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Transitioning to college and careers

Literacy Ready

History Unit 3: The Vietnam Conflict

Southern
Regional
Education
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Unit 3

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Course Overview

Overview and Rationale:

This unit will focus on the United States and foreign affairs during the 1960s, and, specifically, The Vietnam War. Students will be reading longer and more difficult texts as they complete the unit, and they will complete two major writing assignments: an essay focusing on a Document-Based Question (DBQ) and an argumentative essay based on a review of several documents and sources.

Unit Objectives

1. Students will engage in close readings of complex historical texts.
2. Students will read multiple documents from different perspectives about the same events.
3. Students will use the disciplinary reading strategies in history of sourcing, contextualization and corroboration to make meaning from multiple perspectives on history.
4. Students will make claims and engage in evidence-based argumentation about events in writing.
5. Students will use strategies for learning the meanings of vocabulary.
6. Students will increase their ability to read complex historical texts independently.

Essential Questions:

Were concepts of liberty and equality reflected in US foreign policy?

What conflicts existed in conceptions of liberty and freedom by those participating in the Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy?

Suggested Scoring Guide:

This unit contains multiple assessments for the student assignment. Every outcome listed in each lesson has some form of assessment. Our experience with the course has been that, if students receive ongoing credit and recognition for their effort, then they are more likely to continue to complete the work and be better equipped to complete more complex, culminating assignments. Each assessment has a suggested number of points that can be given for the completion and the quality of the work.

A suggested process for determining the final grade for this unit is:

DBQ Essay Score = 22.5%

Final Argumentative Essay = 22.5%

The Evaluation of:

DBQ Graphic Organizer (Lesson 5 Activity 1), +

Credibility Analysis Graphic Organizer (Lesson 6 Activity 1) = 25%

Evaluation points from the remaining assignments = 30%

The larger point values for certain assignments represent the importance of the literacy strategies involved in the discipline: annotation and collection of evidence, use of the GSPRITE note taking strategy, debriefing the close reading of history texts, determining claims and evidence, and the understanding of content-specific and generic vocabulary. Emphasis on accurately using these strategies have a direct impact on the quality of the writing assignments. In addition, work on the two major graphic organizers for the writing assignments will have a significant impact on a student's grade. Emphasize that the majority of the points to determine the unit grade are embedded in the final two lessons for the unit which will span one-third to one half of the time spent on the unit. Students so sustain should use their work in the early lessons to strengthen their literacy skills and develop the work habits to sustain their work on the larger, deeper final assignments.

Week 1

Lesson 1: Overview—US and Vietnam

1. Students will take notes on a Vietnam overview.
2. Students will explore vocabulary meanings in relation to Vietnam.

Lesson 2: Types of Text

1. Students will learn how historians classify different texts and genres.
2. Students will practice categorizing texts.
3. Students will think about the issues and problems that might arise with different kinds of texts (i.e., memoir, photograph, textbook, etc.)

Week 2

Lesson 3: Timeline of Vietnam

1. Students will view a timeline and make inferences about the relation among the various events depicted.
2. Students will ask questions brought to mind by the timeline.
3. Students will explore vocabulary meanings.

Week 3

Lesson 4: Reading and Annotating History Texts

1. Students will read and annotate a lengthy chapter about the Vietnam Conflict.
2. Students will use the GSPRITE technique to annotate text.
3. Students will show through their annotations, discussion and graphic organizers that they can think critically about Vietnam.
4. Students will add significant information to the Vietnam timeline.
5. Students will explore differences in interpretation about contested events, using what they have already read, other history interpretations and primary documents.
6. Students will reflect on the essential questions.

Week 4

Lesson 5: Answering Document-Based Questions

1. Students will demonstrate their ability to interpret primary source documents.
2. Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.
3. Students will demonstrate the ability to write an answer to a document-based question.

