fighting the war must be greater than the evil that would occur if we did not enter the war. This is called proportionality of ends.
6. Finally, entering into the war must be the last resort, after all other efforts at discussion, negotiation, and other means of resolving the conflict fail.



PROFILES (3)

W H Y W A G E W A R ?

POLITICAL REALISM: **predicated upon the question, “Is it in our national interest?”**

The “enduring truths” of Political Realism are as follows:

- War is sometimes necessary, to defend ourselves and our interests.
- Believe that pacifism is a completely unrealistic approach in a world full of hostile and aggressive leaders and nations.
- History is a story about how nations compete for power.
- If a nation lets its interests be violated and lets its power shrink, another nation will move in and aggressively try to gain the advantage.
- Relationships among nations are not like personal relationships and cannot be governed by personal morality.
- Nations are out to get what they can.
- Nations never sacrifice themselves.
- Nations always try to defend their interests and to expand their influence.
- It is not possible to measure every action in war by normal moral standards.
- Leaders of a nation have as their primary responsibility the well-being of the nation.
- They must preserve the nation’s wealth, expand the nation’s power, and defend the nation’s territory and people.
- As far as it is possible, the leader can act according to the morality of the nation and may seek cooperation with other nations when it is in their mutual interests.
- If the leader can act morally and keep peace with other nations and still defend her nation’s interests, fine.
- But, if it comes to war, sometimes morality has to be dropped so that the nation may fight by all means necessary to preserve itself and its interests.



HOLY WAR: predicated on divine guidance

The “enduring truths” of Holy War are as follows:

- Sometimes war is necessary in order to accomplish God’s purposes in the world.
- God wants our nation to fight, when necessary, to make sure that God’s truth will not be destroyed by evil people.
- Our nation has been blessed by God with a special mission, and God will give us the victory over our enemies.
- Throughout history people have fought wars for God.
- Examples include the Hebrew wars for the Holy Land, Christian and Muslim wars over Jerusalem, and the Christian Crusades of the Middle Ages.
- God is on the side of the nation that is holy and follows God’s will.
- Even nations who do not speak of “Holy War” ask God to bless their nation as it goes to war and the citizens pray for the troops, that God will give them protection and, ultimately, victory over their enemies.
- They may not necessarily call it Holy War, but they seem to be saying that God wants them to win.



MODEL SCRIPT (1)

W H Y W A G E W A R ?

On the day of the show, the Host will be introduced by the show's producer (the teacher).

Host: Walk on stage and acknowledge the applause of the audience. Begin with the following comments.

Host: Thank you, and welcome to The _____ Show!! I'm (Name) and today we tackle a subject on the mind of every American: Should we go to war? And an even more personal question: Should *I* go to war?

The United States is on the verge of war. We hear reports every day describing the conflict we face. You may be drafted. The purpose of today's show is to discuss whether it is ever right for a nation to go to war, and, if so, when. This is the question we will ask our guests today. Then in the audience participation segment, you may ask questions about specific wars in the past or the present.

Each of our guests today is faced with the possibility that he or she might be drafted. Each of our guests has a different opinion about whether it is right for the United States to go to war. Their perspectives will determine whether or not they feel that they should serve in the military. Let's bring them in one at a time.

Host: Feel free to insert your own comments or phrase this introduction in your own words.

Host: First, let's welcome our first guest, (Name), an advocate of the Non-violence/Pacifism perspective.

Guests enter one at a time as they are introduced by the Host. Wave to the audience, show your poster or paraphernalia if you have any, and take a seat at the table where your name card is set.

Host: Let me start with a question that I'll ask each of our guests. (Name), is it ever right for a nation to go to war?

Pacifism Theorist: I'm glad you asked me that question, _____. War is always the wrong thing to do. It's very simple. War requires violence and violence destroys human lives.

Host: All right, let's see if our next guest agrees with you on that. Let's welcome our second guest, (Name), an advocate of Just War.

Guest 2 enters to applause.

Host: Let me ask you the same question I asked our Pacifist friend. Is war ever the right thing to do?

Just War Theorist: As terrible as it is, war is sometimes the right thing to do, in cases where the cause being fought for is just. I hope to show your audience today how we can tell the difference between a just war and an unjust war.

Host continues with similar introductions and questioning of Guests #3 and #4, the Political Realism and the Holy War advocates.

MODEL SCRIPT (2)



W H Y W A G E W A R ?

Political Realism Theorist: Of course it is sometimes. In a world with people like Hitler and Saddam Hussein, we must be prepared to fight and to win in order to defend ourselves and to defend the interests of our nation. It would be nice if we could always be moral and nice like the Pacifist, but that's just not realistic. And I'm a Realist...

Holy War Theorist: I agree with the Political Realist that war is sometimes necessary and that a leader should do everything in his power to see that the nation wins. But why? The Political Realist fails to see that it is for the sake of morality itself, especially for religious reasons, that we must win the war. Very simply, God wants our nation to fight, when necessary, to make sure that God's truth will not be destroyed by evil people. Our nation has been blessed by God with a special mission, and God will give us the victory over our enemies.

Host: How would you respond to what the other guests have said? Would anyone like to disagree with another guest?

Any guest is free to contradict or question another guest at this point. The one who is challenged may respond. Host, keep things moving forward. Make sure their comments are brief. The Producer will make sure that comments are not of a personal nature, but stay on the topic and accurate. If things get out of hand, take a public service announcement break.

Public service announcement Break #1

Host now asks individual questions to various Guests, and Guests respond.

