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.
## Seymour Public Schools Curriculum

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<th>Grade:</th>
<th>11 and 12</th>
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<tr>
<td><strong>Subject:</strong></td>
<td>Viet Nam from Multiple Perspectives</td>
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<td><strong>Unit 1:</strong> Early History of Viet Nam</td>
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### 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:

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.
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.
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.
### 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)
- Direct Instruction
- Direct reading-thinking activities
- KWL Charts
- Graphic Thinking organizers

### Materials/Resources (examples)
- Maps
- Brief histories of Buddhism and Confucianism

### Assessments (examples)
- Writing assignment
- Quiz
- Test

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### Grade: 11 and 12

### Subject:
- 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 | 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? |

| Content Standard: |
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| 7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.  
| 7.6- Describe and analyze the process by which foreign policy decisions are developed and executed. |

| Performance Expectations |
| Analyze primary and secondary sources  
| Drawing inferences from factual materials |

Viet Nam 4
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<tr>
<td>Direct Instruction</td>
<td>Writings from Ho Chi Minh’s purpose</td>
<td>Debate</td>
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<tr>
<td>Direct reading-thinking activities</td>
<td>Primary documents regarding French</td>
<td>Writing assignment</td>
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<tr>
<td>KWL Charts</td>
<td>Colonization and resistance to French</td>
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<td>rule prior to and after Japan’s</td>
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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.  
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<tr>
<td>Analyze primary and secondary sources</td>
<td>Direct Instruction</td>
<td>Primary source material regarding the President’s power in regard to Viet Nam militarily.</td>
<td>Debate</td>
</tr>
<tr>
<td>Drawing inferences from factual materials</td>
<td>Direct reading-thinking activities</td>
<td>Primary source material regarding major battles during the conflict.</td>
<td>Writing assignment</td>
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<tr>
<td>Determine bias and point of view in sources</td>
<td>KWL Charts</td>
<td>First hand accounts from soldiers who fought.</td>
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<tr>
<td>Develop informed opinions</td>
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<td>Test</td>
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| Grade: | Subject: Viet Nam from Multiple Perspectives  
Unit 4: The American Home Front During the War |
|--------|--------------------------------------------------------------------------------------------------|
| 11 and 12 | **CSDE Standard**  
Historical Thinking  
Local, United States and World History  
Historical Themes  
International Relations |
| **Enduring Understanding** | The riots on college campuses directly relate 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.  
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### Seymour Public Schools Curriculum

| 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) | Direct Instruction  
Direct reading-thinking activities  
KWL Charts  
Graphic Thinking organizers |
| Materials/Resources (examples) | Primary source footage of the Kent State Riot  
Music of the era  
Primary source writings and speeches of the era |
| Assessments (examples) | Discussion  
Writing assignment  
Quiz  
Test |

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.

3.6- Describe, explain and analyze political, economic, and social consequences that came about as the resolution of conflict.

7.5- Identify and analyze the various domestic, political, economic, and social interests which play a role in the development of foreign policy.
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:**
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