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Lesson Title: Drones: A Cultural Impact

Grade Level: 9th

# Essential Question: Are military drones ethical in today’s world?

## Lesson Foundations:

### Content Standards

MWH.17: World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

### Learning Objectives

LO 1: SWBAT explain the progression of military drones and their impacts on WWII

LO2: SWBAT make an argument for or against using drones in warfare by using evidence and rationale

### Assessments

Stations Worksheet

Historical Analysis

Exit Ticket

### Materials & Resources

[Origin article](http://origins.osu.edu/article/aerial-torpedoes-buzz-bombs-and-predators-long-cultural-history-drones/page/0/0) (http://origins.osu.edu/article/aerial-torpedoes-buzz-bombs-and-predators-long-cultural-history-drones/page/0/0)

Obama Quote (from origins article)

Origin Article (early drones) Page 1 (station 3)

[Station 1 Reading](https://www.lexingtoninstitute.org/the-pros-and-cons-of-drone-wars/): (https://www.lexingtoninstitute.org/the-pros-and-cons-of-drone-wars/)

Station 2 sources:

[V 1 video](https://www.youtube.com/watch?v=s0EE5ZGKJyE): (https://www.youtube.com/watch?v=s0EE5ZGKJyE)

[V1 Poster](http://www.psywarrior.com/V1RocketLeaf.html): (http://www.psywarrior.com/V1RocketLeaf.html)

## Instructional Procedures/Steps:

### Opening: 10 Minutes

#### Agenda

Small Group quote analysis

Whole class comparison discussion

Mini Lecture

Check for understanding

Stations

Check for understanding

Historical analysis

#### Small group quote analysis

* If students are not in group of 3 to 5, group students at the beginning of class
* In small groups, students will first read the following quote:
* Obama Quote: “from the Civil War to our struggle against fascism, on through the long twilight struggle of the Cold War, battlefields have changed, and technology has evolved.”
* Students will the elect one student to write down the group’s response to the following questions:
* In your own words, what does this quote saying?
* How does the quote apply to attitudes on drones?
* How could drones be seen as a conflicting weapon?
* Students will discuss each question as a group and agree on an answer or answers for each question

#### Transition: Whole class comparison discussion

* + Students from every group will say what the quote means in their owns words as well as how the quote applies to attitudes on military drones.
  + At this point the teacher will not allow students to share their positions because they do not have enough information to make a claim using evidence

### Instruction: 33 Minutes

#### Mini Lecture

* The teacher will use the supplemental presentation to engage students in an interactive lecture
* The mini lecture is used to build background information for the students by discussing drones prior to WWI, in WWI and in WWII.
* The teacher can ask the following throughout the mini lecture to make it more conversational and less teacher centered:
* What is a drone?
* How would you define what a drone is?
* Does a drone have to be used for military purposes?
* Are the first drones going to be very sophisticated?
* Who were the targets of the V1? Was a new target?
* Is the usage of V1s that surprising in WWII? If not why?

#### Check for understanding

* After the mini lecture, the teacher will ask students to answer the following question in pairs or small groups:
* How did the usage of drones change from before World War I to their usage in World War II?

#### Stations

* + In small groups or pairs, students will be assigned 1 of 3 stations.
  + Depending on class size and needs this may be a non-moving station activity or moving but with several duplicates. (meaning 2 stations or 3, etc.)
  + Students will use a picture based source to answer the first 2 questions at each station, followed by using a QR code which will direct them to an article, or a short video. They will then answer correlating questions.
  + Each station should take 5 to 10 minutes to complete depending on student’s needs.
  + The content focus for the stations is the progression of drones by using examples from WWI, WWII, and present day, as well as the implications of drones as a military tool or terror weapon.

#### Station 1: Modern Drones

1. Focus: Pros and Cons of Using military drones in the 20th century.
2. Support Questions (while students are working in groups)
   1. How is the usage of military drones in the 20th century a complex issue?
   2. Is the goal for using military drones different than how we discussed V1s in the notes?

#### Station 2: V1 Buzz Bombs

1. Focus: Usage of drones as a terror weapon
2. Support Questions (while students are working in groups)
   1. What makes a drone a military tool vs a terror weapon? Is there a fine line?
   2. Were V1s being used against soldiers or civilians?

#### Check for understanding

* How has the purpose for military drones changed over time?

#### Station 3: Kettering Bug

1. Focus: Implications of early drones.
2. Support Questions (while students are working in groups)
   1. Does the Kettering Bug look intimidating in today’s terms? What about during WWI?
   2. Do you agree with the logic presented by the creators of early drones about their usage?

#### Historical analysis

* See stations handout for historical analysis prompt.
* Students will build an argument for or against the usage of military drones by using evidence from the days lesson.
* Students will complete this assessment individually so they can come to their own conclusions.
* The teacher will reinforce the concept of evidence based argumentation by checking students for specific examples from the sources presented in the days lesson.

### Closure: 5 Minutes

#### Exit Ticket

Describe the progression of military drones and how it makes the subject complex. In addition to this discuss how the history of drones effects your own viewpoint on the continuing usage of military drones by using evidence from the provided sources.