Teaching the Lessons of the Vietnam War and Applying Them to the War in Afghanistan: Lesson Plans for a Sophomore US History Class

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TEACHING THE LESSONS OF THE VIETNAM WAR AND APPLYING THEM TO THE WAR IN AFGHANISTAN: LESSON PLANS FOR A SOPHOMORE US HISTORY CLASS

ZOE BOND

HONORS PROJECT

Submitted to the Honors College at Bowling Green State University in partial fulfillment of the requirements for graduation with

UNIVERSITY HONORS APRIL 2022

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**Introduction**

The Vietnam War is a conflict that influenced decision-making of policy in the Gulf War, Iraq, and Afghanistan. The lasting impacts are important to understand in today’s climate and conflicts in the Middle East, especially because the information can be so hard to understand for high schoolers. Rather than trying to jump right into, for example, a unit on the War in Afghanistan, it is more efficient and simpler to draw connections between the Vietnam War and Afghanistan. In order to achieve this, I have created a set of lesson plans beginning at the second half of the Vietnam War and moving directly into how policy has changed and been implemented into the War in Afghanistan. Doing it in this thematic way makes the content easier to digest and easier for students to find and draw those connections.

I implemented both differentiation and Universal Design into my lessons to provide the best education for most of my students. For some lessons I used choice boards to provide varied levels of assessment and varied kinds of assessment for different kinds of learners. This would be considered differentiation as it is specifically changing aspects of the lesson to accommodate certain students. For other lessons I utilized Universal Design. Universal Design does not have a set definition currently, but in the *Article Usability and Universal Design for Learning* by Dave Edyburn on pages 1 and 2 it is described as:

Gregg Vanderheiden (2000) defined universal usability as “A focus on designing products so that they are usable by the widest range of people operating in the widest range of situations as is commercially practical” (p. 32). Accessibility is a component of usability but is no longer focused exclusively on people with disabilities. Rather,
universal usability challenges the designer to improve the user experience for everyone.

(2020)

An example of this would be the guided notes I provide in lesson 2. I also appealed to some students by using teaching strategies such as Think- Pair- Share which has students work on something by themselves, then discuss it with a partner, and then share their findings with the class. This is a great way to have students work independently as well as in pairs. Overall, Universal Design for Learning is a way to decrease potential barriers to student learning while increasing opportunities for students to learn thus meaning that designing teaching for diverse students results in better learning for everyone (Coyne et al., 2012, pg. 163).

Each lesson has content standards to address the actual historical content, as well as skills standards to target the social studies skills outlined in the Ohio Learning Standards. All of the standards come from the American History Strand in the Ohio Learning Standards.

The context for the classroom being given this unit is a Sophomore American History classroom at a rural high school in North West Ohio. There is one struggling reader and a student on an IEP who has ADHD. Additionally, there is another student who struggles to attend class, meaning that they do not participate much in class and often sit in the back not paying attention.

I used this format to outline each lesson to separate the lessons into sections. The sections are: Compelling and/or supporting questions and a rationale, Learning Standards, Learning Objectives and Assessments, Academic Language, Differentiation and/or Universal Design, Materials, and Procedures.

A lot of the learning in this unit is student led and inquiry based. When students learn by asking and answering compelling questions, and sub questions called supporting questions, they
become able to think of the topic on a deeper and more creative level. There is no “right” and “wrong” answer. When those kinds of questions are asked, students limit their thinking to just seeking that right answer, and once they get that right they never think about it again. Instead, students should be continually thinking about and reevaluating their stances as more information comes to light. An example of this in my unit is how students are asked if they are Revisionist or Orthodox in the first lesson, but on the exit ticket in the fourth lesson an optional question they can answer is if their answer to this has changed. This follows the thought process that learning is a never-ending cycle, and hopefully students will think about these topics again later in life when something comes on the news about the Middle East or war in general. The primary purpose of social studies in general is to help young people make informed decisions for the public good as citizens of a democratic society with a culturally diverse population. This unit seeks to encourage lifelong inquiry despite there not always being an answer. These lessons also bring to mind the importance of making connections to the past and drawing parallels to learn and learn from past mistakes, but that analogies such as the one I’m making between the Vietnam War and the War in Afghanistan are not perfect. For example, technology in warfare has changed drastically since the 70s, so the context of warfare is different now meaning that some aspects of these wars cannot be compared.

The previous unit before this would be a cold war unit covering the Korean War and the beginning of the Vietnam War. Thus, the rivalry between the USSR and the US as well as the entrance into Vietnam will already be taught and assessed with these students. The subsequent topics taught following the unit created here would be about the end of the cold war, the civil rights movement, and 9/11.
Lesson 1

Central Focus/Concept or Essential Question(s), PASS elements and Rationale

Unit Essential Question: Did President Obama learn the right lessons from the Vietnam War?

Supporting Question: How do the Revisionist and Orthodox views differ in explaining the necessity and winnability of the Vietnam War?

The revisionist and orthodox views on the Vietnam War are the two leading schools of thought regarding whether or not Vietnam War was honorable and winnable. Understanding these perspectives helps students understand what most people think about the Vietnam War. In the future if a student finds themselves discussing this with a person, they will know the main tenets of these two sides thus being able to navigate these often times tricky and controversial topics. I also think this topic is important because it shows the implications of “counter-factual history” or the “what ifs?” and how while it can be interesting to consider, there is a line to be drawn when people use “what ifs” in place of fact. Counter-factual history can never be proven and are analyzed cautiously by most historians. Both Revisionist and Orthodox views engage in counter-factual analysis in arguing that the U.S. could have (revisionist) or never could have (orthodox) accomplished the nation’s objectives in Vietnam.

The Vietnam War is a contemporary issue that still has relevance, especially in the context of the ongoing conflicts in the South Asia. It can be valuable to have an informed opinion on this topic because there are parallels to the conflicts in Iraq and Afghanistan. It is also important to be well versed in the rhetoric, lessons, and legacies of the Vietnam War because politicians mention it occasionally to justify or explain their actions or inactions.