Host: Let me turn to our Pacifist guest. You say that we should never fight, that war is never the right thing to do. But isn't conflict a normal part of life? Isn't fighting sometimes unavoidable?

Pacifism Theorist: I agree that conflict is a part of human life. Sometimes we argue with family members. Sometimes when we compete in sports we get angry. Sometimes I want to hit somebody to force them to do what I want them to do. But fighting never solves the problem. Even if I win and get what I want this time, I have done so by hurting someone else, and I can't really enjoy it. Then there's payback to consider. I may win a fight now, but the person I defeated may take revenge on me later, and I'll be the one hurting. When people experience conflict in their personal relationships, they have to find a way to talk about it, to negotiate, to resolve it so that each one will be able to feel okay about how things came out, even if they didn't get exactly what they wanted. The same is true with nations.

Host: That seems to make sense, doesn't it (#2) _____? What do you say about that?

Just War Theorist: As a Just War advocate, I agree with my Pacifist friend that negotiation and peaceful resolution are the best ways to resolve conflict. But it's not always possible. What if someone breaks into your house at night? Aren't you going to defend yourself and your family? I think you'll agree with me that sometimes discussion doesn't work. Sometimes you must use violence in order to protect the innocent from violent people.



MODEL SCRIPT (3)

W H Y W A G E W A R ?

Host: That seems like a good point. Any response (#1) _____?

Pacifism Theorist: Some pacifists believe that there are cases in which you may defend yourself or your family. But it's never that simple when it comes to nations and their wars. Nations have been fighting wars for thousands of years. Leaders have sent the young people of their nations off to kill the enemy, thinking this would solve the problem. Too often, leaders have sacrificed thousands, even millions of young people and still not achieved what they wanted. Even if the nation won the war, and forced the enemy to surrender by destroying his crops and cities and killing his soldiers, the "victory" rarely lasted. That nation itself will be attacked and defeated some day. As the old saying goes, "He who lives by the sword dies by the sword." That's the reality of war. It's just not like fighting off a burglar in your house.

Just War Theorist: If someone invades your country and destroys your cities, you aren't going to fight back? Sometimes war is just like defending your house against a burglar.

Political Realism Theorist: It's crazy to say we shouldn't defend our nation if it is invaded. As a Political Realist I believe that we must fight not only to defend our land against invasion, but also to defend our interests when someone like Saddam Hussein threatens those interests, like the oil in the Persian Gulf which we need to keep our economy strong.

Host (to guest #1): _____, as a Pacifist, you say that even when a nation seems to win a war, that the problem really hasn't been solved. Can you give us an example?

Pacifist: I'd be glad to. Take World War I. After five years and millions of deaths, the Allies supposedly "defeated" Germany, and punished Germany with the Treaty of Versailles. The Allies thought they had won the war to end all wars. But within 16 years, Hitler rose in Germany and war began again, and millions more died.

Just War Theorist: I'm glad you mentioned Hitler. What if we had not been willing to fight against him? What would the world be like today if the United States had not entered World War II and Hitler had succeeded in taking over Europe? This is a good example of what I'm talking about when I say that a war must sometimes be fought for a just and moral cause.

Political Realism Theorist: History is a story about how nations compete for power. That's just the way things are. If a nation lets its interests be violated and lets its power shrink, another nation will move in and aggressively try to gain the advantage.

Public service announcement Break #2

Host: (to guest #4) _____, you have been kind of quiet. Let me direct this question to you. Do you really think that God would want people to fight a war in the name of God?

MODEL SCRIPT (4)



W H Y W A G E W A R ?

Holy War Theorist: The Pacifist might say that God doesn't want people to fight wars. But Pacifists are wrong about that. Look at all the people throughout history who have fought wars for God. The Israelites were told to fight wars for God when they entered "The Promised Land" under the leadership of Joshua over 2,000 years ago. Then Christian armies fought many wars for God and the Pope during the Middle Ages, in a series of wars called the "Crusades." They believed God wanted them to liberate the Holy Land from the Muslims. Many of the leaders of the Crusades are now considered Saints by the Church.

Host: There seem to be some people in many different religions who believe that God wants them to fight. But how do we know which side God is really on, if both sides think they are fighting for God?

Holy War Theorist: That's easy. God is on our side. It's true that many groups of people believe God is on their side in war, helping them to overcome evil nations, and to bring truth to the world. Think about all the people who pray before they go into battle and ask God to help them fight well. They believe that God will help them kill the enemy. Leaders ask people to pray for the troops, and to ask God to bless the nation as it goes into war. They may not necessarily call it a Holy War, but they seem to be saying that God wants them to win.

Host: Yes, but how do we know God is on our side?

Holy War Theorist: Out of all the countries in the world, our country is one of a kind. We are strong because God has blessed us. We fight on the side of truth and goodness and are not corrupted by evil as other nations are. We have great power because God has a mission for our nation. Sometimes we have to fight in order to fulfill our mission.

Host: What would a Pacifist say about that, (#1)_____?

Pacifism Theorist: The fact is that humans should have learned long ago that war doesn't solve anything. War never results in peace. Jesus recognized this, and taught his followers to love their enemies. Even in his death he refused to use violence to liberate himself, because he recognized that the power of love will eventually triumph over the power of violence, even if it doesn't seem like it now. People may have fought wars in the name of Christ (or in the name of Allah, or of Jehovah), but they didn't really represent Him. Great leaders like Gandhi in India and Martin Luther King, Jr. in the United States have used the principles of non-violence to win justice and equality. Violence and warfare will never accomplish these things.

