

# 1 - New Fighting Soldier: Evolution of the American Servicemember

Content Area: **Social Studies**  
Course(s): **U.S. History II, Sociology**  
Time Period: **September**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview:

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At the conclusion of the Vietnam War, Soldiers, Sailors, and Marines came home to a wounded nation. Feelings of anger and distrust had been spread across the country during America's longest war to date. The actions of the government had worn on the American people, who then retaliated against the people they could hold responsible for these actions -- the servicemembers of the US Military. This unit will focus on the evolution of the American Servicemember and the policies that the US Government used to conscript or recruit young men and women to join the ranks of the armed services. From ending the mandatory registration for Selective Service, "Don't Ask, Don't Tell", to allowing women to serve in front line combat units, the policies enacted by the government affect our fighting men and women.

## Essential Questions:

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- Who is the modern American Warrior?
- What difficulties continue to plague modern servicemembers?
- Has the US Government assisted Veterans? How has this changed since World War Two? Vietnam?
- Evaluate the policies of the US Government that has impacted American Servicemembers.

## Enduring Understandings:

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- The American Military is one of the most diverse and inclusive organizations of our country with over 30% of the active force comprising of minority population
- In 1973, registration for the Selective Service was no longer mandatory. Due to this action, the American Military will no longer conscript servicemembers into the military which will alter the perception and makeup of the armed forces.
- Prior to World War One, the US Government did little to assist servicemembers returning home from war. Each generation attempts to fix this by providing new policies and services to assist Veterans.
- Congressional policies have both harmed and helped individual servicemembers. With the integration of the armed forces and "*Don't ask, don't tell, don't pursue*" being the more popular legislative policies, Congress has had different ways of impacting the lives of individual Servicemembers.

## Standards/Indicators/Student Learning Objectives (SLOs):

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## SWBAT

- prove how the Vietnam War impacted the American people
- analyze the makeup of the US Military from a cultural and socio-economic perspective
- define key terms and definitions associated with military necessary to comprehend the lifestyle
- critique the role of the US government with relations to our nations Veterans
- investigate how the US population treatment of military changed over the decades

SOC.6.1	U.S. History: America in the World  Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.12.a	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.6.1.14	Contemporary United States: Domestic Policies (1970–Today)  Chronological sequencing serves as a tool for analyzing past and present events.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush’s Iraqi policy with George W. Bush’s.  Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.  Historical sources and evidence provide an understanding of different points of view about historical events.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.2	World History: Global Studies
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World  There are multiple and complex causes and effects of historical events.
SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).  Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.

### Lesson Titles:

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- Propaganda Analysis Lab: Is there an ideal Warfighter?
- Warfighter Recipe: Make your own warrior
- Government interventions for Veterans
- What are "Veterans Affairs?"
- Policy, Persuasion, and Politics: How Congress uses the military to establish social changes

## Career Readiness, Life Literacies, & Key Skills:

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Critical thinking and Problem Solving

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.  Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

## Inter-Disciplinary Connections:

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This unit will cross content by mixing, English, art, and sociology.

- English - Reading government documents and writing analysis
- Music - Analysis lyrics of pop music and songs of the era
- Sociology - Identify the sociological impact of war on the individual and society

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.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3B.12acc.Cr3a	Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that

	logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## **Equity Considerations**

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### **Amistad Mandate**

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Topic: Colin Powell

Materials Used: <https://www.army.mil/blackamericans/>

Addresses the Following Component of the Mandate: Was a pillar of the American Military Hierarchy and rose to the position of the Chairman of the Joint Chiefs of Staff and Secretary of State. He is the first African American to hold these positions.

- Contributions of African Americans to our Society

### **Holocaust Mandate**

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Topic: Harassment of American Servicemembers returning from Vietnam War

Materials Used: Video and newspaper clippings

Addresses the Following Component of the Mandate: Reflect on the roles and responsibilities of citizens on democratic societies to combat prejudice, hate, intolerance and discrimination.

- Bias
- Bigotry
- Bullying
- Prejudice

### **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Leonard Matlovich

Materials Used: Newspaper clips, interviews and Time Magazine photograph

Addresses the Following Component of the Mandate: First Openly Gay Servicemember to purposely Out themselves and fought to remain in the US Air Force.

- Political
- Social

## **Climate Change**

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Discussions on how climate impacts the living conditions and socioeconomics of peoples in various theaters of war, conditions for soldiers, resource availability, and exacerbate local, regional, and global tensions.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Viet Luong

Materials Used: <https://www.army.mil/asianpacificamericans/profiles.html>

Addresses the Following Component of the Mandate: First Vietnamese born American General.

- Political
- Social

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment

## **Resources & Materials:**

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- “Don’t Tread on Me” H.W. Crocker III
- US History Text Prentice Hall Chapter 33
- Century Series - Into a New Decade
- You Tube, Google Images

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- - Lecture to present basic concepts from post Vietnam America to Modern Day. (Recall/DOK1)
- Linking historical events from one time period to another; 1960s to 1970s, 1970s to 1980s, tech revolution to Industrial Revolution, Middle Eastern relations to the eventual War on Terrorism, and modern culture norms to their evolution over time. (Synthesis/DOK 4)
- Compare and contrast: Presidents: then and now, economic trends and panics: then and now, social structures: then and now, women's roles over time, minorities in American culture over time. (Compare and Contrast/DOK 2)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

## **Formative Assessment:**

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- Anticipatory Set

- Closure
- Warm-Up

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor



## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Chromebooks

Google Classroom

Remind App