Weeks 5 and 6

Lesson 6: Preparing, Writing and Revising an Argumentative Essay

1. Students will read primary and secondary documents to decide what happened in the Gulf of Tonkin incident, whether or not President Johnson deliberately misled the American public about the event and whether or not he used it to get power to escalate the war.
2. Students will use graphic organizers and participate in discussions to prove they can use evidence to support historical claims.
3. Students will write a historical argument essay that takes a stand on one of the questions about the Gulf of Tonkin incident and provide evidence to support their stand.
4. Students will study the use of evidence and the embedding of quotes by historians who write arguments.

Lesson 1

Overview: US and Vietnam

Overview and Rationale:

Most students have heard of the Vietnam War (technically, the Vietnam *Conflict*) but may know little about it. This overview presents students with some key historical concepts about our involvement in Vietnam during the 1960s and will end with a focus on Lyndon Johnson and his role in the conflict. The overview provides *contextual* information that will help students learn from the other texts about Vietnam in this unit, and thus, could be considered an anchor text.

With guidance from the instructor, students will be introduced to American involvement in Vietnam through a PowerPoint presentation. This general introduction will focus on the challenges posed by political instability in Vietnam and President Johnson's attempts to overcome those challenges.

Tasks/Expected Outcomes:

1. Students will identify claims and discuss needed evidence after viewing a PowerPoint on Vietnam.
2. Students will demonstrate a growing understanding of vocabulary after viewing the PowerPoint.
3. Students will review the prompt and assignment for the unit.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

History/Social Studies, Science and Technical Subjects: Writing

- 4 Produce clear and coherent writing in which the organization, development, substance and style are appropriate to task purpose and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Engagement

Ability to investigate a historical period and gather evidence for a claim.

2. Task Analysis

Ability to understand the elements of an assignment and explain what to do to be successful.

Ability to understand the elements of the scoring rubric to assess the task.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 4: Writing Process

1. Planning

Ability to develop a line of thought and text structure appropriate to a PowerPoint presentation.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint Presentation - Vietnam
- Academic Notebook

Vocabulary:

Discipline Specific Vocabulary

People

- Lyndon Johnson
- Viet Cong
- Vietminh

Places

- Saigon
- Gulf of Tonkin

Discipline Specific Vocabulary with General Meanings

- escalation

Timeframe:

Approx. 65 minutes

Documents/Agreements

- Geneva Accords

Events

- Tet Offensive
- Gulf of Tonkin Incident

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4

Ask students to write down a list of words, phrases, images, etc. that they associate with the Vietnam War in their academic notebook page 5. Acknowledge that students may already know something about Vietnam, but that they will be considering information about Vietnam that is still controversial today, and will have to act as historians to determine what they will ultimately believe in relation to those controversies. Explain to them that the PowerPoint you are about to show them helps set the stage for the rest of their reading and will help them contextualize the other documents and texts they read.

Show the list of vocabulary words for this lesson (above). Ask students to write down what they know about each of the terms (page 6). Students should be able to tell more about the terms when the lesson is over.

Activity Two

Viewing the PowerPoint and Taking Notes (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 1; Speaking and Listening– 1

Remind students to use the strategies they have already learned to take notes, and to refer to the sections on Cornell notes and annotation if they need a reminder.

Ask students to pay attention to the claims made on the PowerPoint about the role that President Johnson played in creating the US Vietnam policy, and to think about claims concerning Johnson's *motivations*, *goals*, and *tactics* in dealing with Vietnam.

Most people agree about their interpretation of the end of this story (that we eventually pulled out without a victory and that Johnson's decision not to run for a second term was largely because of Vietnam), but historians still disagree when they discuss the decisions that were made along the way. So, the students should be thinking about this as they encounter the PowerPoint and other materials.

Have students take notes while viewing the PowerPoint.

When the PowerPoint has been completed, ask students what they learned from it and what insights they now have about the Vietnam Conflict that they may not have had before. Help them to see that the PowerPoint is an overview and that they will learn more throughout the next weeks.