Just War Theorist: I agree with the pacifist that morality must guide our actions. Even in war, we must do what is right. There are moral limits on our actions even if we must go to war.

Host: But how do we know if and when it is right to go to war? How do we decide if a war is just?

At this point, the Just War Theorist pulls out his/her poster with the six underlined points written out in large letters so that the audience can see them.



MODEL SCRIPT (5)

W H Y W A G E W A R ?

Just War Theorist: I'm glad you asked that. Several standards have developed over the years to determine whether a war is just or unjust:

1. There must be a just cause, some injustice must be fought against and ended.
2. We must enter into the war with the right intentions, never for revenge or to conquer someone else.
3. The war must be launched by a competent authority, like a democratically-elected government which represents the will of the people.
4. The war must have a reasonable chance for success.
5. The good to be achieved by fighting the war must be greater than the evil that would occur if we did not enter the war. This is called *proportionality of ends*.
6. Finally, entering into the war must be the last resort, after all other efforts at discussion, negotiation, and other means of resolving the conflict fail.

When a nation decides that war is the only option left, and that this war meets the standards I have listed, the military and government leaders must make sure that innocent people on the enemy side are not targeted, and that no more military power is used against the enemy than is necessary to win the war.

Host: Did everyone in the audience get that? (*Pause to allow audience to complete their notes.*) Well, (#3) _____, as a Political Realist, what do you think of the Just War standards for judging whether a war is right or wrong?

Political Realism Theorist: It's nice to talk about morality, what's right and wrong, when it comes to your personal life, your relationships, and so forth. But relationships among nations are something different. The fact is nations are out to get what they can. Nations never really sacrifice themselves, the way a human individual might sacrifice him or herself. Nations always try to defend their interests and to expand their influence. Nations try to increase their power so that it is greater than the power of other nations.

Host: Does that mean you think the Just War Theorist's position is unrealistic?

Political Realism Theorist: The Just War Theorists certainly are unrealistic if they think we can always measure every little thing we do in war by these standards. Let's be realistic. The leaders of a nation have as their primary responsibility the well being of the nation. They must preserve the nation's wealth, expand the nation's power, and defend the nation's territory and people. As far as it is possible, the leader can act according to the morality of the nation, and he may seek cooperation with other nations. If the leader can act morally and keep peace with other nations, and still defend his nation's interests, fine. But it's a nasty world out there. If it comes to war, sometimes morality has to be dropped so that the nation may fight by all means necessary to preserve itself and its interests.

Public service announcement Break #3

The Host now poses a final question to each Guest.

MODEL SCRIPT (6)



W H Y W A G E W A R ?

Host: Before we go to some questions from the audience, let me ask each of you to respond to this question: If the U.S. enters the war, will you fight? Let's begin with our Pacifist. I bet I can guess your answer!

Pacifism Theorist: I will do everything I can to keep my country out of war. But even if our leaders take the nation into war, I will not participate in the violence. Especially in our modern world, where nations have weapons capable of destroying whole countries, war makes no sense. If human beings don't learn to resolve their conflicts by peaceful means, there won't be any nations left. There won't be any humans left on Earth.

Host: Now to our Just War advocate. If the U.S. enters the war, will you fight?

Just War Theorist: War is a horrible thing. But sometimes we must fight against a nation whose leaders refuse to listen to reason and insist on killing innocent people. If our nation goes to war, I will fight, as long as our leaders choose a just cause to fight for and fight according to moral principles.

Host: Political Realist: If the U.S. enters the war, will you fight?

Political Realism Theorist: I say don't let your morality get in the way of realism. While you are busy figuring out what is "moral," immoral nations might wipe you out. If our nation goes to war, and our democratically-elected leaders decide that our national interests are at stake, I will certainly fight.

Host: Finally, to our Holy War advocate. If the U.S. enters the war, will you fight?

Holy War Advocate: I am ready not only to fight, but also to die to accomplish God's mission. Think back to the soldiers throughout American history who have sung "The Battle Hymn of the Republic"

Glory, Glory, Hallelujah
His Truth is marching on...

They were singing of God's Truth, and when evil people refuse God's Truth, we must be willing to fight them. As long as our nation fights for God, I will most certainly fight for our nation.

Host: Now I turn to you, our audience. You have certainly heard some interesting ideas today. With whom do you agree? What do you think of their ideas? What questions did all this bring to your mind? After hearing all this, do you think it is ever right for a nation to go to war? I'd like to have you ask our guests your questions now. Who would like to be first?



MODEL SCRIPT (7)

W H Y W A G E W A R ?

Host, call on audience members one at a time and refer their questions to the appropriate guests. Try to stimulate the audience to ask tough questions, and feel free to follow-up on the questions yourself. Teacher/Producer may provide a public service announcement break if necessary. Determine the length of your audience participation segment by the number of people who want to ask questions, the length of your class session, and direction from your Producer. Close with a statement thanking your guests and your audience for their participation.

Public service announcement Break #4 during the audience participation segment

GUEST INSTRUCTIONS



W H Y W A G E W A R ?

You will play a key role in a TV-style talk show devoted to ethics of war and peace. You will discuss: *What is right and what is wrong when it comes to war and peace?*

You are a key actor in this talk show because you have the maturity to take your responsibility seriously, the ability to learn your role thoroughly, and the capacity to communicate your ideas clearly. You will get plenty of assistance from your teacher, who is the producer of this show.