The way I am structuring the lesson will benefit students because it offers a power point lecture for auditory and visual learners as well as a class wide discussion for students to sharpen their critical thinking skills. I chose a power point even though that may be seen as unoriginal because it is a simple way to teach the content quickly, so more time can be spent for students to cultivate their own positions and defend them, as well as to acknowledge and respond to criticisms of their opinions. I also think that other ways I could structure the lesson would present the content in too complicated of a way and may not be easy for everyone to digest. I implement primary sources in my power point so students can master the skills standard I have listed. I will also be showing a map of Southeast Asia to point out where Vietnam is. This is necessary for students to be aware of geography they probably don’t currently know. The whole class will then have a discussion. I would have done small groups and have each group share with the class, but this group will already be small. Finally, students will be assessed on their learning with a choice board.
Ohio’s Learning Standards:

**Content Standard:**
23. The United States followed a policy of containment during the Cold War in response to the spread of communism.
25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

**Skills Standard:**
2. Historians develop theses and use evidence to support or refute positions.

Learning Objectives/Targets & Assessments:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment/Evaluation</th>
<th>At what point in lesson is this assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and give examples of the Revisionist view on the Vietnam War.</td>
<td>Summative: Fill out their choice board with Revisionist and Orthodox as the main focal points. Identify if a quote is Revisionist.</td>
<td>At the end of class on the choice board.</td>
</tr>
<tr>
<td>Define and give examples of the Orthodox view on the Vietnam War.</td>
<td>Summative: Fill out their choice board with Revisionist and Orthodox as the main focal points. Identify if a quote is Orthodox.</td>
<td>At the end of class on the choice board.</td>
</tr>
<tr>
<td>Identify prominent figures on either side of these perspectives.</td>
<td>Summative: Identify a prominent figure from either the revisionist or orthodox perspective on the choice board.</td>
<td>At the end of class.</td>
</tr>
<tr>
<td>Formulate an opinion based on evidence on which view each student believes is better.</td>
<td>Formative: Discuss the pros and cons of both sides as a class and determine what side you agree with most. Volunteers will be asked to share their opinion and rationale.</td>
<td>At the end of class.</td>
</tr>
</tbody>
</table>
Did the US make the right decision to stay in Vietnam for as long as they did?

Orthodox and Revisionist Perspectives on the Vietnam War
Orthodox

- Most common view, at least literature wise
- Believes that the US should never have gotten involved in Vietnam.
- Believes that the war was unwinnable.
- Also believes that containment was not an acceptable excuse for entering Vietnam. Essentially means that national security was not at risk.
- John Kerry
- Jane Fonda
- Muhammad Ali
- Martin Luther King Jr.
- Robert F. Kennedy

Top is John Kerry giving his speech against the Vietnam War. Bottom is a newspaper article about Muhammad Ali getting charged for dodging the draft.

Revisionist

- Believes that the US entered Vietnam on honorable ground
- Believes that the war was winnable.
- Believes that the war was necessary
- Ronald Reagan
- General William Westmoreland
- Henry Kissinger, Secretary of State
**Choice Board 1**

**Directions:** Pick three options below, students must have one from each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Task</th>
<th>Task</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Identify a revisionist and an orthodox figure</td>
<td>Define the orthodox view</td>
<td>Define the revisionist view</td>
</tr>
<tr>
<td>Level 2</td>
<td>Write a strength or weakness of the revisionist view</td>
<td>Write a strength or weakness of the orthodox view</td>
<td>Match the quote to the view (ask the teacher to provide the quote)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Write 3 paragraphs picking either orthodox or revisionist and why that view is the best.</td>
<td>Research and write a page about Muhammad Ali and the draft. What happened?</td>
<td>Draw a comic strip showing two people talking, one being a revisionist, and one being orthodox.</td>
</tr>
</tbody>
</table>

**Choice Board 1 Rubric**

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student chose an option from each level, totaling 3 assignments.</td>
<td>Student chose options from only 2 levels, totaling 3 assignments OR student only did 2 assignments.</td>
<td>Student did only one assignment or none at all.</td>
</tr>
</tbody>
</table>

**Rubrics for Level 3**

<table>
<thead>
<tr>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wrote three paragraphs showing a clear argument on which view is the best.</td>
<td>Student wrote less than three paragraphs OR student did not have a clear argument.</td>
<td>Student wrote little to none OR Student did not answer the prompt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wrote a full page explaining what happened with Muhammad Ali and the draft.</td>
<td>Student wrote less than a page OR student had missing or incorrect information.</td>
<td>Student wrote little to none OR student did not answer the prompt.</td>
</tr>
<tr>
<td>5-4</td>
<td>3-2</td>
<td>1-0</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Comic strip is colored and features two people discussing both views.</td>
<td>Comic is not colored OR Comic only depicts one view.</td>
<td>Comic does not accurately portray the views and is not colored. Very little effort is shown.</td>
</tr>
</tbody>
</table>

**Academic Language:**

<table>
<thead>
<tr>
<th>Language function for which students will be responsible: (Should match verb/s in lesson objectives.)</th>
<th>Task requiring this function: (Task should match language function.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Define Orthodox and Revisionism.</td>
</tr>
<tr>
<td>Give Examples</td>
<td>Students will be able to give examples of each view.</td>
</tr>
<tr>
<td>Identify</td>
<td>Identify a prominent example of an orthodox or revisionist.</td>
</tr>
<tr>
<td>Formulate an opinion</td>
<td>Discuss the pros and cons of both sides as a class and determine what side you agree with most. Volunteers will be asked to share their opinion and rationale.</td>
</tr>
<tr>
<td>Rationalize an opinion</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Language (continued):**

<table>
<thead>
<tr>
<th>Vocabulary/Symbols</th>
<th>Instructional Strategy Used to Support Language Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisionism</td>
<td>Visual Discovery, Writing for understanding, Experiential Exercise</td>
</tr>
<tr>
<td>Orthodox</td>
<td>Visual Discovery, Writing for understanding, Experiential Exercise</td>
</tr>
<tr>
<td>Draft</td>
<td>Visual Discovery; writing for understanding</td>
</tr>
<tr>
<td>Containment</td>
<td>Visual discovery</td>
</tr>
</tbody>
</table>

**Differentiated Instructional Strategies/Universal Design for Learning:**

<table>
<thead>
<tr>
<th>Strategy/Instructional Support</th>
<th>For which groups or individuals does this reduce barriers to or extend learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Discovery</td>
<td>Students who do not prefer just auditory lectures can learn through video as well.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Experiential Exercise</td>
<td>Students who are interpersonal learners.</td>
</tr>
<tr>
<td>Choice Board</td>
<td>Students with IEPs and 504s can select choices that may be better suited to their learning needs.</td>
</tr>
</tbody>
</table>

