



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: Vietnam: A Divided Nation

PRIMARY SUBJECT AREAS: United States History

GRADE LEVEL: 11

OVERVIEW: Students will gain a sense of historical time and historical perspective as they study the great schism that developed in American society during the Vietnam War. Student protests, the counterculture, the music, the “living room war,” and the legacy of the Vietnam War are concepts that will be addressed in this lesson. Vietnam War protests, the Gulf of Tonkin Resolution, the domino theory, the containment policy, and the Vietnam War are Key Concepts listed in the *Social Studies Teacher’s Guide for Statewide Assessment* that are identified and taught in this lesson.

APPROXIMATE DURATION: two 50-minute class periods

LOUISIANA CONTENT STANDARDS:

<http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT>

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world

History: Time, Continuity, and Change

- H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues
- H-1B-H14 examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era
- H-1B-H15 analyzing the economic, political, social, and cultural transformation of the United States since World War II

United States History

- GLE 1 Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1)

- GLE 5 Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2)
- GLE 9 Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
- GLE 11 Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)
- GLE 45 Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)
- GLE 47 Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) (H-1B-H15)
- GLE 48 Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)
- GLE 50 Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15)

Civics

- C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences
- C-1C-H3 evaluating the impact of the American ideas and actions on the world and analyzing the effects of significant international developments on the United States
- C-1D-H2 evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy
- C-1D-H3 explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy
- C-1D-H4 analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

Civics

- GLE 45 Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)
- GLE 47 Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3)
- GLE 48 Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)
- GLE 53 Assess the difference between personal and civic responsibilities (C-1D-H2)
- GLE 57 Identify examples of public service, and describe the importance of public service to American society (C-1D-H4)
- GLE 58 Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)

Geography

G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events

Geography

GLE 13 Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)

World History

H-1C-H14 analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II

World History

GLE 45 Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14)

TECHNOLOGY STRATEGIES:

<http://www.doe.state.la.us/DOE/LCET/curric/cats.asp>

Technology Communication Tools (*Communication Foundation Skill*)

Technology Problem Solving and Decision Making Skills (*Problem Solving Foundation Skill*)

Technology Productivity Tools (*Resources Access and Utilization Foundation Skill*)

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Basic Operations and Concepts

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

INTERDISCIPLINARY CONNECTIONS:

English

OBJECTIVES:

1. The learner will identify and describe Vietnam War Key Concepts, (Vietnam War protests, Gulf of Tonkin Resolution, domino theory, containment policy, Vietnam War).
2. The learner will describe the great division that occurred in the U.S. during the Vietnam War (doves and hawks).
3. The learner will describe the antiwar movement in America.
4. The learner will explain the counterculture that evolved during the 1960s, (hippies, the sexual revolution, the drug scene, and the music world).
5. The learner will explain the effects of the nightly TV coverage of the Vietnam War on the American public.
6. The learner will explain why the Vietnam War was known “as working-class war.”
7. The learner will describe how the positions of the doves and the hawks differed.

8. The learner will explain how the Tet Offensive caused President Johnson's popularity to plummet and his eventual withdrawal from national politics.
9. The learner will describe how violence and protests gripped the nation in 1968 (assassinations of Martin Luther King and Robert Kennedy, the demonstrations at the Democratic Convention in Chicago, and Kent State [1970]).
10. The learner will evaluate ways in which the Vietnam War has had lasting effects on America.

MATERIALS:

Librarian

Guest speakers

Key Concepts bell ringer activity

Key Concepts clipboard manipulatives

Key Concepts game

Social Studies Teacher's Guide for Statewide Assessment

Textbook

Teacher made test

TECHNOLOGY CONNECTIONS:

Hardware: Computers, digital cameras, scanners, video camera, tape recorder/player, VCR, television, overhead projector, 35mm camera

Software: Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration

Web Sites: <http://www.thehistorychannel.com>
<http://www.thevirtualwall.org>
<http://www.teachvietnam.org/>

BACKGROUND INFORMATION:

Prior to this lesson the student will understand why the U.S. became involved in the Vietnam War. They will be able to identify key events and people associated with the Vietnam War era and describe the events that led to U.S. military escalation in the Vietnam War. The student will describe the effects of the war on American troops in Vietnam and on the Vietnamese civilian population.

