

**Military Myths: Combating Military Recruitment in the
Classroom**

A Classroom Curriculum

Created by Teachers for Teachers

NYCORE

New York Collective of Radical Educators

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New York Collective of Radical Educators (NYCoRE) is a collective of New York City public school employees and allies who believe that radical change is necessary in our country's school system. We began the creation of "Military Myths: Combating Military Recruitment in the Classroom" as part of a widespread response to the increased efforts of military recruiters in New York City high schools. NYCoRE stands firmly against US militarism both at home and abroad. We believe that drastic cuts in state and city education budgets are indicative of the war being waged against low-income youth, especially youth of color. Military recruiters see the lack of sound educational institutions in low-income communities as an opportunity to encourage young people to join the military after high school. We must combat the effort of military recruiters to colonize our school hallways, lunchrooms, and courtyards. Teachers must proactively address military myths with their students and challenge them to seek alternatives to enlisting in the military.

In order to fully utilize this curriculum you need a copy of Military Myths, a 27-minute video that exposes military promises and serves as an educational tool for people considering the military, produced by ROOTS and Paper Tiger Television. Military Myths focuses on the racial / economic profiling politics behind recruitment. This tape takes a critical look at the military's promises of travel, money for education and job training. It considers how media representations of war and military life compare to the reality of war told by veterans who have actually been there. In addition, interviews with activists and students are presented along with statistics from the Veterans Administration, CCCO, SLDN, and recent Pentagon studies that lay clear the myths of military life.

To order your own copy please visit www.papertiger.org, or contact distribution@papertiger.org.

We would like to acknowledge the help, support, and inspiration of the following individuals and organizations:

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The YaYa Network – for spearheading efforts to organize New York City area youth against increased military recruitment in their schools.

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Lesson Plan 1: Perceptions of Life in the US Military: Help Wanted

Objectives:

- Students will identify their perceptions of life in the US Military and critique the sources of information that have informed their perceptions.
- Students will work on use of descriptive language.
- Students will employ skills of critical analysis of visual images.

Materials:

- Sets of images of soldiers at work. You may use recruitment posters, magazine ads, movie posters, photocopies of toy and video game advertisements or boxes. To obtain US military recruitment materials contact your local recruitment centers or call 1.800.USA.ARMY or 1.800.USA.NAVY and request materials.
- Sample help wanted ad
- Worksheet 1: Describing an Image
- Worksheet 2: Help Wanted
- Military Myths (video)
- TV, VCR

Do Now:

Write five words that come to mind when you picture a soldier in the US Army.

Or: Write a description of what someone in the US Army does.

Procedure:

1. Share Do Now responses.
 - a. Teacher creates a web with “Soldier” in the middle, connecting the students’ descriptions to the center word.
2. Discuss where these images come from.
 - a. Prompt students by asking them what images they have seen from television, print advertisements, commercials, toys, movies, stories from family and friends.
 - b. You can add the sources of the images to the web, connecting the sources to the descriptions.
3. Watch the “Media” section of Military Myths and relate it to your discussion by asking students to reflect on the images they saw in the video and the images that they have already mentioned.
4. Break students into groups of four or five students.
5. Pass out folders with images of soldiers.
6. Students use Worksheet 1 to describe each image in their folders.
7. After completing image descriptions, have some volunteers share their images and answers.
8. Pass out, read and discuss the sample help wanted ad.

- a. Make sure to point out that the job description tries to sell the job.
- b. Also, point out that the description includes requirements, duties, benefits, perks, and potential long-term career advancements.

Homework/Assessment:

Pass out Worksheet 2: Help Wanted. Students use these worksheets to create a job description for a soldier in the US army, based on the information from their brainstorm and image descriptions.

Lesson 1 Extension Activities:

1. Analyzing the Glorification of the Military in Major Movies

Watch a popular military movie such as Pearl Harbor, Black Hawk Down, or Saving Private Ryan and ask students to examine the depiction of soldiers' jobs.