Additional Research

1. To deepen your understanding of your ethical perspective, study a specific conflict in history or in present time. Apply your ethical perspective to that conflict.
2. Find one or more writer, philosopher, religious leader, musician, national leader, or artist who agrees with your position. Write down some of their thoughts and ideas on the topic of war and peace (consider your group's biographies as a resource).

Prepare

1. Brainstorm with your Producer, Host, and other Guests about what kinds of dress and other war or peace paraphernalia you might bring with you to the show. Be careful that the paraphernalia or dress do not overwhelm the ideas you are trying to communicate.
2. Discuss "costume" ideas with other members of your Expert Group. Determine who is responsible for bringing in clothing, props, etc. Consider the following suggestions:
 - **Pacifism Theorist** might dress as a peace protester or as a Mennonite. You might bring with you a book by Gandhi, or Tolstoy. One possible quote: "He who lives by the sword will die by the sword."
 - **Just War Theorist** might dress as a professor, or as a political leader in a suit.
 - **Political Realism Theorist** might also dress as a political leader or as a military leader. One possible quote: "Get them before they get you."
 - **Holy War Theorist** might dress as a soldier or as a civilian. One possible quote, "Praise the Lord, and pass the ammunition" (a famous saying during World War II).
3. Remember, during the audience participation segment of the talk show, you may be asked some difficult questions which are not in the Script Framework. The better you prepare, the better chance you have of answering these questions effectively.

Participate

1. On the day of the talk show bring your notes, your Script Framework, and any quotes or additional information that might help you make your points effectively.
2. Be prepared to challenge or contradict other guests whose views do not agree with yours. Be polite at all times.
3. Your goal is to persuade the audience that your perspective of war and peace is the right and reasonable one. You want the audience to agree with you by the show's end.

Remember this talk show is really about *IDEAS*. Jot some of them down on the back of this paper.



AUDIENCE INSTRUCTIONS

W H Y W A G E W A R ?

While your expert group representative meets with the teacher and host of the talk show your group also prepares for the talk show.

Prepare

1. Develop at least one provocative question to ask each of the opposing points of view.
 - Decide in advance who will ask each question.
2. Discuss “costume” ideas with other members of your expert group. Determine who is responsible for bringing in clothing, props, etc. Consider the following suggestions:
 - **Pacifism Theorist** might dress as a peace protester, or as a Mennonite.
 - **Just War Theorist** might dress as a professor, or as a political leader in a suit.
 - **Political Realism Theorist** might also dress as a political leader or as a military leader.
 - **Holy War Theorist** might dress as a soldier or as a civilian.
3. Develop ideas for a poster and for a public service announcement to promote your Expert Group’s point of view. Receive approval of your ideas from your teacher before you proceed.

Create

1. A poster supporting your view to display on the day of the talk show. Use the following suggestions:
 - **Pacifism**, use a quote from Martin Luther King, Jr., Henry David Thoreau, or “The Peace Prayer” associated with Saint Francis of Assisi. One possible quote: “He who lives by the sword will die by the sword.”
 - **Just War**, list the just war criteria.
 - **Political Realism**, use a quote by Sun Tzu, Henry Kissinger, or Machiavelli, One possible quote: “Get them before they get you.”
 - **Holy War**, use something like “Praise the Lord, and pass the ammunition” (a famous saying during World War II).
2. A public service announcement promoting your point of view with a testimonial from at least one of the historical figures you researched. During the talk show there are public service announcement breaks. Your group acts out your public service announcement during one of these breaks. Write out and practice your proposed public service announcement.

Participate

1. Dress in a way that you think represents your ethical perspective on war and peace.
2. You or another member of your group asks challenging questions during the talk show.

At the day’s end, turn in your questions and public service announcements to your teacher for his/her approval.

WAR BULLETINS (1)



W H Y W A G E W A R ?

-
- The Washington Post reports that leaders of bordering nations are asking for American assistance to end the fighting. Some religious groups are urging the President to keep the United States out of war.
-
-
- MSNBC is reporting that a mass grave filled with civilian corpses has been found, suggesting that atrocities and perhaps even genocide may be underway in Nation X. Some religious leaders are urging the President to use American forces to protect the innocent.
-
-
- The LA Times projects that as many as 10,000 American troops (and perhaps more) could die if the U.S. enters the war in Nation X.
-
-
- The U.S. Secretary of State reports that Nation X has threatened to retaliate against the U.S. and its citizens should we enter into this war. The U.S. Secretary of State recommends against all foreign travel until further notice.
-
-
- CBS is reporting that an American soldier serving as a United Nations peacekeeper has been captured and is being held as a prisoner of war. The President is demanding that he be released immediately.
-



WAR BULLETINS (2)

W H Y W A G E W A R ?

-
- ABC News reports that an American helicopter was shot down 15 miles from the war zone, killing five American service personnel.
-
-
- New reports from Reuters state that Nation X has invaded a smaller and weaker nation, an ally of the U.S.
-
-
- The New York Times reports that a U.S. spy plane was shot down and all 17 service personnel on board were captured. The President is demanding that they be released.
-
-
- National Public Radio reports that the United States is considering an immediate resumption of the draft to ensure readiness for war. Eighteen- and nineteen-year-olds would be the first group to be subject to the draft.
-
-
- CNN reports that service personnel, under the direction of the CIA, were executed while attempting to rescue American soldiers held as prisoners of war.
-
-

AUDIENCE NOTE-TAKING (1)



W H Y W A G E W A R ?

