

Building Bridges - Teaching American History Lesson Plan Format 2004-2005 School Year Workshops

Name(s): Chris Langenberg

School: West Iron County High School

Target Grade: high school

Instruction Time Required: 16 days

Topic/Title: VIETNAM WAR ERA

Overview

This unit on the Vietnam War Era is designed for high school U.S. History students. Its purpose is to take an in depth look at a transforming time in American history. Students will analyze the causes leading up to U.S. involvement in Vietnam. They will outline the major events of the war and in the United States during that time. Students will also reflect upon the short and long-term effects of the Vietnam War in the United States, Vietnam, and the world. The students will use the information they obtain during this unit to prepare a final product - a power point or video presentation, highlighting the events, varying viewpoints, and music of that time. There will also be a final essay in which the students answer the question, "Why war?" They will use the information they acquired during this unit to write a reflective essay as to whether or not the Vietnam War was a necessary war for the United States to engage in.

Michigan Content Standards and Benchmarks and the National History Standards Addressed

- **I.1 HS 2 Time and Chronology** - Describe major factors that characterize eras in U.S. History
- **I.2 HS 1 Time and Chronology** - Construct and interpret timelines of people and events in the United States since the era of Reconstruction
- **I.2 HS 3 Comprehending the Past** - Select events and individuals from the past that have had a global impact on the modern world and describe their impact
- **I.3 HS 1 Analyzing and Interpreting the Past** - use primary and secondary records to analyze significant events that shaped the United States as a nation since Reconstruction

- **I.3 HS 2 Analyzing and Interpreting the Past** – challenge arguments of historical inevitability by formulating examples of how different choices have led to different consequences
- **I.3 HS 3 Analyzing and Interpreting the Past** – select contemporary problems in the world and compare historical narratives that explain their antecedents
- **I.4 HS 3 Judging Decisions from the Past** – analyze key decisions by drawing appropriate historical analogies
- **I.4 HS 4 Judging Decisions from the Past** – select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives
- **V.1 HS 1 Information Processing** – locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies
- **V.1 HS 2 Information Processing** – using traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation
- **V.1 HS 3 Information Processing** – develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources
- **V.2 HS 1 Conducting Investigations** – conduct an investigation prompted by a social studies question and compare alternative interpretations of their findings
- **V.2 HS 2 Conducting Investigations** – report the results of their investigation including procedures followed and a rationale for their conclusion
- **VI.1 HS 1 Identifying and Analyzing Issues** – generate possible alternative Resolutions to public issues and evaluate them using criteria that have been identified
- **VI.2 HS 1 Group Discussions**– engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions
- **VI.3 HS 1 Persuasive Writing** – compose extensively elaborate essays Expressing and justifying decisions on public policy issues

National History Standards

Era 9 Postwar United States (1945 to early 1970s)

- **Standard 2:** How the Cold War and conflicts in Korea and Vietnam influenced domestic and international policies

Era 10 – Contemporary United States (1968 to the present)

- **Standard 1:** Recent developments in foreign and domestic politics

Material and Resources:

- **Vietnam Movies:**

Students will view selected scenes from *Forrest Gump*, *Platoon*, *The Deer Hunter*, *Apocalypse Now*, and *Full Metal Jacket*. Because of the intensity of some of the scenes from these movies, only select portions appropriate for high school viewing should be used. Discretion should be used when selecting scenes. The purpose for using these scenes is to provide students with a visual image of war as it is presented by the film world.