**Lesson Materials/Resources**

- Photo of William Westmoreland [https://www.thoughtco.com/vietnam-war-general-william-westmoreland-2360174](https://www.thoughtco.com/vietnam-war-general-william-westmoreland-2360174)
- Photo of Muhammad Ali [https://face2faceafrica.com/article/muhammad-ali-was-convicted-for-refusing-to-join-the-army-on-this-day-in-1967](https://face2faceafrica.com/article/muhammad-ali-was-convicted-for-refusing-to-join-the-army-on-this-day-in-1967)
- Powerpoint (1st three slides): [https://docs.google.com/presentation/d/1JGk0Vh_nIPTBuM29Hn4RFOCXanwOKTqsFosPZ-ttA/edit?usp=sharing](https://docs.google.com/presentation/d/1JGk0Vh_nIPTBuM29Hn4RFOCXanwOKTqsFosPZ-ttA/edit?usp=sharing)
- Crash Course video for hook: [https://youtu.be/Y2IcmLkuhG0](https://youtu.be/Y2IcmLkuhG0)
- Map of South East Asia [https://youtu.be/Y2IcmLkuhG0](https://youtu.be/Y2IcmLkuhG0)
- A physical world map
**Lesson Procedures**

**Motivation/Readiness/Engagement:**

1. I will ask students briefly if they know anything about the Vietnam War. I will allow some students to answer but will keep this discussion short.
2. I will show them a world map to them as well and ask if anyone knows where Vietnam is.
3. I will ask the compelling question: Did the US make the right decision to stay in Vietnam for as long as they did? On this slide I will have a Map of SE Asia to show them where it is.
4. Then I will play a segment of the crash course video “The Cold War in Asia: Crash Course US History #38” The section I will play is from 5:12-7:50. This just outlines US entry into Vietnam in the first place and why we were there. It also touches on the Gulf of Tonkin incident.
5. I will ask if students thought the video was Orthodox or Revisionist.
6. I will ask students if they have any questions.

**Body of Lesson:**

1. I will open my short power point
2. After reading through it with them slowly, I will ask if they have any questions.
3. I will ask students questions like “Have you heard of any other Orthodox figures?” or “Have any of your family members expressed either of the two views discussed today?”
4. After I am done asking clarifying questions, I will ask students to discuss amongst themselves what view they identify with the most. I will tell students that they can use the internet and other resources such as myself or their peers as needed.

**Lesson Closure:**

1. I will then ask as many students as possible what they thought and why. To get more involvement and deepen student thinking I will play devil advocate at some points or ask students to go back to their evidence to support or reinforce their statements and ideas.
2. Students will share their rationales with me.
3. Lastly, I will ask the compelling question again.
4. I will pass out the choice boards and give directions for them. This is due at the beginning of the next class.
5. As students finish up their work I will ask if anyone has any more questions.
Lesson 2
Central Focus/Concept or Essential Question(s), PASS elements and Rationale

Supporting Question: What were the events leading to the end of American involvement in the Vietnam War?

For this lesson I will use a short-power point lecture with an accompanying guided note page for every student. Using guided notes is a form of universal design, thus possibly helping everyone in the class, not just struggling students. The content of this lesson is important because it sets the stage for the end of the war, therefore transitioning well into the lessons of the war and eventually how those lessons have played out in present day.

Following the lecture, I will present a 5 minute video showing the Fall of Saigon. This video is used to expose the students to primary documents shown in the video as well as to help students identify biases and agendas of these kinds of informative videos. The tone of the video also reminds students that at the end of the day, war is a serious event that causes many people to lose their lives and it alters the life of everyone involved. In this case it changed and impacted the lives of everyone in Vietnam.
Did the US make the right decision to stay in Vietnam for as long as they did?

Events Leading to the End of the Vietnam War
1969-1972: Vietnamization begins. This is the gradual reduction of troops under the Nixon Administration. This slowly places more pressure on ARVN.

Secret bombing in Cambodia with troops crossing the border shortly after despite the nation being neutral. This is called the Cambodian incursion.

Nixon led Americans to believe the war was winding down and getting out. Invading Cambodia secretly, meant that Nixon was doing the opposite and was actually expanding and escalating the war rather than ending it.


Students were protesting the Cambodian bombings and the escalation of the war.
1970: Congress repeals the Gulf of Tonkin Resolution to curb the president's ability to wage war without congressional approval.

The New York Times publishes the Pentagon Papers revealing that the government had lied about increasing US involvement in the war.

The military knew it was not winning the war, and that sending more and more US troops was unlikely to change the outcome despite public assurances to the contrary.

Operation Linebacker is an intense bombing campaign under Nixon, dropping about 20,000 tons of bombs.

1973: End of the draft, all-volunteer military only now.

Nixon did this because he thought that if fewer Americans were serving then fewer Americans will die thus ending protests. Then he would be able to escalate the war secretly through bombs. Through bombing he sought to kill more Vietnamese civilians in exchange for less American lives lost so that he could have at home support despite escalating the conflict.

January 27, 1973: Nixon signs the Paris Peace Accords, ending U.S. involvement in the Vietnam War under the premise that North Vietnam will hold their promise to a cease-fire.


1975: In the Fall of Saigon, North Vietnam takes the South's capital and they surrender. The US holds a mass evacuation of the last Americans and American allies still in the country.
Ohio’s Learning Standards:

Content Standards:
23. The United States followed a policy of containment during the Cold War in response to the spread of communism.
25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Skills Standards:
1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

Learning Objectives/Targets & Assessments:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment/Evaluation</th>
<th>At what point in lesson is this assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the events leading up to the end of the Vietnam War in chronological order.</td>
<td>Guided Notes; Timeline</td>
<td>During the body of the lesson; close</td>
</tr>
<tr>
<td>Describe the events of the evacuation out of Saigon</td>
<td>Fall of Saigon Video</td>
<td>Body of the lesson.</td>
</tr>
<tr>
<td>Identify Vietnam and Cambodia on a map.</td>
<td>N/A</td>
<td>Body of Lesson</td>
</tr>
</tbody>
</table>
Events Leading to the End of the Vietnam War Guided Notes

1969-1972: __________________ begins. This is the gradual ______ of troops under the ______ Administration. This slowly places more pressure on ARVN.

Secret bombing in ______ with troops crossing the border shortly after despite the nation being neutral. This is called the ____________________.

May 4, 1970: __________________. National Guardsmen fire on anti-war demonstrators killing four students.

1970: Congress repeals the ________________ to curb the president’s ability to wage war without congressional approval.

The ______________ publishes the ____________ revealing that the government had lied about increasing US involvement in the war.

________________ is an intense bombing campaign under Nixon, dropping about 20,000 tons of bombs.

1973: End of the ________, all-volunteer military only now.

January 27, 1973: Nixon signs the __________________, ending U.S. involvement in the Vietnam War under the premise that North Vietnam will hold their promise to a ________________.


