

## Teacher Guide for the Lesson on **domino theory**

### Standard:

US.8(D)

### Content Objective:

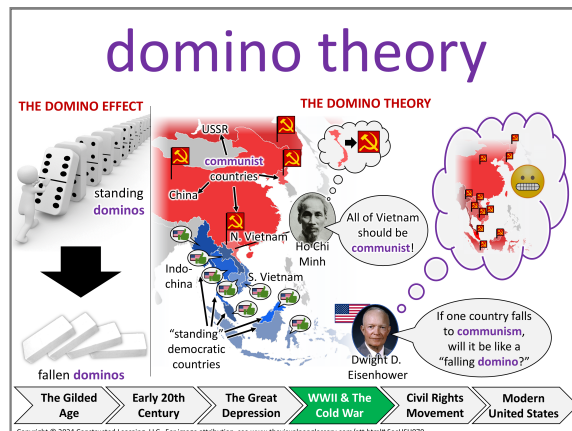
We can explain how the **domino theory** influenced U.S. involvement in foreign countries, including the Vietnam War.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

After communist North Vietnam took over South Vietnam in 1976, the **domino theory** only held true for Laos and Cambodia. Why do you think it did not hold true for other Indochinese countries?

*I think the **domino theory** did not hold true for other Indochinese countries because...*

**Other key vocabulary:** [containment](#)



### By studying this visual, students might:

| Notice                                                                                                                        | Wonder                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The domino effect is when one domino is pushed down and the rest follow.</li> </ul>    | <ul style="list-style-type: none"> <li>Why did the U.S. believe so strongly in the domino theory?</li> </ul>         |
| <ul style="list-style-type: none"> <li>Countries like China, the USSR, and North Vietnam were communist countries.</li> </ul> | <ul style="list-style-type: none"> <li>Did U.S. actions in Vietnam actually stop the spread of communism?</li> </ul> |
| <ul style="list-style-type: none"> <li>Countries like South Vietnam were democratic countries.</li> </ul>                     | <ul style="list-style-type: none"> <li>Why did the theory only hold true for Laos and Cambodia?</li> </ul>           |

|                                                                                                                                                                                                                          |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Ho Chi Minh believed that all of Vietnam should be communist.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• What strategies did the U.S. use to act on the domino theory?</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Eisenhower, president of the United States, believed that if one country fell to communism, more countries in the area would also fall, just like the domino effect.</li> </ul> | <ul style="list-style-type: none"> <li>• How did people in other countries respond to the U.S. involvement?</li> </ul> |

## EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

### Structured Conversation Prompts

| OBSERVATIONAL                                                                            | RELATIONAL                                                                                                                                          | INFERENTIAL                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What was the <b>domino theory</b>?</p> <p>The <b>domino theory</b> stated that...</p> | <p>How was the <b>domino theory</b> related to <b>containment</b>?</p> <p>The <b>domino theory</b> was related to <b>containment</b> because...</p> | <p>After communist North Vietnam took over South Vietnam in 1976, the <b>domino theory</b> only held true for Laos and Cambodia. Why do you think it did not hold true for other Indochinese countries?</p> <p>I think the <b>domino theory</b> did not hold true for other Indochinese countries because...</p> |

## Example Student Responses to the Observational Question

| Low-Level                                                            | High-Level                                                                                                                                                                        |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The <b>domino theory</b> said if one country fell, others would too. | The <b>domino theory</b> stated that if one country in a region became <b>communist</b> , nearby countries would also fall under <b>communism</b> like a row of <b>dominoes</b> . |

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*

## Structured Reading

| READING PURPOSE                                                                                                                                                    | PAT LIST                                                                                                                                                                                                                                                                                                              | POST-READING DISCUSSION                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The purpose of the reading is to understand how the <b>domino theory</b> influenced U.S. actions during the Vietnam War and its connection to <b>containment</b> . | <ul style="list-style-type: none"> <li>• The meaning of the domino theory</li> <li>• How the domino theory is connected to containment</li> <li>• U.S. involvement in the Vietnam War</li> <li>• Which countries became communist and which did not</li> <li>• Why the domino theory only partly came true</li> </ul> | <p>How did the <b>domino theory</b> connect to the U.S. strategy of <b>containment</b>?</p> <p><i>The <b>domino theory</b> connected to <b>containment</b> because...</i></p> |

## STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

## DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

| BELOW GRADE LEVEL                                                                                                       | ON GRADE LEVEL                                                                                                        | ABOVE GRADE LEVEL                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|  <p><i>Triangle is bottom-left</i></p> |  <p><i>Square is bottom-left</i></p> |  <p><i>Circle is bottom-left</i></p> |

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.