**Name of Lesson**: Stations activity: Called to Serve

Grade Level: can be adapted MS/HS Subject: US History

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| **Overview & Purpose**  *The purpose of this lesson is to investigate, through a series of primary sources, the context of the American experience in the Vietnam War.* | **Standards**  NGLS in History / Social Studies:  RH:1, 11-12, RH:3, 11-12, RH:6, 11-12, RH:7, 11-12  WHST:4, 11-12, WHST:7, 11-12 |

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|  | **Explanation** |
| **Objectives:** | Students will be able to interpret and analyze a series of primary sources, including maps, photographs, period songs and a personal interview with a Vietnam veteran, in order to gain a deeper understanding of the different American perspectives of the Vietnam War.  Students will be able to gather evidence from various sources to develop their own conclusions on the Vietnam War, supporting those conclusions with analysis and insight developed from the sources they investigated.  Students will be able to support their conclusions with facts, examples and details demonstrating their ability to evaluate the information. |
| **Steps:** | **Group students to easily access four stations around the room.**  **Pre-Reading**:  Introduce one of two quotes, depending on the level of your students.  Quote #1 (HS)  ***“Our purpose in Vietnam is to prevent the success of aggression. It is not conquest, it is not empire, it is not foreign bases, it is not domination. It is, simply put, just to prevent the forceful conquest of South Vietnam by North Vietnam.”*** *President Lyndon B. Johnson*   * This quote by Lyndon B. Johnson reflects the domino theory during the Cold War. Discuss this quote within your group. * If you were living in the 1960’s, as the United States became involved in Vietnam, would you have supported the war based on Johnson’s argument? Explain Why,   Quote #2 (MS)  ***“You have a row of dominoes set up; you knock over the first one, and what will happen to the last one is that it will go over very quickly.”***  *President Dwight D. Eisenhower*   * This quote by President Eisenhower reflects the perceived threat that communism posed wherever it showed up around the world. * If you had heard this from your government leaders at the time we were escalating war in Vietnam, would you have supported the war? Explain why.   **Reading / investigation**  *Student groups will be directed toward one of the four stations set up around the room, where they will investigate a series of primary sources depicting the many perspectives of the Vietnam War.*  *At each station, they will answer a series of questions found at the station, using the material provided to them, before they can move onto the next station.*  *Students should take their completed questions with them as they travel.*  **Station 1: Comparing Vietnam Era Music**  **Sources of information:**   * Okie from Muskogee (found on YouTube), by Merle Haggard * Blowin’ in the Wind (YouTube), by Bob Dylan   *Students will listen to each song and read through the lyrics that are posted at the station. Students will then answer the following questions:*   * What stands out to you in the Merle Haggard Song, “Okie from Muskogee?” * In his song, “Okie from Muskogee,” does Merle Haggard encourage Americans to support the war in Vietnam or does he encourage them to rally against US involvement? Cite evidence from the lyrics to support your answer. * What stands out to you in the Bob Dylan song “Blowin in the Wind?” * In his song, “Blowin in the Wind,” does Bob Dylan encourage Americans to support the war in Vietnam or does he encourage them to rally against US involvement? Cite evidence from the lyrics to support your answer. * How can studying music during the Vietnam Era help us to understand history better? Use these songs to help you develop your answer.   **Station 2: Video – *Called to Serve***  **Source of information:**   * **Interviews with four Vietnam Veterans**   *Students should watch the videos and answer the following questions after.*   * Identify some of the emotions that young men felt when they were drafted to Vietnam. Give at least two examples. * How would you feel if you were in this position? Explain with detail.   **Station 3: Photographs**  **Source of information:**   * [Soldiers in Vietnam, photographs from the Walter Lewis Kudlacik Collection, Veterans' History Project, ca. 1970 | U.S. Capitol Visitor Center (visitthecapitol.gov)](https://www.visitthecapitol.gov/exhibitions/artifact/soldiers-vietnam-photographs-walter-lewis-kudlacik-collection-veterans-history)   *Students should go to the link and examine the 6 photographs closely.*   * Students should make a list of the people, objects and the surrounding environment that they see in the pictures. * Identify three things that you notice about life as a soldier in Vietnam through these pictures.   **Station 4: Agent Orange viewed through Maps and its Impact**  **Source of information:**   * [Maps of Agent Orange Spraying Missions in Vietnam - VAORRC (vn-agentorange.org)](https://vn-agentorange.org/maps/) * [Veterans' Diseases Associated with Agent Orange - Public Health (va.gov)](https://www.publichealth.va.gov/exposures/agentorange/conditions/)   *Students should visit the link and read through the information on the map*   * Look at the map and read through the information. How does the climate of Vietnam contribute to the use of Agent Orange during the war?   *Students should visit the public health site from the VA and answer the following question.*   * After viewing the information on the US Dept of Veterans Affairs webpage, explain what ECONOMIC impacts have resulted from the use of Agent Orange in Vietnam. Use the information on the website to support your answer. **(High School)** * After viewing the information on the US Dept of Veterans Affairs webpage, explain whether the use of Agent Orange was a good decision or not. Support your answer with information from both websites. **(Middle School)**   **Writing/Evaluation:**  **Students will bring all of their answered questions from each of the stations with them and regroup in their original positions.**   * Students will reconsider the same quote they started the day with * Considering the different perspectives of the war that you now know, answer the following question. * *Knowing what you now know about the Vietnam War, was the domino theory a strong enough threat to get involved in Vietnam? Support your answer with at least THREE PIECES of evidence from the stations!*   **Discuss groups answers and ask each group one thing that they found the most interesting, moving or important through their investigation.**  **Student groups will submit questions and answers upon completion.** |
| **Formal / Informal evaluations** | The teacher will facilitate, observe and assess the work being completed as the students travel to each station and investigate the various sources.  The teacher will facilitate discussion, answer questions and lead students to deeper understandings as they pose questions or seek help.  The teacher will assess student answers to questions to determine level of understanding and need for further exposure with the content. |
| **Materials** | Cleartouch/smartboard – display Quote at beginning and end  Small computers and headphones to play songs, videos, and access online resources at each station  Internet connection  Pre-made questions located at each station |
| Additional Notes: | This activity is geared to facilitate inquiry based learning for all students. Students should have experience supporting their observations and analysis with text evidence to successfully navigate this activity. For ease of transition, place directions in each station as both a reminder and to clarify any confusion.  **Differentiation**: beyond scaffolding, literacy strategies and various levels of questions that allow all learners to successfully take part, this lesson is made up of a variety of techniques supported by the Universal Design for Learning. Students can choose the order of the stations they’d like to visit, with allowances given to students who do not finish work as quickly as others. For those students, only two of the three stations will have to be completed before they move on to the final group analysis of the quote. Open ended questions allow for many types of learner to excel. In addition, some resources are available in both video and traditional text (or closed captioning) to assist students in gaining the content thoroughly and quickly, while other resources include photographs, maps and even songs. All provide a flexible learning environment where information is presented in multiple ways, allowing students to engage with the material at their levels and experience. |