

Unit 10 The Vietnam War and An Era of Protest and Change

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Course(s): **U.S. History II**
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Unit Overview

The desire to contain communism and belief in the Domino Theory led to dangerous involvement in Vietnam. It began with military aid to South Vietnam and continued with American soldiers being sent to Vietnam as advisors. Johnson escalated military involvement with airstrikes and combat soldiers. As the number of troops and casualties grew without producing military success, the "doves" protests against the war gained strength. Political opposition forced Johnson not to seek reelection. Nixon's "Vietnamization" policy reduced American ground participation in the war, but his Cambodia invasion sparked massive protest. Following American withdrawal, the communist Vietnamese finally overran the South Vietnamese government in 1975. The defeat in Vietnam added to a general sense of disillusionment and a new sense of limits on American power. A counterculture begins to rebel against long-standing customs of dress, music, and personal behavior. Inspired by the successes of the African American Civil Rights movement, women and other minorities assert their desire for greater social, political, and economic equality. This "rights revolution" of the 1960's also influenced the call for a clean and safe environment.

Enduring Understandings

- The Vietnam War was extremely controversial and had a tremendous impact on American society and culture.
- The Vietnam war greatly divided our country and led to a credibility gap between the American Public and the powers to be.
- The Vietnam War was a deadly quagmire and became the longest war the United States had ever fought in.
- The counterculture and expanding rights revolution of the 1960's and 1970's had a lasting impact on American society.

Essential Questions

- How did the American view on communism and the Cold War impact the decision to get involved militarily in Vietnam?
- What challenges did the United States face in developing an effective military strategy in Vietnam?
- What role did the media play in shaping the American public's attitude toward the war in Vietnam and how did the level of support for the government and military differ from past conflicts?
- Why wasn't the United States more successful in Vietnam?
- How effective were women's rights organizations, the American Indian Movement, and Latino Movements in their pursuit of civil rights and equal opportunities?

- What principles fuel a counter-cultural movement and were some of its lasting effects ?
- How effective were the environmental movements and how did they influence public attitudes and environmental protection laws?

Standards/Indicators/Student Learning Objectives (SLOs)

- Explain the background and the reasons for the United States entering the Vietnam War
- Identify the factors that caused President Johnson to increase American troop strength in Vietnam.
- Explain the nature of the war in Vietnam and the difficulties American troops faced.
- Describe the divisions within America and summarize the unpopularity of the Draft.
- Explain Nixon's approach to bringing an end to the war and major events that occurred during his Presidency.
- List effects and evaluate the impact the Vietnam War had on the U.S.
- List and describe major characteristics of the Counterculture
- Analyze and discuss the impact the Counterculture had on American values and society.
- Explain the effects of the women's, Latino, Indian and environmental movements and the impact they had.

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.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
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.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
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.

Lesson Titles

- 1968-A Tumultuous Year
- Documentary - "Letters Home From Vietnam"
- End of The War and Its Impact
- Nixon and Vietnam

- The 1960s Counter Culture
- The Draft and Opposition to the War on the Homefront
- The Environmental Movement and Issues
- The Latino and Native American Movements
- The Tonkin Gulf and Escalation to War
- The Vietnam Experience- Vietnam Vet Guest Speaker
- The Womens Movement
- Vietnam : The History of the Conflict
- Vietnam War Review Game
- War and Fighting in Vietnam

21st Century Skills and Career Ready Practices

- Critical Thinking and Problem Solving
- Information Literacy
- Communication and Collaboration
- Global Perspectives
- Civic Literacy

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

English Language Arts

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.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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.

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.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.
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts
- Summarize and describe the difficulties American Troops faced in Vietnam
- Use technology to produce an individual and shared writing product that analyzes the role of newspapers and television in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- Write an informative text that explains constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.
- Assess the impact of the Vietnam War on our country
- Apply knowledge to summarize the impact of the Counterculture on society.
- Construct a Pictorial Collage with illustrations and a written summary of each
- Guest Speaker - Vietnam Veteran
- Power Presentation - Formulate Information
- Vietnam War Documentary
- Guided Discussion
- Deductive Analysis
- Video Clips - View and summarize

- SAWG
- Deslea One

Modifications

ELL Modifications

- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge on imperialism and militarism to understand causes of Vietnam War
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Assess ELL students continuously using formative assessment methods 1:1 testing Repeat, reword, clarify Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary dealing with the Vietnam War
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective for Vietnam sequence of cause and effect
- SWAG
- Delsea One

IEP& 504 Modifications

- Rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- word banks, multiple choice, matching questions help when possible
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis

- Maps with keys/ word banks - Maps of Vietnam, SE Asia
- Current events can be watched or read
- Read tests aloud
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- breaking larger assignments/projects into shorter tasks with clear deadlines for each
- monitoring student moods/behavior fluctuation patterns to report to caseman
- Preferential Seating
- Use visuals on conditions and environment of Vietnam
- Tap prior knowledge of events leading to the Vietnam War
- Provide academic (Tier III) vocabulary in relationship to Vietnam
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG
- DELSEA ONE

G&T Modifications

- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two. specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to make connections through historical time periods/linkage. (Compare to WW1 AND WW2)
- Encourage students to make transformations- use a common task or item in a different way. Different test items.
- Argumentation and debate (Doves vs Hawks)

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Up

- Overview of the Week - Vietnam, Counterculture, Minority Rights Movement
- Group Activity/Colloboration- Hawks and Doves
- Reading Prompt- Why It Matters/America Enters Vietnam
- Review Previous Info and Bridge to Lesson
- Writing Prompt - Analyzing Political Cartoons/The Opposing Forces
- Current Event Connection Activity -Vietnam and SE Asia Today
- Draw a Hippie

- Comparing View Points-Do Women Need to Fight For Equal Rights ? Analyze viewpoints and briefly discuss

Anticipatory Set

- Map Recognition of SE Asia, Vietnam, Ho Chi Minh Trail
- Read Witnessing History - American Soldiers in the Field
- Read Witnessing History-Challenging a Stereotype
- Video Clip of LBJ's announcement of Escalation
- Primary Source Reading Segment- A letter Home from Vietnam
- Nixon Quote
- Woodstock Slide Show

Closure

- Debriefing-Women's Rights, Minority Rights
- Exit Ticket-Legacy of the Vietnam War
- Idea Spinner-Why was Vietnam the only war the US ever "lost"
- Index Card Summary- Are you a Dove or a Hawk
- Oral Questions and Review - Vietnam War strategies
- Whip Around- Weaknesses and Strengths of the US
- Whip Around- Effects of the Vietnam War
- Whip Around-What did Women and other Minorities gain during this era ?

Summative Assessment

- Quiz on Americanizing the War in Vietnam
- Test- Vietnam War
- Pictorial Collage and Summary on the Counterculture and Protest Era
- Quiz on the Era of Protest
- MP4 Assessment
- Google Classroom Notebook Check
- Essay- Opinion on Vietnam and the way the US Government handled it.

Resources & Materials

- US History Text (Prentice Hall) Chapter 29 The Vietnam War and Chapter 30 An Era of Protest and Change
- Primary Source: Vietnam War Veteran Eugene Lilly
- Century Series: Unpinned

- Century Seies: Poisoned Dreams
- DVD : Documentary: Dear America/Letters Home From Vietnam
- YouTube: Greatest Hits
- Outline notes, collected images, maps and political cartoons
- Rand McNally Historical Maps
- Prentice Hall Map Collection

Technology

- Century Series : Unpinned : <https://www.youtube.com/watch?v=jET2qR8Y-Ng&t=1794s>
- Century Seies : Poisoned Drms : <https://www.youtube.com/watch?v=93iBar-VrqA&t=2158s>
- DVD: Dear America/Letters Home From Vietnam
- Smartboard to project notes,images,maps and political cartoons
- Chrome Book and Google Classroom
- Youtube Greatest Hits: <https://www.youtube.com/watch?v=1v5nR6T0qhc>
- Rand McNally: <https://worldatlas.randmcnally.com/map>

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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.