

TEACHING AMERICAN HISTORY PROJECT – 2009-2012

Lesson Title - Ho Chi Minh's Vietnamese Declaration of Independence from Craig Demers

Grade - 9

Length of class period – 43 Min

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What are the fundamental ideals of Ho Chi Minh's Vietnamese Declaration of Independence. What is the reason behind Vietnam Declaring Independence?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students through SOAPSTONE will learn how to read a primary document and look for Subject, Occasion, Audience, Purpose, Speaker and Tone of Ho Chi Minh's Declaration of Independence in Vietnam. Through this activity students will analyze a primary document while gaining insight into the history of Vietnam prior to U.S. involvement in the Vietnam conflict.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Attached SOAPSTONE activity Vietnamese Declaration of Independence.

Activities (What will you and your students do during the lesson to promote learning?)

Students will be assigned a number between 1-6. Each number represents the group they belong to, as well as the part of the historical document they are responsible for analyzing. Ho Chi Minh's Declaration has been broken down into 6 smaller sections so students can analyze a piece of the document and complete the SOAPSTONE for their assigned piece. Each group should have approximately 20 minutes to read and analyze their piece. After this, each group should present to their classes what their section of the Declaration discussed and have their classmates fill out the SOAPSTONE for their section. Once all groups present, as a class we will orally complete the attached questions to assess student understanding of the lesson.

How will you assess what student learned during this lesson?

Students will be asked a series of questions (attached at end of packet). Information assessment will be conducted during the lesson question and discussion.

Connecticut Grade Level Expectations-

Students will use primary source documents to analyze multiple perspectives.

Students will initiate questions and hypotheses about historic events they are studying.