(Space provided in academic notebook page 7)

Activity Three

Thinking about Evidence for Claims (Approx. 15 minutes)

**College and Career Readiness Standards: History/SS Reading– 1, 2;
Speaking and Listening– 1**

Have students sit in a circle so they are facing each other.

Return to the last page of the PowerPoint and have students look at these claims then speculate what kind of evidence might support the claim, writing their speculations in the chart in their academic notebook. Explain to them that in their subsequent readings, they should be looking for evidence that supports or contradicts the claims. They can first pair with another student, then share what they wrote with the class.

FROM THE STUDENT ACADEMIC NOTEBOOK p 8

Activity

3 Thinking about Evidence for Claims

The last slide of the PowerPoint included some of the interpretations of historians of the Vietnam Conflict. These are CLAIMS, which need evidence to back them up. What kind of evidence do you think would be convincing?

Next to each claim, write down what kind of evidence would be convincing to you that the claim is true.

Claim	What evidence would be convincing?	Why
LBJ escalated the Vietnam Conflict because he thought his reputation would be hurt if he lost Vietnam to the Communists.		
LBJ felt he had to follow the lead of his advisors about Vietnam, because they were “Harvards.”		
Because of the problems in Vietnam, LBJ had no choice but to get more heavily involved.		
LBJ did not want to get involved in Vietnam.		
LBJ and his advisors set up the Gulf of Tonkin incident so they could get more heavily involved.		
LBJ hid from Americans the cost of escalation.		

Also, have students look at the graphic organizer in their academic notebook page 9.

Tell students this also represents a way to engage in the kind of thinking that historians use. They should already understand that, although there may be irrefutable evidence that events took place, the goals, motivations of, and tactics used by historical actors are harder to determine. As they read the other documents in this unit, students should be thinking about these three aspects to Johnson's actions in the Vietnam War. **If Johnson wanted to win the war, why was he so motivated to do it? What tactics did he use? Why did he fail to achieve his goal?** There are several possible answers for each of these questions and the answers need to have evidence to back them up.

FROM THE STUDENT ACADEMIC NOTEBOOK p 9

Graphic Organizer – PowerPoint Overview

Johnson's motivations for involvement and escalation	Johnson's goal	Johnson's tactics
	To win the war in Vietnam	

Also, the Vietnam War brings in more evidence that students can use to answer the essential questions:

Johnson's motivations for involvement and escalation	Johnson's goal	Johnson's tactics
<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? (later: The Vietnam Conflict and the Six-Day War.)</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>

Assessment:

Outcome 1: Students will demonstrate an understanding of claim and evidence in history.

Use the chart from Activity Three that has students determine what kind of evidence would be convincing to assess their understanding of the relationship between claim and evidence. Award 2 points per claim on the graphic organizer (6 columns) for each item below.

	No	Some	Yes
Did their suggested evidence have a clear link to the claim?			
Did they list several kinds of evidence that could corroborate the same claim?			
Did they produce valid reasons for listing each piece of evidence?			

Total possible points: 36

Activity Four

Vocabulary (Approx. 10 minutes) Using the Rubric to Evaluate Performance

College and Career Readiness Standards: History/SS Reading– 4

**Place the discipline specific vocabulary on the appropriate chart in the room.
Have students revise their previous explanations of these terms in their academic notebook page 10.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 10

Activity

4 Vocabulary

Revise your definitions based upon information you learned in the PowerPoint.

Lyndon Johnson

Geneva Accords

Viet Cong

Saigon

Tet Offensive

Gulf of Tonkin

Gulf of Tonkin Incident

(space provided)

Assessment:

Outcome 2: Students will demonstrate a growing understanding of vocabulary after viewing the PowerPoint.

Their second attempt at explaining the terms listed in the academic notebook should be more accurate and reasonable than their first attempt. For each of the 7 vocabulary terms, award up to 3 points for each element below.