Some possible movie discussion questions are:

- ❖ What are the duties of the soldiers in these movies?
- ❖ Who gives the soldiers orders?
- ❖ Do you notice any resistance to these orders among the soldiers? Do they follow orders without questioning them?
- ❖ Why do you think a soldier would follow an order that he/she didn't agree with?
- ❖ If you were a soldier in this movie, would you hesitate to fulfill any of the duties depicted in the film? Why or why not? What would you do in this case?
- ❖ Does this movie make you want to be a soldier?

Draw a sketch of your image, and then answer the following questions:

1. What media is being used? Circle one:

Television Magazine/Newspaper Ad Toy/Toy Ad Movie Poster

2. Who is this picture of?

3. Is there an enemy shown? If so, who is it?

4. How old is the person in the US military?

5. Where is the person?

6. What is the person doing? What jobs or activities is the person performing?

7. What qualities does the person need in order accomplish his/her tasks? (List at least three)

8. Is there a slogan or written message? If so, what is it? If not, make one up that you think would fit the image.

Sample job description: (Pass out a sample job description)

<p>Household Help</p> <p>Housekeeper (live-in) needed to keep household clean, make beds, clean windows, wash dishes, do laundry (wash & iron), take phone messages, set & clean dinner table, help with preparing and serving meals. Monitor child when parents are not available. Fax resume to (212) 123-4567, attn. Abigail.</p>

Format:

Fill in the blanks to create your own help wanted ad for a soldier:

The U.S. Military seeking

_____ ,
qualities/adjectives to describe the person

_____ . Individuals must be able

to _____
list what the person needs to be able to do

Benefits include:

To submit an application, please contact: _____

Lesson Plan 2: Military Recruitment Strategies: How They Get You

Objectives:

- Students will identify strategies and tactics used to recruit youth to join the military.
- Students will critically examine these strategies and tactics in order to understand how they can be misleading.
- Students will develop note-taking skills.

Materials:

- Role play character descriptions
- Worksheet 3: Military Recruitment
- Military Myths (video)
- TV, VCR

Do Now:

Have students share their US soldier job descriptions they completed for homework from the night before. As students are sharing, others should be writing down similarities they hear between different descriptions.

Procedure:

1. Discuss similarities found between students' job descriptions.
2. Prompt students to answer the following questions in a whole group discussion:
 - a. Have you ever spoken to a military recruiter or seen advertisements (print or video) to join the military?
 - b. Describe the ways in which they try to convince people to join the military.
3. From student answers, write list of recruiting tactics on the board. Students should be taking notes on Worksheet 3: Military Recruitment Checklist, under "Military Recruitment Strategies"
4. Military Recruiter Role Play
 - a. Ask for 5 volunteers for a role play
 - ii. Each volunteer receives a character description.
 1. 2 Recruiters – list of strategies and approaches
 2. 3 youths – personal profiles for each youth
 - a. curious, wants to know more
 - b. resistant
 - c. eager
 - iii. Volunteers use profiles to become familiar with their character for the role play.
 - b. The three volunteers who will play students to be recruited go outside the classroom to prepare. Meanwhile, the two recruiters read their description out loud with the rest of the class.
 - i. Using Worksheet 3: Military Recruitment, the class prepares two lists from the military recruiter description: 1) of military

recruitment strategies that are used (in addition to the list already generated); 2) why youth may feel inclined to join.

- c. Act out Military Recruiter Role Play
 - i. As the 5 volunteers act out their role play, students should be looking for the use of military recruitment strategies and reasons why youth may join the military and checking off those that they identify in the role play as well as adding new items to their lists.

5. Role Play Reflection

- a. Volunteers describe the roles that they were assigned to play.
- b. Students share what Military Recruitment Strategies and Reasons To Join they identified in the role play.
- c. Show Military Myths clips on “Recruiting” and “Education.”
 - i. As students watch the video clips they should take notes on facts that are contrary to what was portrayed in the skit regarding these issues.
 - ii. Following the video discuss how military recruitment can be misleading, especially by comparing facts from the video to the role play skit.

Homework/Assessment:

Journal/Writing Prompt: How did watching/being part of this role play make you feel? Which character did you identify most with? Why?

And/Or

Write a diary entry from the perspective of one of the role play characters. Be sure to include ways in which the recruiters tried to persuade the youth to join the military.

Lesson 2 Extension Activities:

1. Analyze an Actual Enlistment Form

Have students read through the “Enlistment/Reenlistment Document, Armed Forces of the United States” provided in this curriculum packet.

Pay close attention to Section C and ask students to note wherever the document is giving up the rights and privileges of the enlistee to the authority US armed forces.

Use this worksheet to generate lists of “Military Recruitment Strategies” and “Reasons Youth May Join the Military.” You will need these lists as you watch the role play later in class.

Military Recruitment Strategies

Reasons Youth May Join the Military

Military Recruiter

You are a military recruiter for the United States Army. Each month you have a *quota* that you must meet for signing up new recruits to join the army. Your job security and performance reviews are dependant upon your ability to meet your quotas. If you go over you receive rewards and bonuses. Your main targets are high school students who are unsure about attending college or can be persuaded to put off college in order to join the military. Students from families that are financially burdened are especially easy to recruit because you can often convince them to join the military in order to pay for college in the future.

Sometimes young people will have concerns about the risks of joining the military, especially in these times of the war on terrorism. In order to minimize the affects of these concerns and fears, you must downplay the risks of war. Encourage students to think that they can focus on “non-combat” roles in the army. There are many non-combat roles such as: computer programmer, vehicle and aircraft repair, systems engineer, systems analyst, administrative positions, chef, data entry, and communications specialist. You should lead students to believe that they will be able to be placed in these jobs.

Remember, you are a sales person; your job depends on your ability to sell the military. Think of things to tell young people that will glorify the military experience. Don't focus so much on the hard work, long hours, and relatively little pay; these aspects of the job only discourage young recruits. Instead, focus on the new experiences that soldiers have, the travel opportunities, the job skills they can develop, the respect that comes with the uniform, the paycheck that comes in every other week, and the education grants that they can receive, potentially totaling \$50,000.

Finally, be sure that you remember that anything you promise is not binding. You can tell the recruits anything you think they want to hear. The only way that what you say is binding is if you put it in writing. Verbal commitments mean nothing, but make sure you don't tell the recruits that. As soon as they sign the recruitment papers they are bound to the statements included in the form.

Use the job descriptions that you and your classmates wrote last night for homework to persuade your recruits.

Youth #1

You are a high school senior who is unsure about your plans for next year. You've heard that the military might be a good place to go for a young person who needs to find purpose and direction in his or her life. A few graduates from last year that you know went to the army and marines, and as far as you know they have enjoyed it. At least they've looked good when they've come back to visit in their uniforms. Everyone gives them so much attention in the uniforms, and you wouldn't mind gaining some of that status. Plus, you can always go to college after you serve and they'll help pay. That is, of course, if you don't get killed in combat somewhere by some "terrorists."

On the other hand, you don't necessarily believe in what the US military does around the world. You also don't really feel like dying for your country, especially at such a young age. Sometimes you think that the US should just mind its own business. It seems like the US is just interested in oil and other economic things, and not really the freedom and safety of other people around the world. You aren't sure that you want to be part of that system and help the military carry out the government's selfish missions.

Furthermore, you had a cousin that joined the military and died in an operation in Iraq trying to secure peace and freedom for the Iraqis. Unfortunately, many Iraqis didn't see the US military presence as peaceful or liberating. This has made you and your family wary of joining the military. Nevertheless, you are curious about the military and you'd like to find out more from a military recruiter in order to make your decision.

Youth #2

You are a high school senior, and you've always been against war and violence. Whenever you see news reports about wars around the world, your stomach turns and you can't imagine why people need to resort to such measures in order to solve problems. You've noticed military recruiters in your school hallways and many of your friends have been talking to them. Some have already signed commitments and are bragging about going to the army being able to kill some terrorists. You don't support international terrorism, but you don't think that the US policies toward terrorist and "rogue" nations are right.

