

## US History

### Spring Unit 4: Culture Shifts in America, from the Vietnam War Through Watergate

Stage 1 Desired Results			
<div>ESTABLISHED GOALS</div> <div><b>From the CA Social Studies Standards</b></div> <div><b>11.9</b> Students analyze US foreign policy since WWII.</div> <div><b>11.9.3</b> Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:<ul style="list-style-type: none"><li>• The Bay of Pigs invasion and the Cuban Missile Crisis</li><li>• The Vietnam War</li><li>• Latin American policy</li></ul></div> <div><b>11.9.4</b> List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</div> <div><b>11.9.6</b> Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</div> <div><b>11.11</b> Students analyze major social problems and domestic policy issues.</div> <div><b>11.11.2</b> Discuss the significant domestic policy speeches of Johnson, Nixon, Ford and Carter (e.g., with regard to education, civil rights, economic policy, environmental policy).</div> <div><b>11.11.3</b> Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</div> <div><b>11.11.5</b> Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and</div>	<div>Transfer</div> <div>Students will be able to independently use their learning to...</div> <ul style="list-style-type: none"><li>• Critique America’s involvement in Vietnam and the war there, how American’s viewed the war in relation to how it was viewed by the Vietnamese, and how that conflict has impacted how the two nations view each other today.</li><li>• Analyze role the Vietnam Crisis and the Civil Rights Movements played in expanding the move for social change in America during the 1960’s and 70’s, and the persistent legacy of these events on American politics today.</li><li>• Explain how events in America and in American relations around the world, during the 1960’s and 70’s, influenced the development of fundamentalist ideas in Saudi Arabia, Egypt and Pakistan, laying the foundations for the creation of al-Qaeda in the 1990’s.</li></ul>		
	<div>Meaning</div> <div>UNDERSTANDINGS</div> <div>Students will understand that...</div> <ul style="list-style-type: none"><li>• Major events and crises impact related events within a nation and between nations.</li><li>• Our perception of past events depends upon the political and cultural lens we view the event through, with the potential for long term complications.</li><li>• America’s role in the world is impacted by how other nations and peoples perceive its actions at home and abroad.</li></ul>		<div>ESSENTIAL QUESTIONS</div> <ul style="list-style-type: none"><li>• What contrasts exist in how Americans and Vietnamese view the war in Vietnam?</li><li>• How do political events create momentum for social change?</li><li>• How does the cultural perspective of a nation or people influence how they view the actions of other nations?</li></ul>
	<div>Acquisition</div> <div>Students will know...</div> <ul style="list-style-type: none"><li>• The causes and major events of America’s war in Vietnam.</li><li>• The domestic political and social ramifications of the Vietnam War</li></ul>		<div>Students will be skilled at...</div> <ul style="list-style-type: none"><li>• Researching connections between national and international/global events.</li><li>• Analyzing the impact political decisions on a national and global scale.</li></ul>

<p>other social policies.</p> <p><b>11.11.6</b> Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p> <p><b>Global Competence Learning Being Addressed:</b></p> <ul style="list-style-type: none"> <li>Examining events through multiple cultural lenses</li> <li>Cross-cultural collaboration</li> <li>Investigating and taking action on significant issues</li> <li>Providing meaningful opportunities for students to explore their world with minimal directed instruction</li> </ul>	<ul style="list-style-type: none"> <li>The significant movements that shaped political and social change in America during the 1960's and 70's, and their relationships to one another.</li> <li>The roots of radical Salafist ideology and its ties to American foreign policy.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing and interpreting text to form an argument, supported by reliable and credible evidence.</li> <li>Analyzing and interpreting statistical data to support or refute an argument.</li> </ul>
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p>Research; Presentation of Materials; Sensitivity to Controversial Information</p> <p>Comparison; Identification of Voice; Analysis Through Annotation; Reflection</p>	<p><b><u>TRANSFER TASK(S):</u></b></p> <p><b>Explanatory Video:</b> Students will identify the central arguments for America's entry into the Vietnam War, the political and military decisions which led to an escalation of America's involvement in Vietnam, and the rationale behind the Tonkin Gulf Resolution. Working with a partner, students will then create a 2-3 minute video explaining these steps, which they will share with their partners in Vietnam after initial contact has been made.</p> <p><b>Song Analysis:</b> After reading materials about several social rights movements of the 1960's and 70's, including the anti-war movement, students will self-select two songs from the 1960's and early 70's which they identify as having themes consistent with several of these movements. They will print the lyrics to these songs and annotate them, identifying evidence within the five layers of analysis, and provide a brief reflection on the songs and their significance as symbols of this time period.</p>

