

Course: Vietnam/ Grades 10-12 / Unit 1

Subject Vietnam War	Grades 10-12	Unit 1 <i>Introduction and Origins of the Vietnam War</i>	Suggested Timeline 1-2 weeks
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Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

Three major events in 1948 and 1949 brought the American fear of Communism to a fever pitch. First, the USSR, which controlled East Germany, attempted to drive U.S., British, and French forces out of West Berlin by cutting off all outside access to the city. The United States responded to this blockade with the Berlin airlift over the winter of 1948–1949, dropping crucial supplies into West Berlin until the Soviet Union relented. Then, in August 1949, the USSR successfully tested its first atomic bomb. Finally, in October 1949, after years of civil war, the Nationalist government of China fell to the Communist forces of Mao Zedong. The combined force of these three events plunged the United States into a deep paranoia and fear that Communists would take over the world and might even be plotting secret operations in the United States.

Grade Level Units

Unit 1-Introduction and Origins of the Vietnam War

Unit 2- From Military Advisors to Combat Troops

Unit 3- The Escalating Military Stalemate

Unit 4- A Nation Divided by War

Unit 5- Achieving Peace with Honor

Unit 6- The Legacy Of Vietnam

Unit Title

Introduction and Origins of the Vietnam War

Unit Overview

Because Vietnam was controlled by other nations for so much of its history, it had a long, violent tradition of fighting against imperial overlords. These conflicts often lasted for generations, but in the end Vietnamese resolve always overcame the patience and resources of conquering powers. With a long heritage of resistance, many twentieth-century Vietnamese were prepared to fight against more powerful nations, even if it took decades and exacted a high cost in human lives.

An understanding of the relevant history of Vietnam including the economic motivation behind French imperialism, the right of self-determination, the formation of the Vietnamese Communist party, Ho Chi Minh, the Viet Cong, the Viet Minh and the Bao Dai monarchy. Basic concepts of the geography and climate of the region and its effects on the war effort.

Unit Essential Questions

1. What were economic motivations behind imperialism, in particular French imperialism in Indochina?
2. What were the principles of war and how were they violated or achieved by the French or Viet Minh?

Key Understandings

1. The exploits of Imperialism.
2. The Vietnamese Declaration of Independence in 1945.
3. Geneva Conference 1954, The Final Declaration on Indochina- splits Vietnam at the 17th southern

<p>forces during the French War? (Geneva Conference)</p> <ol style="list-style-type: none"> What was the role of the United States during the French War and what impact did the U.S. role have on the political, economic, and military aspects of the war? What was the international role of the United States from 1945-1960 relative to the Cold War, The Truman Doctrine to stop the spread of communism through the policy of containment and the Marshall Plan and its significance in spreading democracy? Describe geographic features of Vietnam and their impact during the Vietnam War. 	<p>parallel.</p> <ol style="list-style-type: none"> The start of American-directed covert operations in Vietnam and the hopes in 1955 that noncommunist countries in Southeast Asia would become large markets for Japanese goods. 1957 Communists begin invasions into South Vietnam after disagreement on how to run elections. The economic and strategic considerations underlying the American decision in 1950 to help finance the French War effort in Indochina. Jungle Warfare
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Focus Standards Addressed in the Unit

8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events .
8.1.U.B	Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.
8.3.U.A.	Compare the role groups and individuals played in the social, political , cultural, and economic development of the U.S.
8.3.U.D.	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
7.4.A	Analyze the impacts of physical systems on people.

Important Standards Addressed in the Unit

8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.C.	Evaluate how continuity and change have impacted the United States.
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions

- Students are unaware of the manifestations of years of imperialism, self-determination and nationalism.

Proper Conceptions

- Recognize the Vietnamese like other nations were reacting to years of imperialism as much as favoring communist ideology.

Concepts

- Imperialism
- Colonialism
- Self-determination
- Vietnamese Nationalism
- Vietnam and the Cold War
- Principles of War
- Jungle Warfare
- Vietminh
- Containment policy
- Domino Theory

Competencies

- Describe the impact of continuing French Imperialism in Vietnam, the formation of the Vietnamese Communist Party and the Bao Dai Monarchy.
- Explain the principle ideas of Ho Chi Minh and the military principles of Vo Nguyen Giap and how they contributed to the nationalistic movement within Vietnam.
- Explain the Principles of War and how each principle was violated or achieved by the French or Viet Minh forces during the French War.
- Analyze the terms of the Geneva Conference and violations of the terms.
- Describe the formation, administration and overthrow of the Dai and Diem Governments.