One thing that has been weighing on your mind lately is your older brother who is in jail. You don't want to end up like him and fall into the wrong crowd after high school. Your brother was smart, but your family couldn't afford to pay for his college tuition. He started college, but ended up dropping out for financial reasons. He did what he could to get money by hustling, but it caught up with him. Your family is in no better economic shape, and you're worried about paying for college. You certainly don't want to end up taking the road that your brother did.

You've told your friends that they've made mistakes by signing up for the army, but they just laugh at you and call you scared. Some have told you about all the great benefits that you get from military service. The most enticing is the paycheck and the money the government will give you for college. You must admit that these two things don't sound so bad. You've told a couple of friends that you'll talk to a recruiter just to prove to them that you can't be swayed in your resistance to the military and in your refusal to join in any type of warlike actions.

Youth #3

You are a high school senior who is ready to join the military. You've been very excited to see military recruiters in the hallways at your school, but you haven't had the chance to talk to one yet because there are always crowds of other kids in the way. You've wanted to join the military ever since you were young. The nobility of being a soldier, the heroic status that it brings, and the respect that you will command from your family and peers that have always thought that you'd amount to nothing are more than enough reasons for you to want to join the military. Your grandfather fought in Vietnam, and he is always talking about the good ol' days in the army. Even though Vietnam was a horrible war, your grandfather seems to have good memories of his experiences with the army and is certainly proud to have defended and served his country.

You're sick of other students who are talking all about college and getting scholarships for their good grades. Your grades weren't horrible, but they haven't been good enough to get scholarships for college. You don't really know what you want to study in college, and figure that some time off in the military will help you figure out what you want to do with your life. Plus, as everyone knows, the military will pay for your education. As soon as you can find a free moment to talk to the recruiters, you want to find out more about signing up.

Lesson Plan 3: Psychology of War: The Us and the Other

Objectives:

- Students will understand how the US military and US government influences the perspective and opinions of its soldiers and citizens.
- Students will understand the function of propaganda in war.
- Students will understand how the “us” and the “other” is depicted in times of war.
- Students will develop critical analysis of visual images.

Materials:

- Dictionaries
- Large chart/poster paper
- Markers
- Faces of the Enemy, poster images of war propaganda from the website <http://www.classroomtools.com/faces2.htm>
- Excerpt from *Target Iraq: What the news media didn't tell you.* (p.32)
- Worksheet 4: Examining Images
- Military Myths (video)
- TV, VCR
- Articles about discrimination in the military (for HW, see Lesson 4 for websites)
- Worksheet 5: Discrimination in the Military (for HW)

Do Now:

Students write answers to the question: Why would a country want to go to war with another country?

Procedure:

1. Students share Do Now responses with the class.
2. Prompt students to answer the question: How do you get an individual soldier to be willing to risk their lives for this cause?
3. Introduce the notion of there being a “Psychology of War” through which people’s minds are conditioned to accept war, death, destruction, and killing when it is inflicted upon an “other.” Explain that today’s lesson is going to examine how this psychology of war is practiced.

Suggestion: Teachers can elicit student examples of this mentality from their real life. Such examples may include: gang life, athletic competitions, school rivalries, etc. These examples can be used to illustrate the process by which we create an “other” or “enemy.”

4. Pass out dictionaries and have students look up the definition of “Propaganda.”
 - a. *Webster’s College Dictionary* defines propaganda as “information or ideas methodically spread to promote or injure a cause, movement, nation, etc”
5. With the definition of propaganda in mind, the class should discuss the importance of naming a war.