1975: In the Fall of ____________, North Vietnam takes the South’s capital and they surrender. The US holds a mass ____________ of the last Americans and American allies still in the country.
**Academic Language:**

<table>
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<tr>
<th>Language function for which students will be responsible: (Should match verb/s in lesson objectives.)</th>
<th>Task requiring this function: (Task should match language function.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List</td>
<td>List the events of the end of the Vietnam War.</td>
</tr>
<tr>
<td>Define</td>
<td>Define key terms such as “Draft”, “incursion” and “Vietnamization”</td>
</tr>
<tr>
<td>Identify</td>
<td>Identify Vietnam and Cambodia on a map.</td>
</tr>
</tbody>
</table>

**Academic Language (continued):**

<table>
<thead>
<tr>
<th>Vocabulary/Symbols</th>
<th>Instructional Strategy Used to Support Language Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incursion</td>
<td>Writing for understanding, Guided Notes</td>
</tr>
<tr>
<td>Draft</td>
<td>Writing for understanding, Guided Notes</td>
</tr>
<tr>
<td>Vietnamization</td>
<td>Writing for understanding, Guided Notes</td>
</tr>
</tbody>
</table>

**Differentiated Instructional Strategies/Universal Design for Learning:**

<table>
<thead>
<tr>
<th>Strategy/Instructional Support</th>
<th>For which groups or individuals does this reduce barriers to or extend learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Notes</td>
<td>Students who have trouble attending class or who have ADHD</td>
</tr>
<tr>
<td>Students who are struggling readers</td>
<td></td>
</tr>
<tr>
<td>Passing out notes to students</td>
<td>For students who want leadership roles in class</td>
</tr>
<tr>
<td>Fall of Saigon Video</td>
<td>Visual learners</td>
</tr>
<tr>
<td>Think Pair Share</td>
<td>Students who struggle to keep their focus and interpersonal learners</td>
</tr>
</tbody>
</table>

**Lesson Materials/Resources**

Guided Notes sheet  
Power point listed above  
Fall of Saigon video [https://youtu.be/og6bi3cgf5g](https://youtu.be/og6bi3cgf5g)  
Map of SE Asia
Lesson Procedures

Motivation/Readiness/Engagement:

1. Under the assumption that everyone completed their choice boards, I will ask the class for volunteers to answer some of the questions from the first two rows.
2. I will ask if any students would like to share information they found in the last row, specifically if anyone chose the square about Muhammad Ali.
3. I will collect their choice board activities.

Body of Lesson:

1. I will ask a student to pass out the guided notes to everyone while I get my power point up and running.
2. I will present my slides while asking students for questions in between.
3. I will show the Fall of Saigon video to the class.
4. I will ask students to get into pairs and discuss whether or not they think the US should have stayed in Vietnam for as long as they did. I will make sure to clarify that Americans had already withdrawn before this, but once they withdrew, North Vietnam quickly took over. I will also ask them to discuss at what point they think we should have withdrawn.
5. The last topic I will have them discuss is something new that they learned from the video.
6. As a whole class I will then ask for volunteers asking what they talked about, what they learned and any questions they might still have about the topic.
7. I will call on pairs randomly if no one volunteers. If students don’t have strong answers I will either ask probing questions, rephrase my questions, or ask students to go back to the evidence they have to support what they said or to give them ideas for new things to say.

Lesson Closure:

1. I will ask students to quickly write out a rough timeline of what happened at the end of the war using what they learned today as a quick measure of student learning.
2. I will ask the students if they have any questions about anything class related.
3. Students will turn in their guided notes to me as well as their timelines.
Lesson 3

**Central Focus/Concept or Essential Question(s), PASS elements and Rationale**

<table>
<thead>
<tr>
<th>Supporting Question: What were the main lessons learned at the conclusion of the Vietnam War?</th>
</tr>
</thead>
</table>

The lessons of the Vietnam War are perhaps the most discussed by both academia and casual civilians these days. The discussion has shifted slightly from the question of whether or not we should have been there (most people have made up their minds about whether they are revisionist or orthodox) and more towards what the lessons are since, at the end of the day, we were in Vietnam. Hence, since we were there, people ask how we can never be in this situation ever again or what mistakes were made that we should never repeat. In this lesson and the next there will be discourse surrounding not just what the lessons were, but if we have followed those lessons, for how long have we, and how this all relates to the longest conflict America has ever been in: Afghanistan.

Students will practice valuable skills such as being able to discuss aspects of the Vietnam War with peers as well as evaluating the lessons learned and comparing it to Afghanistan.
Ohio’s Learning Standards:

Content Standards:
23. The United States followed a policy of containment during the Cold War in response to the spread of communism.
25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Skills Standard:
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Learning Objectives/Targets & Assessments:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment/Evaluation</th>
<th>At what point in lesson is this assessed?</th>
</tr>
</thead>
</table>
| Identify the lessons of the Vietnam War.      | Informal Formative: Discuss with a partner  
Formal Summative: Choice Board                | Body of lesson (Fortune teller activity)  
Homework                                     |
| Explain what the Powell Doctrine is.          | Formal Summative: Choice Board        | Homework                                  |
Lessons Learned

★ Have a clear and attainable goal/objective
  ○ With an exit strategy
★ Have congressional, public and international support
  ○ Must be plainly in the national interest
  ○ Authorization of use of force
  ○ Media?
    ■ Too many battlefield reporters
★ Only in last resort
★ Use overwhelming force to achieve certain, swift, and complete victory

Many of these are outlined in the Weinberger and Powell Doctrine

However...

★ In current wars we have not been able to use overwhelming force because we have been in multiple at the same time
★ 9/11 was a scapegoat, a simple explanation for complicated situations
  ○ Goal was there but then dissipated and evolved overtime to become unclear

Lessons Learned continued:

★ The US did not use overwhelming force because technology had changed warfare since Vietnam, allowing the U.S. to be successful in a small number of special operations forces on the ground and precision-guided munitions.
  ○ Assumed that technology would prevent the US from being involved in a bloody, costly, lengthy, and increasingly unpopular ground war.
    ■ Why were these assumptions wrong?
    ■ What does this tell us about the “American Way of War” and American faith in technological solutions?
### Choice Board #2