Answer these questions as you watch the talk show.

1. List the names of the guests representing each of the following ethical theories:

Non-violence/Pacifism Theory _____

Just War Theory _____

Political Realism Theory _____

Holy War Theory _____

2. What are the basic philosophies of each of the ethical theories?

Non-violence/Pacifism _____

Just War _____

Political Realism _____

Holy War _____

3. What example does the Just War Theorist give of a case where self-defense is justified?

4. What example does the Political Realism Theorist give of the U.S. fighting to defend its interests?

5. What example does the Pacifism Theorist give of a victory in war not really solving a problem?

6. What example does the Holy War Theorist give of people fighting wars for God?



AUDIENCE NOTE-TAKING (2)

W H Y W A G E W A R ?

7. List any authors or historic figures the guests mention who would agree with their ethical perspective of war and peace.

Non-violence/Pacifism _____

Just War _____

Political Realism _____

Holy War _____

8. If the Just War Theorist shares the six criteria used to determine whether a war is just, write those down here.

_____	_____
_____	_____
_____	_____

9. What do you think each guest would say about the other theories?

		<- Theory ->			
		N-V/P	JW	PR	HW
Guest → ↓	N-V/P				
	JW				
	PR				
	HW				

10. Write one question that still remains unanswered. _____

AUDIENCE QUESTIONS



W H Y W A G E W A R ?

1. I have a question for the **Pacifism Theorist**. How can you refuse to defend your country? Don't you love your country? What about all the people who fought and died to give you your freedom?
2. I have a question for the **Just War Theorist**. Politicians want to gain more power in any way possible. Aren't you just giving them the chance to say their actions are moral when what they really want is more power? Aren't you giving politicians excuses for their acts of war?
3. I have a question for the **Political Realism Theorist**. Don't you have any morals? You say that the nation's interests come first. Does that mean you are willing to kill innocent children in order to protect the nation's interests?
4. I have a question for the **Holy War Theorist**, Jesus said, "He who lives by the sword will die by the sword." How can you say that God wants you to kill people?
5. My question is for the **Political Realism Theorist**. In World War I, eight million young men died cruel deaths because their leaders told them they were fighting for their country's interests. Don't you support war more often than the other guests do? Isn't it true that you're willing to sacrifice young human lives for the sake of strategic interests like oil and money?
6. My question is for the **Pacifism Theorist**. If the U.S. hadn't sent troops to stop Hitler, he might have succeeded in taking over all of Europe. How can you say that war is always wrong? Was the U.S. wrong to enter WWII?
7. My question is for the **Just War Theorist**. When Presidents send young people off to war, they always say the cause is just. For example, Presidents Kennedy, Johnson, and Nixon made it seem that Vietnam was a just war for the U.S. What President is ever going to admit that any war is unjust? What good is your theory if it doesn't force leaders to admit that some of their wars are unjust?
8. My question is for the **Holy War Theorist**. David Koresh told his followers that God wanted them to shoot FBI agents. Doesn't the Holy War idea lead to senseless violence, like we saw in Waco, Texas?



CASE STUDY: BOSNIA (1)

W H Y W A G E W A R ?

Question: What, if anything, should the United States do about the war in Bosnia?

Over the next few days, we are going to apply the ethical theories of war and peace that we just discussed in the talk show to a modern historic situation, the case of Bosnia in the former Yugoslavia. How much do you already know about what has gone on in Bosnia? List what you know about Bosnia.

Here are the steps we will follow in our case study:

1. Historical Framework and Related Questions

We will look back over the past 1,000 years to events which led up to the fighting in Bosnia. We will respond to specific questions related to this historical framework.

2. Political Cartoons

We will examine political cartoons, asking ourselves what each one says about the situation in Bosnia and the role of the United States.

3. Recommendations

After discussing all four ethical perspectives, you will make policy recommendations to the President on what you think the United States should do, if anything, about the situation in Bosnia.

4. Class Discussion and Consensus (Optional)

We will seek a class consensus on what should be done about this modern historic situation.

CASE STUDY: BOSNIA (2)



W H Y W A G E W A R ?

Bosnia: A Historical Perspective

Geography

Bosnia is located in a region of southeastern Europe known as the Balkans. The Balkans are surrounded by the Black Sea on the east, the Aegean and Ionian Seas on the south, and the Adriatic Sea on the west. The Balkan Peninsula has, for thousands of years, been a crossroads between Europe and southwest Asia, also known as the Middle East. This geographic position has led to repeated wars among peoples of Europe and Asia for supremacy in the region. The current war in Bosnia is rooted in a thousand years of fighting among these various groups.

Ancient History

A large portion of the Balkans was part of the empire of Alexander the Great during the 4th century BCE. The Roman Empire then ruled much of the Balkans until the invasions of the Visigoths and Ostrogoths. When the Roman empire split, the Balkans were ruled by the Byzantine Empire based in Constantinople. The Byzantine Empire continued to rule the region for hundreds of years. But during the Middle Ages, two groups of invaders arrived: the Slavs from the North and the Muslims from the East.

The Slavs from the North

The Slavic peoples had originally migrated into what is now Russia and Eastern Europe from central Asia. Groups of Slavs then moved south and fought the Byzantine Empire for control of the Balkans. Most of the Slavic peoples converted to the Byzantine form of Christianity, known as Eastern Orthodoxy. Both the Serbs and Russians of today are descendants of these Orthodox Slavic peoples, which explains the historic alliance between Serbia and Russia.