- a. Write the names of the following wars on a piece of large chart/poster paper and post them at the front of the room: Operation Desert Storm, Operation Enduring Freedom, and Operation Iraqi Freedom.
 - b. On each poster students should write what comes to mind when they hear these names. If students are having trouble thinking of anything, prompt them with the following questions: What do these names imply? How do they make one feel?
 - c. When students are done writing their thoughts on the posters, discuss their ideas with the definition of propaganda in mind. Point out the wars that these names referred to (Persian Gulf War, Afghanistan, War with Iraq). Ask students if they think that these names convey the true experiences and meaning of each war.
6. Read the excerpt on naming a war from the book *Target Iraq*, p.32 to further inform the discussion.
 7. Pass out Worksheet 4: Examining Images and describe to the class how in war each side establishes a notion of “Us vs. Them.” This worksheet will help students examine images from both World Wars to understand how each side created propaganda to promote images of “Us” and “Them”
 8. Look at images from Faces of the Enemy—use the website <http://www.classroomtools.com/faces2.htm>.
 9. Students fill in the chart on Worksheet 4 based on images from the website.
 10. Discuss images as a class as they relate to propaganda and garnering support for war, both from each country’s citizens as well as its soldiers.
 11. Watch “Psychology of War” from Military Myths.
 - a. Discuss: How does the US military condition soldiers to fight? How do you think images and ideas about the “enemy” affect soldiers’ actions in war?
 12. Summarize and wrap-up by asking the class to define the “Psychology of War.”

Homework:

Split students into 4 groups. Assign each group to read one of the articles on discrimination in the military to prepare for Lesson 4. Each student should prepare answers to the questions on Worksheet 5: Discrimination in the Military and be ready to share with their group members (see Lesson 4 for websites containing the articles).

Lesson 3 Extension Activities:

1. *Comparing Current War Images*

Look at images from the websites below showing the ways that the recent war in Iraq has been depicted. Compare the United States perspective to that of Al Jazeera, the leading Arab world news. Students use a Venn diagram to organize their observations about the similarities and differences between the US and Iraqi media propaganda about war.

<http://www.whitehouse.gov/infocus/iraq/>

http://www.classroomtools.com/iraq_war.htm

(scroll down for a link to Al Jazeera's English website regarding the conflict in Iraq)

2. *We Declare War!*

1. Split class into groups of 4-6 students.
2. Each group is given a war scenario (see below). Each group will use this scenario to create a propaganda campaign for their war.
3. Each group must create propaganda calling for support for their war.

Tasks will include:

- a. creating a name for the war
- b. making a poster with visual images of "Us" and "Them"
- c. writing a slogan for the war
- d. preparing a description of the enemy and a reason for going to war.

We Declare War! War Scenarios

Scenario #1

An international political group has been accused of committing terrorist attacks on the citizens of your nation. They have been hiding in a neighboring country even though they are not from there. You are going to war with this neighboring country to try to find the terrorists and punish this country for housing them.

Scenario #2

You discover that the leaders of another country in which you have vested economic interests possess nuclear weapons. You are concerned about the fact that they may use these weapons against you. You begin to investigate whether they do indeed have the weapons and invade the country in the process.

Scenario #3

One large, powerful country has invaded another smaller, weaker country. The smaller, weaker country is your country's military and economic ally and you have decided to come to its aid by going to war against the invading power.

	Us	Them
Colors		
Animals		
Poses		
Gestures		
Characteristics		
Words		

Lesson Plan 4: Discrimination in the Military: Who's Freedom? Who's Rights?

Objectives:

- Students will learn about different forms of discrimination within the US military.
- Students will work on identifying themes, comparing/contrasting, evaluating/supporting a judgment, note taking, and determining the importance of passages in a reading selection.

Materials:

- Military Myths (video)
- TV, VCR
- Copies of articles on discrimination in the military (see websites listed below)*
- Worksheet 5: Discrimination in the Military
- Large chart paper
- Markers
- Worksheet 6: Help Wanted (Again)

Do Now:

Review: In writing, students will answer the following:

What does the military say it offers?

Does this apply equally to everyone regardless of color, race, gender, or sexual preference?

Possible answers: money for school, training, respect, experience, travel opportunities, a way out of dead-end situations, a chance to fight for your country, freedom, democracy etc.

