

Teacher: Antonino Lupo and Eugene Booth

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School: Academy for Scholastic Achievement

Subject: U.S. HISTORY II

Grade (s): 10 – 12

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

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

Correcting misperceptions of norms.

Building pro-social norms.

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

Correcting misperceptions of norms comes through in discussion of student journals and general class discussion. It does not involve the regular use of survey results but rather a discussion of what students perceive to be tolerable behavior when it comes to teasing and bullying. I will also use class discussion to compare student perception of the general acceptance of bullying to their collective personal views about bullying. It is expected that misperceptions of norms will be discovered when the likely perceptions that bullying is widely accepted conflicts with the likely majority of personal views that find bullying unacceptable.

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

Goal: The analysis of the bullying taking place in the Cold War will be used to comprehend and analyze the bullying taking place in school or the neighborhood				
Day 1				
Objective: Students will be able to identify the meanings of bullying, the characters involved then apply those definitions and characters to the countries involved in the Cold War				
Students will also be able to orally describe how the Cold War environment came to be				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
15 min	<ul style="list-style-type: none"> ❖ Students list issues they perceive and issues they have experienced with bullying and they will also define the word bullying ❖ Students will discuss results with a partner and condense their lists to 3 main issues ❖ Discuss with teacher and class what the general perception of bullying is and compare it to what they actually think about bullying ❖ The goal of the discussion above is to help end the student's misperceptions of bullying behavior as acceptable ❖ Teacher will create list of participant roles (bully, bullied, bystanders, allies) on the board that take part in a bullying situation <ul style="list-style-type: none"> • Describe the roles of these participants with students • List main countries and leaders during WWII and 	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SSP2: Summarize information and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>	<p>Bullying characteristic handout</p> <p>Journals written by students</p> <p>Class textbooks</p>	<p>Journals</p> <p>Note taking (table of characters)</p> <p>Class participation</p> <p>Answer questions</p>
20 min				
10 min				

	<p>Cold War. Ask “Which of these countries and individuals correlate with what bullying roles?”)</p> <ul style="list-style-type: none"> ❖ Answer questions: Why did the Cold War start? Who was responsible for the Cold War? What events led up to the Cold War? ❖ Teacher and students will discuss 			

Day 2				
Objective: Increase perceptions of personal risk by linking unforeseen consequences of bullying to Cold War events				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	<ul style="list-style-type: none"> ❖ Instructor hands out chart and assigns groups reading to perform (groups work independently) ❖ Students also receive the bullying interventions handout (used to come up with solutions) ❖ Groups will report out their findings in the Cold War Causes Charts so that the other students can complete their charts. ❖ Ask students to brainstorm solutions to bullying. ❖ Using the interventions handout students and 	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SSP2: Summarize information</p>	<p>Bullying characteristics handout</p> <p>Intervention strategies handout</p> <p>Class textbook</p> <p>Cold War reading chart</p> <p>Bystanders handout</p>	Completion of Cold War reading chart
25 min				Use different handouts to guide discussion about bullying
15 min				Class participation

	<p>instructor decide which interventions could have worked to fix Cold War conflicts (how can intervening prevent things from getting out of hand.</p> <ul style="list-style-type: none"> ❖ Review main points discovered in lesson (identify bullying in each historical event, understand the historical event, students and teacher apply possible intervention strategies to these historical events, students write about how these historical events, w/o proper intervention, got out of hand). 	<p>and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>		
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Day 3

Objective: Compare bullying to episodes in the Cold War. Use the bullying episodes from the Cold War and the intervention strategies talked about in class to create your own scenario with solutions				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
10 min	<ul style="list-style-type: none"> ❖ Students describe what the characteristics of bullying are and when have they seen them in school. ❖ Finish group work from yesterday. ❖ Read each of the following passages as a class, then pause and have students take a few minutes to respond to the question as they relate to bullying. <i>If there is struggle with class feedback then allow more time for students to write a short response and</i> 	<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal,</p>	<p>Bullying handout</p> <p>Intervention handout</p> <p>Class textbook</p> <p>Bullying scenario charts (yesterday)</p> <p>The following are the reading passages found in the U.S. History textbook (same as listed in activities)</p> <ul style="list-style-type: none"> ❖ “The Rise of McCarthy” (890) – 	<p>Group work and presentation of material</p> <p>Individual reading and participation to answer questions</p> <p>Create bullying scenario (homework)</p>
20 min				
20 min				

<p>10 min</p>	<p><i>then they can read it off in class.</i></p> <ul style="list-style-type: none"> ❖ “The Rise of McCarthy” (890) – Why did people fear McCarthy? ❖ “Latin America” (892) – Compare U.S involvement in Latin America to Russia with the Iron Curtain. ❖ “Latin America” (892) (review effects of Nicaragua coup: Russian perception that Cold War was being escalated/US business interest promoted) – Did the ends justify the means? ❖ “The Growth of Nuclear Arsenals” (892) (review what deterrence means) – name a contemporary situation where deterrence is used. ❖ Students describe these events in small groups and then share them with the class ❖ Instructor helps the process by filling in any gaps in explanation 	<p>Civil War).</p> <p>SSP2: Summarize information and ideas given both orally and in written form</p> <p>SSP8: Compare and contrast events, items, people, and ideas</p> <p>SSP29: Create appropriate graphic organizers to organize and synthesize information</p>	<p>Why did people fear McCarthy?</p> <ul style="list-style-type: none"> ❖ “Latin America” (892) – Compare U.S involvement in Latin America to Russia with the Iron Curtain. ❖ “Latin America” (892) (review effects of Nicaragua coup: Russian perception that Cold War was being escalated/US business interest promoted) – Did the ends justify the means? ❖ “The Growth of Nuclear Arsenals” (892) (review what deterrence means) – name a contemporary situation where deterrence is used. ❖ Students describe these events in small groups and then share them with the class <p>**Instructor helps the process by filling in any gaps in explanation</p>	
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RESOURCES

What Does Bullying Behavior Look Like?

Adapted from David Fitzgerald: *Bullying in our Schools*

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

What Does Victim Behavior Look Like?

Adapted from David Fitzgerald: *Bullying in our Schools*

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

Soviet View [871]		
GROUP 3: Soviets tighten their hold (all listed nations) [871-2]		

GROUP 4:

Iron Curtain
speeches [872-3]

Containment [873]

ALL GROUPS: Read
Comparing
Historian's
Viewpoints [871].

Decide who you
think "started it"
and why.

Intervention Strategies for Bully/Victim Behavior

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

Bystanders

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

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

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

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

Reasons Why Students Bully

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