

**NEPTUNE TOWNSHIP SCHOOL DISTRICT**

# **The Vietnam Era: A Multimedia Perspective Curriculum**

**Grades 11-12**



NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
60 Neptune Blvd.  
Neptune, NJ 07753

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# NEPTUNE TOWNSHIP SCHOOL DISTRICT

## THE VIETNAM ERA: A MULTIMEDIA PERSPECTIVE CURRICULUM

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# NEPTUNE TOWNSHIP SCHOOL DISTRICT

## **The Vietnam Era: A Multimedia Perspective**

### **Acknowledgements**

The Vietnam Era: A Multimedia Perspective Curriculum for Grades 11 and 12 was developed for Neptune High School through the efforts of Edward Varsalona, Neptune High School Social Studies teacher, in cooperation with Nicole Sanyigo, Department Chairperson for Social Studies 6-12, Lakeda Demery-Alston, Supervisor of Humanities K-12, and with guidance from Sally A. Millaway Ed.D., Director for Curriculum, Instruction, and Assessment. The teacher is to be commended for his dedication in creating this curriculum and his expertise in the area of Social Studies.

This curriculum guide was developed to provide students with authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and prepare students for the 21st century workplace. The curriculum was written in alignment to the New Jersey Student Learning Standards for Social Studies (2020), English Language Arts (2016), and the 2020 Career Readiness, Life Literacies, and Key Skills and to the increased rigor that these standards hold.

It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement.

## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **Neptune Township School District**

### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

## **THE VIETNAM ERA: A MULTIMEDIA PERSPECTIVE CURRICULUM**

### **COURSE DESCRIPTION**

**(5 credits)**

This elective course explores the Vietnam Era of the 1960s through a multimedia perspective. The class will discuss the history of the Vietnam War and the political events that led to U.S. involvement. Students will learn about important battles and the daily life of the soldier. The course parallels social and political events occurring in the U.S. during the era to those happening in Vietnam. For example, the class will explore race and gender issues in the war while paralleling it to The Civil Rights Movement, riots, and gender movement in the U.S. The class will also learn about the culture of the time period including the anti-war movement and the aftermath the war left behind. The course compares and contrasts the issues of the Vietnam War to that of current conflicts in Iraq and Afghanistan. Themes will be explored through primary and secondary source documents, films, music, guest speakers, a service project and a field trip. This course is available to interested 11th and 12th grade students.



## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

<b>Self-Awareness</b>	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting
<b>Responsible Decision Making</b>	
X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
<b>Relationship Skills</b>	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

## ACCOMMODATIONS AND MODIFICATIONS

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides

- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time

- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts

- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	<b>Unit 1 - A History of Vietnam</b>
<b>Suggested Time Frame</b>	2 weeks

<b>Overview / Rationale</b>
In this unit students will learn about the history of Vietnam from 1000B.C. until 1975. Students will be able to identify key events, people, and aspects of Vietnam's culture as needed for background knowledge of the American War in Vietnam. Students will be able to understand how Vietnam's history of imperialism and culture influenced the American war in Vietnam.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards Social Studies (2020)</b> <ul style="list-style-type: none"> <li>• 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.</li> <li>• 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</li> <li>• • 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.</li> <li>• 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership</li> <li>• 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>• 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War</li> <li>• 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</li> <li>• 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</li> <li>• 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</li> <li>• 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>• 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Who had the greater claim to Vietnam?</li> <li>• What previous events and key factors led to the American war in Vietnam?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• In any war there are numerous and sometimes conflicting perspectives.</li> <li>• War is a catalyst for change and reevaluation in both society and the individual.</li> </ul>

<ul style="list-style-type: none"> <li>● How did the geography of Vietnam affect the outcome of the war?</li> <li>● How does the culture and history of Vietnam impact the way in which war could or should be waged?</li> <li>● When is war necessary, if at all? How can it be prevented, if at all?</li> </ul>	<ul style="list-style-type: none"> <li>● The history and cultural beliefs of a society play key roles in the way war is waged.</li> <li>● A nation's belief in a cause determines what its people are willing to sacrifice for that cause.</li> <li>● Nations use political, military or economic strategies to fulfill international goals.</li> <li>● Foreign policy forces nations to defend their previously stated commitments and beliefs.</li> <li>● Wars are fought because of ideological differences and/or competition between nations.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What key events occurred in the early history of Vietnam.</li> <li>● List military strategies exemplified in "The Art of War".</li> <li>● Compare and contrast how The Vietnam conflict differs from other US wars.</li> <li>● Compare and contrast the differences between Communism and Capitalism.</li> <li>● Be able to name and identify the major cities and key geographical areas of Vietnam.</li> <li>● Name and identify the significant players in the Vietnam conflict.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Create and present a timeline of key events that occurred around the world and in Vietnam from 1000 B.C. to 1975.</li> <li>● Analyze and debate the military strategies of Sun Tzu's <i>Art of War</i>.</li> <li>● Compare and contrast the American War in Vietnam to the WWI, WWII, and the Korean War.</li> <li>● Identify the key beliefs of communism.</li> <li>● Debate the positive and negative aspects of communism versus capitalism.</li> <li>● Compare and contrast the U.S. Declaration of Independence to Ho Chi Minh's Declaration of Independence for Vietnam.</li> <li>● Identify key people from the United States, Vietnam, Soviet Union, China, and Cambodia during the Vietnam Conflict.</li> <li>● Label a map of Vietnam and identify key areas and their significance during the Vietnam Conflict.</li> <li>● Create and present an original skit that summarizes the moral of a fairytale from Vietnam to identify key aspects of cultural beliefs.</li> </ul>

8.2 Design Thinking- Grades 9-12	
	Interaction of Technology and Humans
X	<b>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</b>
X	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

X	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	<b>Effects of Technology on the Natural World</b>
	<b>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</b>
X	8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
	<b>Ethics &amp; Culture</b>
	<b>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</b>
X	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
X	8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**  
**9.1 FINANCIAL LITERACY - Grades 9 - 12**

	<b>Economic and Government Influence</b>
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

**9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12**

	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.



<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Innovative ideas or innovation can lead to career opportunities.</b>
X	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
X	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
X	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.</b>
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions .
X	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
	<b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b>
	<b>Media have embedded values and points of view.</b>

X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
	<b>Technology Literacy</b>
	<b>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
X	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
X	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

<b>Making Connections to Careers</b>	
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Military Personnel-a civil servant who is a member of the Armed Forces.</li> <li>● Inventor-someone who invents new technology to advance society.</li> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> <li>● Dietician - a person who advises others on food and nutritional needs.</li> <li>● Fashion Designer - a person who creates clothes, accessories, and shoes.</li> <li>● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court</li> <li>● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.</li> <li>● Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.</li> <li>● Librarian - a person who works professionally in a library and gives access to information and resources.</li> <li>● Musician - a person who makes music.</li> <li>● Photographer - a person who makes photographs.</li> <li>● Politician- an elected leader at the local, state, or national level.</li> <li>● Teacher - a person who helps others acquire knowledge.</li> </ul>	

<b>Interdisciplinary Connections</b>	
<b>New Jersey Student Learning Standards for English Language Arts (2016)</b>	

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- Excerpts from *Art of War* - 5th Century B.C. - Sun Tzu (Filiquarian Publisher)
- *Nam* - 1981 - David Baker (Berkeley Publisher)
- U.S. Declaration of Independence - 1776 - Thomas Jefferson
- Ho Chi Minh's Declaration of Independence - 1945 - Ho Chi Minh
- Vietnam vs. the World Timeline

#### Secondary Source Readings

- *Children of the Dragon* - 2001 - Sherry Garland (Pelican Publishing)
- *Dragon and Fairy Descendents* - 1996 - Tet Trung Thu

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- You Tube
  - Ho Chi Minh's Declaration of Independence  
<https://www.youtube.com/watch?v=7aBnz6GiT1g>
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- EdPuzzle, ReadWorks, Newsela

### Teacher Resources

Google Folders contain various resources aligned to various topics.

<https://drive.google.com/drive/folders/1ZHNfL1652gSPrONYH0aifKMrBeKq6T?usp=sharing>

- Origins of Vietnam Fairytales
- The Art of War
- Vietnam Map Activity
- Vietnam Timeline Activity
- Vietnam Declaration of Independence

**Websites:**

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- scholastic.com
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

**Videos:**

- *Saving Private Ryan* - DVD- 1998 - D-Day scene (From start of movie to 40 minutes in)
- *The Art of War* - DVD - 2009 - (First 45 minutes)
- *Ken Burns Vietnam* -DVD- 2017- (Disc 1)

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Prior Knowledge Assessment Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit I Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Tasks:**

- Vietnam Map Assignment
- Vietnam vs. the World Timeline
- Venn Diagram on Declaration of Independence Differences
- Quiz on Timeline Presentations

## Stage 3 – Learning Plan

**Description of Suggested Learning Activities**

- Students will read a Vietnamese fairy tale and create a skit to perform to the class acting out the main points. The class will discuss the moral as well as cultural aspects of Vietnam they watched in the skit.
- Students will research and create a timeline of Vietnam comparing events in Vietnam to events happening in other parts of the world at the same time. The timeline will start with events in 3000 B.C. and proceed up to modern day. Students will also investigate the people of Vietnam and their resentment and actions against foreign ruling powers.

- In groups, students will each read an excerpt of *The Art of War* to analyze the main points and strategies. The class will discuss the main points and strategies of each excerpt.
- Students will watch the methods created by Sun Tzu in the film *Art of War* and analyze how those methods were used against the Americans during the Vietnam War. Students will write an analysis of American use of the *Art of War* during D-Day by use of a graphic organizer after watching the D-Day scene from *Saving Private Ryan* to compare the *Art of War* strategies in each film.
- Students will examine the role of the United States presidents after both World Wars and their lack of intervention on the colonial powers' desire to reassert control over their colonies by answering guided questions from *Ken Burns Vietnam*.
- Students will compare and contrast the similarities and differences between the Vietnamese and American Declaration of Independence with the use of a Venn Diagram.
- By using a blank map of Vietnam, students will be able to label major population centers and points of note.
- Students will engage in a class discussion on the role of the OSS and their secret support for the Viet Minh during World War II.

<b>Unit Plan Title</b>	<b>Unit 2 - U.S. History during the Cold War and Military Organization</b>
<b>Suggested Time Frame</b>	3 weeks

<b>Overview / Rationale</b>
In this unit, students will learn and be able to explain the cause and effect of U.S. foreign policy decisions made during the Cold War that led to expanding U.S. involvement in the Vietnam Conflict. In addition, students will also be able to identify the branches and ranks of the U.S. military.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards Social Studies (2020)</b> <ul style="list-style-type: none"> <li>6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</li> <li>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</li> <li>6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</li> <li>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</li> <li>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What impact does deployment have on the family members that stay behind?</li> <li>What role do the family and spouse play during deployment?</li> <li>What character traits do good leaders possess?</li> <li>How did the use of new technology such as helicopters play a significant role in the way the war was waged?</li> <li>How does Hollywood change our perception of war?</li> <li>Why did the U.S. feel the need to contain communism on an international and domestic level?</li> <li>What political, military, economic and social policies did the U.S. implement to stop the international and domestic spread of communism?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Literature and film are a channel through which today's generation can travel through time to experience the past.</li> <li>Effective leaders possess certain traits and characteristics needed to be successful.</li> <li>Stopping the spread of communism was an obsession in the United States in the 1950s and 1960s.</li> <li>The government misled the citizens of the United States on the initial cause of the war.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i>	<b>Skills:</b> <i>Students will be able to...</i>

<ul style="list-style-type: none"> <li>● The problems that French reacquisition of Vietnam would lead to after World War II.</li> <li>● The meaning of the Cold War and Proxy War.</li> <li>● Where the French would meet their Waterloo in Vietnam.</li> <li>● How the United States went from assisting the Viet Minh to actively fighting them.</li> <li>● The role that President Kennedy played in the escalation of the war.</li> <li>● The role that the United Nations had in the breaking of the Geneva Accords.</li> <li>● The Bay of Pigs and the Cuban Missile Crisis and their role in the escalation of the Vietnam conflict.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the successes and failures of Diem's presidency of South Vietnam.</li> <li>● Identify the successes and failures of J.F.K.'s presidency during the Cold War.</li> <li>● Debate if the Vietnam Conflict would have escalated if J.F.K had not been assassinated.</li> <li>● Identify the ranks and rates of military personnel in various branches.</li> <li>● Debate the characteristics of what makes someone a good or bad leader.</li> <li>● Examine the strategies used by the U.S. and N.V.A during the Battle of Ia Drang Valley.</li> <li>● Explain why the Battle of Ia Drang Valley was significant in the Vietnam Conflict.</li> <li>● Summarize the effects deployment has on family and the role family plays in military life.</li> <li>● Compare and contrast war on the battlefield versus how it is portrayed in Hollywood films.</li> </ul>
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8.1 Computer Science- Grade 9-12	
	<b>Impacts of Computing</b>
	<b>The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.</b>
X	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.</b>
X	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
	<b>The accuracy of predictions or inferences made from a computer model is affected by the amount, quality, and diversity of data.</b>
X	8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.

8.2 Design Thinking- Grades 9-12	
	<b>Interaction of Technology and Humans</b>
	<b>Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</b>
X	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.



**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**  
**9.1 FINANCIAL LITERACY - Grades 9 - 12**

	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

**9.2 CAREER AWARENESS, EXPLORATION, PREPARATION,  
AND TRAINING - Grades 9 - 12**

X	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
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**Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.

- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for English Language Arts (2016)**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court

majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Rumor of War* - 1977- Phil Caputo (Holt and Company publisher)
- *We Were Soldiers Once and Young* - 1992 - Lt. General Hal Moore & Joseph Galloway - (Random House Publisher)
- *Nam* - 1981 - David Baker (Berkeley Publisher)

#### Secondary Source Readings

- Hal Moore Eulogy read by H. Gregory Moore

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- YouTube Videos

Hal Moore Eulogy

[www.armytimes.com/news/your-army/2017/02/19/remembering-lt-gen-hal-moore-read-the-moving-eulogy-delivered-by-his-eldest-son/](http://www.armytimes.com/news/your-army/2017/02/19/remembering-lt-gen-hal-moore-read-the-moving-eulogy-delivered-by-his-eldest-son/)

Landing Zone X-Ray:

<http://www.lzxr.com/>

Hal Moore tribute:

[https://www.youtube.com/results?search\\_query=hal+moore+tribute](https://www.youtube.com/results?search_query=hal+moore+tribute)

*Greedy Goes on Strike* - Smurfs Season 6 Episode 15 - 1986:

<https://www.dailymotion.com/video/x6yf9ke?scrlybrkr=8c324b44>

- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom

- Blended Online Learning Modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it (Who Outranks Who Game)
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions-Scholastic, EdPuzzle, ReadWorks, Newsela

### Teacher Resources

**Google Folders contain various resources aligned to various topics**

<https://drive.google.com/drive/folders/1QHx51crGOYTyzIaOUjhZMKtY-a39VngL?usp=sharing>

- Capitalism/Communism/Socialism resources
- Military Ranks
- Presidents during the Vietnam War
- Ia Drang Battle Information

#### Websites:

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

#### Videos:

- *We Were Soldiers Once and Young* - DVD - 2002
- *JFK* - DVD - 1988 (courtroom scene) *Ken Burns Vietnam* -DVD - 2017 (Disc 2)
- *Vietnam in HD* -DVD - 2011 - Season 1 episode 1

#### Other Resources:

- Discussion Prompt - J.F.K Assassination (Conspiracy or Not Analysis)

### Stage 2 – Assessment Evidence

#### Pre-Assessments:

- Prior Knowledge Assessment Surveys

#### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

#### Summative Assessments:

- Unit 2 Test
- Choice Boards
- Song and Film Analysis
- Military Ranks Quiz
- Essays

#### Performance Tasks:

- What I Know About Each President Organizer
- Who's Who in Vietnam Project

### Stage 3 – Learning Plan

#### Description of Suggested Learning Activities

- Students will be able to compare the differences between capitalism, communism, and socialism by creating a graphic organizer highlighting the similarities and the differences in each economic system.
- Employing a Rock/Paper/Scissors type game, students will evaluate between the different economic theories of capitalism/communism and socialism.
- Students will examine the assassination of President John F. Kennedy while watching the courtroom scene from the film *JFK* and look for similarities or differences on what they already know about this event.
- Students will analyze the decisions made by President Kennedy during the Cuban Missile Crisis and the Bay of Pigs in order to determine if these events changed his thought process in the Vietnam situation.
- Students will create a graphic organizer analyzing the leadership style of the people involved in the Vietnam War including President Kennedy, President Diem, and President Johnson and examine their motives and decision making during this period.
- Students will identify the different ranks of the Armed Forces by creating a graphic organizer which will culminate in a Who Outranks Who Kahoot game.
- While viewing the film *We Were Soldiers*, students will compare and contrast the different battlefield strategies used by the Americans and the North Vietnamese.
- Students will examine the horrors of battle by watching Joe Calloway relive his time at the Battle of Ia Drang Valley in *Vietnam in HD*. Class will discuss their findings.
- Students will research the life of Ho Chi Minh as well as other significant players on both sides of the Vietnam War using a Who's Who in the Vietnam War Project. Students will present their research to the class. Students will then complete a Who's Who quiz.

<b>Unit Plan Title</b>	<b>Unit 3 - Weapons, Gear, and Military Life</b>
<b>Suggested Time Frame</b>	10 days

<b>Overview / Rationale</b>
In this unit, students will learn about the weapons, gear, and basic military life of the American G.I., N.V.A, A.R.V.N, and Vietcong. In addition, students will critically think about how advancement of weapons and gear, economic ability to fund a war, and morale affect the outcome of a war.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards for Social Studies (2020)</b> <ul style="list-style-type: none"> <li>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</li> <li>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</li> <li>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What role does technological advancement in weaponry play in successfully waging a war?</li> <li>What role does slang play in morale?</li> <li>Despite superior firepower and nuclear capabilities, why did the U.S. lose the war?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>War creates a culture among comrades.</li> <li>Technology and economics play a role in the way warfare is waged.</li> <li>A War will impact the life of a soldier as well as his family.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>How the U.S. and the North Vietnamese differed in battle tactics.</li> <li>What weapons were used by both sides.</li> <li>How war impacts a soldier and the family.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Describe various weapons and tactics used by the V.C.</li> <li>Analyze the use of mines and booby traps used by the Viet Cong.</li> <li>Describe the intricate use of the tunnel system by the Viet Cong.</li> <li>Describe different slang terminology, weapons systems and equipment used by the Americans in Vietnam.</li> </ul>

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions,</b>

	<b>solve problems, and inform decision-making.</b>
X	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions .
	<b>Technology Literacy</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

### **Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for English Language Arts (2016)**

- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.



- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Nam* - 1981 - David Baker (Berkeley Publisher)

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Scholastic, EdPuzzle, ReadWorks, Newsela

### Teacher Resources

#### Google Folders contain various resources aligned to various topics

[https://drive.google.com/drive/folders/1T\\_6mvEzyb7MYgsy\\_LdcJhtaNj9EOsW5O?usp=sharing](https://drive.google.com/drive/folders/1T_6mvEzyb7MYgsy_LdcJhtaNj9EOsW5O?usp=sharing)

- Weapons and Equipment of the Vietnam War

#### Websites:

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- scholastic.com
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

#### Videos:

- *Ken Burns Vietnam* - DVD - 2017 (Discs 3)
- *Vietnam in HD* - DVD- 2011- Season 1 episode 2
- *Vietnam War Story* -DVD - 1987 - "The Mine, Season 1 Episode 1"
- *Tour of Duty* - DVD- 1987 "Notes from the Underground, Season 1 Episode 2"

## Stage 2 – Assessment Evidence

### Pre-Assessments:

- Prior Knowledge Assessment Surveys

### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

### Summative Assessments:

- Weapons Project Quiz

### Performance Tasks:

- Vietnam Weapons Assignment Organizer and Presentation

## Stage 3 – Learning Plan

### Description of Suggested Learning Activities

- Students will analyze the different strategies used by the Vietnamese and the Americans by researching sixty six weapons, equipment and slang terms used by Americans, North Vietnamese and South Vietnamese troops during the Vietnam War.
- Students will create a slideshow presentation with the knowledge acquired from their research and present the slideshow to the rest of the class.
- Students will examine the way the North Vietnamese utilized their system of tunnels to their benefit while watching the *Tour of Duty* episode “Notes from the Underground” and the class will discuss findings.
- Students will evaluate the psychological effects that mines and booby traps played on American soldiers while watching the *Vietnam War Story* episode “Mine”. The class will discuss findings.
- Create and present powerpoint presentations of various weapons and gear used by the U.S. and N.V.A.

<b>Unit Plan Title</b>	<b>Unit 4 - Race, Class, and Gender Issues during the Vietnam Era</b>
<b>Suggested Time Frame</b>	2 weeks

<b>Overview / Rationale</b>
Students will explore issues of race, class, and gender during the Vietnam Era both during the war and on the homefront. In addition, they will gain an understanding of the changing rights of African Americans, women, and other minority groups during the 1960s and the impact it had on the war.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards for Social Studies (2020)</b> <ul style="list-style-type: none"> <li>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).</li> <li>6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</li> <li>6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</li> <li>6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</li> <li>6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</li> <li>6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How have the roles of women, African Americans, and other minority groups changed in U.S. society?</li> <li>Is it ethical or necessary to limit the role of women and members of the LGBTQ community in the military?</li> <li>How did the value system and daily life of Americans during the Vietnam Era affect the rights of minority groups and the view of the war?</li> <li>How does military conflict divide people within cultures?</li> <li>Should citizens support the government during wartime?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Governments attempt to balance the needs of individuals versus the needs of the community.</li> <li>The relationship between the people and their democratic government is evolving.</li> <li>Each era has a value system that impacts the economic, political, and social issues of the time.</li> <li>Government response to discrimination can increase or decrease unjust treatment of a minority group.</li> <li>Changes in society can be reflected in the way various groups react toward one another.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i>	<b>Skills:</b> <i>Students will be able to...</i>

<ul style="list-style-type: none"> <li>• How the divisions in race affected the culture of the 1960's.</li> <li>• How Martin Luther King and Malcolm X differed on the future of the Civil Rights movement.</li> <li>• The tactics used by Martin Luther King and Malcolm X to achieve their goals of racial equality.</li> <li>• The military policy of "Don't Ask Don't Tell" regarding homosexuality.</li> <li>• How the role of women changed drastically from prior decades.</li> <li>• The roles women played during the Vietnam War from protestor to active participation in the war.</li> <li>• The discrimination faced by members of the LGBTQ community were treated during the Vietnam War and in the 1960s in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast race issues during the Vietnam War versus in the U.S. in the 1960s.</li> <li>• Read interviews from various Vietnam veterans of different racial and gender backgrounds to determine race, class, and gender issues during the war.</li> <li>• Analyze Martin Luther King Jr.'s speech about the Vietnam War.</li> <li>• Identify major events and people in the Civil Rights Movement.</li> <li>• Compare and contrast the view for obtaining civil rights according to Martin Luther King Jr. and Malcolm X.</li> <li>• Debate the tactics used by Malcolm X to gain civil rights.</li> <li>• Identify the reasons for the race riots of the 1960s.</li> <li>• Describe the lasting effect the race riots had on major cities in the U.S.</li> <li>• Debate whether women should have the right to fight in combat, be drafted, or be able to join the Special Forces.</li> <li>• Describe the various roles of civilian women in the Vietnam War.</li> <li>• Describe the various roles of nurses and other military women during the Vietnam War.</li> <li>• Summarize the social stigmas and discrimination the LGBTQ community faced during the 1960s.</li> <li>• Analyze data of economic, racial, and other social statistics of soldiers fighting in the Vietnam War to identify disparities.</li> <li>• Summarize the changing roles and rights of women during the 1960s.</li> <li>• Describe daily life of the family in the 1960s.</li> </ul>
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### **Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.

- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

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- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
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- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

## **9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12**

X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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## **9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12**

	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).

## Student Resources

### Primary Source Readings

- *G.I. Diary* - 1982 - David Parks (Howard University Press)
- *Bloods: Black Veterans of the Vietnam War and Oral History* 1984- Wallace Terry (Ballantine Books)
- *A Piece of My Heart: The Story of 26 Women Who Served in Vietnam* -1986- Keith Walker (Ballantine Books)
- *Beyond Vietnam* - 1967 - Martin Luther King, Jr. (Speech)
- Vietnam War Facts, Stats, and Myths - 1986 - David Hack (U.S. Wings)

### Secondary Source

- Stonewall Riots DBQ

### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- YouTube:
  - MLK Beyond Vietnam Speech:  
<https://www.youtube.com/watch?v=AJhgXKGldUk>
  - MLK Vs. Malcolm X:  
<https://www.youtube.com/watch?v=h4PqLKWuwyU&t=295s>
  - A Time for Justice :  
<https://www.youtube.com/watch?v=VFv8ok1GekE>
  - Women in Combat:  
<https://www.youtube.com/watch?v=HALZowDySaI>
- Blended Online Learning Modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Scholastic, EdPuzzle, ReadWorks, Newsela

## Teacher Resources

### Google Folders contain various resources aligned to various topics

[https://drive.google.com/drive/folders/1JSjUCpvt75ipoJY\\_EX0liwj1i\\_tUb24g?usp=sharing](https://drive.google.com/drive/folders/1JSjUCpvt75ipoJY_EX0liwj1i_tUb24g?usp=sharing)

- Civil Rights Movements of the 1960s

### Websites:

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- scholastic.com
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

### Videos:

- *Hamburger Hill* - DVD - 1987
- *American Dreams: City on Fire* - DVD - 2003- Season 1 Episode 25

- *Vietnam War Story: The Promise* - DVD - 1988 - Season 1 Episode 9
- *Tour of Duty: Burn, Baby, Burn* - DVD - 1987- Season 1 Episode 6
- *Ken Burns Vietnam* - DVD - 2017 (Disc 4)

## Stage 2 – Assessment Evidence

### Pre-Assessments:

- Prior Knowledge Assessment Surveys

### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

### Summative Assessments:

- Midterm

## Stage 3 – Learning Plan

### Description of Suggested Learning Activities

- Students will analyze different primary sources on the Stonewall Riots. Students will then facilitate a socratic seminar discussing different perspectives of the riots. There are excerpted documents and graphic organizers available.
- Students will evaluate the racial prejudices faced by African American soldiers by reading G.I. Diary by David Park.
- Use a Venn diagram to compare and contrast the methods used by Martin Luther King Jr. and Malcolm X in their quest for civil rights by analyzing primary sources from Martin Luther King Jr. and Malcolm X.
- Reading and discussion analysis of Martin Luther King Jr's Beyond Vietnam speech.
- Students will view a video on women in the military and answer discussion questions on the pros and cons of women serving in combat units.
- Students will read excerpts from the book *A Piece of my Heart* about women who served in Vietnam to understand the difficulties they faced.
- Students will research and identify common myths about the soldiers in the Vietnam War and their racial and social demographic by analyzing data from Vietnam War Facts, Stats, and Myths.
- Students will analyze and discuss primary source accounts of African American soldiers by reading excerpts from the book *Bloods*.
- Students will watch *A Time for Justice* and answer discussion questions about the major figures and events of the Civil Rights Movement.
- Students will view *American Dreams* and compare the roles of middle class suburban America with family life today.
- Students will compare and contrast the reasons behind the major race riots of the 1960s including Watts, Detroit, Philadelphia, and Newark. An analysis of causes, avoidance, and long term effects will ensue.
- Students will view and discuss racial prejudice scenarios in *Tour of Duty: Burn Baby, Burn*.



<b>Unit Plan Title</b>	<b>Unit 5 - Impact of Music and Media during the Vietnam Era</b>
<b>Suggested Time Frame</b>	2 weeks

<b>Overview / Rationale</b>
<p>This unit will show the impact that the media had on the opinions and outcome of the Vietnam War. Through various forms of news broadcasts, poems, literature, music, photographs and other forms of media students will be able to evaluate what role media should play in wartime. In addition, students will think critically about the positive and negative impact various forms of media can have on political and social movements including war.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>New Jersey Student Learning Standards for Social Studies (2020)</b></p> <ul style="list-style-type: none"> <li>6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</li> <li>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</li> <li>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</li> <li>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</li> <li>6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</li> <li>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What war news should be published or broadcasted? What should be censored?</li> <li>Should civilian reporters be placed in the front lines with troops?</li> <li>Should female war correspondents be given the same access as male correspondents?</li> <li>What impact does the media have on the support of a war effort?</li> <li>How can music be used to promote or dissuade the war effort?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Media sources have both a negative and positive impact on societal support during wartime.</li> <li>Media can shift support during wartime.</li> <li>There needs to be a balance between protecting rights of expression, speech, and censorship.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The role of the media in war.</li> <li>The role musical artists and pop culture figures played during the Vietnam Era.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Debate the ethical role of the media in warfare.</li> <li>Discuss the role music and entertainment played in boosting morale for the troops.</li> <li>Analyze the role music and entertainment played in shifting social and political views in the 1960s.</li> </ul>

<ul style="list-style-type: none"> <li>• The influence music and the media have on how people think and interact with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze visual photographs from the U.S. and Vietnamese sides of the Vietnam War.</li> <li>• Debate the positive perspective as well as the misleading effect still photographs can have on war.</li> <li>• Explain how the 1969 draft lottery worked.</li> <li>• Debate the fairness of the draft system.</li> </ul>
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8.1 Computer Science- Grade 9-12	
	<b>Impacts of Computing</b>
	8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
X	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking- Grades 9-12	
	<b>Interaction of Technology and Humans</b>
X	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	<b>Ethics &amp; Culture</b>
	<b>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</b>
X	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
X	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12	
	<b>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</b>
X	9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

## 9.4 LIFE LITERACIES AND KEY SKILLS

### Grade 9-12

	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
	<b>Digital Citizenship</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.</b>
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

### Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

## Interdisciplinary Connections

### New Jersey Student Learning Standards for English Language Arts (2016)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Eyewitness Books: Vietnam War* - 2004 - Stuart Murray (DK Publishing)
- *Nam* - 1981 - David Baker (Berkeley Publisher)

#### Secondary Source Readings

Song Lyrics from the following songs:

- *Eve of Destruction* by Barry McGuire
- *Fortunate Son* by CCR
- *For What It's Worth* by Buffalo Springfield
- *Born in the U.S.A.* by Bruce Springsteen
- *War* by Edwin Starr
- *Rooster* by Alice in Chains
- *Galveston* by Glen Campbell
- *The Dawn of Correction* by The Spokesmen
- *The Wall* by Bruce Springsteen
- *Goodnight Saigon* by Billy Joel
- *Prisoners* by John Denver
- *Ballad of the Green Berets* by Staff Sergeant Barry Sadler

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- YouTube:

Eve of Destruction:

<https://www.youtube.com/watch?v=t4UUw5PXBdg>

Fortunate Son:

<https://www.youtube.com/watch?v=rbNnvPBokNs>

For What it's Worth:

<https://www.youtube.com/watch?v=8bl-vbBnJ3I>

Born in the USA:

<https://www.youtube.com/watch?v=vDCP8m78FhQ>

War:

[https://www.youtube.com/watch?v=mamYn7LI\\_1A](https://www.youtube.com/watch?v=mamYn7LI_1A)

Rooster:

<https://www.youtube.com/watch?v=uAE6Il6OTcs>

Galveston:

<https://www.youtube.com/watch?v=WwFshgWCcuk>

Dawn of Correction:

<https://www.youtube.com/watch?v=-t5-I0LJMdY>

The Wall:

<https://www.youtube.com/watch?v=GR7liJUaZ3A>

Goodnight Saigon:

[https://www.youtube.com/watch?v=R9rG1G-Yr\\_Q&t=77s](https://www.youtube.com/watch?v=R9rG1G-Yr_Q&t=77s)

Prisoners:

<https://www.youtube.com/watch?v=TcHT3YBpvUs>

Ballad of the Green Berets:

<https://www.youtube.com/watch?v=UEDYLcSLHoI>

- Blended Online Learning Modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- EdPuzzle, ReadWorks, Newsela

Teacher Resources

**Google Folders contain various resources aligned to various topics** Music and Media Events of the Vietnam War

<https://drive.google.com/drive/folders/1isNWByhPu9aMpQzv-7fxbKeuZD26mVOF?usp=sharing>

**Websites:**

- [www.archives.gov/education/lessons/vietnam-photos/](http://www.archives.gov/education/lessons/vietnam-photos/)
- Ken Burns Vietnam TET Offensive Media Analysis Activity:  
<https://ny.pbslearningmedia.org/resource/5c7743df-a389-4045-b0cc-d3d2f0b4948e/attack-on-the-us-embassy-video-ken-burns-lynn-novick-the-vietnam-war/#.Wf10EIWnHIU>
- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

**Videos:**

- *Good Morning Vietnam* -DVD- 1987
- *Ken Burns Vietnam* - DVD - 2017- (Disc 5)
- *Tour of Duty: Pushin' too Hard* - DVD - 1988- Season 1 Episode 12

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Prior Knowledge Assessment Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments
- Graphic organizers

**Summative Assessments:**

- Unit 5 Test

**Performance Tasks:**

- Decorate your Helmet for War Activity
- Short Timers Calendar
- iPod War Song List Project

**Stage 3 – Learning Plan****Description of Suggested Learning Activities**

- Students will analyze the role that music played in the breaking of traditional war time support for the United States from its citizens. Students will examine song lyrics from anti-war and pro-war groups and fill out a worksheet corresponding to the Ken Burns Vietnam War documentary.
- Students will view the movie *Good Morning Vietnam* and evaluate the role that music played for the troops in the Vietnam War through class discussion.
- Students will create a presentation on what songs they would go to war with in the “Load your iPod for War” project. Students will create a slideshow presentation with appropriate song lyrics and explanations behind their choices. Students will present to their classmates.
- Students will analyze still photographs to determine whether the photos could be used as propaganda or not. Famous photos such as Migrant Mother, Burning Girl, Kent State shooting, and Matthew Brady’s still photos from the Civil War will be viewed and discussed as a class.
- Students will watch select videos from the media coverage of the TET Offensive and discuss the misleading information that was reported on the attack. Students will compare and contrast the actual events from what was reported filling out an organizer.
- Students will create a short timer calendar in order to simulate the calendars used by the American troops in Vietnam to count down until their return to the United States.
- Students will participate in a mock draft to evaluate the choices faced by young men as they were called up for the draft. Each student will be drafted according to their birthday using the draft list from the 1969 draft lottery. Students will then participate in a Four Corners activity in which they will decide if they go to war, dodge the draft, ask for a deferment, or protest the draft. Students will discuss their viewpoints.
- Students will view Tour of Duty Season 1 Episode 12 Pushin’ Too Hard and discuss the role reporters played in the Vietnam War. The class will debate whether reporters should be allowed in the frontlines as well as if female reporters should also be able to do so.

<b>Unit Plan Title</b>	<b>Unit 6 - The War in Vietnam</b>
<b>Suggested Time Frame</b>	2 weeks

<b>Overview / Rationale</b>
This unit will show the progression in the war in Vietnam from its start in 1965 until its height in 1968. Students will discuss the evolving strategies the U.S. used to wage the war and the effectiveness. In addition, students will think critically about the conditions soldiers faced in the Vietnam War and debate the politics and strategies used to wage the war.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards for Social Studies (2020)</b> <ul style="list-style-type: none"> <li>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Is war accurately portrayed in Hollywood films? How does Hollywood change our perception of war?</li> <li>How do social and political issues on the homefront affect how war is waged?</li> <li>Can aspects of war be moral or ethical?</li> <li>How coveted is the Medal of Honor and what kind of person receives it?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>In war time, a distinct culture develops among troops.</li> <li>Service is a civic responsibility.</li> <li>The ideologies of various presidents and political leaders greatly impacted the progression of the Vietnam conflict.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>The moral and ethical conundrum of killing a superior officer.</li> <li>What differences or similarities were there between members of the “brown water navy” and the infantry in how they dealt with the civilian population of Vietnam.</li> <li>The negative influence that drugs played on American soldiers and Marines.</li> <li>The significance of being awarded the Medal of Honor.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Debate the ethics of fragging.</li> <li>Describe fighting on a PT boat in the Mekong Delta compared to being a foot soldier on the ground.</li> <li>Describe the drug culture of the Vietnam War.</li> <li>Describe the rights and benefits Medal of Honor winners receive.</li> </ul>

<b>8.2 Design Thinking- Grades 9-12</b>	
	<b>Engineering Design</b>
	<b>Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs</b>



	<b>involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.</b>
X	8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

## **9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12**

	<b>Career Awareness and Planning</b>
X	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

### **Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for English Language Arts (2016)**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- NJSLA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Nam* - 1981 - David Baker (Berkeley Publisher)
- *The Things they Carried* - 1990 - Tim O’Brien (Mariner Books)

#### Secondary Source Readings

- *The Forgotten History Of ‘Fragging’ In Vietnam* - 2017- Hamilton Gregory (article)

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- YouTube:  
McNamara’s Folly:  
[https://www.youtube.com/watch?v=\\_J2VwFDV4-g&t=236s](https://www.youtube.com/watch?v=_J2VwFDV4-g&t=236s)  
Fragging:  
<https://www.youtube.com/watch?v=klWPVNNDhHk>  
CBS Draft Lottery:  
[https://www.youtube.com/watch?v=p5X1FjyD\\_g](https://www.youtube.com/watch?v=p5X1FjyD_g)
- Blended Online Learning Modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Scholastic, EdPuzzle, ReadWorks, Newsela

### Teacher Resources

#### Google Folders contain various resources aligned to various topics

<https://drive.google.com/drive/folders/1cpD8lchZAdge7lOYQUhwREcHTLVZca38?usp=sharing>

- Fragging
- Medal of Honor Biographies

#### Websites:

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- scholastic.com
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

**Videos:**

- *Vietnam War Story - The Fragging* - DVD - 1988- Season 1 Episode 6
- *Siege of Firebase Gloria* - DVD - 1989 - (first 35 minutes **be careful of nude scene**)
- *Apocalypse Now* - DVD - 1979 - (riverboat vs. PTR boat scene)
- *Full Metal Jacket* - DVD- 1987
- *Platoon* - DVD - 1986
- *Ken Burns Vietnam* - DVD- 2017 (Disc 6)

**Stage 2 – Assessment Evidence****Pre-Assessments:**

- Prior Knowledge Assessment Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Venn Diagram
- Primary Source Analysis
- Tiered Assignments
- Graphic organizers

**Summative Assessments:**

- Unit 6 Test

**Performance Tasks:**

- Medal of Honor Project Presentations

**Stage 3 – Learning Plan****Descriptions of Suggested Learning Activities**

- Students will analyze different primary sources on the concept of “fragging” which is the intentional killing of a superior officer. Students will answer guided questions and engage in a classroom debate on the ethics of this occurrence.
- Students will watch the movie *Full Metal Jacket* and examine the transformation of Marines as raw recruits into hardened killers. An evaluation of the characters' interactions with each other and a discussion of the methods used in boot camp will be discussed and debated.
- Students will watch the movie *Platoon* answering questions about the movie as it is paused for discussion. The movie will be stopped to gauge the accuracy of what they already know about Vietnam as to how the war is portrayed in the movie, including a critique of the director and Vietnam veteran Oliver Stone. After watching the movie *Platoon*, students will watch a clip from the film *Apocalypse Now* and compare the village scene in *Platoon* to the riverboat scene in *Apocalypse Now* using a Venn Diagram to compare and contrast the two scenes.
- Students will analyze the regulations and requirements behind the Medal of Honor, our nation's top award for bravery. This analysis will include privileges as well as focus on the difficulty of achieving the award itself.
- Students will analyze primary and secondary sources on the exploits of eleven Medal of Honor winners. Students will pick one person from the eleven, research their background, and prepare a presentation on that person in front of the class as part of a Medal of Honor Project.

<b>Unit Plan Title</b>	<b>Unit 7 - The Horrors of War</b>
<b>Suggested Time Frame</b>	2 weeks

<b>Overview / Rationale</b>
In this unit students will learn about the key events that made the late 1960s one of the most turbulent years in American history. In addition, students will critically think about various political, social, and military events that occurred and would make this time period some of the most famous years in U.S. History.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards for Social Studies (2020)</b> <ul style="list-style-type: none"> <li>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</li> <li>6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</li> <li>6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What were the fundamental differences between the U.S. and Vietnamese strategy in waging the war?</li> <li>Can war be moral and ethical?</li> <li>What effect does war have on civilians?</li> <li>Is all fair in war?</li> <li>How does homefront support or lack thereof affect the outcome of war?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>There are international rules to warfare.</li> <li>How war affects civilians.</li> <li>Moral and ethical beliefs of a society are often challenged during war.</li> <li>Military service is a civic responsibility.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>The details and events of the Tet offensive.</li> <li>The significant events that occurred during the late 1960s that would alter the views on the war.</li> <li>The lapses in moral and ethical judgement that occurred during the Vietnam War.</li> <li>The sordid details and coverup of the My Lai Massacre.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Describe conditions for U.S. troops during the Tet Offensive.</li> <li>Explain the N.V.A strategy of the Tet Offensive.</li> <li>Describe the events that occurred during the My Lai Massacre.</li> <li>Debate the ethics of rape and murder during war.</li> <li>Describe the lasting psychological and damages to soldiers who fought in the war.</li> <li>Describe the lasting psychological and damages to civilians during the war.</li> </ul>

<ul style="list-style-type: none"> <li>● The impact war may have on soldiers who become mentally or physically disabled.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the lasting physical impact war may have on injured soldiers.</li> </ul>
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8.2 Design Thinking- Grades 9-12	
	<b>Ethics &amp; Culture</b>
	<b>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</b>
X	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12	
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Making Connections to Careers	
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Military Personnel-a civil servant who is a member of the Armed Forces.</li> <li>● Inventor-someone who invents new technology to advance society.</li> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> <li>● Dietician - a person who advises others on food and nutritional needs.</li> <li>● Fashion Designer - a person who creates clothes, accessories, and shoes.</li> <li>● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court</li> <li>● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.</li> <li>● Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.</li> <li>● Librarian - a person who works professionally in a library and gives access to information and resources.</li> <li>● Musician - a person who makes music.</li> </ul>	

- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for English Language Arts (2016)**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Four Hours in My Lai*- 1993- Michael Bilton and Kevin Sim (Penguin Books)
- *My Lai Trial Transcripts* - 1970 - Testimonies from Calley, Medina, Thompson, Meadlo, Sampson
- *Nam* - 1981 - David Baker (Berkeley Publisher)

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- YouTube:
  - Four Hours in My Lai:  
<https://www.youtube.com/watch?v=1NwnnLnvQYA&t=68s>
  - My Lai Interviews:  
<https://www.youtube.com/watch?v=Klx4TB33BRU&t=58s>
  - Vernando Interview:  
<https://www.youtube.com/watch?v=jvrzzoMltg4&t=1s>
- Blended Online Learning Modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!



- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Scholastic, EdPuzzle, ReadWorks, Newsela

#### Teacher Resources

**Google Folders contain various resources aligned to various topics**

<https://drive.google.com/drive/folders/1JNaYuKkmDg4ToXCH7ahXUPchZkp92qA-?usp=sharing>

- My Lai Massacre testimonies and videos and Tet Offensive information

#### Websites:

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)

#### Videos:

- *My Lai - The American Experience* - DVD - 2010
- *Four Hours in My Lai* - DVD- 2015
- *Dear America - Letters Home from Vietnam* - DVD- 2006
- *Born on the 4th of July* - DVD - 2004
- *Ken Burns Vietnam* - DVD - 2017 -(Disc 7)
- *Vietnam in HD - Tet Offensive* - DVD - 2011 - Season 1 Episode 3

### Stage 2 – Assessment Evidence

#### Pre-Assessments:

- Prior Knowledge Assessment Surveys

#### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments
- Venn Diagrams
- Graphic Organizers

#### Summative Assessments:

- Unit 7 Test

#### Performance Tasks:

- My Lai Massacre Courtroom Re-enactment

### Stage 3 – Learning Plan

#### Descriptions of Suggested Learning Activities

- Students will watch a film clip on the Tet Offensive and use a Venn Diagram to compare and contrast how this battle was a variation on the way the North Vietnamese had waged the war up to this point.
- Using the same clip, students will debate the differences in the fighting done by American troops during the Tet Offensive compared to the battles at Hamburger Hill and the Ia Drang Valley.

- Students will watch the video *My Lai* answering guided questions on the story of Charlie Company and their experiences in Vietnam before, during, and after the incident at My Lai.
- Using the actual testimony as source material, students will re-enact the My Lai court martial. Students will be assigned a different member of Charlie Company and research their role in the massacre. The remaining students will act as judge, lawyers, and jury.
- Students will analyze the interviews from the men of Charlie Company in the videos in *Four Hours at My Lai*. Students will discuss the attitudes of the soldiers discussing their roles in the incident just after they returned home from their tours to an extended clip of Vernardo Simpson many years after the incident to understand the effects on the human psyche this event would ultimately lead to.
- Students will analyze primary sources in the DVD *Letters Home from Vietnam* and answer guided questions on the letters written home from people on the front lines in the war.
- Students will view the film *Born on the 4th of July* in order to understand the difficulties faced by Vietnam veterans as they returned home from the war with missing arms or legs or being paralyzed from the mid-chest down like Ron Kovic.

<b>Unit Plan Title</b>	<b>Unit 8 - The War's End</b>
<b>Suggested Time Frame</b>	3 weeks

<b>Overview / Rationale</b>
Students will analyze the lasting impact the Vietnam War had on the United States and be able to explain the social, political, and psychological impact the war had on society and returning soldiers. In addition, students will understand the lasting social, political, and economic impact on the societies of the countries who participated.

<b>Stage 1 – Desired Results</b>	
<b>New Jersey Student Learning Standards for Social Studies (2020)</b>	
<ul style="list-style-type: none"> <li>6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</li> <li>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</li> <li>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What societal, political, and economic impacts were endured by each country involved?</li> <li>What responsibility does society have to returning veterans?</li> <li>What impact does war have on returning soldiers?</li> <li>Did the U.S. win or lose the Vietnam War?</li> <li>What are the costs of war?</li> <li>What happened to the South Vietnamese after the U.S. troops left?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>War has a societal, political, and economic impact on the participating countries.</li> <li>War has a psychological impact on returning veterans.</li> <li>The outcome of the Vietnam War left a lasting impact on the United States' societal, political, and economic policies in waging war.</li> <li>The South Vietnam citizens were brutalized under Communist rule.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>How the United States reacted to the influx of Vietnamese orphans at the end of the Vietnam War.</li> <li>The events leading up to and including the final departure of all Americans in Vietnam and the fall of Saigon</li> <li>What the Geneva Convention guarantees for Prisoners of War.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Explain Operation Babylift and debate the moral responsibility the U.S. had to Vietnamese American babies.</li> <li>Describe the Fall of Saigon.</li> <li>Explain Nixon's policy of vietnamization.</li> <li>Explain the Geneva Convention protocols for dealing with prisoners of war.</li> <li>Describe the treatment of U.S POWs during the Vietnam War.</li> </ul>

<ul style="list-style-type: none"> <li>● The steps taken to remove American troops from combat and replace them with South Vietnamese troops.</li> <li>● The methods used by the North Vietnamese to extract information from American servicemen.</li> </ul>	
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**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**  
**9.1 FINANCIAL LITERACY - Grades 9 - 12**

	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

**Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Military Personnel-a civil servant who is a member of the Armed Forces.
- Inventor-someone who invents new technology to advance society.
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

## Interdisciplinary Connections

### New Jersey Student Learning Standards for English Language Arts (2016)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
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- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings

- *Eaves of Heaven* - 2008 - Andrew Pham (Harmony Books)
- *Nam* - 1981 - David Baker (Berkeley Publisher)
- *Geneva Conventions of 1949 and Additional Protocols* - 1949

#### Technology

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Flipped Classroom
- YouTube:
  - The Cold War - Nixon in Vietnam  
<https://www.youtube.com/watch?v=n4fzowrmYh8>
  - Operation - Babylift  
<https://www.youtube.com/watch?v=a-mOs2gupks>
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Scholastic, EdPuzzle, ReadWorks, Newsela

### Teacher Resources

Google Folders contain various resources aligned to various topics

[https://drive.google.com/drive/folders/1oYoaYtUJ65ako08u3cde2MWBK2Wdodd\\_?usp=sharing](https://drive.google.com/drive/folders/1oYoaYtUJ65ako08u3cde2MWBK2Wdodd_?usp=sharing)

- Geneva Convention
- POW Biographies
- Vietnamization
- Fall of Saigon

**Websites:**

- Learning for Justice [www.teachingtolerance.org](http://www.teachingtolerance.org)
- scholastic.com
- <https://sheg.stanford.edu/>
- [www.njvvmf.org](http://www.njvvmf.org)
- [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit12\\_9.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit12_9.pdf)

**Videos:**

- *Tour of Duty - Short Timer* - DVD - 1988 - Season 1 Episode 18
- *Ken Burns Vietnam* - DVD - 2017 -(Disc 8)
- *Vietnam in HD - Changing War* - DVD - 2011 - Season 1 Episode 5
- *Vietnam in HD - Peace with Honor* - DVD - 2011 - Season 1 Episode 6
- *Return with Honor* - DVD - 1998
- *Last Days in Vietnam* - DVD- 2014
- *Blood Road* - Streaming Amazon Prime - 2014

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Prior Knowledge Assessment Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments
- Venn Diagrams
- Graphic organizers

**Summative Assessments:**

- Final Exam

**Performance Tasks:**

- Return with Honor POW Project

## Stage 3 – Learning Plan

**Descriptions of Suggested Learning Activities**

- Students will view and discuss the feelings that a soldier who is going to be discharged might feel by watching *Tour of Duty - The Short Timer*. Discussion will include the pros and cons of simultaneous return from overseas and military service discharge.
- Students will analyze the presidency of Richard Nixon and his policy of vietnamization. Students will then analyze a DBQ to evaluate the policy against different scenarios.
- Students will view the film *Return with Honor* and discuss the heroic efforts of American servicemen and their code of honor during the time of their captivity in the Vietnam War.