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Example Description</th>
<th>Rubric Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do humanitarian efforts in the face of, for example stopping Genocide, have in the Powell Doctrine? How can that be added to it? (2-3 paragraphs)</td>
<td>Group up with 2 other students and create a 5 minute presentation about the Weinberger Doctrine, the Powell Doctrine, and how it is related to the Vietnam War.</td>
<td>Is overwhelming force a necessary aspect of the Powell Doctrine? Why or why not? (2-3 paragraphs)</td>
</tr>
<tr>
<td>Write an opinion piece (1-3 paragraphs) about how attitudes following 9/11 challenged the relevancy of the Powell Doctrine.</td>
<td>Write a one-paragraph biography about Colin Powell with a drawing of him.</td>
<td>Create a full page concept map with the lessons of Vietnam and aspects of the Powell Doctrine as well as events in the Vietnam war</td>
</tr>
<tr>
<td>Draw a political cartoon about any aspect of the lessons of the Vietnam War with an accompanying paragraph explaining.</td>
<td>Write an opinion piece on whether or not you believe Vietnam was a threat to US national security (2-3 paragraphs).</td>
<td>What is the ethics of censoring the media? Research and create a 4-slide presentation on the pros and cons of battlefield reporters.</td>
</tr>
</tbody>
</table>

### Choice Board 2 Rubric

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student chose 3 assignments.</td>
<td>Student chose 2 assignments.</td>
<td>Student did only one assignment or none at all.</td>
</tr>
</tbody>
</table>

### For presentations

<table>
<thead>
<tr>
<th>10-7</th>
<th>7-4</th>
<th>3-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students met the time and/or length requirement and thoroughly addressed most if not all of the prompt. For example, students mentioned both Doctrines or students presented both the pros and cons of battlefield reporters.</td>
<td>Students may have fallen short on the time and/or length requirement OR Student didn’t thoroughly address all of the prompt. For example, students mentioned only 1 Doctrine or students</td>
<td>Student did little to no work OR student did not correctly address the prompt and showed poor preparation for presentations.</td>
</tr>
</tbody>
</table>
presented only the positives of having battlefield reporters.

## For written work

<table>
<thead>
<tr>
<th>10-7</th>
<th>7-4</th>
<th>3-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student followed the length requirements and thoroughly wrote about most or all of the prompt.</td>
<td>Student fell short on length requirements OR student did not fully address the prompt.</td>
<td>Student did little to no work OR student did not correctly address the prompt.</td>
</tr>
</tbody>
</table>

## For drawings/diagrams

<table>
<thead>
<tr>
<th>10-7</th>
<th>7-4</th>
<th>3-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students colored their drawings (unless doing the concept map) and wrote the correctly lengthened writing to accompany it. Writing correctly described the art and addressed the prompt fully or almost fully.</td>
<td>Student did not color their art. The drawing and accompanying writing did not fully address the prompt, but effort was made.</td>
<td>Student did little to no work OR student did not correctly address the prompt and showed poor effort in their art.</td>
</tr>
</tbody>
</table>

## Academic Language:

<table>
<thead>
<tr>
<th>Language function for which students will be responsible: (Should match verb/s in lesson objectives.)</th>
<th>Task requiring this function: (Task should match language function.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Identify the lessons of the Vietnam War by discussing them with a partner</td>
</tr>
<tr>
<td>Explain</td>
<td>Explain the Powell Doctrine in various ways via the choice board.</td>
</tr>
</tbody>
</table>

## Academic Language (continued):

<table>
<thead>
<tr>
<th>Vocabulary/Symbols</th>
<th>Instructional Strategy Used to Support Language Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powell Doctrine</td>
<td>Writing for Understanding; Problem solving groupwork; Response Group</td>
</tr>
</tbody>
</table>
**Differentiated Instructional Strategies/Universal Design for Learning:**

<table>
<thead>
<tr>
<th>Strategy/Instructional Support</th>
<th>For which groups or individuals does this reduce barriers to or extend learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice Board</td>
<td>For students with ADHD or struggling readers</td>
</tr>
<tr>
<td>Discuss with partner</td>
<td>Interpersonal learners, students who struggle to attend class.</td>
</tr>
<tr>
<td>Fortune teller</td>
<td>Kinesthetic Learners</td>
</tr>
</tbody>
</table>

**Lesson Materials/Resources:**

- Blank paper
- Scissors optional
- Pens
- Photo from Saigon: [https://www.newsweek.com/last-helicopter-evacuating-saigon-321254](https://www.newsweek.com/last-helicopter-evacuating-saigon-321254)

PowerPoint slide
**Lesson Procedures**

**Motivation/Readiness/Engagement:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will give the students a verbal run down of what we have learned the past two days.</td>
</tr>
<tr>
<td>2. I will show the students a photo from the Fall of Saigon and ask for volunteers to tell me what they think it is from.</td>
</tr>
<tr>
<td>3. Students are expected to make connections from the last class and know that this is from Saigon.</td>
</tr>
<tr>
<td>4. I will ask students if they have any questions.</td>
</tr>
</tbody>
</table>

**Body of Lesson:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will present 1 slide of information detailing the lessons of the war.</td>
</tr>
<tr>
<td>2. After the information is presented, I will instruct the students to grab a blank sheet of paper.</td>
</tr>
<tr>
<td>3. I will have students follow along with me to make an origami fortune teller.</td>
</tr>
<tr>
<td>4. The power point slide will still be up, and I will instruct students to use it to write down their categories and topics about the lessons of the Vietnam War inside of the fortune teller. An example would be a student writing down colors or numbers on the outer portions and then on the inside writing “public support.”</td>
</tr>
<tr>
<td>5. They should have 4 “topics” written down.</td>
</tr>
<tr>
<td>6. After instructing every student to stand up I will set a timer for 3 minutes in which the students will find a partner and use their fortune tellers to find a topic to discuss. They will talk about the topic with their partner until the time is up and they must find a new partner to use the fortune tellers with.</td>
</tr>
<tr>
<td>7. I will repeat this cycle 3-5 times depending on the level of student engagement.</td>
</tr>
</tbody>
</table>

**Lesson Closure:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will have students go back to their seats and do a quick debrief as well as answer any questions students may have.</td>
</tr>
<tr>
<td>2. I will ask a couple of students to share what they discussed during the activity as a way to gage how well student engagement was and what students learned.</td>
</tr>
<tr>
<td>3. For the rest of class students will work on their choice boards. They must complete three in a tic tac toe style, meaning it must be a straight line vertically, horizontally, or diagonally.</td>
</tr>
<tr>
<td>4. Students will not be expected to do these for homework yet unless they want to and will have some time the next day to work on them.</td>
</tr>
<tr>
<td>5. For homework students will watch this video: <a href="https://youtu.be/B9ycGjZtJaU">https://youtu.be/B9ycGjZtJaU</a></td>
</tr>
</tbody>
</table>
Lesson 4
Central Focus/Concept or Essential Question(s), PASS elements and Rationale

Supporting Question: How did the Vietnam War influence domestic politics in the United States?
Supporting Question: How are the lessons of Vietnam applied or not applied to the War in Afghanistan?