	No	Some	Yes
Student's definitions were accurate.			
Student's definitions were thorough.			
Student's definitions used information gained from PowerPoint.			

Total Points: 21

Activity Five

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading 1,4; History/SS Writing– 1, 8, 9

Students will be reading documents to decide whether or not the Johnson Administration was responsible for inciting the Gulf of Tonkin Incident, determining what happened on August 4, 1964 and deciding whether or not Johnson knowingly used a questionable report of an attack to push the incident with Congress and escalate the war. Students will be reading, viewing and listening to primary and secondary documents about the incident to make these decisions.

Let students read about the task in their notebooks page 11. Ask them to turn to a partner and talk through the task together, and then have them talk through what they will have to do as they read the documents and answer the question. While they are talking to each other, monitor their conversations.

FROM THE STUDENT ACADEMIC NOTEBOOK p 11

Activity

5 Orientation to the Task

After reading the documents in this lesson, decide the answer to three questions:

1. Did the Johnson administration deliberately incite the Gulf of Tonkin Incident?
2. What really happened on August 4, 1964?
3. Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war?

Did the Johnson administration deliberately incite the Gulf of Tonkin Incident? what really happened on August 4, 1964? Did Johnson knowing use a questionable report of an attack to push the incident with Congress and escalate the war? After reading the document set in this lesson, write an essay in which you argue an answer to one of the questions. Support your question with evidence from the text.

(space provided)

Have students describe what kinds of information they should be looking for while reading the documents so they will be prepared to answer the questions.

Instruct students to use two different kinds of notes organizers to help them decide their answers to the three questions. One will have students deciding the credibility of each of the documents. The other will provide a place to keep track of evidence for both “yes” and “no” answers so that they can determine the weight of evidence. Show students examples of these two documents in their academic notebooks and discuss the processes they will use with them. In the second organizer, students work together in pairs and *come to a consensus* about the answer to each question and the evidence that was convincing. Have students return to the excerpt in the Danzer text that describes the Gulf of Tonkin Incident and remind students of this resource.

Explain to students that they will be reviewing a variety of documents leading up to the assignment, called a document-based question (DBQ). The readings and activities will prepare students to be able to critically read the documents for the essay and prepare for the writing. Have students draft an argument to respond to their selected question in their academic notebooks on page 11.

Evaluation Rubric			
Criteria			
Participates in partner discussion of the prompt and assignment	Yes	Somewhat	No
Describes the kinds of information to look for while reading the documents	Yes	Somewhat	No
Writes a draft argument that answers one of the questions	Yes	Somewhat	No

Total Points: 9

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .
<input type="checkbox"/>	1. Had students write down a list of what they already knew about Vietnam.
<input type="checkbox"/>	2. Had students write explanations of vocabulary.
<input type="checkbox"/>	3. Reminded students of what to do when taking notes.
<input type="checkbox"/>	4. Had students take notes while I discussed PowerPoint slides, then discussed what they learned.
<input type="checkbox"/>	5. Had students think about what kind of evidence could be used to back up claims that historians have made.
<input type="checkbox"/>	6. Discussed with students what they should be looking for as they continue to study Vietnam—goals, motivations and tactics and answers to the essential question.
<input type="checkbox"/>	7. Had students re-explain vocabulary.
<input type="checkbox"/>	8. Introduced the final prompt.

Lesson 2

Types of Texts

Overview and Rationale:

Students will explore the variety of texts that historians use to interpret events in the past. It is important for students and historians to be familiar with the type of texts they are reading because this helps them to determine the value and application of historical texts. Understanding the advantages and disadvantages of a particular type of text can help students and historians construct better historical arguments.

You will introduce students to broad categories of historical texts using a Power-Point Presentation. This general introduction will conclude with the identification of several examples of historical texts associated with US involvement in the Vietnam War. Lastly students will be asked to classify a variety of texts during an activity found in their academic notebook.

