

Project: Cost of War

Team Members:

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The project (Michael Hiller):

1. promotes learning
2. fosters classroom discussion
3. develops interpretation skills in the analysis of collective data
4. improves computer and research skills

My plan is to institute the project in my Economics 12 classes. I am going to integrate the three phases of the project into the various aspects of the economic curriculum.

Phases:

1. Comparative Economic Systems Matrix: Unit I – Introduction to Economics (Ch. 1-3; Traditional, Command, and Market)
2. Comparative War Matrix: Unit II – The Role of Government and Free Enterprise Economy (Ch. 11-12; Budget, GDP, Taxation)
3. Assessment:
 - Pictorial essay comparing the Vietnam & Iraq Wars. The essay will include the four criteria of imperialistic foreign policy and the cost of each war as a basis of comparison.
 - Create a U.S. foreign policy based on the impact of past wars and current world events.
 - "RISK" Game based on U.S. imperialism.
 - Cost of War/Critical Thinking Rubric.

I have completed Phase 1 and will introduce Phase 2 in the very near future. So far the project is going as planned.

Cost of War/ Critical Thinking Rubric

Levels:					
	1	2	3	4	Score
Criteria:					
Creativity	Project includes little variety in presentation techniques	Material presented with little originality or creative thought	Some apparent originality displayed through creative use of materials	Exceptional originality of presented material	
Content	Unorganized and meets less than half the requirements	Project meets half of the requirements; well-organized	Project is well-organized and meets most requirements	Project is well-organized and meets all requirements	
Structural Organization	Essay lacks logical progression of ideas	Essay includes brief skeleton (introduction, body, conclusion) but lacks transitions	Essay includes logical progression of ideas aided by clear transitions	Essay is powerfully organized and fully developed	
Understanding of Material	Apparent misunderstanding of material	Limited understanding of material displayed by vague, unclear language	Developing understanding of material	Clear understanding of material displayed by clear, concrete language and complex ideas	
Focus	Essay addresses topic but loses focus by including irrelevant ideas	Essay is focused on topic and includes few loosely related ideas	Essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
Support	Few to no solid supporting ideas or evidence for the essay content	Some supporting ideas and/or evidence for the essay content	Support lacks specificity and is loosely developed	Specific, developed details and superior support and evidence in the essay content	