The students should be able to use a variety of media and formats to communicate and present information and use technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction
2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.
3. Key Concepts Clipboard Activity -This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.
4. Notes - The students write the complete definitions of the key concepts into their notebooks.
5. Show and Tell Activity - Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.
6. Internet Activity - Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include Vietnam War protests, Gulf of Tonkin Resolution, domino theory, containment policy, and Vietnam War.
7. Guest Speaker - Invite two people, representing opposing viewpoints, to speak to the class concerning life in America during the turbulent Vietnam War era. Students will ask questions that pertain to their Internet activity assignment.
8. Student Reports - Students will present the results of their oral interviews, graphic organizers, power point presentations, posters, mobiles, collages, and timeline activities that address life in America during the Vietnam War era.
9. Summarize and review - Review Key Concepts.
10. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of life in America during the Vietnam War.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that is tutoring.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.
5. Oral presentations for auditory learners - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities to make learning fun and to teach to the different learning styles.
8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers –These learning tools help students make their learning visual. Excellent activity for visual learners.
10. Auditory taping - Taping is done by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one on one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology -The computer is used to reinforce skills. Such programs include *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).
14. Note taker – A peer uses NCR paper is used to take sets of notes for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Bell ringer key concept activity
Key concepts clip board activity
Key concepts notes
Interview outline
Teacher made test/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios -Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that

the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment*.

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests - Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

- 1) Art projects such as posters, mobiles, or collages that display the conflict that erupted in the U.S. during the Vietnam War era.
- 2) Time line projects that portray events and activities that occurred during the Vietnam War. Use *TimeLiner* software, if available.
- 3) Oral reports or power point presentations. Working in pairs, students create projects that present the differing viewpoints of Americans during the Vietnam War era, the music, the counterculture, the student protests, the drug scene, and the sexual revolution.
- 4) Interview. Students will question individuals about their experiences in the U.S. during the Vietnam War era. The interview may be tape recorded, videoed, or written using the interview format sheet.
- 5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the Vietnam War Key Concepts or for specific projects concerning the tumultuous events that occurred in the U.S. during the Vietnam War.
- 6) Students will construct graphs and charts that depict various statistics concerning America's involvement in the Vietnam War.

7) Students will create cartoons that illustrate the opposing viewpoints found in America concerning the Vietnam War.

8) Students will complete a graphic organizer identifying, describing, and analyzing the shocking events that occurred in 1968. Use *Inspiration*, if available.

9) Students will debate the opposing viewpoints held by the “hawks” and the “doves” during the Vietnam War era.

10) Students will research pro-war and anti-war songs and report on what the lyrics of these songs imply about the popular opinion during the war.

LESSON DEVELOPMENT RESOURCES:

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century*. Evanston, Illinois: McDougal Littell.

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present*. Needham, Massachusetts: Prentice Hall.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865*. New York: Glencoe/ McGraw Hill.

REFLECTIONS:

The students were fascinated with the Vietnam War unit. They all know Vietnam veterans; therefore this unit was particularly interesting to them. They were able to empathize with the soldiers that were drafted and also with the student protestors due to age similarities.

The students had many real life stories to share about the war that had been related to them by parents, relatives, and members of the community that had experienced this era of history.

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment*. A detailed project is an excellent activity to use after the GEE21.