- Students will choose one of the POWs featured in the film *Return with Honor* or another POW from an approved list and create a PowerPoint presentation to the class which will include life before the war, their time as a POW, and life after the war.
- Using the Geneva Convention's policy on Prisoners of War as a source, students will research the way prisoners are supposed to be treated and use a Venn Diagram to compare that to the reality of American servicemen as POWs in Vietnam.
- Students will watch a film clip on Operation Babylift and discuss the moral and ethical obligations, if any, that the United States had for transplanting these children to the United States.
- Using *Last Days in Vietnam* as a source, students will answer guided questions on the final U.S. defeat in Vietnam. In addition, using a Venn Diagram students will compare the last days in Vietnam to the last days in Afghanistan.
- Students will read the primary source *Eaves of Heaven* and use a socratic seminar to discuss what happened to the author and his family after the fall of Saigon and the communist takeover was complete.
- Students will watch the movie *Blood Road* and examine Rebecca Rusch's quest to find closure after the shooting down of her father's plane over Laos during the Vietnam War. Students will debate the lengths that people will go through to find a resolution and discuss the psychological effects of having a family member "missing in action".



## Pacing Guide

Unit Title	Standards	Anticipated Duration/ Activities
1- A History of Vietnam	6.1.12.HistoryCA.7.a 6.1.12.HistoryUP.7.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.7.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.e 6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.a 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e	10 Days <ul style="list-style-type: none"> <li>● Draft Activity (Intro)</li> <li>● Vietnam versus the World timeline</li> <li>● Vietnam Fairy Tales Activity</li> <li>● Vietnam Map Activity</li> <li>● Sun Tzu Art of War readings and video</li> <li>● Vietnam versus American Declaration of Independence Venn Diagram</li> <li>● Who's Who in the Vietnam War PowerPoint</li> <li>● Ken Burns Vietnam film</li> <li>● Honor the Dead</li> </ul>
2 - U.S. History during The Cold War and Military Organization	6.2.12.HistoryCC.3.c 6.2.12.CivicsPI.4.a 6.2.12.HistoryCC.4.d 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e	15 Days <ul style="list-style-type: none"> <li>● Capitalism Communism Socialism Game</li> <li>● Capitalism versus Communism Kahoot Game</li> <li>● Who's Who in Vietnam Project</li> <li>● Vietnam War and Presidents Organizer</li> <li>● What I Know about Each President Organizer</li> <li>● JFK assassination analysis</li> <li>● Military Ranks PowerPoint and Kahoot Game</li> <li>● First Section of Nam Reading</li> <li>● We Were Soldiers book foreword by Hal Moore</li> <li>● We Were Soldiers movie</li> <li>● Vietnam in HD Joe Galloway Battle of Ia Drang scene</li> <li>● Hal Moore and Sgt Major Plumley Eulogy Videos</li> </ul>

<p>3 - Weapons, Gear, and Military Life</p>	<p>6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b</p>	<p>10 Days</p> <ul style="list-style-type: none"> <li>● Vietnam Weapons Assignment with class presentations</li> <li>● Second section of Nam reading</li> <li>● Ken Burns Vietnam film and Honor the Dead</li> <li>● Tour of Duty Episode- Notes from the Underground</li> <li>● Vietnam War Story Episode - The Mine</li> <li>● Honor The Dead/NJVVMF and Ken Burns two day lesson</li> </ul>
<p>4- Race, Class, and Gender Issues during the Vietnam Era</p>	<p>6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.b 6.1.12.HistoryCC.13.b</p>	<p>10 Days</p> <ul style="list-style-type: none"> <li>● Honor The Dead/ NJVVMF and Ken Burns two day lesson</li> <li>● Stonewall Riots DBQ</li> <li>● Hamburger Hill film and questions</li> <li>● GI Diary reading</li> <li>● Bloods reading</li> <li>● A Piece of my Heart reading</li> <li>● Beyond Vietnam Speech and video</li> <li>● Brown vs. Board of Ed PowerPoint</li> <li>● A Time for Justice film and discussion questions</li> <li>● American Dreams Episode-Race Riots</li> <li>● Tour of Duty Episode-Race Issues</li> <li>● Vietnam War Story- Women in the Military</li> </ul>
<p>5-Impact of Music and Media during the Vietnam Era</p>	<p>6.1.12.HistoryUP.13.a 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.3.a 6.1.12.CivicsDP.14.a 6.1.12.HistoryUP.16.a 6.1.12.CivicsPD.16.a</p>	<p>10 Days</p> <ul style="list-style-type: none"> <li>● Draft Activity</li> <li>● Short Timer Calendar</li> <li>● Decorate your Helmet for War Activity</li> <li>● Ken Burns Vietnam film-Music Analysis</li> <li>● Load your IPOD for War Project and Presentations</li> <li>● Good Morning Vietnam film with questions</li> </ul>

		<ul style="list-style-type: none"> <li>● Honor the Dead and Ken Burns Vietnam film</li> <li>● Media and War PowerPoint</li> <li>● Ken Burns Vietnam film-Coverage of the Tet Offensive</li> </ul>
6- The War in Vietnam	6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.e 6.1.12.HistoryUP.13.a 6.1.12.CivicsPD.14.a	10 Days <ul style="list-style-type: none"> <li>● Fraggings Article and Siege of Firebase Gloria</li> <li>● Full Metal Jacket film with questions</li> <li>● Platoon film with questions</li> <li>● Apocalypse Now versus Platoon Venn Diagram</li> <li>● Medal of Honor Project with Presentations</li> <li>● Ken Burns Vietnam film and Honor the Dead</li> </ul>
7- The Horrors of War		10 Days <ul style="list-style-type: none"> <li>● Vietnam in HD Episode-Tet Offensive</li> <li>● Tet versus Hamburger Hill versus Ia Drang Valley Venn Diagram</li> <li>● My Lai video</li> <li>● My Lai Court Martial Re-enactment Project</li> <li>● Interviews from Hours in My Lai</li> <li>● Letters Home from Vietnam</li> <li>● Born on the 4th of July film and questions</li> </ul>
8 - The War's End	6.1.12.CivicsPI.14.b 6.1.12.CivicsHR.15.a 6.1.12.HistoryCC.12.e	15 Days <ul style="list-style-type: none"> <li>● Tour of Duty Episode-Short Timer</li> <li>● Ken Burns Vietnam film and Honor the Dead Neptune High School Graduates</li> <li>● Vietnam in HD Episode-Changing War</li> <li>● Digital History Vietnamization</li> <li>● Vietnam in HD Episode-Peace with Honor</li> </ul>

		<ul style="list-style-type: none"> <li>● Return with Honor film</li> <li>● POW Project with presentations</li> <li>● Geneva Convention Activity</li> <li>● Operation Babylift video and discussion questions</li> <li>● Last Days in Vietnam film</li> <li>● Vietnam versus Afghanistan Venn Diagram</li> <li>● Eaves of Heaven reading</li> <li>● Blood Road film (Amazon Prime)</li> <li>● Final Review</li> </ul>
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NEPTUNE TOWNSHIP SCHOOL DISTRICT  
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