Dear America: Letters Home from Vietnam, *Vietnam Experience* and *Vietnam Passage*, two documentaries about Vietnam

- **Web Materials**

http://archives.gov/digital_classroom/lessons/vietnam_photographs/teaching_activities.html

The War in Vietnam – A Story in Photographs

<http://www.pbs.org/pov/stories/vietnam/storyw1.html>

Vietnam Veterans stories

<http://www.pbs.org/vietnampassage/>

A view of the Vietnam War through the stories of six Vietnamese who lived through it

<http://www.cnn.com/ALLPOLITICS/1996/analysis/back.time/9605/20/index.shtml>

An analysis of the Kent State tragedy and protests during the Nixon administration

<http://www.illyria.com/dustyhp.html>

Different poems written by a nurse who served in Vietnam

<http://grunt.space.swri.edu/glossary.htm>

Site for slang used during the Vietnam War

<http://people.clarkson.edu/~winklebh/vietnam2/wartime.html>

Site for song lyrics of music written about the Vietnam War

<http://www.heidelberg.edu/~bkreitzb/webquest.html>

Webquest site for Vietnam War

Music from the 1960s and early 1970s –music of combat, music of patriotism, and music of protest– Songs may include, but are not limited to:

On the Eve of Destruction – Barry McGuire

War, What Is It Good For? – Edwin Starr

Unknown Soldiers – The Doors

Where Have All the Flowers Gone? – Peter, Paul and Mary

The Great Mandala – Peter, Paul and Mary

Ohio – Crosby, Stills, Nash and Young

Fortune Son – Credence Clearwater Revival

Run Through the Jungle – Credence Clearwater Revival

Bad Moon Rising – Credence Clearwater Revival

Born in the U.S.A. – Bruce Springsteen

Give Peace a Chance – John Lennon

Ballad of the Green Berets – Barry Sadler

Fixin' – to – Die Rag – Country Joe and the Fish

For What It's Worth – Dusty Springfield

We Gotta Get Out of This Place – The Rolling Stones

Still in Saigon – Charlie Daniels Band

Okie from Muskogee – Merle Haggard

Abraham, Martin and John – Dion

Imagine – John Lennon

Photographs of the Americans in combat in Vietnam, as well as life and protests in this country- Pictures may come from, but are not limited to these websites:

http://www.geocities.com/~nam_album

<http://www.vitnampix.com>

<http://www.oregoncoast.com/willy/archive.htm>

<http://tripod.com/~ffhiker/index-3.html>
<http://people.clarkson.edu/winklebh/vietnam2/wartime.html>
http://www.archives.gov/digitalclassroom/lessons/vietnam_photos/images/marines

STUDENT READING AND CLASS MATERIALS

Boyer, Paul. *The American Nation*. Austin: Holt, Rinehart and Winston, 1995

Bunting, Eve. *The Wall*. New York: Clarion Books, 1990

Edelman, Bernard. *Dear America: Letters Home from Vietnam*. New York: Simon and Shuster, 1985

Ehrhart, W.D. *Carrying the Darkness*. Lubbock, TX: Texas Tech University Press, 1985

Palmer, Laura. *Shrapnel in the Heart*. New York: Vintage Books, 1988

Scruggs, Jan C. *Voices from the Wall*. Washington D.C.: Vietnam Veterans Memorial Fund, 1998

Anticipatory Set:

This unit will follow the Korean War and Civil Rights Movement, and Cuban Missile Crisis in the United States. Students will have studied the effects and challenges of the Cold War era, as well as struggles within American society during the late 1950s and early 1960s.

Daily Lessons:

Days 1-2: Introduce Unit with an historical introduction of Vietnam – its geography, and complex mixture of culture and circumstance

Days 3-4: America's Commitment to the War (1954-1965). Students will

research reasons for our involvement in Vietnam and domestic concerns of the time. They will then enact a cabinet meeting. Military advisors and cabinet members will argue options regarding government spending – military and non-military; foreign and domestic.

