

## Unit V: Vietnam 1968-1969 Student Learning Outcomes

**Subjects:** Social Studies: World History and Geography, Industrial and Political Revolution, Vietnam War, Global Studies, Political Science and Human Geography.

**Objective:** Students (9-12) will understand the key geopolitical, domestic and internal dynamics shaping the Vietnam War 1968-1969. Experiential learning activity engages students in an analysis of the iconic photography from the war. Learners are challenged to consider the impact of photographic imagery versus film footage, the controversial nature of “disaster reporting,” and the democratizing potential of wartime journalism,

**Students will know:**

- Why 1968 was a landmark year for the Vietnam War and its impact in America
- What was the significance of the *Tet Offensive*
- In what ways U.S. policy-makers had conflicting evaluations of the Tet Offensive
- How the Vietnamese civilians’ and North Vietnamese Army assessed the Tet Offensive
- What role the media played in portraying the Vietnam War to the general public?
- How the Tet Offensive scored a political victory for the North Vietnamese on the “Home Front” in America
- How the Vietnam War influenced popular culture in America
- How the Civil Rights Movement intersected with opposition to the Vietnam War
- What influence Johnson’s 1968 withdrawal from the Presidential race had on the Vietnam War
- In what ways U.S policy towards Vietnam shifted with presidential administrations, 1968-1969

**California State Standards in the Social Sciences:**

11.9 - Students analyze U.S. foreign policy since World War II. (2) Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. (3) Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy. (4) List the effects of foreign policy on domestic policy.

11.11 - Students analyze the major social problems and domestic policy issues in contemporary American society. (2) Discuss the significant domestic policy initiatives of President Johnson, (e.g., with regard to education, civil rights)

12.8 - Students evaluate and take and defend positions on the influence of the media on American political life. (1) Discuss the meaning and importance of a free and responsible press. (2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

## **Common Core Standards Alignment:**

### ***Key Ideas and Details:***

#### CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### ***Craft and Structure:***

#### CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

#### CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### ***Integration of Knowledge and Ideas:***

#### CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

#### CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### ***Range of Reading and Level of Text Complexity:***

#### CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

<p><b><u>For use with Unit V Student Lesson Files:</u></b></p> <p>Unit V Vietnam 1968-1969: Essential Questions          Unit V Vietnam 1968-1969: Vocabulary          Unit V Vietnam 1968-1969: Simulation: Enemy or Civilian          Unit V Vietnam 1968-1969: Debrief Enemy or Civilian          Unit V Vietnam 1968-1969: Power Point          Unit V Vietnam 1968-1969: Unit IV Quiz</p>	<p><b><u>Supporting Documents:</u></b></p> <p>Document #5.1 McNamara and Rusk Assess the Tet Offensive, 1968          Document #5.2 Communist Party Evaluation of the Tet Offensive, 1968          Document #5.3 Walter Cronkite "Mired in Stalemate," 1968          Document #5.4 Clark.M.Clifford.Reappraisal.1969          Document #5.5 .Martin.Luther.King.Vietnam.1967          Document #5.6 Bob.Dylan.Times.Changin.1964          Document #5.7 LBJ. Vietnam.Election.Speech.1968</p>
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**Recommended Reading and Viewing:**

*Lyndon Johnson's War*, by Larry Berman, (1989)  
*The "Uncensored War": the Media and Vietnam*, by Daniel C. Hallin. (1986)  
*A Soldier Reports* by William Westmoreland (1976)

**Film:**

Apocalypse Now, (1979)  
 The Deer Hunter (1986)  
 PBS American Experience Vietnam: A Television War, (Disc 3)