

Title: **Vietnam verses Iraqi Freedom** Subject: **US History**

Topic: **War** Grade: **9-12** School: **Colquitt County**

Wiregrass History Consortium Unit Plan			
GPS Standard:	<p>SSUSH 20 The student will analyze the domestic and international impact of the Cold War on the United States (d) describe the Vietnam War, the TET offensive, and the growing opposition to the war.</p> <p>SSUSH 24 The student will analyze the impact of social change movements and organizations of the 1960's (c) analyze the anti-Vietnam War movement</p> <p>SSUSH25 The student will describe changes in national politics since 1968 (g) analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq</p>		
Concept:	<ul style="list-style-type: none"> • Conflict produces change; Wars affect the economic prosperity of a country. • For a democracy to be strong and sustaining, all of its citizens should have equal political, social, and economic rights. 		
Essential questions (2-5 questions) (What you want the students to know.)	<p>How can a draft be made fair?</p> <p>Should people who believe the war is wrong be forced to fight? Why?</p> <p>Why did the U.S. send troops to Iraq?</p> <p>Why does the United States get involved in our countries business?</p>		
Elements (What you want the students to understand.)	<p>The students will:</p> <ul style="list-style-type: none"> • analyze reasons why the US continues to involve herself in foreign affairs • describe how someone can be American but also oppose war • discuss the correlation between the Vietnam War and Iraqi Freedom 		
Launch Activity (Hook)	<p>A staged setting with a pair of black combat boots and also a pair of tan combat boots. Students will compare and contrast the two pairs in writing.</p>		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	<p>Knowledge Tet Offensive Geneva Accords Tonkin Gulf Resolution propaganda youth movements Vietnamization War on terrorism</p>	<p>People Ho Chi Minh Ngo Dinh Diem Lyndon Johnson Richard Nixon al-Queda Saddam Hussein Osama bin Laden</p>	<p>Places Vietnam Saigon Cambodia Iraq</p>
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			

Portfolio Assessment
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.)
Students will create a Venn Diagram showing the similarities and differences between the Vietnam War and Iraqi Freedom. Students will also create a speech, poster, song, cartoon, or interview that takes a stand – Pro war (Vietnam or Iraq) OR antiwar (Vietnam or Iraq)
Student Self-Assessment
Differentiation Associated with this unit
Differentiation will be as needed
Resources and instructional tools: Guest speakers from both wars, photographs, video clips, textbook and resource books