



Lesson Plan: Vietnam and the Presidential Jigsaw

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Subject Area: American History

Keywords: U.S. History, Vietnam, U.S. Presidents

Grades: 10

Timeframe: Five 50-minute class periods; perhaps two hours out-of-class time

Overview: This lesson is designed to help the students evaluate the roles of the U.S. Presidents who dealt with the issue of Vietnam. They will be using several electronic databases to gather information. They will work in teams of five to create a visual representation of their research.

Goal/Objective

Identify the key decision makers and the decisions they made about the U.S. involvement in the Vietnam War.

Essential Questions

Who were the Presidents that involved the United States with Vietnam and where did that involvement lead? What was the specific role of each President?

Standards

This lesson could be used while studying 20th Century American History.

Correlation with Ohio Academic Content Standards -- K-12 Social Studies

- **History**: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, The United States and the World.
- **Government**: Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Correlation with National Standards

- Correlation with National Standards for Social studies - U.S. History – grades 5-12

Correlation with Information Power Standards

- Standard 1 -- Student who is information literate accesses information efficiently and effectively.
- Standard 7 -- The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Timeframe

This lesson will take five class days with some additional time being spent out of class either at home or in the media center.

End Product

Each team of students will construct a 5-piece jigsaw puzzle using either poster board, wood, Styrofoam or any other type of material. Each piece of the puzzle will represent a President and his part of the Vietnam legacy using pictures, graphs and keywords.

Students will also:

- Analyze data
- Draw conclusions from a variety of sources
- Understand the complexities of the Vietnam War and its legacy for America
- Work collaboratively
- Present the work to their class

Activities

Students will work in groups of five either in the classroom with their teacher or in the media center with the librarian, depending on their needs.

Day 1

With teacher--- Re-visit the powers of the office of the President of the U.S. and the Congress with relation to the War Powers. Discuss the position of Commander in Chief using contemporary examples. Dividing class into teams of five members, explain that each team member will be responsible for researching a President that was involved in forming Vietnam policy using the attached research prompt. Use a standard jigsaw puzzle to demonstrate how pieces interlock to create a whole picture. Using this example each President will be a piece of the jigsaw puzzle that the student teams will create. Each “Presidential piece” will be comprised of pictures, graphs and keywords that reflect that President’s policy.

Day 2

Using the attached research probe, students will begin research in the library. The librarian will re-visit the INFOhio databases emphasizing the difference between a database and a Web site. Students will remember to cite their sources using APA style. Homework: Begin designing jigsaw pieces using any construction available.

Day 3

Finish research: Begin assembling a set of images, graphs and keywords that reflect their president’s contribution to Vietnam policy.

Day 4

Students may mount their information on their puzzle pieces and begin to prepare their presentation.

Day 5

Students present their work to the class

Assessment

See attached rubric

Resources and Technology

INFOhio:

- EBSCOhost – High School
- American National Biography
- Britannica Online
- FirstGov
 - The White House
 - American Memory Project

The Vietnam Veterans Memorial Fund – <http://www.teachvietnam.org>

Project Grading Rubric – 200 Points Total

	Criteria	A Distinguished	B Proficient	C Average	D Attempted	Your score
Use of research time 30	On task, used databases	30 excellent	20 satisfactory	10 adequate	5 unsuitable	
Facts/content 80	Accurate, in-depth	80-72 more than required	73-68 meets requirements	68-56 finished, some errors	56-48 mistakes, lacks depth	
Mechanics 40	Spelling, grammar, references	40-38 perfect	37-34 few errors	33-28 some errors	27-24 many critical errors	
Presentation 50	Neat, attention to detail, informative	70-65 visually striking, good oral presentation	64-59 appealing, oral presentation good	58-49 legible, some oral flaws	48-42 messy, oral presentation inadequate	
Comments (200 points possible)						

Truman Eisenhower Kennedy Johnson Nixon

Research Probe

Consider the following questions when researching your President's involvement and creating your piece of the jigsaw. Remember to cite your source of information.

1. Name of President
2. Dates in office
3. Political party
4. Political Party in Control of Congress
5. Short summary of the President's Policy on Vietnam
6. What steps did this President take toward the conflict in Vietnam?
7. Did this President's decisions show a change in policy over time? Give examples
8. Did this President increase or decrease the role of the U.S. in Vietnam when compared with the previous President?
9. How did this President keep the public informed of his decisions regarding Vietnam and the rest of Southeast Asia?
10. What is your evaluation of this President's policy on Vietnam?

A tip from your Librarian: Save pictures, maps, graphs, charts that are useful as you go along.

Source

Vietnam: Echoes from the Wall. Washington D.C.: Vietnam Veterans Memorial Fund, 2002.