University of Mary Division of Education

Lesson Plan Format

**Grade Level:** 11th

**Subject(s) Area:** U.S. History

**Materials Needed:**

* PowerPoint, notes, computer, bust of Richard Nixon, 2 tables.

**Standards:**

* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information).
* 9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)
* 9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)

**Objectives: Students will be able to:**

* Students should be able to explain the culture of the mid 1960s and the opposing ideas about the Vietnam war.
* Students should be able to verbally defend the side of both politicians (Richard Nixon & Robert Kennedy) and their beliefs on the Vietnam War.
* Students should be able to place events in chronological order that leads up to the 1968 election.
* Students should be able to analyze primary sources and understand the context they were written in.
* Students should be able to examine primary sources and effectively use them to defend a certain argument, or to refute an argument.

**Learning Activities:**

* Students will be broken into groups of 3 or 4.
* Half of the groups will be given Richard Nixon’s 1968 Republican Convention speech, <http://www.presidency.ucsb.edu/ws/?pid=25968>, and Robert Kennedy’s anti war speech, <https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Remarks-of-Robert-F-Kennedy-at-the-University-of-Kansas-March-18-1968.aspx>.
* Each group will write a 1 paragraph statement, using their speech, to defend the speech writer’s thoughts on the Vietnam War. Each group will pick 1 student to speak on behalf of the group about why the Vietnam War should be fought or why it should not be fought.
* We will then have a think-pair-share activity in which students must pair up with another student who read the opposite speech.
* The last few minutes of class will be a de-brief of the whole class and thoughts on the Vietnam war.

**Assessment:**

* There will be an exit slip with the question being “What was a major difference between the doves and hawks and who ultimately won?”
* I will also assess the students on their work in their groups.

**Reflection:**