Research; Presentation of Materials; cross-cultural communication; Reflection on Personal Growth	<p><b>War Through Different Eyes:</b> Using ePals, students will collaborate virtually with their team members, here in Santa Clarita as well as in Ho Chi Minh City, to create a presentation (using a Web 2.0 tool) which presents evidence of how Americans and Vietnamese perceive the Vietnam War, both during the war and today. This presentation will provide direct comparisons between the two perspectives, from both time periods; note any significant similarities and differences; and provide a short analysis of what this evidence reveals about war and national culture.</p>
Synthesis; Analysis; Evidence; Presentation	<p><b>White Paper on Johnson and Nixon:</b> Students will synthesize their knowledge of the political complications of the Vietnam War with readings and research on the movements for social change in America during the 1960's and early 1970's to construct a white paper that poses an analysis American identity during this time. Paper will be no longer than 2 pages, double spaced, and must present a compelling argument related to how Americans viewed themselves and were viewed by others during the 1960' and early 1970'ss.</p>
Synthesis; Identification of Authors Argument; Facilitation of Class Discussion; Presentation of Information and Analysis	<p><b>Looming Tower Presentations:</b> Students will verbally present a synthesis of one chapter in <i>The Looming Tower</i>, along with a partner. During this presentation they will identify one element of the author's argument to focus on, providing support from the text and from outside research, and then lead the class in a facilitated discussion on that topic, providing a compelling discussion question and resources for further study into the topic. This ongoing project will be completed over the next two units.</p>
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Notes for Chapters 15-16 of textbook.</li> <li>• Notes for Chapters 1-4 of <i>Looming Tower</i></li> <li>• Summaries of CNN: Cold War, Episodes 11, 13</li> <li>• Summary of Karnow article on Vietnam</li> <li>• Annotations of selected readings on social and political rights movements of the 1960's and 70's.</li> </ul>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

1. **Vietnam: Origins of Conflict & Intro to Video Project**– Examination and analysis of the French war in Vietnam and the larger context of the early Cold War (transition lesson). Introduction and work on video in pairs. Inquiry-based lesson and discussion.
2. **Looming Tower Chapter 1**– Student led discussion of *LT* Chapter 1. Time to work on video will follow discussion.
3. **Synthesis** – Review of materials: Ch 15 notes, CNN: Cold War Episode 11, and Karnow article. Small group discussion, analysis and debate. If possible, time will be provided to wrap up video.
4. **International Collaboration** – Students will introduce themselves to their team members in Vietnam, share information about themselves, provide a link to the video they created, and view the video their collaborators in Vietnam created. Students will reflect upon the videos (both the one they created and the one from the students in Vietnam) and submit this reflection for credit.
5. **Looming Tower Chapter 2 & Begin War Through Different Eyes Project** – Student led discussion of *LT* Chapter 2. Introduction to directions on War Through Different Eyes Project. Time for collaboration, if possible.
6. **Synthesis** – Review of materials: Notes Ch 16, CNN: Cold War Episode 16, and readings on social and political rights movements. Small group discussion, analysis and debate.
7. **Looming Tower Chapter 3** – Students led discussion of *LT* Chapter 3. Check in on International Collaboration project, with time to collaborate.
8. **Rights For Whom?** – Students will engage in a class activity comparing the efforts of significant social/political movements of the 1960's and 70's. Post-activity reflection will focus on the legitimization of rights and needed effort by the government to protect such rights.
9. **Rock 'n Roll!** – Students will analyze a selection of songs from the late 1960's and early 1970's, identifying themes, political messages, and historical references linked to this unit. After small group and full class discussions of the selection of songs, students will be presented with the lyrics of the songs and they will choose one to focus on to annotate. They will complete the assignment for homework by finding one other song to annotation and provide an analysis comparing the two songs and their messages.
10. **Looming Tower Chapter 4** – Students led discussion of *LT* Chapter 4. Check in on International Collaboration project, with time to finalize project.
11. **Globalizing Protest** – Students will examine the Prague Spring Movement, the Anti-Apartheid Campaign in South Africa, and the events chronicled in Chapter 4 of *Looming Tower* and relate these events to the movements for social/political change in America during the same time period (late 1960's). Activity and in-class discussion. White Paper assignment due by end of the day.
12. **Presentations** – Student presentations will be posted for students to review and comment on. Both teachers will jointly identify two projects to highlight for comment and direct feedback. If possible, Skype will be used to allow both classes to interact live with one another to celebrate the end of the project. Students will reflect upon what they learned and submit evaluations to be included in the final assessment.