- Days 5-6: Review and analyze escalating U.S. involvement in the Vietnam
- Days 7-8: Vietnam veteran activity – using video clips, pictures, and select readings
- Day 9: Listen to music of the Vietnam War Era, including protest songs
- Days 10-11: Webquest – Vietnam War (1965-1973)
<http://www.heidelberg.edu/~bkreitzb/webquest.html>
- Days 12-13: Final years of the war, aftermath, and Vietnamese perspective - *Vietnam Passage* and exercises
- Day 14: Guest speaker – Vietnam veteran
- Day 15: Musical and pictorial power point presentations by students about Vietnam War – demonstrating the conflicts in Vietnam and within the United States regarding the war. The power point presentations should be balanced, showing both sides of the issue. The songs used should reflect the message conveyed in the pictures.
- Day 16: Reflective essay- “Why War” What was the root of conflict in the Vietnam War, and why did the United States government wage War in Vietnam when popular opinion was against military action?

Assessment/Evaluation of objectives

ASSESSMENT

1. Students will write reflective essays pertaining to various aspects of the Vietnam War era.
2. Students will be graded on class participation in discussion , on their webquests, their final essay, and their daily assignments.

3. Students will present a power point or video reflecting the history, emotions, varying opinions, and music of the Vietnam War era

CRITERIA FOR EVALUATING ESSAY AND POWERPOINT PRESENTATIONS

ESSAY RUBRIC

Directions: Rate the critical elements of essay using keys at the right and then calculate a final score using the formula below.

		Key	
	Focus	6	Focused, purposeful & reflects insight
		5	Focused on the topic
		4	Focused, on topic and includes few, if any, loosely related ideas
		3	Focused but may contain ideas that are loosely connected to the topic
		2	Addresses topic but may lose focus by including extraneous or loosely related ideas
		1	Addresses topic but may lose focus by including extraneous or loosely related ideas
	Organization	6	Powerfully organized
		5	Logical Progression of Ideas
		4	Transitional devices strengthen organization
		3	Lacks logical progression of ideas
		2	Includes a beginning, middle and end, but these elements may be brief
		1	Has an organizational pattern, but may lack completeness or closure
	Conventions	6	Few errors, sentence structure varied
		5	Sentence structure varied
		4	Occasional errors; word choice is adequate
		3	General conventions are used
		2	Errors in basic conventions, but common words are spelled correctly
		1	Frequent and blatant errors in basic conventions;

		commonly used words may be misspelled
	Understanding	6 Superior understanding
		5 Mature understanding
		4 Commonplace understanding
		3 Partial/limited understanding
		2 Definite misunderstanding
		1 Obvious misunderstanding
	Support	6 Superior understanding
		5 Specific Details
		4 Lacks specificity and support is loosely developed
		3 Development of support is uneven
		2 Development of support is erratic and nonspecific
		1 Little, if any, development of the supporting ideas; support may consist of generalizations or fragmentary lists.

Note: You will need to set your own weighting factors since they may change according to the emphasis of your essay assignment.

$$\text{Score} = \left(\frac{F \times \quad + O \times \quad + C \times \quad + U \times \quad + S \times \quad}{\quad} \right) / x$$

$$\text{Score} = (\quad + \quad + \quad + \quad + \quad) / x$$

$$\text{Score} = \quad / x$$

$$\text{Score} = \quad$$

Overall comments and suggestions for improvement.

POWERPOINT RUBRIC

_____ PowerPoint project was completed in its entirety (10 points)

_____ PowerPoint clearly depicts a contrast between protesters in the United States and troops (combat) in Vietnam. (2 pts. each – 60 points)

Pictures/Protesters			Pictures/Troops		
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

_____ Music selections from Vietnam Era are meaningfully used and reflect: (40 points)

_____ Protesters/those opposed to U.S. involvement in Vietnam

_____ Troops and other supporters of U.S. involvement in Vietnam

_____ Meaningful lyrics used and explained

_____ Meaningful lyrics used and explained

_____ Title/subtitles/subscripts incorporated in PowerPoint; spelling correct (15 points)

_____ Special effects used to enhance PowerPoint (5 points)

_____ Quality of presentation: Excellent, Fair, Poor, Failing (10 points)

_____ Remained focused in computer lab; did not waste time; exemplary behavior (10 points)

_____ Total Points Earned

_____ % and Letter Grade

Comments:

