



Reavis High School
Curriculum Snapshot/Cover Page for Winds of War



Unit 1: Course Introduction

8-10
Days

This short, 2-week unit is designed to get students thinking about war. All students come into the course with pre-established notions of war, and this unit's primary goal is to have students articulate those notions and then begin to expand upon their knowledge base. The documentary film *Why We Fight*, as well as a pre-viewing journal/discussion and post-video reflection paper, guide students through this initial process. Ultimately, students will develop an increased understanding of various roles the U.S. government and military have played in world affairs, the differences between political idealism and reality, methods employed to influence public opinion, and connections between the government, military, and industry.



Unit 2: *All Quiet on the Western Front*

25
Days

Prior to reading the novel, students will develop an understanding of military terms and other vocabulary associated with WWI as well as essential information about the history of WWI. As a result of reading and discussion, students will develop an understanding of how "innocence" is affected by war, why it is difficult for soldiers to assimilate once the war is over, and why soldiers form bonds during war. Through their reading, students will also learn about how soldiers are prepared for war and the effects of combat upon soldiers. Finally, students will understand various philosophies regarding the waging of war and multiple perspectives on the same war (German, American, etc.).



Unit 3: *The Things They Carried*

25
Days

As in the previous unit, students will understand military terms and other vocabulary, as well as essential, basic history associated with the Vietnam War. As a result of reading and discussion, students will understand the kinds of physical and mental “things” the various soldiers “carried,” and choices the men had when drafted (and the respective consequences of these choices!). Additionally, students will learn about various methods of military recruitment used by the military, media, and society; about the differences between “story truth” and “happening truth”; and about the responsibility for wars and their consequences is shared by soldiers, politicians, and citizens.



Unit 4: *A Long Way Gone: Memoirs of a Child Soldier*

15
Days

Students will, before beginning the book, learn about conflict on the African continent and the ties such conflict have to colonization (and the breakup of colonization). As an example, students will learn about the genocide in Rwanda and watch the film *Hotel Rwanda*. The film will then be compared to the experiences of Ishmael Beah *throughout* the reading and in the final course paper. In the memoir, students will learn about the rapid spread of war, effects of war upon a largely civilian population, and recruitment tactics used by rebel forces and the Sierra Leonean Army to recruit and retain child soldiers. Finally, students will learn about the long, slow, and painful process of rehabilitating child soldiers.