CONTACT INFORMATION:

Ann Trappey, Kentwood High School, antrappey@yahoo.com

LESSON III

BELL RINGER ACTIVITY

1. Vietnam Protests - 1965 - 1971 - Anti-war demonstrations in which the American public protested against the Vietnam War.
2. Kent State University, Ohio - 1970 - Antiwar protest ended with 4 students dead after throwing rocks at the National Guard.
3. Gulf of Tonkin Resolution - President Johnson was given unlimited power to conduct operations in Vietnam.
4. War Powers Act - The President cannot send troops into action for longer than 90 days without authorization of Congress.
5. Domino Theory - Pres. Eisenhower - 1954 - The theory that if one nation falls under Communist control, nearby nations also will fall under Communist control.
6. Containment Policy - The strategy used by the US to block (contain) the spread of Soviet influence.
7. Vietnam War - The USA was involved militarily in Vietnam from 1961 - 1973. The US was unable to prevent North Vietnam from overrunning South Vietnam. 58,000 American lives were lost.
8. Vietnamization - Strategy used by President Nixon to end U.S. involvement in Vietnam.
9. Vietcong - South Vietnamese Communists who fought against the government of South Vietnam during the Vietnam War.
10. Ho Chi Minh Trail - The Communists supplied arms to the Vietcong through a network of paths along the border of Vietnam, Laos, and Cambodia.
11. Hawks - Americans who argued for increased military action in Vietnam.
12. Doves - Americans who urged the U.S. to seek peace by reducing military activities in Vietnam.
13. The Living - Room War - Nightly news footage of combat appeared in millions of homes throughout America. The television scenes showed images of Americans in body bags and bloody combat scenes. These scenes heightened the nation's concern about the war.

14. Agent Orange - American planes dropped a leaf-killing toxic chemical that devastated the landscape of Vietnam. It was used to expose Vietcong hideouts.

15. Tet Offensive - In 1968, the Vietcong launched a massive surprise attack on South Vietnamese towns and cities.

16. Democratic National Convention - 1968-Chicago - 10,000 protestors rioted at the convention. Chaos erupted. The protestors shouted, "The whole world is watching!" as police attacked demonstrators.

17. Henry Kissinger - Secretary of State under President Nixon. He served as the top negotiator in Vietnam.

18. 17th parallel - Latitude line that divided North and South Vietnam following WWII.

<p>1965- 1971 Anti-war demonstrations in which the American public protested against the Vietnam War.</p>	<p>1970- Antiwar protest ended with 4 students dead after throwing rocks at the National Guard</p>	<p>President Johnson was given unlimited power to conduct operations in Vietnam</p>	<p>The President cannot send troops into action for longer than 90 days without authorization of Congress</p>	<p>1954—The theory that if one nation falls under Communist control, nearby nations will also fall under Communist</p>	<p>South Vietnamese Communist that fought against the government of South Vietnam during the Vietnam War.</p>
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<p>The Communists supplied arms to the Vietcong through a network of paths along the border of Vietnam, Laos, and Cambodia.</p>	<p>The strategy used by the US to block (contain) the spread of Soviet influence.</p>	<p>The USA was involved militarily in Vietnam from 1961-1973. The US was unable to prevent North Vietnam from overrunning South Vietnam. 58,000 American lives were lost.</p>	<p>Strategy used by President Nixon to end US involvement in Vietnam</p>	<p>Americans who argued for increased military action in Vietnam.</p>	<p>Americans who urged the US to seek peace by reducing military activities in Vietnam</p>
<p>Ho Chi Minh Trail</p>	<p>Containment Policy</p>	<p>Vietnam War</p>	<p>V E I M A N T L E I Z A T I O N</p>	<p>Hawks</p>	<p>Doves</p>

<p>17th Parallel</p>	<p>Henry Kissinger</p>	<p>Democratic National Convention</p>	<p>Tet Offensive</p>	<p>Agent Orange</p>	<p>The Living Room War</p>
<p>Latitude line that divided North and South Vietnam following WWII.</p>	<p>Secretary of State under President Nixon. He served as top negotiator in Vietnam.</p>	<p>1968-Chicago protesters rioted at the convention. Chaos erupted. The protesters shouted, "The whole world is watching!" as police attacked demonstrators.</p>	<p>In 1968, the Vietcong launched a massive surprise attack on South Vietnamese towns and cities.</p>	<p>Americans dropped a leaf-killing toxic chemical that devastated the landscape of Vietnam. It was used to expose Vietcong hideouts.</p>	<p>Nightly news footage of combat appeared in millions of homes through-out America. The television scenes showed images of American bodies in body bags and bloody combat scenes, which heightened national concern about the war.</p>