

Walls Are a Part of Life

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Missouri Social Studies Grade Level Expectations Addressed:

- Examine all of the wars of the 20th century (i.e., World War I, II), including: causes, comparisons, consequences, and peace efforts
- Interpret the processes pertaining to:
 - Selection of political leaders (with an emphasis on presidential and parliamentary systems)
 - Functions and styles of leadership (including authoritarian, democratic, and laissez faire)
 - Governmental systems
 - How laws and rules are made, enforced, changed, and interpreted
- Identify the consequences that can occur when:
 - Institutions fail to meet the needs of individuals and groups
 - Individuals fail to carry out their personal responsibilities
- Determine the causes, consequences, and possible resolutions of cultural conflicts
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view

Supplies needed

- Computer/Projector for PowerPoint presentation
- Laptops for students to conduct research

Lesson

Begin the class discussion with the separation of the North and the South in the United States

- Mason-Dixon Line
- What is the purpose? Is it a valid separation of regions, cultures, or particular groups of people?

Continue the discussion regarding the separation of the North and the South end of your town.

- North side and South side
- How does this separate the people in your town?

Discuss how there are walls all around us. They are not only those structures that support buildings.

- Great Wall of China
- Berlin Wall
- 38th Parallel
- “The Fence” in Jerusalem

Discuss the purpose of these barriers.

- Keep things in or out?

- Successful?
- Effective?

The class will then discuss the comparison of the Berlin Wall to modern-day Iraq. We will refer to the Cold War and Winston Churchill's speech in Fulton, Missouri in 1946.

The class will be instructed to conduct research comparing the Cold War, Berlin Wall, Winston Churchill, George Bush, Iraq, etc to form an opinion regarding the erection of a wall or barrier in Iraq.

The students will work in pairs to conduct research and complete a typed paper to support or oppose the construction of a wall/barrier in Iraq.

The students will use the primary resources found on the websites and in the books to form an opinion regarding this topic.

The students will complete a map identifying the appropriate location of a wall/barrier in Iraq, including all key geographical features.