

HPISD CURRICULUM
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS __

UNIT NAME	UNIT 5C: COLD WAR AND CIVIL RIGHTS: VIETNAM AND SOCIAL CHANGE
Unit Overview	Students will understand the military and political events of the Vietnam War and its impact on life in the US, along with the social protest movements in the 1960s and the quest for change initiated by minorities.
Generalizations/Enduring Understandings	<p>Constitutional Government and Federalism Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p>

	<p>War and Diplomacy The failure of diplomacy and compromise often leads to war.</p> <p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p>American National Character In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
<p>Concepts</p>	<p>America in World Affairs Civil Rights Diversity and National Identity Immigration and Migration Women and Political Power</p>	
<p>Guiding/Essential Questions</p>	<p>Why did the United States get involved in Southeast Asia? What were the ideals and lifestyles of the counterculture movement?</p>	
<p>Learning Targets</p>	<p>PERFORMANCE LEVELS</p> <p>PREREQUISITE:</p> <p>The students will identify the major political and military events, locations, and people of the Vietnam War, the social protest movements of the 60s , and the integration of the nation.</p> <p>LEARNING TARGET:</p> <p>Students will analyze the military and political events of the Vietnam War and its impact on life in the US, along with</p>	<p>LEARNING PROGRESS</p> <p><u>Learning Progression (**Decision Point)</u></p> <ul style="list-style-type: none"> ● Build a vocabulary from the chapter. ● Vocabulary Assessment- Vocabulary Scramble-categorization ● The Story of US-student viewing guide

the social protest movements in the 1960s and the quest for change initiated by minorities.

to be completed

-
- Interactive Notebook Entry
- Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual
- ESPN-Economic, social, political, environmental.
- Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.
- Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
- Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.
- Exit Ticket-Verbal round-robin about what was learned in today’s lesson.

Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	
	(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and	The Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon. (TEKS) To stop the spread of communism in Southeast Asia, the US used its military power to support South Vietnam. (HPISD) US sent troops to fight in Vietnam, but the war turned to a stalemate. (HPISD) An enemy attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year. (HPISD) President Nixon instituted his Vietnamization policy, and America's longest war finally came to an end. (HPISD)
	(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	The draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. (TEKS) An antiwar movement in the US pitted supporters of the government's war policy against those who opposed it. (HPISD)

	<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p> <p>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p>	
	<p>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</p> <p>(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;</p>	
	<p>(19) Government. The student understands changes over time in the role of government. The student is expected to:</p> <p>(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;</p>	
	<p>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</p> <p>(A) describe the impact of events, such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and</p>	
	<p>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:</p> <p>(A) analyze the effects of landmark U.S. Supreme Court decisions, including <i>Brown v. Board of Education</i>, and other U.S. Supreme Court decisions such as <i>Plessy v. Ferguson</i>, <i>Hernandez v. Texas</i>, <i>Tinker v. Des Moines</i>, <i>Wisconsin v. Yoder</i>, and <i>White v. Regester</i>;</p>	<p><i>Plessy v. Ferguson</i>, <i>Hernandez v. Texas</i>, <i>Tinker v. Des Moines</i>, <i>Wisconsin v. Yoder</i>, and <i>White v. Regester</i>. (TEKS)</p> <p>Latinos and Native Americans confronted injustices in the 1960s.(HPISD)</p> <p>Through protests and marches, women confronted social and economic barriers in American society. (HPISD)</p> <p>The ideals and lifestyles of the counterculture</p>

		challenged the traditional views of Americans. (HPISD)
	<p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton;</p>	Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. (TEKS)
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p>(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;</p>	Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. (TEKS)
	<p>(C) identify the impact of popular American culture on the rest of the world. over time; and</p>	
	<p>(D) analyze the global diffusion of American culture through the entertainment industry via various media.</p>	
Processes and Skills		
Topics	Ho Chi Minh Vietminh Domino theory Dien Bien Phu Geneva Accords Vietcong Ho Chi Minh Trail Gulf of Tonkin Robert McNamara	

	<p>William Westmoreland Dean Rusk Napalm Agent orange Search and destroy missions Credibility gap Draft New Left SDS Dove/hawk Tet Offensive Clark Clifford Robert Kennedy Eugene McCarthy Hubert Humphrey George Wallace Richard Nixon Henry Kissinger Vietnamization Silent majority My Lai Kent State University Pentagon Papers War Powers Act</p>
Facts	
Language of Instruction	
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Chapter 22 and 23 Primary Sources (from InDepth Resources) Maps of Vietnam War and Ho Chi Minh Trail Protest Buttons “The New Left” Robert McNamara, “Legacy of Vietnam” Cesar Chavez Betty Friedan, “Feminine Mystique” United Farm Workers Posters Equal Rights Amendment</p>