Procedure:

1. Students share answers from the Do Now.
2. Students watch “Racism,” “Sexism,” and “Homophobia” sections of Military Myths.
3. Students meet in groups based on the articles they read for homework the night before. Each group member will share his/her homework responses.
4. A recorder for each group will record group answers for each question on large paper.
5. Groups will present their answers to the whole class followed by class discussion.
6. Possible discussion questions:
 - Did any of the examples of discrimination surprise you? Why or why not?
 - Do all the groups presented—women, African-Americans, Latinos and gays and lesbians—experience discrimination in the same way? How is it the same? How is it different?
 - Why do you think the military discriminates against women, gays, and people of color?
 - Why do you think people join or stay in the military even when they face discrimination?

- Do you think there is more, less or the same amount of discrimination in the military as there is outside of it?
- Has your opinion of the military changed?

Homework/Assessment:

Students use Worksheet 6: Help Wanted (Again) to rewrite their original job descriptions of someone in the military from Lesson 1. This job description should be from **their own honest and truthful impression** of military life based upon what they have learned over the past four lessons. Explain to students that this assignment is designed for them to critically think about and realize what military life is really like versus the version portrayed by the military itself.

**Websites for articles about discrimination in the military:*

Las Veinas Abiertas del Pueblo Latino (The Open Veins of the Latin Community)

By Mario Hardy

<http://www.objector.org/articles/latino-recruiting.html>

STAMP Out Racism!: Survivors Describe Reality Behind "Equal Opportunity" Promises

By Chris Lombardi

<http://www.objector.org/articles/racism.html>

Rape Without Repercussion?

By Lynn Sherr

http://abcnews.go.com/sections/2020/US/2020_airforce_allegations030228.html

'Don't Ask, Don't Tell, Don't Pursue, Don't Harass'

Human Rights Campaign News Release

<http://www.hrc.org/newsreleases/2001/011002military.asp>

Title of Article: _____

Name of People in Group:

1. List some examples of discrimination in the military that are described in the article.

2. What promises made to military recruits are violated by these examples of discrimination?

3. Does your group think it is possible for a military force that treats its own members unfairly to fight for freedom in other parts of the world? Explain your answers. (Individuals in your group can disagree.)

You've already written a job description for someone in the military, but this one is different. Use this worksheet to write a job description based on **your own honest and truthful impression** of the military. Think about what you have learned over the past few days and incorporate that information into your new job description for someone in the military.

Sample job description: (Pass out a sample job description)

Household Help

Housekeeper (live-in) needed to keep household clean, make beds, clean windows, wash dishes, do laundry (wash & iron), take phone messages, set & clean dinner table, help with preparing and serving meals. Monitor child when parents are not available. Fax resume to (212) 123-4567, attn. Abigail.

Format:

Fill in the blanks to create your own help wanted ad for a soldier:

The U.S. Military seeking

_____,
qualities/adjectives to describe the person

_____. Individuals must be able

to _____
list what the person needs to be able to do

Benefits include:

To submit an application, please contact: _____

Lesson Plan 5: The U.S Military Around the World: What Are We Fighting For?

Objectives:

- Students will explore and discuss their own opinions on what is worth fighting for
- Students will review specific examples of U.S. military actions in the recent past
- Students will define the term “imperialism”

Materials:

- Copies of Military Scenarios
- One copy of each Military Scenario Answers in a sealed envelope
- Copies of Chapter 1 “Manifest Destiny” from *Addicted to War* by Joel Andreas (one copy per student) – to obtain a copy of this book contact.....

Do Now:

Freewrite: In writing, students will answer the following:

Why do you think the United States has gone to war in the past?

Procedure:

1. Students share responses from the Do Now. Possible responses may include: to defend itself, to get rid of dangerous leaders, to gain more money or land, to prove it is tough, to protect or save another country, revenge etc.
2. Explain to students that they will be exploring more deeply the reasons why the United States has gone to war and what we think are right and wrong reasons for going to war.
3. Divide students into groups of 4 or 5 and pass out copies of Military Scenarios. In each group, students will take turns reading aloud the scenarios and discuss each one. Groups should discuss and answer the following questions:
 - a. Is there a right or wrong side in this scenario? If so, which side is right and which side is wrong?
 - b. Would you agree to fight or support a particular side in this war, if so which one?
 - c. In this scenario, is it right for one country to involve itself in the affairs of another country?
4. After giving students time to discuss the scenarios, have students share their responses as a whole class. After each scenario is discussed have one group open the Military Scenario Answers envelope for that scenario and read it aloud.
5. After going over all the scenarios, have students return to the “Do Now” question. Ask students if their answer has changed. Allow for a free-ranging discussion but also be sure to explain that the reason the United States is the richest and most powerful country in the world is because it has consistently engaged in wars in order to control the resources and governments of other countries. Explain that this process is called “imperialism” and offer this definition: *Webster’s College Dictionary* defines “imperialism” as, “the policy of extending rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies

and dependencies.” Explain that this process includes the physical, psychological, economic, political, social, and martial domination of another nation or people, usually for material gain.

Homework/Assessment:

Pass out Chapter 1 “Manifest Destiny” from *Addicted to War*. For homework students will read this brief account of imperialism in early U.S. history and write a one-page personal response essay in which they write down their own thoughts and opinions on why the U.S. has gone to war in the past.

Military Scenarios

Military Scenario #1

The government of Akindo does not like the new leaders of Labuk who came into power through a revolution that threw out the former dictator of Labuk. Akindo decides to overthrow the new leaders of Labuk even though the majority of people in Labuk support their new leaders. They begin supporting a guerrilla army that will attack Labuk from the country bordering Labuk, Sadaria. Akindo builds army bases in the neighboring country and allows the guerrilla army to use its bases. Instead of fighting the army of Labuk, the guerrillas attack the civilians—they attack schools, villages, and roads. Many people are killed and wounded by the Akindo-supported guerrillas. Akindo doesn't use many of its troops in the actual fighting, but almost all of the weapons, supplies, and training of the guerrilla army are supplied by Akindo.

Military Scenario #2

The people of Dachan elect their own president in a popular vote. However, Bamalia does not like the president and works with Dachan's military-leaders to overthrow him. The people in Dachan rise up against the military coup and Bamalia sends 22,000 of their own soldiers to put down the uprising. 3,000 of Dachan's people are shot down in the capital city by Bamalia's troops.

Military Scenario #3

A peasant army with the support of the majority of the people in Costa Larga is fighting to overthrow a corrupt government put in place by former colonial rulers. Roquador does not want the peasant army to win because they are getting help from Roquador's enemy, Delfland. So, Roquador sends troops to Costa Larga to fight the peasant army. They stay there for 10 years, fighting a war in which 2 million people are killed—most of them are civilians. Almost 60,000 of Roquador's soldiers are killed and 300,000 are wounded. After 10 years, Roquador is defeated by the peasant army and finally brings its troops home.

Military Scenario #4

Denagra has controlled an important waterway in Nareen for many decades. An agreement had been made to allow to Nareen control of the waterway. Denagra does not want to give up control of the waterway so they claim that the leader of Nareen is a drug dealer, even though the leader has been friendly with Denagra for many years. Denagra invades Nareen with 25,000 soldiers in order to capture the leader of Nareen and put him in prison. The invasion of Nareen is very violent and human rights groups say that several thousand people were killed, although the numbers cannot be properly documented because the dead were put in garbage bags and secretly buried in mass graves.

Military Scenario #5

Rachsenstein invades and occupies Alimia to support Alimia's government that is under attack by its own people. The people of Alimia fight back against Rachsenstein's army. The fighting is led by a group of religious fundamentalists who want to rid all of their part of the world of foreign control. They also want all of their countries to be under religious rule. Altland, who is the enemy of Rachsenstein, decides to help the groups fighting against Rachsenstein, even though they don't really like the religious ideas of those groups. They give them weapons, money, and training and after 10 long years of fighting, Alimia finally pushes out the army of Rachsenstein. After all the fighting, the religious groups fighting in Alimia use the weapons, money, and training they received from Altland to turn around and attack Altland.

Military Scenario Answers

Military Scenario #1

Akindo is the United States. Labuk is Nicaragua. Sadaria is Honduras. The time is the 1980s during the U.S.-sponsored Contra war.

Military Scenario #2

Dachan is the Dominican Republic. Bamalia is the United States. The year is 1965. The democratically elected leader was Juan Bosch.

Military Scenario #3

Costa Larga is Viet Nam. Roquador is the United States. Delfland is the Soviet Union. The war takes place from 1964-1973.

Military Scenario #4

Denagra is the United States. Nareen is Panama. The waterway is the Panama Canal. The leader is Manuel Noriega. The year is 1989.

Military Scenario #5

Raschsenstein is The Soviet Union. Alimia is Afghanistan. Altland is the United States. The time of the war is 1979-1989. The religious group is the Mujahedin. Some members of the Mujahedin went on to form Al-Qaeda. One of the U.S. friends in funding the Mujahedin was Osama bin Laden.

Lesson Plan 6: Creating Informational Brochures: Dispelling the Myth

Objectives:

- Students will be able to present an honest and accurate portrayal of the military.
- Students will demonstrate their understanding of new concepts introduced during previous Military Myths lessons.

Materials:

- Military Myths (video)
- TV, VCR
- Sample brochure
- All student work on related this unit
- Supplies for brochure making:
 - Paper, markers, tape, glue, scissors, magazines, etc.

Do Now:

Watch the last section of Military Myths, “Coming Home” and “Alternatives.”

Procedure:

1. Discuss: Given the alternatives presented in the video and given what we have learned over the past few days, why do you think young people continue to join the military?
 - a. Students may give a variety of answers to this question, but one that teachers should help surface is that there is a lack of information about the true military and viable alternatives.
2. Explain that today’s final activity will be to work in groups to create an honest and accurate informational brochure on joining the military. Have some students share their homework to get everyone thinking about what kind of information they would like to include in the brochure.
3. Share a sample brochure for purposes of format.
4. As a class, brainstorm different sections that could go in the brochure, such as:
 - a. Reasons for joining the military
 - b. Military recruitment strategies
 - c. A day in the life of a military recruit
 - d. What it means to be a soldier
 - e. Why we go to war
 - f. Discrimination in the military
5. Students should work in groups of 3-4 to create their brochures. Appropriate materials should be provided (such as markers, paper, magazines, etc).
 - a. Encourage students to use information that they learned this week. They should have out all their notes, worksheets, and homework assignments from the week to help them.
6. Groups present their brochures to the class.

- a. Brochures should be assessed based on their accuracy and incorporation of information that was learned throughout the unit.

Homework/Assessment:

Students should research viable alternatives to the military. This can take the form of a longer research project or a simple interviewing of their teachers, counselors, parents, professionals, etc. Students should find out what it takes to do what they want to do after high school.

Additional Resources

Websites

<http://www.objector.org>

The website of the Central Committee of Conscientious Objectors

<http://www.warresisters.org/Roots/newsite5.html>

Roots-Revolution Out of Truth and Struggle is a counter militarism youth program of the War Resisters League

<http://www.comdsd.org/>

The website of the Committee Opposed to Militarism and the Draft

<http://www.afsc.org/youthmil/>

The National Youth and Militarism Program of the American Friends Service Committee

<http://www.pbs.org/wgbh/pages/frontline/gulfguide/>

PBS has organized a curriculum guide on the 1991 Gulf War available here.

Books

Against the War in Iraq: An Anti-War Primer (Seven Stories Press, 2003)

Michael Ratner, Jennie Green and Barbara Olshansky

Born on the Fourth of July (Pocketbooks, 1981)

Ron Kovic

I Refuse: Memories of a Vietnam War Resister (Broken Rifle, 1992)

Donald L. Simmons

Johnny Got His Gun (Bantam, Reissue edition 1984)

Dalton Trumbo

On Killing (Little Brown & Co, 1996)

David Grossman

Serving in Silence (Viking, 1994)

Margarethe Cammermeyer and Chris Fisher

War Is a Racket: The Anti-War Classic by America's Most Decorated General (Feral House, Reprint Edition 2003)

Smedley Butler and Adam Parfrey