How Could War Look Different?

An Immersive Online Re-enactment and Re-Creation of Warfare

In **How Could War Look Different?** students come together both within and across national borders to re-live conflicts that have taken place in the past and to re-enact them online with historical accuracy. They utilize multiple mediums of technology including Video Conferencing, Wikis, Blogs, Online Podcast Interviews, Digital Photography, Digital Video, Google Maps, Google Earth and more in order to communicate all that objective history and subjective bias offers with regard to the greatest of conflicts: warfare.

After re-creating the past according to the historical record, students will re-write those conflicts with an eye toward how the war could have been fought differently. Students will look at what pre-war cultural, political, economic and social factors would need to have been created in order to prevent the destruction from starting in the first place. The greatest challenge of all awaits them. Could war have been turned to peace and if so, how?

How Could War Look Different? can be adopted to any war and utilized by any nation at any grade level.

We must work together toward peace. It is my hope that with a deep analysis of our past, open-minded hearts and the imagination of our youth, we can begin to take some truly momentous steps toward that goal.

Let us take the first step together!

Sincerely,

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PART ONE: WHAT DOES WAR LOOK LIKE?

A Story Based On What Happened

Section One

- Each student will choose a role that they will play in their country. The role can be either a real person of historical consequence or a "mash-up" of personalities that reflect the feeling of the time.

- Students should assume their roles throughout the length of **Part One: What Does War Look Like?**

    - The roles include, but are not limited to:

        - Political leader
        - Military Leader
        - Rank and file solder
        - Spouse at home
        - Business Leader
        - Community Leader
        - Protester
        - Media Specialist
            - Blogger
            - Newspaperman
            - Television Commentator/Producer, etc.
            - Radio Show Host
            - Photographer
        - Musician
        - Artist
        - Author
        - Citizen

- Academic Networking Site Agenda: Discussion of current, salient issues within a country

- Players post background pictures, biographies and blog posts that provide background into the hearts and minds of each side of the war.

- Academic Networking Site should portray and delve into that country's political, economic, and social resources

Questions that should be answered on the Academic Networking Site

- What are the strengths, weaknesses, opportunities and threats that each nation is facing before they are drawn into war?

- Who are the influential players in this society?

- What factors influence the arrival of war?

Section Two

Tipping Point Event/Battle Strategy

- Initiating event of war is discussed

  - Within country's Academic Networking Site with 20% of opponent's members invited to their Academic Networking Site

- Each Academic Networking Site should try to

  1. Objectively state what triggered the war and

  2. Subjectively interpret how the event which triggered the war was conceived and received by their native country

(95 of the Academic Networking Site space should be devoted to the subjectivity of war and how the same event that objectively took place inspires two, often completely different, subjective interpretations) Each country's Academic Networking Site should address all of the following questions:

  - How is the news of the war shaped by the media?
  - How is the news of the war shaped by the government?
  - How is the news of the war shaped by the war hawks?
  - How is the news of the war shaped by the peace doves?

- I-Movie War Propaganda films can be created by the students to promote their country's cause in the war. Videos should be no more than five minutes in length.

- Third parties enter the negotiations on each country's Academic Networking Site at this time

- During section two, military strategies should begin to evolve building upon the economic, social, political and military resources that each country has. (draw on your composite from Section 1)

Section Three

The War Begins

- Powerpoints/Prezi presentations are made with regard to the make-up of each army
  - What are their numbers?
  - What is their experience?
  - What is their age?
  - What is the capacity of the various divisions of their armed forces?
  - How did technological innovation influence the course of the fighting at the beginning, middle and end of the war?

- Troops placement shown on Google Maps

- Troop movement shown on Google Earth 5.0 narrated tour-each side gives their own account

  - Depending on the size/length of the war this can be broken down into parts: battles or theatres or by year or the whole war can be rolled into one long narrative.

- Each side has a minimum of three "blog talk radio programs" each lasting a minimum of 15 minutes where "guests" are interviewed attempting to prevent some sense of historical reality as well as maintaining a sense of artistic license.

- Correspondents begin to blog their story back home with pictures and opinion

- Artists can depict different scenes of battle as well as emotional abstractions that the war itself inspires.

- Privates in the army/navy begin to send messages back up daily via Twitter

- Kinesthetic learners can increase their regiment during PE and during before and after school hours, following a reasonable, but more rigorous physical fitness schedule than they are used to during that stretch of the project.

- Musicians and singers can compose songs and record them via Garage Band or some other audio recording equipment which demonstrates their country's perspective on the war.

Section Four

- The War Ends
- What was the settlement?
- What was gained/lost by each side?
- What were the social, political, economic and militaristic lessons learned from the war and the effects on each country?

PART II: HOW COULD WAR LOOK DIFFERENT?

A Story Based on What Could Happen

Section One

What does peace look like?

- What type of a culture is needed to prevent or resolve some of the conflicts inherent in this war?

- What stakeholders need to have more say in making political, economic, military and social decisions and which stakeholder's need to have less of a say?

- Is there any way that the Tipping Point incident for this war could have been avoided?
    - Could there have been plans in place to counteract the negative effect of what happened and squelch the flames of war.

- If it seems that war was justifies, what would the world look like if this war had never taken place?

- o Could there have been any positive outcomes to either prevent a military attack or combat the flames of tension with another approach that might have had impact.

Section Two

- o Was there bias that shaped the interpretation of the inciting incident?
- o How was the bias brought about?
    - o By political leaders?
    - o By religious intolerance?
    - o Through racism, sexism, ethnic hatreds?
- o What type of education of "other" is needed to prevent a incident from becoming "inciting" and leading to war.
- o What other options are there if a country or an individual has been attacked through military violence?
    - ▪ Is there a strategy that can successfully and non-violently combat those forces and be victorious?
    - ▪ Could economic, social and media pressures have been enough?
    - ▪ Could a defensive war of attrition be waged without firing a shot?

Section Three

- o Re-Wage this war using a different strategy and document that strategy through all of the previous methods utilized in Part One: Section Three.
- o Explore different military strategies
- o Explore different educational strategies
- o Explore non-violent strategies
- o Use Google Maps and Google Earth to wage a war of peace

    - ▪ Total the amount of money that was spent on the military and reconstruction costs of the war.
        - o Put together a plan for both pre, during and post war that would invest the military's money into peace strategies.
        - o invest that in a pro-active peaceful strategy to defeat your enemy.
        - o What can you come up with? How creative can you be?

    - ▪ Outline your pro-peace plans
        - o Explore spiritual solutions

- o Explore non-violent, educational solutions
- o Explore tactics used effectively by Ghandi and Dr. Martin Luther King, Jr.
- o Research and outline proven strategies for peace that have worked in the past.

Section Four

An I-Movie Documentary/Review of what students learned over the coarse of this project. The movies will take the audience briefly through **What Does War Look Like?** and investigate what the students produced in **What Could War Look Like?**

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*** The timeline for this project is flexible, but I would suggest that each opposing country or region of the conflict (which could be composed of several classes) have their own Academic Networking Site.

During Part One, Section One, the Academic Networking Site should only populated by that country/region's members.

For Part One, Section 2, at least 20% of opposing side should gain's access to their opponent's Academic Networking Site-for a certain level of "reconnaissance."

During Part One, Section 3-Members engage in full out inter-Academic Networking Site warfare with members "cross pollinated each others' sites and posting comments, blogs, discussions, videos and photos on both.***