Vocabulary

Imperialism, colonialism, self determination, nationalism, Capitalism, Socialism, Communism, Democracy, Monarchy, Oligarchy, Autocracy, Geneva Conference Bao Dai monarchy, Ho Chi Minh, Ngo Dinh Diem, Truman Doctrine, Containment policy, Domino Theory, Marshall Plan, jungle warfare, guerrilla warfare, Vietminh, Vietcong General William

Assessments

- Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.
 - Reading assignments from text and primary sources, leading to class discussion and debate
 - Essays to provide relevance and connection of historical information and analysis to the present
 - Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.
 - Test/quizzes-Periodic quizzes and tests within the unit.
 - Review Game- periodic review game strategies will be used to highlight important concepts.
 - Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Provide graphic organizers
 - Interactive power points
 - Youtube/DVD clips
 - Research projects
 - Small group work
 - Classroom debate
 - Maps and charts analysis
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

1. Text: 10,000 Days of Thunder
 2. www.vva.org then go to “About the War” In this site the history of America’s involvement in Vietnam.
 3. www.vietnam.com offers information on present day Vietnam and their culture. This site features news articles, travel experiences, stories, etc.
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4. <http://thewall-usa.com/> this site offers extensive information on the Vietnam Veterans Memorial.
 5. <http://www.discoveryeducation.com>
 6. <http://www.history.com>
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Created By: Fred DeLuca



Course: Vietnam War/ Grades 10-12 / Unit 2

Subject Vietnam War	Grades 10-12	Unit 2: <i>From Military Advisors to Combat Troops</i>	Suggested Timeline 2 weeks
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Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

Three major events in 1948 and 1949 brought the American fear of Communism to a fever pitch. First, the USSR, which controlled East Germany, attempted to drive U.S., British, and French forces out of West Berlin by cutting off all outside access to the city. The United States responded to this blockade with the Berlin airlift over the winter of 1948–1949, dropping crucial supplies into West Berlin until the Soviet Union relented. Then, in August 1949, the USSR successfully tested its first atomic bomb. Finally, in October 1949, after years of civil war, the Nationalist government of China fell to the Communist forces of Mao Zedong. The combined force of these three events plunged the United States into a deep paranoia and fear that Communists would take over the world and might even be plotting secret operations in the United States.

Grade Level Units

Unit 1-Introduction and Origins of the Vietnam War

Unit 2- From Military Advisors to Combat Troops

Unit 3- The Escalating Military Stalemate

Unit 4- A Nation Divided by War

Unit 5- Achieving Peace with Honor

Unit 6- The Legacy Of Vietnam

Unit Title

From Military Advisors to Combat Troops

Unit Overview

As a result of the domino theory, U.S. policy makers began to see Vietnam as extremely important. If Vietnam became Communist, domino-theory logic held that all of Indochina, and perhaps even all of Southeast Asia, might become Communist. Well aware of the popularity of Ho Chi Minh and his Viet Minh associates in both North and South Vietnam, U.S. leaders feared that the free elections promised at the Geneva Conference, which were scheduled to occur in 1956, would result in a unified, Communist Vietnam.

Unit Essential Questions

1. Why did it look like the Communists might be successful in their stated goal to take over the world?
2. What was President Dwight D. Eisenhower’s justification for American intervention in Vietnam?
3. What events led President John F. Kennedy to sharply increase aid to South Vietnam?
4. Why President Lyndon B. Johnson is largely identified as being responsible for the conduct and the fighting of the

Key Understandings

1. Analysis of major events that led to Communist fear of taking over the world; British Prime Minister Winston Churchill’s famous “iron curtain” speech; the Nationalist government of China fell to the Communist forces of Mao Zedong; Korea; USSR successfully tested its first atomic bomb; Cuba and the Caribbean fear ; the Domino Theory.
2. President Eisenhower’s belief that if the Vietminh were to win in Vietnam, “the cancer of communism” would

<p>Vietnam War?</p> <ol style="list-style-type: none"> 5. What events led up to the Gulf of Tonkin Resolution? 6. What were the changes implemented by the Selected Service during the Vietnam War? 7. Why did the first military action in Vietnam by U.S. combat troops (operation Starlite) influence subsequent American operations? 	<p>spread throughout the entire region.</p> <ol style="list-style-type: none"> 3. The formation and role of the United States Military Assistance Command (MACV) and the U.S. Special Forces. 4. The U.S role in the overthrow of the Diem Government and the impact that role played in furthering U.S. involvement in Vietnam. 5. Incidents involving U.S. destroyers Maddox and Turner Joy in the Tonkin Gulf prompt passage of Tonkin Gulf Resolution by Congress. 6. Conscription was used to enlist all men 18-24, except those with medical disabilities. The reality was a lot of loopholes. 7. It appeared that with increased U.S. military engagement and equipment the Communists could be defeated easily.
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Focus Standards Addressed in the Unit

8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events .
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8.3.U.D.	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

Important Standards Addressed in the Unit

8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.C.	Evaluate how continuity and change have impacted the United States.
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions

The U.S. government does not mislead the American people.

Proper Conceptions

The U.S. government did deceive the American people during the Vietnam War in many ways including the second Gulf of Tonkin attack.

Concepts

- Iron Curtain
- the Domino Theory
- Americanization of the war effort
- Overthrow of Diem Government
- Selective Service System
- Gulf of Tonkin incidents
- Operation Starlite

Competencies

- Trace the course of involvement of the United States in Vietnam leading up to military action involving combat troops.
- Summarize President Johnson and the Vietnam War.
- Analyze the reasons for the United States’ support of South Vietnam.
- Analyze the political and military objectives of the United States towards Vietnam as written in the Eisenhower and Kennedy Administration documents.
- Describe the events that led up to the Gulf of Tonkin Resolution and its impact on the U.S. escalation in Vietnam.
- Recognize the limitations of modern, high technology military equipment in confronting unconventional, highly motivated people’s movements.
- Describe war-time technology and weapons of the Vietnam War.

Vocabulary

United States Military Assistance Command (MACV), Gulf of Tonkin Resolution, Selective Service System, the draft, the lottery, Anti War movement, Kent State, Operation Starlite, Chu Lai and Ia Drang, (ARVN) South Vietnamese army, (CMAG) Chinese Military Advisory Group, (DRV) Democratic Republic of Vietnam, (NVA) North Vietnamese Army, (VC) Vietcong

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| | <ul style="list-style-type: none">• Explain the Selective Service System and its impact on the American public.• Describe changes which were implemented during the Vietnam War. | |
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Assessments

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 - Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.
 - Timeline project
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 - Research process-using technology
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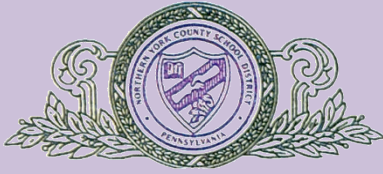
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Course: Vietnam War/ Grades 10-12 / Unit 3

Subject Vietnam War	Grades 10-12	Unit 3: <i>The Escalating Military Stalemate</i>	Suggested Timeline 2 weeks
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Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

Three major events in 1948 and 1949 brought the American fear of Communism to a fever pitch. First, the USSR, which controlled East Germany, attempted to drive U.S., British, and French forces out of West Berlin by cutting off all outside access to the city. The United States responded to this blockade with the Berlin airlift over the winter of 1948–1949, dropping crucial supplies into West Berlin until the Soviet Union relented. Then, in August 1949, the USSR successfully tested its first atomic bomb. Finally, in October 1949, after years of civil war, the Nationalist government of China fell to the Communist forces of Mao Zedong. The combined force of these three events plunged the United States into a deep paranoia and fear that Communists would take over the world and might even be plotting secret operations in the United States.

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Unit Title

The Escalating Military Stalemate

Unit Overview

The United States viewed the people and leaders of South Vietnam in terms of our own experience not realizing they were not as thirsty for independence as Americans believed. The U.S. underestimated the power of nationalism to motivate people to fight and die for their beliefs and values. American misjudgments of friend and foe alike reflected a profound ignorance of the culture, history, and politics of the people and the personalities and habits of their leaders. As the Vietnam War escalated, winners and losers would be determined by the body count. The wars ugly manifestations shown on nightly newscasts would lead to a divided American nation.

