

Understanding by Design: Mountain Home High School

Designer Name(s): Tawnya Garey

Date:

Subject Area: US History 2

Grade Level(s): 11

Unit Title/Focus: Vietnam Era, Idealism vs. Realism

Estimated Amount of Instructional Time: ~XX days

Stage 1 – (Desired Results)

State Content and Skill Standards:

- 1.1.2 Discuss the causes and effects of various compromises and conflicts in American history
- 4.3.2 Provide and evaluate examples of social and political leadership in American history.
- 5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
- 1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.
- 1.1.3 Analyze significant movements for social change.
- 1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination throughout history that have impacted contemporary American Indians.
- 4.4.1 Trace the development and expansion of political, civil, and economic rights.

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

1. Unrestrained leadership in government may use political power to restrict and/or manipulate public opinion.

2. Counter cultures often reflect values and attitudes of a changing society.

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- a. What are examples of unrestrained leadership in government?
- b. How has political power been used to restrict or manipulate public opinion?
- c. Why would leaders manipulate public opinion?
- d. What are the effects of unrestricted political power?

- a. What is a counter culture?
- b. What were some specific examples of counter cultures during the Vietnam Era?
- c. How do counter cultures reflect changing values and attitudes?

Big Idea(s)

< Example: ... >

What Students will know: (what knowledge will they acquire)

1. The foreign policy decisions that brought the U.S. into Vietnam.
2. Significant groups that demonstrated for their rights and the methods they utilized to call attention to their fight.
3. Despite the costs, the U.S. failed to obtain its objective of containment in Southeast Asia.

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

- Evaluate the effectiveness of government actions to promote equality
- Assess the gains made by minority reform efforts
- Identify programs that continue to operate and influence society today

<p>4. U.S. citizens began to question both foreign and domestic policies based on actions and decisions made during the Vietnam War.</p> <p>5. The geopolitical realities that led to détente with China and the Soviet Union.</p> <p>6. The dangers of the emergence of a military industrial complex.</p> <p>7. The impact of countercultures on society including, AIM, N.O.W., and hippies.</p> <p>8. The influence that the energy crisis and environmental movement had on national decision-making (i.e. EPA, Earth Day, etc.).</p> <p>9. The impact of Watergate as a reflection of the highs and lows of the American Justice System.</p> <p>*highs - removed from office/the system worked</p> <p>*lows- distrust of government</p>	<ul style="list-style-type: none"> • Identify key actions of the Super Powers and their allies that changed the face of world politics. • Identify key leaders and events of the Civil Rights Movement. • Analyze the effects of the Cold War on the economy of the US. • Identify and evaluate technological innovations and their effect on American life from 1945-1980. • Analyze the effects of environmental issues on governmental legislation and on Americans' way of life.
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Students will create a timeline of events from the following topics: Cold War, Civil Rights, Environmental Protection, Counterculture, Vietnam, Technological Advances</p> <p>Students will create a graphic organizer on each President's administration and events and legislation of their presidency.</p> <p>Students will complete a unit test that encompasses all concepts associated with the time period between 1945-1980</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Formative:</p> <ol style="list-style-type: none"> 1. Periodic quizzes over readings and lecture notes 2. Timelines over the major events that occurred from the Truman presidency up to the Reagan presidency 3. Journal/diary entries that discusses cause and effect relationships from the time of the Cold War until after the Vietnam War 4. Foldable assignments that discuss the programs created through LBJ's Great Society 5. Eulogy or excuse notes for key individuals 6. Outlines/graphic organizers over various concepts and events that occurred from 1945-1980
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Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities:

Day One:

1. Warm-up discussion of headlines from atomic bomb headlines
2. PowerPoint presentation of major Cold War events (Atomic Bomb-Cuban Missile Crisis)
3. Clip from "The Day After."
4. Reflection on "How do you believe the threat of nuclear war changed American society?"

Day Two:

1. Clip from "Leave it to Beaver" (episode 1, Season 1) Students will jot down 10 key words to describe 50s culture (looking for students to connect to the nuclear threat)
2. Class discussion of typical 50s culture
3. Photos or clips of air raid drills, and connect to the question, "How does this contrast from Leave it to Beaver?"
4. Small groupings-primary documents of the National Defense and Highway Act, the GI Bill, newspaper of Sputnik
5. Students will make a connection to Kennedy's "New Frontier" and they will hypothesize about the purpose/timing of legislation, was it proactive or reactive?

Day Three:

1. PowerPoint/or group with copies of photos of inner city homes, poverty, lynching, and segregation signs. Pose the question, "How is this different from suburbs today?" and "How do you think this happened?" (mention GI Bill, Great Migration, White Flight)
2. PowerPoint of major Civil Rights moments (events, cases, legislation) Student complete times as slides progress
3. Worksheet/graphic organizer of Kennedy/Johnson and domestic accomplishments/foreign affairs

Day Four:

1. Show clip "Father Knows Best" and show photos of stereotypical 1950s women
2. Have students brainstorm/reflect through writing on the daily life of a women (read a few in class)
3. Recite an excerpt of "The Feminine Mystique"
4. Create a graphic organizer on major events/figures of people associated with the Women's Liberation Movement
5. Introduction lecture on the situation of ethnic minorities
6. Create an outline on Latino, Asian, and Native American reform movement (accomplishments, figures, and legislation)

Day Five:

1. Music excerpts from 1960s (hippy, Motown, country) and compare each genre
2. Introduction lecture on reasons for the counterculture developing (anti-conformity, anti-war, and anti-establishment)
3. Clips of counterculture styles, trends, dress
4. Clip of nuclear test/oil spill - have students write a response to the picture (read some aloud)
5. Students will create a list of major environmental figures and accomplishments
6. Lecture on how the environment movement and other movements led to the consumer movement
7. Class discussion about how the counterculture spurred a concern for the environment and where the movement stands today

Day Six:

1. Map and PowerPoint presentation on the history of Indochina
2. Put some dominos on a table and knock them over and then explain the "domino theory" of Eisenhower which led to the US involvement in Vietnam
3. Primary source-Gulf of Tonkin Resolution - discuss how this led to the full scale involvement of Vietnam
4. Create a timeline over the major events of Vietnam War

Day Seven:

1. Play several anti and pro Vietnam war songs, provide the students with lyrics
2. Students will complete a 5 minute quick-write explaining how the songs reflect the culture/counterculture

Day Eight:

1. Graphic organizer chart on the New Left/SDS
 - Clips from "The Century" of protests/ riots, LBJ announces he was not running 1968 Democratic Convention - discuss the impact incidences has on society
4. Provide results of the 1968 election
5. Lecture on reasons for Nixon victory (end Vietnam War and a return to law and order)

Day Nine:
1. Review

Day Ten:
1. Test

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	