

Vietnam Course Overview

Content Area: **Social Studies**
Course(s): **VIETNAM: A TIME OF TURMOIL AND CHANGE**
Time Period:
Length: **Quarter**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Vietnam: A Time of Turmoil and Change

Course Number: 1078

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 12/2/2003

Curriculum Adoption: 9/8/1994

Date of Last Revision Adoption: 9/1/2017

Course Description

This course examines the history of the Vietnamese people and their culture and geography through the French occupation and eventual United States involvement. Emphasis is also placed on the home front, women in Vietnam and the lessons of war.

SCED: 04061 World Area Studies

World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

Course #	School #	Course Level	Grade(s)	Credits	Min.	Per Week	Elective/Required	Initial Course Adopted
1008	050	A	10-12	1.25	210		E	12/02/1993

Class Materials

Textbook:

The Lessons of the Vietnam War, Jerold M. Starr. Center for Social Studies Education, 1991.

Units of Study

Unit 1: INTRODUCTION TO VIETNAM: LAND OF HISTORY AND CULTURE

Essential Theme – The 5 themes of geography will be examined as they apply to the historical setting of Southeast Asia. Emphasis is placed upon: Chinese colonial period, French Indo-China and the American War. Vietnamese history and culture will be surveyed during these same periods.

Essential Question – While Vietnam stretches for two thousand miles, how does geography affect the culture of its people?

Unit 2: THE FRENCH IN VIETNAM

Essential Theme – The mercantile economic system is the basis for the French Indo-China colonial period (1857-1954.) French rule, economic exploitation of rice and rubber, introduction to Ho Chi Minh, World War II period, and Dien Bien Phu are areas of significance.

Essential Question – Why did the French colonial period lead the way towards United States intervention in Southeast Asia?

Unit 3: THE UNITED STATES, VIETNAM AND THE COLD WAR: 1945-1954

Essential Theme – As the post-World War II political arena developed into a bi-polar world, the United States intervened in the area of Vietnam for our national security.

Essential Question – How did the French defeat at the battle of Dien Bien Phu open the door for United States involvement in Vietnam?

Unit 4: THE UNITED STATES IN VIETNAM: 1954-1964

Essential Theme: The events in Vietnam and the policies of the Eisenhower and Kennedy Administrations caused the United States to pursue an active and aggressive foreign policy towards Southeast Asia.

Essential Question – What were the reasons that caused the United States to remain and not withdrawal from Vietnam at this time period?

Unit 5: THE UNITED STATES TAKES CHARGE: 1965-1968

Essential Theme – The military buildup beginning on March 8, 1965 escalates during this period to a ceiling of approximately 500,000 U.S. soldiers by 1968. The political ramifications at home, military exercises in Vietnam and the birth of the anti-war movement encompass this period.

Essential Question – What were the events that led the Johnson Administration to commit U.S. ground troops to a full scale land war in Vietnam?

Unit 6: TAKING SIDES: THE HOMEFRONT

Essential Theme – President Johnson's decision to use the Selective Service Act as a means to deploy combat soldiers to Vietnam stirs the American public to actively debate the necessity of this war.

Essential Question – While protest is one of the cornerstones to our democracy, how far can the general public go in their efforts to radically alter the public policy of elected officials?

Unit 7: WOMEN AND THE VIETNAM WAR

Essential Theme – Having roles as journalists, medical professionals, entertainers, and political activists; women played a significant role during the Vietnam War at a time when the women's liberation movement was developing at home.

Essential Question – How did the women's involvement during the war period lend itself to the change in the structure of the role of women at home following the war?

Unit 8: PRESIDENT NIXON AND PEACE WITH HONOR

Essential Theme – The Nixon policy of Vietnamization witnessed a gradual withdrawal of American troop levels in South Vietnam and an increased effort to train the ARVN. This effort combined with détente towards the Soviet Union and opening the door in mainland China was crucial to achieving: peace with honor.”

Essential Question – How successful were the particular aspects of the Vietnamization policy towards achieving “peace with honor?”

Unit 9: THE LEGACIES OF THE VIETNAM WAR

Essential Theme – Following the war issues still remained regarding post dramatic stress levels, agent orange exposure, POW/MIA issues, and the like. 4 U.S. Presidents have a role in U.S. involvement in Vietnam and their policies need to be examined.

Essential Question – What has the American public learned from the war and what can be done to prevent further armed conflicts that turn the people against the government?

Standards

SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
SOC.6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
SOC.6.1.12.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

In Vietnam the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

The final course proficiency grade will be the average of one marking period grade (90%) and the department prepared final (10%) examination aligned with NJSL.

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSL)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)