

Seymour Public Schools Curriculum

The primary objective of this class is to offer students an additional opportunity to participate in an elective course that allows students to delve into a turbulent period in this country's history and develop an understanding of the conflict from all sides involved.

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Grade: 11 and 12	Subject: Viet Nam from Multiple Perspectives Unit 1: Early History of Viet Nam
CSDE Standard	Historical Thinking Local, United States and World History Historical Themes
Enduring Understanding	The geographical features of an area play a key role in the historical events of Viet Nam Religion helps to mold the people and politics of the area
Essential Questions	How did the geography and climate shape the history of Viet Nam? How does Buddhism and Confucianism mold politics? What is the origin of the name Viet Nam?
Content Standard:	<p>1.3- Engage in reading challenging primary and secondary source materials, some of which is contradictory and requires questioning of validity.</p> <p>1.5- Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility, and evaluating its bias.</p> <p>1.7-Evaluate and determine the validity of multiple intersecting causes of events.</p> <p>2.1- Demonstrate an understanding and ability to critically analyze major events and trends in world history, United States and local history.</p> <p>2.2- Locate and critically analyze the events, peoples and places they have studied on a timeline and/or map, relative to their own location using digital technologies.</p> <p>2.3- Describe and analyze, using historical data and understandings from print and digital sources, the options available to parties involved in contemporary conflicts or decision making.</p> <p>3.2- Compare and contrast different understandings of the world that people in different times and places people possessed.</p> <p>3.3- Give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.</p>

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Performance Expectations (Student outcomes)	Analyze primary and secondary sources Drawing inferences from factual materials Determine bias and point of view in sources Develop informed opinions	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Direct Instruction Direct reading-thinking activities KWL Charts Graphic Thinking organizers	Maps Brief histories of Buddhism and Confucianism	Writing assignment Quiz Test

Grade:	Subject:
11 and 12	Viet Nam from Multiple Perspectives Unit 2: French Colonization
CSDE Standard	Historical Thinking Local, United States and World History Historical Themes International Relations
Enduring Understanding	The French control of Viet Nam led to Ho Chi Minh's desire for independence The French's control of the people of Viet Nam led may Vietnamese to feel betrayed adding fuel to Ho Chi Minh's Communist movement Japan's invasion and control of Viet Nam during World War II led to further animosity and desire for independence Post WWII issues led to the beginning of American involvement in Viet Nam

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Essential Questions	<p style="text-align: center;">How did Ho Chi Minh rise to influence in Viet Nam? What impact did Japan have on shaping the history of Viet Nam? How do events after World War II cause the need for American involvement in Viet Nam?</p>
Content Standard:	<p>1.3- Engage in reading challenging primary and secondary source materials, some of which is contradictory and requires questioning of validity.</p> <p>1.5- Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility, and evaluating its bias.</p> <p>1.7-Evaluate and determine the validity of multiple intersecting causes of events.</p> <p>1.8- Use primary source documents, from digital and print sources, to analyze multiple perspectives.</p> <p>2.1- Demonstrate an understanding and ability to critically analyze major events and trends in world history, United States and local history.</p> <p>2.2- Locate and critically analyze the events, peoples and places they have studied on a timeline and/or map, relative to their own location using digital technologies.</p> <p>2.3- Describe and analyze, using historical data and understandings from print and digital sources, the options available to parties involved in contemporary conflicts or decision making.</p> <p>3.2- Compare and contrast different understandings of the world that people in different times and places people possessed.</p> <p>3.3- Give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.</p> <p>3.6- Describe, explain and analyze political, economic, and social consequences that came about as the resolution of conflict.</p> <p>7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.</p> <p>7.6- Describe and analyze the process by which foreign policy decisions are developed and executed.</p>
Performance Expectations	<p>Analyze primary and secondary sources Drawing inferences from factual materials</p>

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(Student outcomes)	Determine bias and point of view in sources Develop informed opinions		
Strategies/Modes (examples) Direct Instruction Direct reading-thinking activities KWL Charts Graphic Thinking organizers	Materials/Resources (examples) Writings from Ho Chi Minh's purpose Primary documents regarding French Colonization and resistance to French rule prior to and after Japan's involvement	Assessments (examples) Debate Writing assignment Quiz Test	

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Grade: 11 and 12	Subject: Viet Nam from Multiple Perspectives Unit 3: US Involvement 1945-1975 (Political and Military)
CSDE Standard	Historical Thinking Local, United States and World History Historical Themes International Relations
Enduring Understanding	Eisenhower and Kennedy played key roles in sending in military advisors to assist the French and installed Diem as political leader which Kennedy would later regret. The Tonkin Gulf Resolution allowed Johnson to send in more troops and expand his presidential power. The significant casualties caused by major battles in the war and the turning point, the Tet Offensive, significantly impacted public opinion at home. Nixon is credited with the withdrawal of troops even though at the beginning of his presidency he was concerned with bombing more areas outside of Viet Nam.
Essential Questions	Why Diem was put into power and was he effective in eliminating turmoil in Viet Nam? How does the conflict in Viet Nam illustrate an increase in Presidential power? How did the high casualty rates in Viet Nam through various battles change politics and public opinion in the United States?
Content Standard:	1.3- Engage in reading challenging primary and secondary source materials, some of which is contradictory and requires questioning of validity. 1.5- Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility, and evaluating its bias. 1.7-Evaluate and determine the validity of multiple intersecting causes of events. 1.8- Use primary source documents, from digital and print sources, to analyze multiple perspectives. 2.1- Demonstrate an understanding and ability to critically analyze major events and trends in world history, United States and local history. 2.2- Locate and critically analyze the events, peoples and places they have studied on a timeline and/or map, relative to their own location using digital technologies.