The North Vietnamese received military and economic assistance from the Union of Soviet Socialist Republics (USSR) and the People’s Republic of China (Communist China), which greatly prolonged the conflict and created a significantly more difficult obstacle for the U.S. Armed Forces to surmount. The Ho Chi Minh Trail and unconventional war tactics led to a protracted war of attrition. As Americans view U.S. news broadcasts of the bloody battles, support for the war divides the nation.

Unit Essential Questions

1. How is it that the United States with its superior technology, advanced weapons, and military capabilities would struggle to defeat an inferior enemy for so long?
2. What was the significance of the Ho Chi Minh Trail?

Key Understandings

1. The importance of home turf geography, unconventional guerilla warfare, and American leaders unable to unite the American people can be summarized in this quote by Robert McNamara, “A nation’s deepest strength lies not

<ol style="list-style-type: none"> 3. What was the strategy behind President Johnson’s Air Force Chief of Staff General Curtis Lemay bombing campaign “The Rolling Thunder”? 4. What occurred as a result of the “Iron Triangle”? 5. What was the importance of the Riverine war? 6. Why did American military leaders believe conventional military tactics alone would not achieve victory in Vietnam? 7. What difficulties did the U.S. confront when trying to gain Vietnamese villagers support in the war? 8. Why does the Tet offensive have the dubious distinction of a military disaster but yet a strategic triumph for North Vietnam? 	<p>in its military prowess but, rather, in the unity of its people.”</p> <ol style="list-style-type: none"> 2. As a main supply route for Communist troops The Ho Chi Minh Trail was of enormous strategic importance in contributing to a military stalemate for the U.S. 3. The Viet Cong base camp known as the Iron Triangle included a sophisticated tunnel system and examples of the unconventional military tactics that gave the enemy an advantage and decreased the effectiveness of the U.S. superior technology. 4. The river systems in Vietnam were strategic transport routes. 5. There were limitations in the effectiveness of modern weapons in the jungle warfare and unconventional war. 6. U.S. soldiers found themselves confronting an enemy indistinguishable from the people they were suppose to protect. 7. Although militarily the North Vietnamese achieved none of its objectives and was defeated badly during the Tet holiday, politically it broke American will to continue fighting.
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Misconceptions

1. Technologically advanced military weapons should always win.

Proper Conceptions

1. Many factors can play a role in victory or defeat.

Concepts

- Jungle Warfare
- Political dynamics of war
- Military dynamics of war
- Historical interpretation
- cultural contributions to world history
- Belief systems, innovations, social

Competencies

- Evaluate the effectiveness of the military tactics used by both sides.
- Evaluate war-time technology and weapons of the Vietnam War.
- Analyze the home turf geographic advantages of the Communists.
- Understand the significance of the Ho Chi Minh Trail.
- Summarize major U.S offensives in South Vietnam.
- Analyze General Westmoreland’s approach to winning the Vietnam War.
- Evaluate American military strategies and battle plans.

Vocabulary

Ho Chi Minh Trail, “tunnel rats”, Yankee Station, Demilitarized Zone (DMZ), Operation Rolling Thunder, General Giap, General Westmoreland, General Curtis Lemay, The Iron Triangle, “hammer and anvil”, Operation Cedar Falls, search-and-destroy, the Riverine War, Green

organizations.	<ul style="list-style-type: none"> • Understand the role of the media in shaping the anti-war movement. • Analyze the objectives of North Vietnam's 1968 Tet Offensive. • Analyze the impact of the Tet offensive on the American public. • Analyze the impact of the Tet offensive on the Johnson Administration and the South Vietnamese. 	Berets, Force Recon, SEALs, "Hell Week", "grunts", Company Commanders War, jungle rot, Civil Operations and Revolutionary Development Support (CORDS), Phoenix Program, Combined Action Platoon, (CAP), "million dollar wound", corpsmen, Agent Orange, Operation Ranch Hand, Operation Niagara, Tet Offensive
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Assessments

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Interdisciplinary Connections:

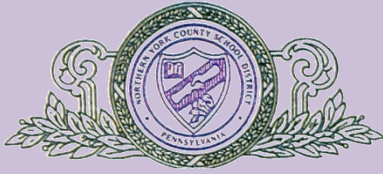
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Course: Vietnam War/ Grades 10-12 / Unit 4

Subject	Grades	Unit 4	Suggested Timeline
Vietnam War	10-12	<i>A Nation Divided by War</i>	2-3 weeks

Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

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Unit Title

A Nation Divided by War

Unit Overview

At this point in the course, students should realize the nature of American involvement in Vietnam, why the U.S. became entangled in Vietnam and how the U.S. fought the Vietnam War. In this unit they should evaluate the role of the news media and eroding public support for the American war effort. Furthermore, more than a third of a century after the fall of Saigon, the bitter debates concerning American military operations in Iraq and Afghanistan dramatize the need for people to learn the lessons of the Vietnam War.

With no end to the military struggle in sight, the American people found themselves paying an escalating price for the war both in terms of men and money. These mushrooming costs made the American people increasingly critical of U.S. involvement. Since the Johnson administration, public support for the war gradually eroded. The apparent struggles in Vietnam heard on the news day after day, displaying images of the escalating stalemate, created a rippling antiwar movement in the United States that swelled into a tidal wave. The antiwar campaign spread into the academic community, Hollywood, prominent figures such as Jane Fonda, Muhammed Ali, and Martin Luther King. Americans from different walks of life seriously debated whether or not the U.S. should remain involved in the war. The upheaval in the United States grows on many fronts and looking for a way out becomes a priority.

Unit Essential Questions

1. What did President Johnson do to finance the war?
2. How does President Johnson’s “Great Society” reforms program play into the eroding support for the U.S. war

Key Understandings

1. Analyze specific new taxes placed on individuals and corporate incomes.
2. Understand President Johnson’s Great Society’s domestic

<p>effort?</p> <ol style="list-style-type: none"> 3. What groups had an impact manifesting the anti war movement and what was the significance of their roles? 4. How did Hollywood promote the anti war movement? 5. In what ways did the songs of the Vietnam era reflect the anti war movement and evaluate their impact in particular, Crosby, Stills, Nash, and Young, hit song “Ohio”. 	<p>reform program was an attempt to correct many social inequalities in the U.S.</p> <ol style="list-style-type: none"> 3. Analyze the various movements of the times, including civil-rights groups, college students, and religious groups. 4. Analyze song lyrics and TV of the times to evaluate messages. 5. Analyze key military battles such as My Lai that manifested antiwar sentiment.
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Focus Standards Addressed in the Unit

8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events .
8.1.U.B	Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.
8.3.U.A.	Compare the role groups and individuals played in the social, political , cultural, and economic development of the U.S.
8.3.U.D.	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

Important Standards Addressed in the Unit

8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.C.	Evaluate how continuity and change have impacted the United States.
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions

1. The Vietnam War only happened in Vietnam.

Proper Conceptions

1. Although the military gun battles of the Vietnam War occurred in Vietnam, the magnitude of social upheaval in the U.S. manifested a “war at home” too.

Concepts

- Social change
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shaped American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate in discussion and in writing an informed historical perspective on significant social, political, military, diplomatic, economic and cultural phenomena and personalities of the 1960’s.
- Engage critically in evidentiary and interpretive debates from and about the era.
- Understand the rapid changes and conflicted nature of group identities and cultural paradigms of the period.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Analyze the role of music in reflecting the struggles of the time and fueling social change.
- Examine and explain the operation of key ethical and social philosophical issues and ideas of the sixties, such as non-violence, civil disobedience, rights of the state, etc.
- Understand and identify competing and allied interests of various groups and individuals contesting for acceptance and power in the sixties.
- Articulate linkages between historical experience of the

Vocabulary

Black Power, black nationalism, counterculture, civil disobedience, paradigm,

	sixties and the contemporary United States.	
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Assessments

- Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.
 - Reading assignments from text and primary sources, leading to class discussion and debate
 - Essays to provide relevance and connection of historical information and analysis to the present
 - Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.
 - Test/quizzes-Periodic quizzes and tests within the unit.
 - Review Game- periodic review game strategies will be used to highlight important concepts.
 - Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.
-

