United States History ‖ The Vietnam War

## Goals & Objectives

-Goal: Students will analyze the role of the United States in Vietnam during the war.  
-Objective: Students will be working in groups; to gather and analyze primary sources, and work collaboratively as a class to create a timeline explaining the topic.

## California State Content Standards

-11.9.3: Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The Vietnam War.  
-11.9.4: List the effects of foreign policy on domestic policies and vice versa.

## Common Core Literacy Standards

-[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/): Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
-[CCSS.ELA-Literacy.RH.11-12.5](http://www.corestandards.org/ELA-Literacy/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.

## Driving Historical Question

### -Analyze the reasons for the United States to get involved with Vietnam? -How did Americans have polarized opinions about the war? -50 years after the war, how would students learn to separate fact from opinions, and come to their own conclusions on a controversial war?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 Min.**

-Play short clips of songs from the Vietnam era.  
-Ask students to think when did those songs originated from.  
-Ask students if they had any relatives who fought in Vietnam.  
-Teacher shares a short story of their back-story as a son of Vietnamese refugees.

### Vocabulary (Content Language Development) ‖ **Time: Completed at student's own time.**

These terms are to be worked on separately. It is expected that students will mention and incorporate these terms into their timeline and group project

-Ho Chi Minh  
-Ngo Dinh Diem  
-Vietcong  
-Gulf of Tonkin Resolution  
-Ho Chi Minh Trail  
  
-Tet Offensive  
-Lyndon Johnson  
-Richard Nixon  
-Vietnamization  
-Vietnam Veterans Against the War

### Content Delivery (Method of Instruction) ‖ **Time: Day 1 (35 minute)**

-Teacher explains that any controversial topic will have fact and fiction mixed in the narrative.   
  
-In order for students to separate truth from lies, they have to look into the primary sources not only to understand the controversial subject better but to also come to their conclusions on both sides of the issue.   
  
-Teacher then provides background explanation of analyzing primary sources, showing students the worksheets they will be working on and give a brief experiment on how to analyze sources with the worksheets.  
  
-Teacher then provides an example of primary source, and demonstrates the techniques on how to analyzing the source. Teacher makes sure the students are on track to understanding it.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: Day 2 (45 minutes)**

-Class is split into five groups of six students, each focusing on a specific area of the U.S. involvement in Vietnam: Pre-War, Beginning phase, Second Phase, Domestic conflict, and Final Phase.  
  
-Each group's goal is to find one or two primary documents, as well as one picture of the area they are assigned in. They will work together on analyzing the sources and answering the primary source analysis worksheets.   
  
-After analyzing the sources and answering the worksheets, the groups will do a class presentation, in which each group explains to the class what sources they used, provide a summary of their era, and contribute their works to a class timeline. While the presenting group are explaining, the rest of the class will write down their information on Guided Notes that are given by the teacher.

### Lesson Closure ‖ **Time: 15 minutes (after 30 minutes for Presentation)**

-Teacher explains that through analyzing primary sources, the whole class was able to provide a clear picture of understanding the Vietnam War through sources rather than opinions.  
  
-Teacher asks students to share their experience of analyzing the documents and share where they stand in terms of whether agreeing that the U.S. should have been involved with Vietnam or disagree that the U.S. should not have been involved with Vietnam (with rules established to show respect in an academic environment).

### Assessments (Formative & Summative)

-Formative: In-class group work activity. Teacher will walk around class, answer questions that students need for clarification, and check if students could properly analyze the documents.  
  
-Summative: Group presentation on the topic being assigned, collecting the analysis worksheets, rubric score will be used to grade student's involvement.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

-English Learners: Will be placed in groups with higher-level students to work on the analysis of primary documents.

-Striving Readers: Guided Notes will be provided; and the word count in primary sources are limited to about 300-400 words to make it less intimidating.  
  
-Student w/ Special Needs: Will be accommodated based on their specific needs.

### Resources (Books, Websites, Handouts, Materials)

-Books: Textbook  
  
-Websites: Digital History, Shmoop, and PBS for primary source documents  
  
-Handouts: Written Source Analysis, Picture Analysis, Guided Notes  
  
-Materials: Pen, Pencil, Tape, long class timeline