

The Vietnam War: Part A

A Social Studies Lesson Plan Developed for
Upper Elementary Students (4-6th grades)

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Lesson Title: Impact of the Vietnam War on Alabama and the United States

Curriculum Area: Social Studies

Grade Level: 4-6th grade

Estimated Time: Two or more Class Periods

Standards Connections:

Alabama Courses of Study Social Studies Standards

SS.4.15 Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

SS.6.8 Describe how the United States' role in the Cold War influenced domestic and international events.

Alabama Course of Study ELA Standards

4th Grade:

4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.16 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (RI.4.7)

6th grade:

6.32 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

Students Will...

- 1.) Analyze a drawing of dominoes labeled with the names of countries affected by the Cold War. They will use prior knowledge to label the missing dominos.
- 2.) Review a map of Vietnam identifying the communist territory.
- 3.) Use primary sources to gather information as to the impact of the Vietnam War on Americans (specifically Alabamians).
- 4.) Create a short news segment highlighting main ideas of four categories identified.

Evaluation of Student Learning:

Teachers will use formal observations during discussions, processing assignments, and the news segments to track student understanding and learning.

Learning Design/ Activity Plans:

Prior to the Lesson Print for Students:

- [Student Handout: Vietnam Lesson 6 Part A](#) - one for each student.

Prior to the Lesson Print for the Class to Share:

- “[Station Placards](#)” to hang around the classroom. (You may choose to print two copies of each placard so that students are able to work in pairs as opposed to groups).
*Note: Some of the stations have more than one placard. For example, there are two images for Station A.

Lesson Procedures:

*Put students in pairs or small groups prior to the lesson.

1.) Ask students to talk with their partner about the domino drawing at the top of the Student Handout. Ask students to make a prediction as to what the two missing labels might be. (Students should conclude that Korea and Vietnam are missing). Ask students to discuss how they know this and how the Cold War relates to these dominos. This should help students review the main idea of the Cold War and also the key behind the Vietnam War (containing communism.)

Project the [Map of Vietnam](#) onto the screen and ask the students which part of Vietnam had a communist government. (North Vietnam) Ask students to identify the capitol of North Vietnam (Hanoi) and South Vietnam (Saigon).

2.) Assign each pair a placard to start. You may choose to do one placard as a class. Ask each group to find the placard letter on the Student Handout.

Teacher Tip: The Teacher might want to explain and use a placard with a group who might need extra support as the class walks through the first placard.

3.) Ask students to discuss as a pair or small group 3-5 things that they notice as important pieces of evidence or details found on the images, stories, or graphs. Ask them to list this next on their chart found on the Student Handout.

4.) Ask students to create a hashtag for the main idea of the source that they have analyzed. For example, if I was looking at images of the Tuskegee Airmen, my hashtag might be #breakingbarriers or #tuskegee

5.) Ask students to read the text and underline the sentence in the text that most relates to the sources that they analyzed. (An Example of Possible Answers for Placard A is below)

Placard Letter	List 3-4 things that you see in the picture, story, or graph.	Conclusion: Write a hashtag giving the main topic of the images, stories, or graphs in the station.	Text to Match
A	Possible Answers: -“The Red Menace” -“Report Susp. Communist Act.” -someone in a red coat and hat -“Why we must drive them out.”	#redmenace #suspectedactivity #reds #mccarthyism	In the 1950s, Senator Joseph McCarthy from Wisconsin was put in charge of the Committee on Government Operations. He began a search across <u>the United States for people who were communists.</u> He made each suspect come to Washington D.C. to be asked questions by a committee. The main question was, <u>“Are you now, or have you ever been, a member of the Communist party?”</u> He questioned hundreds of people over eight weeks. Many government employees were unfairly questioned and lost their jobs. The American people watched it on television. When Senator McCarthy began questioning soldiers who fought in WWII, the American people became angry and stopped the committee from any more questioning. (McCarthyism)

Ask everyone to move to the right (this is a like a forced march). They will repeat the process with the next source and continue in this same procedure until all placards have been covered.

*When everyone is at their last placard, ask the group to remove the placards from the wall and bring them back to their seat. Project each placard and ask the groups with this placard to come up and share their “evidence” or important information about the sources, their hashtags, and the line from the text that best related.

*You may choose to put the placards back up and let students add their hashtags with sticky notes on the placards to hang around the room.

6.) Processing: Students will follow the directions to create a short television news segment on a topic from the lesson. The teacher may choose to assign the topic. Ask students to write out their script. After you have approved the script, students may either share in front of the class (live) or record and play for the class. Once approved, these could even be loaded on a classroom site. To save time, let students work with their partner. This will make sharing with the class easier.

Vietnam Memorial Lesson Extension: The Wall

In 2018, President Trump designated March 29th to be recognized each year as Vietnam Veterans Memorial Day. In 1982 a two acre Vietnam Veterans Memorial was built in Washington, D.C. which honors service members of the United States armed forces who fought in the Vietnam War and sacrificed their lives in the Vietnam War. Inscribed on the black granite walls are the names of more than 58,000 men and women who gave their lives or remain missing. 70.06 percent of the killed in action (KIA) were nineteen years old or younger.

- Ask students to write down the following numbers on the back or bottom of their Lesson Handout.
58,267
33,103
3
244
8
- Ask students to talk with a neighbor and predict what each number represents.
- Pull up the following site- <http://thewall-usa.com/gallery.asp>
Use this site to show an image (or multiple images) of the Vietnam Memorial to give students a visual of the Memorial itself.
- Read the facts about the Washington, DC Vietnam Memorial found at the end of the document: Teacher Reading Material – “[The Impact of the Vietnam War on Alabama and the United States.](#)” Ask students to identify the numbers that were given a moment ago as you read information.
- Allow students to look up names on the wall using the site listed above and talk about the significance of memorials. They might choose to look up their last name or a last name of a relative.

Alabama Veterans Memorial Extension:

In Birmingham, Alabama there is a memorial for all the Alabama veterans who died in wars. This Memorial is the Alabama Veterans Memorial Park located just off I-459 at the Liberty Parkway Exit. In the Park is a Hall of Honor where the names of over 11,000 veterans are engraved on its walls: [Alabama Veterans Memorial Park](#)

*Ask students to go to the Memorial [Site https://www.alabamaveterans.org/alabama-soldiers-stories](https://www.alabamaveterans.org/alabama-soldiers-stories) and read the story of Bill (Matthew) Leonard.

*Ask Students to design a memorial stamp to honor Bill (Matthew) Leonard's service and sacrifice to our nation.