

The Vietnam War: Lesson 6 Part B
The History of Vietnam and the United States Involvement
A Social Studies Lesson Plan Developed for
Upper Elementary School, Middle School or High School

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Standards Connections

Alabama Course of Study Standard #12 Grade 6

12) Evaluate significant political issues and policies of presidential administrations since World War II.

- *Identifying issues of foreign affairs that shaped the United States since World War II*
Examples: Vietnam Conflict, Richard Nixon's China initiative, Jimmy Carter's human rights initiative, emergence of China and India as economic powers

Reading Standards for Literacy in History/Social Studies - Grades 6-8 Students

Key Ideas and Details: Slideshow / PPT

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft & Structure: Slideshow/PPT – Important dates

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge: Slideshow/Gallery Walk-Picture Analysis/QR Codes

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Resources:

12 large pieces of butcher paper

Tape to attach images to middle of butcher paper and to place butcher paper on wall/or you can place butcher paper around the room on desks or on the floor.

Print Prior to Presenting Lesson

[Guided Student Notes](#) – one for each student

[Vietnam Gallery Walk Pictures](#) – one each of the 12 images

Optional Lesson: [Vietnam Gallery Walk QR Codes](#), making enough for each student to have one code. This Optional Lesson would replace printing the Vietnam Gallery Walk Pictures and the activity suggested in Part 2 described below.

Part 1: Presentation and Guided Notes

Teacher will review [The History of Vietnam PDF Slideshow](#) and make a personalized plan for presenting to students. Prior to presenting to class, pass out worksheet titled [Guided Student Notes](#) to ensure students follow along and fill in the blanks. Vocabulary can be assigned as homework, addressed during the presentation, or done later by students. See [Guided Notes Teacher ANSWER Key](#) for correct answers. Clicking video links is optional, please preview.

Part 2: Gallery Walk

Once students have been introduced to background of Vietnam and US involvement in Part 1 above, create a gallery walk which will allow students to apply their new-found knowledge and take their learning to a deeper level. Needed supplies (optional and setup can vary): 12 pieces of butcher paper, printed images from [Vietnam Gallery Walk Pictures](#) and tape. Tape each image on a piece of larger butcher paper. Then hang or place the 12 Vietnam images mounted in the middle of the butcher paper around the room. Next, in small diverse groups, send students around to each of the 12 stations to view the images. After a few minutes looking at the image, each student should write one observation statement and one question they have about the image on the butcher paper. They should do this at each image station. (Feel free to make modifications as you see fit). Other options can include having student title the image.

After all the students have completed the 12 stations, the teacher can show each image and have a student read the descriptions. See [Vietnam Gallery Walk Descriptions](#) for information on each image.

Part 3: Optional Lesson: (For schools that allow use of cellphones/iPods/iPads with QR code apps: This Optional Lesson would take the place of the exercise in Part 2 above.

Print out [Vietnam Gallery Walk QR Codes](#) and distribute to students randomly. Then have students scan their QR code and view the image that it takes them to. Students should then summarize what their image reveals and any questions their image brought about. For an additional writing activity, have students write an essay/story surrounding their image.