

# Vietnam War Studies Unit 1

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Geography/Culture of Southeast Asia, Chinese Domination, Vietnamese Independence, French Colonization, Rise of Vietnamese Nationalism, WWII and Japanese Occupation, First Indo Chinese War, Cold War, to Assassination of John F Kennedy	1	9
Gulf of Tonkin Resolution/Incidents, LBJ's escalation of American involvement, 1968 TET Offensive, 1968 assassinations of MLK and RFK, American Homefront, Richard Nixon's Vietnamization, Peace in Vietnam, Watergate and Fall of Saigon, Post 1975.	2	9

## Unit Overview

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There are varying perspectives on the historical timeline of Vietnam that has shaped the country today. Vietnam is a country that has been forced interact with foreign countries via colonization and conflict and this is a country that has been heavily influenced by both internal and external forces. The early contact by European and Asia is reflected in the regional differences are evident in social, economic and political differences found between geographical North and South Vietnam. Vietnam militarily resisted several powers, namely, China, France, Japan, and finally the

United States during this period to regain its independent nation status.

### **Enduring Understandings**

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1. Students will understand the social, political, economic, and military challenges that the Vietnamese people have faced due to foreign domination throughout their history.
2. Students will understand the influence that Imperial China had over the area known as Nam Viet for over 1,000 years.
3. Students will understand the political, social and cultural advances that the Vietnamese people incubated during their period of Independence from 914 AD until the arrival of the European explorers in the early 1600's
4. Students will understand how France gained power in much of Southeast Asia by the late 1890's and how resistance to French colonization led to a period of feverish Vietnamese Nationalism.
5. Students will understand how Vietnamese guerrilla units helped to defeat Japanese forces in Indochina during WWII and led to a declaration of Independence in 1945.
6. Students will understand how the forces of the Cold War led to France returning to Indochina leading to the First Indochinese War and eventual gradual involvement by the United States

## **Essential Questions**

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1. Who were the original people that inhabited the area now known as Vietnam?
2. What lasting impact did the 1,000 year Chinese influence have over the Vietnamese people and the evolution of its culture?
3. How did the the 700 year period of Vietnamese Independence from 914 Ad until the early 1600's help to motivate later generations to shed the yoke of foreign domination and yearn for Independence once again?
4. How did Vietnam come under control of French control?
5. In what way did French colonial rule lead to a surge in Vietnamese Nationalism?
6. How did Japanese occupation during WWII lead to Vietnamese independence?
7. How did World War II change the political landscape in Vietnam?
8. Why was the First Indochinese War fought?
9. Why did the 1954 Geneva Conference divide Vietnam and create two "Vietnams"?
10. In what ways was the government of Ngo Dinh Diem responsible for the increasing unrest and violence within Vietnam?
11. How did Presidents Roosevelt, Truman, Eisenhower, and John F. Kennedy get drawn into the

developing Vietnam conflict when every one of them opposed any intervention in Southeast Asia?

12. Under what circumstances did Congress pass the Gulf of Tonkin Resolution?

13. How was the Vietnam War different from other wars that the United States engaged in?

### **New Jersey Student Learning Standards (No CCS)**

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SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by

considering multiple perspectives.

## **Amistad Integration**

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We will implement the following materials and texts to integrate the history and contributions of African Americans:

Readings and class discussion on the role of African - Americans in both the French and American during this time period.

Students will research and create a presentation of the French recruitment of Tirailleurs Senegalais and other African colonial regiments used in the French Indochinese War.

Through the use of charts, CIA facts, US Census data and other sources students will trace the impact that the Vietnam draft had on the African American community in the first years of the war.

SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
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.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

## **Holocaust/Genocide Education**

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We will implement the following material and texts to integrate the history of prejudice, discrimination, and genocide to aid students to take personal responsibility to fight hatred and racism.

An analysis and discussion of the French policy of Assimilation during the French Colonial period based on the French model that had previously initiated in their Caribbean and African colonies.

Selected readings about various large and ambitious French public works projects, like the Hanoi-

Yunman Phu railway, that killed over 25,000 Vietnamese workers. Small group discussions on the causes of the disregard for life and limb that is evident in these cases.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

## **Interdisciplinary Connections**

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In connection with the English Department, students will practice and be assessed on argumentative writing, thesis -driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **Technology Standards**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.

TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

## **21st Century Themes/Careers**

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Students will understand how Americans have been at the forefront of political, social, economic, cultural, and technological changes that have generational consequences that can be seen as both positive and negative on the environment, people, and global communities.

Students will demonstrate 21st Century skills through the use of fact driven research, cooperative learning environments, and independent interests to enhance their communicative and critical thinking abilities.

Students will achieve these goals by studying the role of various political, economic, social, cultural and gender identities through the study of Foreign Domination in Vietnam from the early Chinese Imperialistic period, French Colonialism, and Post World War II American intervention and escalation.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of

	the organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

## Financial Literacy Integration

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The various financial challenges, topics , and ideas that began to emerge both nationally and globally in the late 16th, 17th, 18th 19th and mid 20th centuries will be developed.

Discussion on the long term economic and psychological effects of colonialism on a country's identity and wealth.

Discussion on how French colonization disrupted the delicate economic balance that had been achieved in Vietnam during their period of Independence.

Discussion on how the First Indochinese War destroyed the remaining agricultural base that existed after 5 years of Japanese occupation during WWII.

A Discussion on how aid from the United States in South Vietnam and Russian and Chinese aid in North Vietnam further divided the market in Southeast Asia.

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
SOC.6.1.12.1	Colonization and Settlement (1585-1763)



SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

## **Instructional Strategies & Learning Activities**

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Primary Source Analysis

Journal Entries

Class Discussions (large and small group)

Supplemental Readings (secondary sources, book chapters, journals, map analysis)

Analyzing images and cartoons

Anticipation Guides

Human Timeline

Graffiti Boards

Four Corners

Two minute interview

Whip around

## **Differentiated Instruction**

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- Curriculum Map

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

Student Interest & Inventory Data

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### **Formative Assessments**

- Nightly and or weekly out of class assignments( readings, notes/review, Canvas assignments) that follow the textbook sections and class material.
- Outside primary and secondary resources will be assigned for further understanding,

mastery and enrichment pertaining to the World War II, The Cold War Period, and the Administrations of John F. Kennedy and Lyndon Johnson

- In class writing assignments and research assignments ( maps, presentations, charts) developing the content in Unit III.
- Daily warm up activities.
- Big Picture activity
- Explain What Matters activity
- Three Questions activities
- Yes/No Charts
- Do's and Dont's activity

### **Summative Assessment**

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Each of the 2 evaluations will be assessed in various ways. They will range from traditional to non traditional. Multiple choice/ T-F/Matching/Short and longer answers will be utilized in the traditional assessment(s). Evaluations not tested traditionally will be assessed via a paper , essay or presentation on a particular historical event( French Colonialism) or historical figure(Ho Chi Minh)

### **Benchmark Assessments**

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Monitoring writing progress by including at least one writing assignment per unit.

### **Alternate Assessments**

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- Provide visual aids
- Allow as much time as needed to complete tests/quizzes
- Take-home tests/quizzes
- Provide a vocabulary list with definitions
- Have test materials read to students

- Allow open note tests/quizzes
- Use a pass-fail system
- Allow for re-take for a better grade
- Visit a historical site and present
- give directions in small steps
- Divide tests into shorter sections.
- Use larger font on tests/quizzes

## **Resources & Technology**

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### **Examples of Technology:**

One on One Chromebooks

Promethean Boards

3-D Printer

IPADS

Desk Top Computers

Computer Carts

Projectors

### **Examples of Resources:**

Stanford History Group

PBS

Avalon Project

Library of Congress

Independent Historical Societies

Media Wise

Teaching with Primary Resources Library of Congress

Online Evidence Project through Spencer Foundation

Robert McCormick Foundation History and News Literacy

Sweden's Wallenberg Foundation, *Digital History in the Classroom and Beyond*

Bill and Melinda Gates Foundation, the *Historical Thinking for the 21st Century*

Investigating Historical Consciousness

Historical Sense-Making Project

American YAWP

American Historical Association

Teaching American History

## **BOE Approved Texts**

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No Textbook

## **Closure**

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Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

\*Add to or remove any of these as you see fit.

## **ELL**

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

\*Add to or remove any of these as you see fit.

## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

\*Add to or remove any of these as you see fit.

## 504

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

\*Add to or remove any of these as you see fit.

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

\*Add to or remove any of these as you see fit.



## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking