Unit 6: The Vietnam Era

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
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Status: **Published**

Unit Overview

The Vietnam War is one of the most controversial wars in American history. Not only were soldiers faced with immense difficulty in Vietnam, but the war at home was just as long and tore American in two. By looking at the war through the eyes of soldiers and citizens in a Vietnam War Journal, the students will be transported to the late 1960's and early 1970's. They will be able to witness some of the landmark events of the time, such as the Moon Landing, Woodstock, and Watergate. The two-front war in Vietnam is what makes this war so unique and one that needs to be remembered.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. The branches of government will be explored in terms of the power balance that exists between the executive and legislative branches in regards to the onset of war and course of war. Students will learn about the government's power to institute a draft. Finally, students will look at the role of civic duty and the way in which that concept changed during the Vietnam Era.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

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.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
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.14.a	Determine the relationship between United States domestic and foreign policies.

Essential Questions

- How do the media play a role in the perception and outcome of a war?
- Does how you fight a war matter?
- Is the war at home more important to win?
- Who played the largest role in the Vietnam war, Kennedy, Johnson, or Nixon?
- Is war inevitable?

Application of Knowledge and Skills...

Students will know that...

- 1. The Roots of Vietnam: American Diplomacy and the responsibility to help others. Why the United States was involved in over seas diplomatic affairs and how democracy plays a role in conflicts in South East Asia.
- 2. American Involvement and War Weapons - The first battles of the Vietnam War and the new war weapons and their impact on the American mind. How soldiers used the weapons and how the Vietnamese hid from the new weapons of the modern age.
- 3. Vietnam War Presidents- How Kennedy, Johnson, and Nixon used the Unite States democracy to place itself in conflicts around the world and the growing response to their actions, which were both aggressive and passive in nature.
- 4. The War at home: Hawks verse Doves and the tensions of the growing war at home. The divisions of pro war supporters and those who were war dodgers and Doves, those who supported peace and wanted to bring the troops home.

- 5. Television War: The Media and Perception of War - How the invention of television shaped the way war is fought and how war is shot through the eyes of the media. How the media plays a role in shaping what people see about a war and how the feel about it.
- 6. To the moon!: The Landing of 1969- The culmination of the Space Race and a significant Cold War battle that further divided the Soviet Union from the United States.
- 7. Hippies, Woodstock, and Vietnam War Music -Music and the impact of the Hippie generation. Their use of music to promote anti-war themes and the integration of mass media through the broadcast of Woodstock.
- 8. The end of Vietnam: The statistics and impact of the Vietnam War on soldiers, families, politicians, musicians, and others.
- 9. Watergate and the Resignation of Nixon: Why Nixon resigned and the impact that Watergate had on the Federal Government.

Students will be able to...

- A. Describe key events, such as the Gulf on Tonkin Invasion, Diem Bien Phu, and others that led up to the Vietnam War.
- B. Identify key individuals, such as Ngo Din Diem and Ho Chi Mihn, and how the shaped the political arena of the the 1960's and 1970's.
- C. Use research and discovery skills to define roots of Communism in Asia.
- D. Distinguish how different Presidents dealt with the war at home.
- E. Use creative, critical, and higher ordered thinking to role play individuals from the Vietnam Era.
- F. Critique how music can affect the mood of a nation's population and how it plays a role in a war time atmosphere.
- G. Evaluate how the media and war weapons shape the nation's conscience about war, fighting, and democracy in other nations.
- H. Analyze primary sources such as the Vietnam draft lottery data or weather reports during the Vietnam war and integrate the information into the Vietnam journal writing project.

Assessments

- American History Midterm Formative: Benchmark Assessment Students will take a Midterm on American History up to the 1980's. They will be tested on higher-order questions, creative thinking, geography questions, and basic history of the 20th century and how America has become the nation it is today. RH.6-8.10
- Open Notes Vietnam War Quiz Formative: Written Test Take an Open Notes Quiz on the Vietnam War that tests knowledge on the roots of the war and its main purpose. 6.1.12.A.12.b 6.1.12.C.14.b 6.1.12.D.12.d 6.1.12.D.14.a
- Vietnam Roots Questions Diagnostic: Other written assessments Students will answer a series of cooperative questions about the Vietnam War and its roots. 6.1.12.A.12.a 6.2.12.B.5.b RH.6-8.10
- Vietnam War Journals Summative: Written Report Write a series of journal entries on important topics of the time from the perspective of either a solider or a civilian. 6.1.12.A.12.b 6.2.12.B.5.d 6.1.12.C.13.c 6.1.12.C.14.b 6.1.12.D.12.a 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.D.14.a RH.6-8.1 RH.6-8.2 RH.6-8.10 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9

Activities

- Vietnam War Roots Questions: A series of cooperative questions that has pairs of students discuss the questions, then share their answers with the class
- Vietnam War Journals: Students will be given a soldier or civilian journal, and they will write from those perspectives during the Vietnam War on a number of different topics, including the War at Home and the Moon Landing. Students will be monitored throughout the process via journal checks and will submit a final journal at the end of the unit.
- American Involvement Stations: In small groups, students rotate through stations to learn about the roots of the Vietnam War and its true meaning during the Cold War. Students will answer scaffolding questions and evaluate the real purpose of the fighting.
- Vietnam Geography WK: Students will master the geography of South East Asia and use the computers to add cultural aspects, including pertinent social items and pop culture.
- Vietnam President Packet: LBJ and Nixon Biographies and Crosswords to supplement with notes and readings from America: History of our Nation textbook.
- The War at Home: Hawks v Doves Social Experiment - Teacher will break students up into two groups and have them respond to questions about Protests at Home, Kent State and other events as either Hawks or Doves. They will also do this as Soldiers and Civilians to see differences and similarities.
- Draft Dodgers Worksheets: Students will complete the worksheet on the Vietnam Draft. This will build on knowledge of the war at home.
- Vietnam War Open Notebook Quiz
- War Media Notes through PowerPoint
- War Weapons Jigsaw/Questions: Five groups of students will watch the "Tunnel Rats" video from the History Channel's show "Cities of the Underworld". Then, they will read about the modern weapons of war and do a jigsaw, which to teach the other groups about their weapons.
- Moon Landing Activities: Using "Myth Busters" from the Discovery Channel, students will develop criteria for hypothesizing whether or not the Moon Landing was a conspiracy.
- Wood Stock Music: Students will answer a PowerPoint Do Now to master questions on the definition of a Hippie. They will then listen to a teacher-created Wood Stock CD of relevant artists of the time. Using their critique skills, they will break down the lyrics to show understanding of how music plays a role in History.
- End of War Worksheet - Students will Think, Pair, Share possible endings to the Vietnam War and weigh the outcomes.
- Nixon Resignation Speech: Reading for Meaning Questions and evaluation of Nixon's Presidency
- Yes, No, Maybe attitude assessment: Should we have gotten involved in the Vietnam War?
- American History Midterm
- Use Maps101 resources to map the key events of the Vietnam War onto a blank map of Southeast Asia from a timeline of Vietnam War events (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3339%3Amapping-the-vietnam-war-grades-9-12&cid=165%3A9-12&Itemid=11

Vietnam Background Stations
Vietnam War Stations
War Journals Civilians
War Journals Soldiers
Grading Breakdown for Journals.docx
Draft Dodgers Handout
War Weapons Jigsaw
Jigsaw Graphic Organizer

Jigsaw Directions
Music Lyrics
Moon Landing Theories
Vietnam Ending Scenarios
Nixon Resignation Speech
Reading For Meaning Handout
Vietnam Open Note Book Quiz
Midterm Benchmark
http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3339%3Amapping-the-vietnam-war-grades-9-12&cid=165%3A9-12&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal

- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- For all students, provide ongoing conferencing about their Vietnam journals, to provide assistance to struggling students, and further challenge the advanced students.
- Modify the Open Ended Quiz and American History Midterm for learners with disabilities.
- Provide study guides for both the Midterm and Open-Ended Quiz.
- Have students, using Pandora Radio, find similarities between the music of the Wood Stock era and the music of today. Students should cite findings and report on the current state of music.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: guerilla, hawks, escalate, doves, conscientious objector

Content specific modifications to extend learning for gifted students may include:

- Extend the amount of journals that the student needs to accomplish for the Vietnam Journal Project. The journals can also be computer generated or presented in another fashion, such as a visual poster.

Modified Civilians Journals
Modified Soldiers Journals
Modified Rubric for Journals.docx

Integrated/Cross-Disciplinary Instruction

- Music and Vocal Arts connection to the music and history of the artists of the Woodstock era. Relate to how music was in the 1950's and today to compare and contrast.
- Science connection to Space Exploration. Bolster skills in interplanetary exploration and feasibility of it through knowledge of space and travel.

Resources

- America: History of our Nation: Chapter 27 (Prentice Hall)
- America: History of our Nation Note Taking Workbook
- Teacher-created handouts, worksheets, and daily homework assessments
- Vietnam Journal War Packet
- Teacher created Wood Stock Era CD
- http://www.maps101.com/

21st Century Skills

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.CRP4.1	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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they

	follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.