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Provide graphic organizers
 - Interactive power points
 - YouTube/DVD clips
 - Research projects
 - Small group work
 - Classroom debate
 - Maps and charts analysis
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
-

Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

Additional Resources:

1. Text: 10,000 Days of Thunder
 2. www.vva.org then go to “About the War” In this site the history of America’s involvement in Vietnam.
 3. www.vietnam.com offers information on present day Vietnam and their culture. This site features news articles, travel experiences, stories, etc.
 4. <http://thewall-usa.com> this site offers extensive information on the Vietnam Veterans
 5. Music connections can be easily made on the Veterans website above, but music is not supplied.
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6. http://www.pennlive.com/news/2016/04/napalm_girl_was_haunted_by_the.html#incart_2box_news

Created By:
Fred DeLuca



Course: Vietnam War/ Grades 10-12 / Unit 5

Subject Vietnam War	Grades 10-12	Unit 5 <i>Achieving Peace with Honor</i>	Suggested Timeline 2-3 weeks
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Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

Three major events in 1948 and 1949 brought the American fear of Communism to a fever pitch. First, the USSR, which controlled East Germany, attempted to drive U.S., British, and French forces out of West Berlin by cutting off all outside access to the city. The United States responded to this blockade with the Berlin airlift over the winter of 1948–1949, dropping crucial supplies into West Berlin until the Soviet Union relented. Then, in August 1949, the USSR successfully tested its first atomic bomb. Finally, in October 1949, after years of civil war, the Nationalist government of China fell to the Communist forces of Mao Zedong. The combined force of these three events plunged the United States into a deep paranoia and fear that Communists would take over the world and might even be plotting secret operations in the United States.

Grade Level Units

Unit 1-Introduction and Origins of the Vietnam War

Unit 2- From Military Advisors to Combat Troops

Unit 3- The Escalating Military Stalemate

Unit 4- A Nation Divided by War

Unit 5- Achieving Peace with Honor

Unit 6- The Legacy Of Vietnam

Unit Title

Achieving Peace with Honor

Unit Overview

By the election of President Richard Nixon, the desire for peace in the U.S. was pervasive. President Nixon was determined to extricate the United States from the military stalemate in Vietnam before the antiwar movement wrecked his administration. Nixon, however, was not willing to abandon the American policy of containing communism and integrating Vietnam into the capitalist system. Nixon hoped to go down in history as a great president who had achieved a “peace with honor.”

President Nixon wanted a diplomatic solution that would end the war without undermining the prestige and credibility of the United States. His strategy he called “Vietnamization.” It would be an orderly transfer of all U.S. assets-military bases, arms, vehicles, aircraft, ammunition, and supplies-, to the South Vietnamese after they had been trained. Although not convinced South Vietnam could survive on its own, the political reality in the U.S. made Vietnamization a must-do program.

Unit Essential Questions

1. What were the political and economic circumstances that inspired President Nixon’s “Vietnamization” program?
2. How was the Cold War with the Soviet Union contributing to the economic fallout in the U.S.?
3. Why did President Nixon order the secret bombing of alleged NVA camps in Cambodia?
4. How did the 1968 My Lai Massacre, revealed in 1969, influence the war?

Key Understandings

1. President Nixon begins a phased withdrawal (Vietnamization) of troops in Vietnam as antiwar sentiment in the U.S. grows stronger.
2. Explain how popular opinion in the U.S. impacted the decision to withdraw from the Vietnam War.
3. Understand the dynamics of the Cold War, particularly how the arms race with the Soviet Union and the war in Vietnam were generating an

5. What were the terms of the Paris Peace Accords? 6. What inspired the “War Powers Act” and how did it impact President Nixon in Vietnam	inflationary spiral. 4. Understand the political ramifications of the My Lai Massacre. 5. Both North and South Vietnam violated the cease-fire truce. 6. The War Powers Act signaled the end of direct American involvement in Vietnam.
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Focus Standards Addressed in the Unit

8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events .
8.1.U.B	Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.
8.3.U.A.	Compare the role groups and individuals played in the social, political , cultural, and economic development of the U.S.
8.3.U.D.	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

Important Standards Addressed in the Unit

8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.C.	Evaluate how continuity and change have impacted the United States.
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions

- Military battles are won on the battle field.

Proper Conceptions

- Although U.S. military had less casualties than the enemy, a technologically superior military, the “will of the people” can be a profound factor in victory or defeat .

Concepts

- Vietnamization
- Historical interpretation
- Political dynamics of war
- Military dynamics of war
- Belief systems, innovations, social organizations.
- Social change

Competencies

- Locate areas of conflict during the Cold War, East and West Germany, Hungary, Poland, Cuba, Korea, China
- Locate divisions of Vietnam, the Ho Chi Minh Trail and major battle sites
- Trace the phased withdrawal (Vietnamization) of troops in Vietnam as antiwar sentiment in the U.S. grows stronger.
- Articulate the lessons learned from the My Lai Massacre
- Analyze the political and economic ramifications of war
- Evaluate the “will of the people” in war
- Assess the inspiration and impact of the War Powers Act.
- Analyze the political and military unraveling of the Paris Peace Accords

Vocabulary

Vietnamization, Animal Husbandry Program, Air America, reconnaissance, Operation Lam Son, Linebacker Operations, POW’s, Covans, Easter Offensive, Christmas bombings, Henry Kissinger, Le Duc Tho, War Powers Act

Assessments

- Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.
- Test/quizzes-Periodic quizzes and tests within the unit.

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- Review Game- periodic review game strategies will be used to highlight important concepts.
 - Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.
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Suggested Strategies to Support Design of Coherent Instruction

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3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Interactive power points
 - YouTube/DVD clips
 - Research projects
 - Small group work
 - Classroom debate
 - Maps and charts analysis
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

Additional Resources:

1. Text: 10,000 Days of Thunder
 2. www.vva.org then go to “About the War” In this site the history of America’s involvement in Vietnam.
 3. www.vietnam.com offers information on present day Vietnam and their culture. This site features news articles, travel experiences, stories, etc.
 4. <http://thewall-usa.com/> this site offers extensive information on the Vietnam Veterans
 5. Music connections can be easily made on the Veterans website above, but music is not supplied.
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Created By: Fred DeLuca



Course: Vietnam/ Grades 10-12 / Unit 6

Subject Vietnam War	Grades 10-12	Unit 6 <i>The Legacy Of Vietnam</i>	Suggested Timeline 2-3 weeks
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Grade Level Summary

U.S. involvement in Vietnam occurred within and because of the larger context of the Cold War between the United States and the Soviet Union. Immediately after World War II, tensions between the United States and USSR escalated, as Soviet forces occupied nearly all of Eastern Europe and set up Communist governments there as a buffer between the Soviet Union and the capitalist West. In 1946, British Prime Minister Winston Churchill famously railed against the USSR in his “iron curtain” speech, which lamented the sudden wall of secrecy that had gone up between Eastern and Western Europe. Department analyst George F. Kennan argued that the USSR was not likely to make any rash moves and that the United States could keep Communism from spreading simply by deterring Soviet expansion at critical points, mostly in Europe, over the long term. This policy of containment became extraordinarily influential in the U.S. government and became the basis of U.S. policy for much of the Cold War.

Three major events in 1948 and 1949 brought the American fear of Communism to a fever pitch. First, the USSR, which controlled East Germany, attempted to drive U.S., British, and French forces out of West Berlin by cutting off all outside access to the city. The United States responded to this blockade with the Berlin airlift over the winter of 1948–1949, dropping crucial supplies into West Berlin until the Soviet Union relented. Then, in August 1949, the USSR successfully tested its first atomic bomb. Finally, in October 1949, after years of civil war, the Nationalist government of China fell to the Communist forces of Mao Zedong. The combined force of these three events plunged the United States into a deep paranoia and fear that Communists would take over the world and might even be plotting secret operations in the United States.

Grade Level Units

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Unit 3- The Escalating Military Stalemate

Unit 4- A Nation Divided by War

Unit 5- Achieving Peace with Honor

Unit 6- The Legacy Of Vietnam

Unit Title

The Legacy Of Vietnam

Unit Overview

The Vietnam War had tragic consequences not only for Vietnam, Laos, and Cambodia but also for the United States. Nearly 60,000 American servicemen were killed and more than 300,000 were wounded or disabled and with enduring psychological scars. Unlike other wars, few soldiers returned home welcomed as heroes who had fought for a noble cause.

In this unit, students will examine the enduring physical, emotional, political and economic costs of Vietnam. The loss of life, the economic consequences, massive military spending and domestic welfare programs under the Great Society program, double digit inflation, and high unemployment are all enduring manifestations of Vietnam. Students will analyze the effects of the so called “Vietnam syndrome” on Presidents Reagan in El Salvador, Clinton in Somalia and Bosnia, George W. and George H. Bush in Iraq and Afghanistan. Students will conclude by assessing the state of communism in Indo China, economic liberalization in Vietnam and its diplomatic relationship with the United States.

Unit Essential Questions

1. What were the physical, emotional, political and economic costs of war in Vietnam?
2. What enduring political effects did the publication of the “Pentagon Papers” by Daniel Ellsberg in the New York Times reveal about U.S involvement in Vietnam?
3. What does President Carters granting amnesty to most of the 10,000 Vietnam War draft resisters indicate about the political attitude in the U.S.

Key Understandings

1. Understand the tragedies of individuals, the political blow back and the economic costs of this war.
2. The secret history of U.S involvement in Vietnam.
3. Students will analyze “The Wall” as part of the healing process for America.
4. Change in leadership in the Vietnamese Communist Party, the dispatch from Hanoi of information about 5000 American MIAs followed by the lifting of the American

<ol style="list-style-type: none"> 4. Why did the U.S. and the Socialist Republic of Vietnam establish friendly relations during the 1990's? 5. Would many of the countries in Southeast Asia have fallen into communist hands if the U.S. had not intervened? 6. What is the Vietnam Syndrome and how does it impact future Presidents? 7. What is the political, social, and economic culture of Vietnam today? 	<p>embargo against Vietnam, signing of a U.S.-Vietnamese free trade agreement in 2000 all signs of normal diplomatic relations inspired by the economic promises of globalization.</p> <ol style="list-style-type: none"> 5. Understand ideas; (1) maybe communism was destined to fail over time or; (2) if more countries fell to communism, the stronger communist bloc would lead to world domination by communist ideology rather than liberal capitalist globalization. 6. The cloud of Vietnam effected decisions by Presidents Reagan in El Salvador, Clinton in Somalia and Bosnia, George W. and George H. Bush in Iraq and Afghanistan. 7. Vietnam is a diversified country-peasantry remains quite abundant, yet cities are emerging.
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Focus Standards Addressed in the Unit

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8.3.U.D.	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
7.4.A	Analyze the impacts of physical systems on people.

Important Standards Addressed in the Unit

8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.C.	Evaluate how continuity and change have impacted the United States.
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions

1. Vietnam is still our enemy.

Proper Conceptions

1. Full U.S. diplomatic relations have been restored in 1995.

Concepts

- Social change
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Describe the impact of the *Pentagon Papers*, in particular, Gareth Porter, *Vietnam: The Definitive Documentation of Human Decisions*.
- Interpret the significance of “The Wall” at <http://thewall-usa.com/>
- List and describe at least two points of view of historical interpretation regarding the Vietnam War.
- Trace the events leading up to resumption of U.S.-Vietnamese diplomatic relations and Vietnam joining the World Trade Organization.
- Evaluate the political fallout of Vietnam and decisions of future Presidents to assert military action in foreign wars.
- Identify the rebuilding accomplishments in Vietnam and present day western influence in the culture.
- Discuss and describe the Vietnamese immigrant’s experience and contributions in American society and culture.

Vocabulary

The Vietnam Veterans Memorial, Vietnam syndrome, Medal of Honor, POW,

Assessments

- Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.
 - Reading assignments from text and primary sources, leading to class discussion and debate
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Differentiation:

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Interdisciplinary Connections:

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 - Reading skills-English
 - Research process-using technology
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Additional Resources:

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 3. www.vietnam.com offers information on present day Vietnam and their culture. This site
 4. features news articles, travel experiences, stories, etc.
 5. <http://thewall-usa.com/> this site offers extensive information on the Vietnam Veterans
 6. Memorial.
 7. <http://www.discoveryeducation.com>
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8. <http://www.history.com>

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