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	<p>2.3- Describe and analyze, using historical data and understandings from print and digital sources, the options available to parties involved in contemporary conflicts or decision making.</p> <p>3.2- Compare and contrast different understandings of the world that people in different times and places people possessed.</p> <p>3.3- Give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.</p> <p>3.6- Describe, explain and analyze political, economic, and social consequences that came about as the resolution of conflict.</p> <p>7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.</p> <p>7.6- Describe and analyze the process by which foreign policy decisions are developed and executed.</p>	
Performance Expectations (Student outcomes)	<p>Analyze primary and secondary sources</p> <p>Drawing inferences from factual materials</p> <p>Determine bias and point of view in sources</p> <p>Develop informed opinions</p>	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p style="text-align: center;">Direct Instruction</p> <p style="text-align: center;">Direct reading-thinking activities</p> <p style="text-align: center;">KWL Charts</p> <p style="text-align: center;">Graphic Thinking organizers</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Primary source material regarding the President’s power in regard to Viet Nam militarily.</p> <p>Primary source material regarding major battles during the conflict.</p> <p>First hand accounts from soldiers who fought.</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Debate</p> <p>Writing assignment</p> <p>Quiz</p> <p>Test</p>

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Grade: 11 and 12	Subject: Viet Nam from Multiple Perspectives Unit 4: The American Home Front During the War
CSDE Standard	Historical Thinking Local, United States and World History Historical Themes International Relations
Enduring Understanding	The riots on college campuses directly relates to the young American sentiment of the Viet Nam war. Musicians of the era were able to tell the emotions of all generations living in the US regarding this war. The office of the Presidency is directly impacted during the war. There are many correlations between the Civil Rights Movement and the protests regarding the Viet Nam war.
Essential Questions	Why is the Kent State riot a pivotal event on the US home-front? How is the television used to foster support or detraction from the war? How has the office of the Presidency been marred by the events in Viet Nam?
Content Standard:	1.3- Engage in reading challenging primary and secondary source materials, some of which is contradictory and requires questioning of validity. 1.5- Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility, and evaluating its bias. 1.7-Evaluate and determine the validity of multiple intersecting causes of events. 1.8- Use primary source documents, from digital and print sources, to analyze multiple perspectives. 2.1- Demonstrate an understanding and ability to critically analyze major events and trends in world history, United States and local history. 2.2- Locate and critically analyze the events, peoples and places they have studied on a timeline and/or map, relative to their own location using digital technologies. 2.3- Describe and analyze, using historical data and understandings from print and digital sources, the options available to parties involved in contemporary conflicts or decision making. 3.2- Compare and contrast different understandings of the world that people in different times and places people possessed.

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	<p>3.3- Give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.</p> <p>3.6- Describe, explain and analyze political, economic, and social consequences that came about as the resolution of conflict.</p> <p>7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.</p>	
<p>Performance Expectations (Student outcomes)</p>	<p>Analyze primary and secondary sources Drawing inferences from factual materials Determine bias and point of view in sources Develop informed opinions</p>	
<p>Strategies/Modes (examples) Direct Instruction Direct reading-thinking activities KWL Charts Graphic Thinking organizers</p>	<p>Materials/Resources (examples) Primary source footage of the Kent State Riot Music of the era Primary source writings and speeches of the era</p>	<p>Assessments (examples) Discussion Writing assignment Quiz Test</p>

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Grade: 11 and 12	Subject: Viet Nam from Multiple Perspectives Unit 5: The Aftermath and Legacy of the War
CSDE Standard	Historical Thinking Local, United States and World History Historical Themes International Relations
Enduring Understanding	Experiences on the home-front directly impacted the treatment of veterans when they came home from war. Viet Nam veterans worked tirelessly to receive national recognition and a memorial in Washington D.C. There are many comparisons that can be made between the Viet Nam War and the war that is currently going on in Iraq.
Essential Questions	How were the soldiers treated when they returned and why? Why was it difficult for veterans to receive recognition for their efforts from Washington? What comparisons can be drawn between Viet Nam and Iraq in terms of treatment of returning soldiers, home-front reaction, culture and the conflict abroad?
Content Standard:	1.3- Engage in reading challenging primary and secondary source materials, some of which is contradictory and requires questioning of validity. 1.5- Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility, and evaluating its bias. 1.7-Evaluate and determine the validity of multiple intersecting causes of events. 1.8- Use primary source documents, from digital and print sources, to analyze multiple perspectives. 2.1- Demonstrate an understanding and ability to critically analyze major events and trends in world history, United States and local history. 2.2- Locate and critically analyze the events, peoples and places they have studied on a timeline and/or map, relative to their own location using digital technologies. 2.3- Describe and analyze, using historical data and understandings from print and digital sources, the options available to parties involved in contemporary conflicts or decision making.

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	<p>3.2- Compare and contrast different understandings of the world that people in different times and places people possessed.</p> <p>3.3- Give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.</p> <p>3.6- Describe, explain and analyze political, economic, and social consequences that came about as the resolution of conflict.</p> <p>7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.</p> <p>7.6- Describe and analyze the process by which foreign policy decisions are developed and executed.</p>	
<p>Performance Expectations (Student outcomes)</p>	<p>Analyze primary and secondary sources Drawing inferences from factual materials Determine bias and point of view in sources Develop informed opinions</p>	
<p>Strategies/Modes (examples) Direct Instruction Direct reading-thinking activities KWL Charts Graphic Thinking organizers</p>	<p>Materials/Resources (examples) Primary source footage of veterans returning from both wars. Primary source writings from veterans from both wars.</p>	<p>Assessments (examples) Discussion Writing assignment Quiz Test</p>

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