In this lesson students will be learning about and evaluating how the US has used the Lessons of the Vietnam War. Specifically, the focus will be on the war in Afghanistan because that is the longest conflict to date, directly contradicting one of the most controversial aspects of Vietnam: how long we were there. The video (https://youtu.be/B9ycGjZtJaU) I use is from a mostly moderate news source and discusses both positives and negatives for being there, however there are biases present so my students can get practice identifying biases and taking them into account when interacting with a source. This will be done when I go through the MOTU of the video with the class (MOTU stands for “meet the source, observe it’s parts, translate the source, use it as historical evidence). When discussing both the video and the opinion article in class I will touch on many aspects of this topic such as the whole question “How do we know if we are winning?” and the switch of being hesitant to use force after Vietnam, to then doing the exact opposite because of 9/11. To tie in the first lesson, I will mention topics such as Presidents like George W. Bush and Barack Obama using revisionist rhetoric in their discourse in order to appease the public about Afghanistan.

This lesson overall is a very complicated one, and in no way can I cover every aspect of these current issues, especially since there is no correct answer, but it is important for my students to become comfortable in conversations about the War in Afghanistan, as well as open the door for their own self research that may delve deeper into the topic. Teachers cannot deprive their students of learning about current events just because they don’t have the answer. That is why inquiry-based learning is so important and necessary.

The readability of this article should be mentioned. When put into a readability calculator (https://datayze.com/readability-analyzer) it put the grade level of the text at a 10th-11th grade reading level. Considering this is a 10th grade course most students will be fine with the text, but I expect some students to consider it slightly challenging. For my student who is a struggling reader, I will have to make sure I provide extra attention and help. This is why I have the students fill out the FRAME worksheet as well as discuss the text with their peers to catch any students not understanding the text.
Ohio’s Learning Standards:

Content Standards:
32. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Skills Standards:
1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Learning Objectives/Targets & Assessments:

<table>
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<tr>
<th>Objective</th>
<th>Assessment/Evaluation</th>
<th>At what point in lesson is this assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify in what ways the Powell Doctrine has been used in present day.</td>
<td>Forma Formative: FRAME worksheet</td>
<td>Body</td>
</tr>
<tr>
<td>Identify in what ways the Powell Doctrine hasn’t been used in present day.</td>
<td>Formal Formative: FRAME Worksheet</td>
<td>Body</td>
</tr>
<tr>
<td>Evaluate the author’s argument</td>
<td>Formal Formative: FRAME Worksheet</td>
<td>Body</td>
</tr>
<tr>
<td>Discuss the ways that the lessons of Vietnam War have and have not been used in current conflicts</td>
<td>Informal Formative: Class discussion</td>
<td>Body</td>
</tr>
</tbody>
</table>

Academic Language:

<table>
<thead>
<tr>
<th>Language function for which students will be responsible: (Should match verb/s in lesson objectives.)</th>
<th>Task requiring this function: (Task should match language function.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Identify aspects of the Powell Doctrine in the article.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate the author’s opinion on how the Powell Doctrine has been used and not used.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Discuss how the Vietnam War has impacted current conflicts.</td>
</tr>
</tbody>
</table>
### Academic Language (continued):

<table>
<thead>
<tr>
<th>Vocabulary/Symbols</th>
<th>Instructional Strategy Used to Support Language Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powell Doctrine</td>
<td>FRAME; Small groups</td>
</tr>
<tr>
<td>Hawks</td>
<td>FRAME; Small groups</td>
</tr>
<tr>
<td>Nation building</td>
<td>FRAME; Small groups</td>
</tr>
<tr>
<td>Counter insurgency</td>
<td>FRAME; Small groups</td>
</tr>
</tbody>
</table>

### Differentiated Instructional Strategies/Universal Design for Learning:

<table>
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<tr>
<th>Strategy/Instructional Support</th>
<th>For which groups or individuals does this reduce barriers to or extend learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRAME Worksheet</td>
<td>Struggling readers, students who have trouble attending class</td>
</tr>
<tr>
<td>Group Work</td>
<td>Students who struggle to attend class, interpersonal learners</td>
</tr>
<tr>
<td>Video (From Homework)</td>
<td>Visual learners</td>
</tr>
<tr>
<td>Exit ticket (written paragraph)</td>
<td>Students of any level and comfort can show me what they have learned, including students who are excelling ahead of the rest of the class</td>
</tr>
</tbody>
</table>

### Lesson Materials/Resources:

- FRAME worksheet
- White board
- Paper
FRAME Worksheet

Focus on the Central Idea/Thesis

Thesis:

Reveal the main ideas or key points

Main Idea
Main Idea
Main Idea

Analyze the details - textual evidence

Make a “So What” Statement. (What’s important to understand about this?)

Big Idea
Extend Understanding (Make an inference, Connection. What does this have to do with you or what you already know?)
Lesson Procedure

Motivation/Readiness/Engagement:

1. I will start class by having students work on their choice boards from the previous lesson.
2. All of the compelling and supporting questions from the unit will be written on the board.
3. I will individually call every student into the hallway one by one to return their 1st choice board and their guided notes.
4. I will discuss students grades and missing work.
5. Lastly, I will see the progress on their second choice board and if they have any other questions. I will make sure to ask how they are doing outside of school.

Body of Lesson:

1. I will walk students through a MOTU of the video that was assigned for homework to help students determine biases and agendas.
2. Students will then open up an opinion article discussing the Powell Doctrine.
3. Students will fill out a FRAME graphic organizer for this article.
4. In groups of three students will discuss what they filled out in the graphic organizer as well as what they learned from the video. They should incorporate the lessons learned in the last class as well.
5. Using the lesson from the previous day I will transition the class into a full classroom discussion about the lessons of the Vietnam War and how they have and have not been applied to current conflicts. I will call on students randomly to give input on the topic, hopefully inducing a self-driven discussion amongst the students without much of my facilitation.
6. I will be sure to direct students’ thoughts to all of the compelling questions written on the board to ensure that the discussion stays focused on the objectives.