The Muslims from the East

While Slavic armies invaded the Balkans from the north, Muslim armies invaded from the east. By CE 750, one hundred years after the death of Mohammed, Arab Muslim armies had already conquered Spain, North Africa, Arabia, Palestine, and much of southwest Asia. But the Islamic empire began breaking up into warring factions. It was not until around CE 970 that a group of invaders from the southern part of central Asia, the Turks, moved into Islamic territories, converted to Islam, and presented a serious threat to the Byzantine Empire.

The Ottoman Turks from Asia

The Turks invaded the Balkans, defeating Byzantine and Slavic armies. During this period, Christian kings and popes in Europe organized armies to fight against the Muslims and to try to recapture Jerusalem and the “Holy Land” from the Muslims. These wars were called the Crusades. In 1453, the capital of the Byzantine Empire, Constantinople, fell to the Ottoman Turks, who then continued their march through southeastern Europe, all the way to Vienna, where their advance was finally stopped by European armies in 1529.



CASE STUDY: BOSNIA (3)

W H Y W A G E W A R ?

The Bitter Legacy

Wars between Muslims and Christians continued in the Balkans. While the Turkish Ottoman Empire retained control of most of the Balkans, their power diminished over the years. Various groups in the region, many of them Slavic, fought for their independence. By 1900, the Ottoman Empire was called “The Sick Man of Europe.” Serbs, Bosnians, Montenegrins, Croats, Albanians, Slovenes, and Bulgarians all wanted their own countries. Many of these groups spoke related Slavic languages, but they kept their separate national identities based on differences in religion or history. These groups often faced persecution from their Ottoman rulers. For example, many Bulgarians were massacred by the Ottoman Turks in the 1870s.

Austrian-Hungarians from the North

By the early 1900s, Romania, Bulgaria, Serbia, Albania, and Montenegro had achieved independence. But the expanding Austria-Hungarian Empire in the north swallowed up first Slovenia, then Croatia. When Austria-Hungary annexed Bosnia and Herzegovina, Serbia and Russia were both upset, since many Slavs lived in these regions. Serbia wanted to have control over all the areas inhabited by Slavic peoples in the Balkans. Russia supported Serbia, because of their common Slavic heritage, language and religion, and because of their mutual conflicts with the Austria-Hungarian Empire.

The Assassination that Shook the World

When the heir to the throne of Austria-Hungary, Archduke Franz Ferdinand, visited Sarajevo, the capital of Bosnia, on June 28, 1914, to demonstrate Austria-Hungary’s determination to keep Bosnia, Serbian nationalists were waiting for him. One of these Serbs, Gavrilo Princip, shot and killed the Archduke. In retaliation, Austria-Hungary declared war on Serbia on July 28, 1914. Russia came to Serbia’s defense. Then Germany came into the war on the side of Austria-Hungary. Eventually France, Great Britain, and, later, the U.S. joined Russia and Serbia, while the Ottoman Empire joined Austria-Hungary and Germany. In this first World War, 14 million people died, but Serbia in the end got its way. The Empire of Austria-Hungary and the Ottoman Empire were broken up. Serbia was linked with Macedonia, Montenegro, Croatia, Slovenia, and Bosnia and Herzegovina to form the new nation of Yugoslavia, with its capital in Belgrade, the main city of Serbia.

Nazis from the North

During World War II, the Balkans were again the focus of intense fighting. Hitler’s German forces invaded Yugoslavia in April of 1941. The Serbs fought on the side of their Russian allies, but the Croatian leaders took the side of Hitler against the Serbs, and many people on both sides were slaughtered. This bloody fighting deepened the hatred between various national groups within Yugoslavia.

CASE STUDY: BOSNIA (4)



W H Y W A G E W A R ?

Yugoslavia

With Hitler's defeat, Yugoslavia remained a single nation. One powerful leader managed to keep Yugoslavia together. His name was Joseph Broz, better known as Tito. Tito had led Yugoslav forces against Hitler. By 1944, Yugoslav troops had recaptured most of their own territory. Although Tito was a Communist, he refused to join the Warsaw Pact or become a satellite of the Soviet Union. Tito was able to keep Yugoslavia more independent from Soviet control during the Cold War than any other nation in Eastern Europe. Communist rule in Yugoslavia suppressed conflict between national groups. Tito imposed unity on the nation until his death in 1980.

Post-communist Instability

When Communism collapsed in the Soviet Union in the late 1980s, Communist governments throughout Eastern Europe and the Balkans also collapsed. The Communist government of Yugoslavia could no longer control nationalism of the various ethnic and religious groups. Slovenia, Croatia, Macedonia, and Bosnia-Herzegovina all asked for and received recognition from the United Nations as independent nations, leaving the former Yugoslavia divided along the lines depicted in BOSNIA: MAP. Meanwhile, the leaders in Serbia refused to accept the break-up of Yugoslavia and attempted to force these other regions to stay. While the Croats and Serbs began to fight each other, the real focus of the fighting became Bosnia. Serbs in Bosnia wanted to gain control of the region from the Bosnian Muslims. Serbs and Muslims had lived together peacefully in Bosnia for many years and had an integrated government. The Serbs, Muslims, and Croats in Bosnia are all of Slavic origin. But the animosity between them dated back to the Slavic-Turk wars. Now the Bosnian Serbs wanted to be linked to Serbia, and Serbia wanted to control as much of the old Yugoslavia as possible.

Return now to 1993...The Current Situation...

With support and weapons provided by Serbia, the Bosnian Serbs have succeeded in taking over most of Bosnia's territory. They have surrounded towns and cities with Muslim majorities, such as Srebrenica and Sarajevo. The Serbian intention seems to be to move all Muslims out of areas populated by Bosnian Serbs so that this land can be linked to Serbia. In the process, Bosnian Muslims have been chased from their homes, raped, placed in internment camps, and murdered. Cities like Sarajevo have been under constant bombardment by Serbian artillery. Bosnian Muslim armies are fighting against the Bosnian Serb armies, and there are also reports of Muslim armies raping and killing Serbian civilians. Meanwhile, Croats have also organized armies seeking to defend both Croatia and ethnic Croats living in Bosnia.

The United Nations has called for a boycott of weapons to all sides, has provided humanitarian aid to Muslim civilians in Bosnia, has tried to enforce cease fires, and has tried to get all sides to sign a peace plan which would carve Bosnia up into ten regions, some of which would be controlled by Muslims and others by Serbs. But none of these efforts has stopped the fighting, and the Serbs seem to be gaining ever more territory in Bosnia. The government of Serbia says that it is not involved, that the Bosnian Serbs are acting on their own. The question now being asked around the world is the following: Is there anything anyone can do to stop the bloodshed in Bosnia? What, if anything, should the United States do about the war in Bosnia?



POLITICAL CARTOONS (1)

WHY WAGE WAR?



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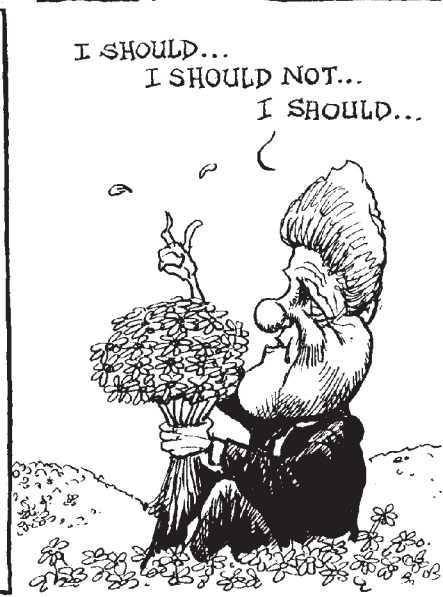
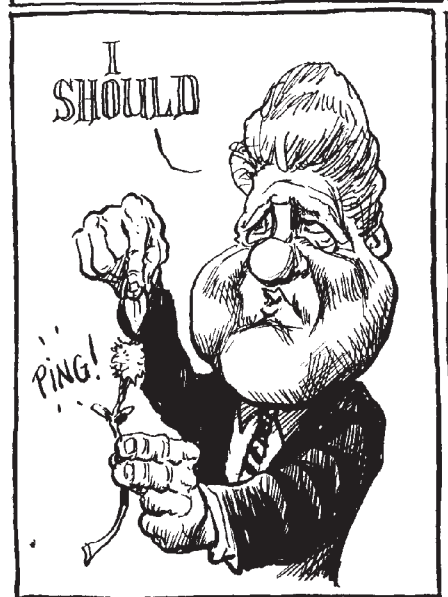
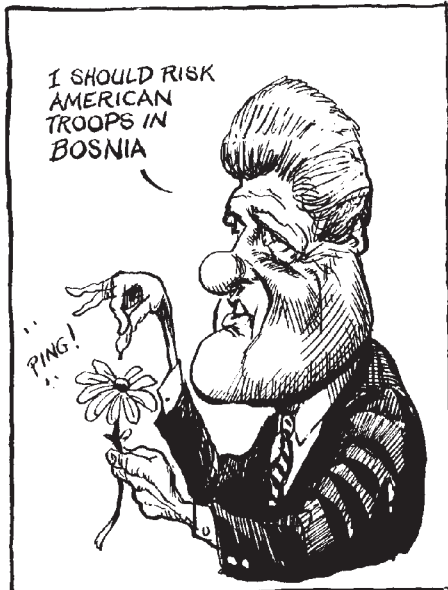
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POLITICAL CARTOONS (2)



WHY WAGE WAR?

KAL
BALTIMORE SUN
Baltimore
USA



CARTOONISTS & WRITERS SYNDICATE <http://CartoonWeb.com>



BOSNIA: QUESTIONS (1)

W H Y W A G E W A R ?

1. Where is Bosnia located? _____

2. List four seas that surround this region. _____

3. The Balkan Peninsula is a crossroads between what two regions? _____

4. Whose empire ruled most of the Balkans during the 4th century BCE? _____

5. What two empires ruled the Balkans after that? _____

6. What two groups of invaders arrived in the Balkans during the Middle Ages? _____

7. What religion did most of the Slavic peoples (including the Serbs and Russians) embrace? _____

8. When did the Muslim Turks begin to threaten the Byzantine Empire? _____

9. What was the capital city of the Byzantine Empire, and when did it fall to the Ottoman Turks? _____

10. What empire continued to rule over the Balkans into the 1900s? _____

11. List five nations in the Balkans that had achieved independence by the early 1900s. _____

BOSNIA: QUESTIONS (2)



W H Y W A G E W A R ?