Lesson Closure:

1. I will have students write one paragraph on a piece of scrap paper detailing what they have learned from this unit. I will put sample prompts on the board such as “At the beginning of the unit you decided whether or not you were Orthodox or Revisionist, has this changed, why or why not?” They will give it to me as they leave class along with their FRAME worksheet.
2. The paragraph will not be taken for a grade but will be thoroughly read through by myself to make sure that students understood the unit well.
3. For homework over the weekend students will be tasked with finishing their choice boards.
Lesson 5

Central Focus/Concept or Essential Question(s), PASS elements and Rationale

Compelling Question: Do you think that President Obama applied the lessons of the Vietnam War to the War in Afghanistan?

The focus of this lesson is centered around analyzing sources and drawing conclusions from them. Students complete work independently rather than teacher led instruction which creates a quiet atmosphere for students to work as well as sharpening skills.

The content of this lesson is focused on two of President Obama’s speeches where he draws comparisons and differences between Afghanistan and Vietnam. Students should identify that while he may be saying one thing, other areas of his speech he is announcing actions that contradict himself, thus, as I had concluded in my research, the lessons of the Vietnam War did not influence President Obama’s decisions in Afghanistan. This is despite him unwillingly having to mention and draw comparisons between the two. From the political cartoons, students should be seeing the comparisons drawn between both wars and see that President Obama is central to some of these images. The cartoons show how some of the public have viewed his actions in light of the Vietnam War as well, perhaps hinting that Obama should have used the lessons of the Vietnam War in his decision making.

As with the whole unit, this lesson gives students insight into current events and will aid them in conversations about the War in Afghanistan. It will also hopefully spark some interest in the topic for students as there are not really incorrect or correct opinions. The essay assigned at the end is meant for students to continue their own research and shape an educated opinion on this topic.

The essay is not only the lesson assessment, but also the overall assessment for the unit as it draws in content from all 5 lesson plans. This assignment helps student sharpen their research skills, source analysis skills, and writing skills.
Ohio’s Learning Standards:

**Content Standards:**
32. The United States faced new political, national security and economic challenges in the post -Cold War world and following the attacks on September 11, 2001.
33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post - Cold War era and following the attacks of September 11, 2001.

**Skills Standards:**
1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

**Learning Objectives/Targets & Assessments:**

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<tr>
<th>Objective</th>
<th>Assessment/Evaluation</th>
<th>At what point in lesson is this assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to analyze primary and secondary sources</td>
<td>Formal Formative: Source analysis worksheet</td>
<td>Body</td>
</tr>
<tr>
<td>Evaluate and explain whether or not President Obama used the lessons of the Vietnam War in his decision making for the War in Afghanistan.</td>
<td>Summative: Essay</td>
<td>Close</td>
</tr>
</tbody>
</table>

**Academic Language:**

<table>
<thead>
<tr>
<th>Language function for which students will be responsible: (Should match verb/s in lesson objectives.)</th>
<th>Task requiring this function: (Task should match language function.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Analyze speeches and political cartoons</td>
</tr>
<tr>
<td>Explain</td>
<td>Explain whether or not President Obama used the lessons of the Vietnam War</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate President Obama’s rhetoric about the Vietnam War</td>
</tr>
</tbody>
</table>

**Academic Language (continued):**

<table>
<thead>
<tr>
<th>Vocabulary/Symbols</th>
<th>Instructional Strategy Used to Support Language Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Type</td>
<td>Social Studies Skills Builder</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Primary source</td>
<td>Social studies skills builder</td>
</tr>
<tr>
<td>Secondary source</td>
<td>Social studies skills builder</td>
</tr>
<tr>
<td>Al-Qaeda</td>
<td>Social studies skills builder</td>
</tr>
</tbody>
</table>

**Differentiated Instructional Strategies/Universal Design for Learning:**

<table>
<thead>
<tr>
<th>Strategy/Instructional Support</th>
<th>For which groups or individuals does this reduce barriers to or extend learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual sources</td>
<td>Students who struggle to read</td>
</tr>
<tr>
<td>Primary source analysis</td>
<td>Challenges students</td>
</tr>
<tr>
<td>Essay outline</td>
<td>Helps with students who struggle to read and write.</td>
</tr>
</tbody>
</table>
Source Analysis Packet
Directions: Read the quotes and answer the questions underneath.

1.

“This review is now complete. And as Commander in Chief, I have determined that it is in our vital national interest to send an additional 30,000 U.S. troops to Afghanistan. After 18 months, our troops will begin to come home. These are the resources that we need to seize the initiative, while building the Afghan capacity that can allow for a responsible transition of our forces out of Afghanistan” -President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

2.

“I do not make this decision lightly. I opposed the war in Iraq precisely because I believe that we must exercise restraint in the use of military force and always consider the long-term consequences of our actions...” -President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

3.
“So no, I do not make this decision lightly. I make this decision because I am convinced that our security is at stake in Afghanistan and Pakistan. This is the epicenter of violent extremism practiced by Al Qaida. It is from here that we were attacked on 9/11, and it is from here that new attacks are being plotted as I speak. This is no idle danger, no hypothetical threat. In the last few months alone, we have apprehended extremists within our borders who were sent here from the border region of Afghanistan and Pakistan to commit new acts of terror. And this danger will only grow if the region slides backwards and Al Qaida can operate with impunity. We must keep the pressure on Al Qaida, and to do that, we must increase the stability and capacity of our partners in the region.” - President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

4.

“These facts compel us to act, along with our friends and allies. Our overarching goal remains the same: to disrupt, dismantle, and defeat Al Qaida in Afghanistan and Pakistan and to prevent its capacity to threaten America and our allies in the future. To meet that goal, we will pursue the following objectives within Afghanistan. We must deny Al Qaida a safe haven. We must reverse the Taliban's momentum and deny it the ability to overthrow the Government. And we must strengthen the capacity of Afghanistan's security forces and Government so that they can take lead responsibility for Afghanistan's future.” -President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.
5. “First, there are those who suggest that Afghanistan is another Vietnam. They argue that it cannot be stabilized and we’re better off cutting our losses and rapidly withdrawing. I believe this argument depends on a false reading of history. Unlike Vietnam, we are joined by a broad coalition of 43 nations that recognizes the legitimacy of our action. Unlike Vietnam, we are not facing a broad-based popular insurgency. And most importantly, unlike Vietnam, the American people were viciously attacked from Afghanistan and remain a target for those same extremists who are plotting along its border. To abandon this area now and to rely only on efforts against Al Qaida from a distance would significantly hamper our ability to keep the pressure on Al Qaida and create an unacceptable risk of additional attacks on our homeland and our allies.” - President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

6. Second, there are those who acknowledge that we can’t leave Afghanistan in its current state, but suggest that we go forward with the troops that we already have. But this would simply maintain a status quo in which we muddle through and permit a slow deterioration of conditions there. It would ultimately prove more costly and prolong our stay in Afghanistan, because we would never be able to generate the conditions needed to train Afghan security forces and give them the space to take over. -President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?
Explain how it is showing the lesson chosen.