12. What empire swallowed up Slovenia, Croatia, and Bosnia and Herzegovina at about this time?

13. Who wanted to control all the areas inhabited by Slavic people in the Balkans? _____

14. Where was the Archduke of Austria-Hungary assassinated in 1914? _____

15. What war did the assassination lead to? _____

16. Which country first supported Serbia in that war? _____

17. What new nation was formed after the war, and what was it's capital city? _____

18. Who became leader of Yugoslavia after WW II? _____

19. What event led to the break-up of Yugoslavia? _____

20. What does the Serbian intention (goal) seem to be in Bosnia? _____

21. What is the big question facing the United States at this point? _____



Bosnia and Central/Southern Europe: 1993

POLICY ADVISOR NOTES (1)



WHY WAGE WAR?

Name: _____

ETHICAL THEORY

PACIFISM

Example of Theorist: _____

<u>“Enduring Truths”</u>	<u>How to Intervene in Conflict?</u>	<u>Why?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person in my Policy Group who is the Expert on Pacifism: _____

Do I agree with this recommended intervention? Yes / No Why? _____



ETHICAL THEORY

JUST WAR

Example of Theorist: _____

<u>“Enduring Truths”</u>	<u>How to Intervene in Conflict?</u>	<u>Why?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person in my Policy Group who is the Expert on Just War: _____

Do I agree with this recommended intervention? Yes / No Why? _____



POLICY ADVISOR NOTES (2)

WHY WAGE WAR?

<u>“Enduring Truths”</u>	<u>How to Intervene in Conflict?</u>	<u>Why?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

ETHICAL THEORY

POLITICAL REALISM

Example of Theorist:

Person in my Policy Group who is the Expert on Political Realism _____

Do I agree with this recommended intervention? Yes / No Why? _____

<u>“Enduring Truths”</u>	<u>How to Intervene in Conflict?</u>	<u>Why?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

ETHICAL THEORY

HOLY WAR

Example of Theorist:

Person in my Policy Group who is the Expert on Holy War: _____

Do I agree with this recommended intervention? Yes / No Why? _____

LETTER TO PRESIDENT



W H Y W A G E W A R ?

Recommendations to the President: U.S. Response to the Bosnia Conflict

Paragraph 1: Describe the conflict.

Paragraph 2: Your recommendation for U.S. response.

Paragraph 3: Which ethical theory of war and peace is your recommendation based on? What does that ethical theory say about war?

Paragraph 4: Describe how this ethical theory applies to the case of Bosnia. Why does this theory make the most sense to you in the case of Bosnia?



LETTER TO PRESIDENT RUBRIC

WHY WAGE WAR?



4: Exemplary — “Diplomat”

Exceeds the Standard

You consistently display knowledge of the concepts relevant to this unit and specifically this case study. Your letter contains:

- insightful analysis of the causes of the conflict
- coherent and carefully considered recommendations regarding U.S. response
- clear identification and description of the ethical theory which informs your recommendation
- clear expression of ideas
- detailed facts to support your ideas
- correct grammar, punctuation, and spelling



3: Expected — “Strategist”

Meets the Standard with Quality

You adequately display knowledge of the concepts relevant to this unit and specifically this case study. Your letter contains:

- analysis of the causes of the conflict
- recommendations regarding U.S. response
- identification and description of the ethical theory which informs your recommendation
- expression of ideas
- facts to support your ideas
- correct grammar, punctuation, and spelling



2: Nearly There — “Staffer”

Inconsistently meets the Standard

You display inconsistent knowledge of the concepts relevant to this unit and specifically this case study. Your letter contains:

- unclear analysis of the causes of the conflict
- recommendations regarding U.S. response
- missing details in the identification and description of the ethical theory which informs your recommendation
- inconsistent expression of ideas
- few if any facts to support your ideas
- one or more grammatical, punctuation, and/or spelling error(s)



1: Incomplete — “Aide”

Has not met the Standard

You display incomplete knowledge of the concepts relevant to this unit and specifically this case study. Your letter contains:

- limited analysis of the causes of conflict
- few if any recommendations regarding U.S. response
- few if any details related to the ethical theory supporting a recommendation
- incomplete expression of ideas
- little organization and clarity
- many grammatical, punctuation, and/or spelling error(s)

QUOTATIONS OF WAR AND PEACE



WHY WAGE WAR?

“War should be the only study of a prince (leader). He should consider peace only as a breathing-time, which gives him leisure to (prepare) military plans.”

— Machiavelli, *The Prince*

“Providence is always on the side of the big battalions.”

— Mme de Sevigne

“We have just enough religion to make us hate, but not enough to make us love, one another.”

— Jonathan Swift, *Thoughts on Various Subjects*

“Though we live in the world, we do not wage war as the world does. The weapons we fight with are not the weapons of the world.”

— Apostle Paul, *Second Letter to the Corinthians*

“I prefer the most unjust peace to the justest war that was ever waged.”

— Cicero, *Letters to Atticus*

“Let our object be, our country, our whole country, and nothing but our country.”

— Daniel Webster, *Address at Bunker Hill*

“Those who cannot remember the past are condemned to repeat it.”

— Santayana, *Life of Reason*

“Were the money which it has cost to gain, at the close of a long war, a little town, or a little territory ... expended in improving what they already possess, in making roads, opening rivers, building ports, improving the arts, and finding employment for their idle poor, it would render [the nations] much stronger, much wealthier and happier.”

— Thomas Jefferson, *Notes on Virginia*

“For your Kaiser. For your Fatherland. For your God.”

— German slogan during World War I, quoted in *All Quiet on the Western Front*

“[We] shall fight in the seas and oceans, we shall fight with growing confidence and growing strength in the air; we shall defend our land, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”

— Winston Churchill

T E A C H E R F E E D B A C K F O R M

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