7.

Finally, there are those who oppose identifying a timeframe for our transition to Afghan responsibility. Indeed, some call for a more dramatic and open-ended escalation of our war effort, one that would commit us to a nation-building project of up to a decade. I reject this course because it sets goals that are beyond what can be achieved at a reasonable cost and what we need to achieve to secure our interests. Furthermore, the absence of a timeframe for transition would deny us any sense of urgency in working with the Afghan Government. It must be clear that Afghans will have to take responsibility for their security and that America has no interest in fighting an endless war in Afghanistan. -President Barack Obama at West Point in 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

8.

And the focus, over the last seven years, I think, has been lost. -President Barack Obama in Interview with Bob Schieffer on CBS News' "Face the Nation" 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.
9. What we want to do is to refocus attention on al-Qaeda. We are going to root out their networks, their bases. We are going to make sure that they cannot attack U.S. citizens, U.S. soil, U.S. interests and our allies' interests around the world. -President Barack Obama in Interview with Bob Schieffer on CBS News' "Face the Nation" 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

10. But, our main thrust has to be to help Pakistan defeat these extremists. -President Barack Obama in Interview with Bob Schieffer on CBS News' "Face the Nation" 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

11.
Look, I'm enough of a student of history to know that the United States -- in Vietnam, and other countries, and other epics of history have overextended to the point where they were severely weakened. And the history in Afghanistan, obviously, shows that that country has not been very favorably disposed towards foreign intervention. -President Barack Obama in Interview with Bob Schieffer on CBS News' "Face the Nation" 2009

What lesson(s) of the Vietnam War and principles of the Powell Doctrine does this quote exemplify?

Explain how it is showing the lesson chosen.

Directions: Analyze two political cartoons of your choice. Must write at least 4 sentences explaining how it relates to one or more of the quotes above and how it represents a lesson from the Vietnam War.

12.

How does this image relate to a quote?
How does it exemplify a lesson of the Vietnam War?

How does this image relate to a quote?

How does it exemplify a lesson of the Vietnam War?
14.

How does this image relate to a quote?

How does it exemplify a lesson of the Vietnam War?
Research Essay

Directions: Write a 3 page research essay answering the following prompt. Essay should be typed, double spaced, and 12 point font with proper in text citations. Use at least 3 sources.

Essay Prompt: Do you think that President Obama applied the lessons of the Vietnam War to the War in Afghanistan? To what extent and in what ways did the lessons of the Vietnam War impact President Obama’s decisions during the War in Afghanistan? Explain how his continued involvement in the war and troop increases contradict some of his rhetoric that mentions the Vietnam War.

Rubric for Essay

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<tr>
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<th>16-12</th>
<th>12-8</th>
<th>8-0</th>
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</thead>
<tbody>
<tr>
<td>Grammar and Formatting</td>
<td>Student wrote 3 or more pages with proper formatting and citations are correct.</td>
<td>Student wrote 2-3 pages with some incorrect formatting and citations.</td>
<td>Student wrote less than 3 pages and incorrect citations and incorrect formatting.</td>
</tr>
<tr>
<td>Response to Prompt</td>
<td>Students answered all parts of the prompt thoroughly and thoughtfully.</td>
<td>Students answered the prompt but may not have had thorough answers or had some incorrect information.</td>
<td>Student did not answer the prompt or gave little effort to do so.</td>
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<td>Total</td>
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Lesson Materials/Resources:
Source analysis packet
White board
Lesson Procedure

Motivation/Readiness/Engagement:

1. Students will enter class and turn in their choice boards.
2. After they sit down, I will take attendance and ask if there are any questions.
3. I will review the definitions of a primary and secondary source.
4. Using the white board, I will run through a review of analyzing sources.
5. I will explain what students should look for, such as the author, the date/context, the intended audience, and biases that may be present.
6. I will go through this example with them

7. I will ask students questions such as “What sticks out to you?” “What is the context?” and “What does this image represent?”
8. After asking for questions, I will pass out the source analysis packet.

Body of Lesson:

1. Students will work independently on their packet.
2. I will instruct students that the essay at the end will be due in a week
3. I will be free the whole time to help students with questions.
4. When students are done, I will go through some of the packet as a class.
5. Students can volunteer their answers, or I may call on some students.
6. I will fill in any gaps in students answers.
7. I will ask students questions such as “Can you explain that further?” or “Could it also be another lesson?”

Lesson Closure:

1. I will end the lesson by having students outline and plan their essay. I will show them a sample outline that I would make for this including a thesis.
2. I will answer any questions about the students essays that they have.
3. Students will keep their source packets so they can use it for their essays but will have to turn it in when they turn in their essay.
Conclusion

This unit was created to help students become more interested in the current events of today and understand the historical connections that they have with the past. The many skills used throughout these lessons such as understanding causation and using evidence to support or refute positions is valuable for students in every area of their life. The reason I created and organized the unit in this way was to provide a unique way of teaching this content that isn’t strictly chronological and includes the last two learning standards which can be daunting for teachers to try and fit into the school year. Instead, it can be incorporated into the units about the Vietnam War like how I did it here. I also designed this unit to include not only differentiation but also universal design. The variability of using both of these ensures no student is falling behind and that every student is learning. The unit assessment is a research essay that encompasses the content from every lesson and encourages further individual learning and research for the students beyond the classroom. The hope for this assessment is that students will have a sparked interest into current events and to home in on their writing and research skills to create an argument. Students will be equipped with these skills that can then be transferred to any aspect of their life after my class.

Overall, I wanted to find a way to share my original research and make it accessible to high school age students. I also sought to create a unique unit plan that follows all of the tenants of inquiry-based learning, differentiation and Universal Design so any teacher can use and adapt the materials for their own class. Tackling modern issues and connecting them to the past in the classroom can be difficult and daunting. Hopefully this is a good step in the right direction towards exposing students to these issues that affect them every day and prove how history is relevant and important to teach in school.
References

Lesson Material:


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Henry Kissinger. (2021, March 28). Retrieved from

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Recent obama political cartoons. (2011, May 27). Retrieved from
http://njyloolus.blogspot.com/2011/05/recent-obama-political-cartoons.html


**Pedagogy:**


**Historical Research:**


https://www.presidency.ucsb.edu/node/286154


https://www.presidency.ucsb.edu/node/287174