Tasks/Expected Outcomes:

1. Students will be able to classify a variety of historical texts and identify challenges to credibility posed by them.
2. Students will learn text-type vocabulary.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Throughout this course, only grade 11-12 standards are used.

LDC	Skill and Ability List
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Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint about types of texts

Timeframe:

Approx. 50 minutes

Vocabulary:

Words that Help You Talk about the Discipline

- | | |
|--------------|--------------------|
| • Narrative | • Memoir |
| • Expository | • Primary Source |
| • Genre | • Secondary Source |
| • Media | • Tertiary Source |

Activity One

Orientation to the Task (Approx. 15 minutes)

Ask students to think of the kinds of texts they have read so far in their study of history and write these on a white board, overhead, chalk board, chart, etc. (page 13).

Explain to them that historians use a number of text types, including texts that may not be prose, such as photographs, artwork, political cartoons, and so on.

Show students the PowerPoint and ask for questions. Display the targeted vocabulary somewhere visibly in the room after they have completed that task.

FROM THE STUDENT ACADEMIC NOTEBOOK p 13

Activity

1 Orientation to the Task

List some types of texts you associate with historical study.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity Two

Classifying and Reasoning about Texts (Approx. 35 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4; Speaking and Listening– 1

Explain that there are different challenges with the credibility of each of these types of texts. Ask students to think about primary sources such as photographs, newspaper articles from the time period, political cartoons, artwork and interviews of people at the scene. **What challenges to credibility are characteristic of these kinds of sources?** Elicit student responses, after students have discussed their ideas with a partner. An important concern about these kinds of sources is the potential for bias. It doesn't follow that someone who takes a picture is showing an accurate depiction of the entire scene or that someone who participated in an event is presenting an accurate representation of everyone's viewpoint (especially if the participant has something to gain by omitting certain parts of the story). There is evidence from eyewitness testimony studies that people's observations can be wrong. Elizabeth Loftus (e.g., 1974, 1979, 1989), for example, showed participants in an event a picture of the event immediately afterwards that had a new item placed in the scene. Later, participants remembered the original scene as if the new item had been there from the beginning. Historians find primary sources credible only if there is corroboration. For example, if several people witnessed an event and those people all said the same thing, even though they had different political beliefs, they would find that evidence more likely to be accurate.

Have students return to their academic notebooks page 14 and identify the type of texts represented in the examples, then note the challenges they face in determining if they are credible.

When students are finished, debrief by providing feedback about their observations and giving students a chance to revise what they wrote. Note that the Vietnam Conflict lasted until 1975, when Saigon fell to the Communists (but the US troops pulled out in 1973, as a result of the Paris Peace Accords).

FROM THE STUDENT ACADEMIC NOTEBOOK p 14

Activity

2 Classifying and Reasoning about Texts

Using the information you received in class, classify the following examples of texts by noting if they are primary, secondary or tertiary texts and assigning a genre to each one in the space provided. Then, identify the challenges to credibility that might be a characteristic of the genre.

Text	Primary, Secondary or Tertiary? (Circle One)	Genre	Challenges to credibility
Constitution of the United States	Primary Secondary Tertiary		
Goodwin, Doris Kearns, <i>Lyndon Johnson & The American Dream</i> (1991)	Primary Secondary Tertiary		
Article from the <i>New York Times</i> describing US troop deployment (1968)	Primary Secondary Tertiary		
Image of a Vietnamese village on fire after a US attack (1969)	Primary Secondary Tertiary		
Caputo, Philip, <i>A Rumor of War</i> (1977)	Primary Secondary Tertiary		
A cartoon depicting Lyndon Johnson's gradual escalation of US troops in Vietnam (1965)	Primary Secondary Tertiary		
The Gulf of Tonkin Resolution (1964)	Primary Secondary Tertiary		
Transcript of questions and answers exchanged between a reporter and a US Army officer (1968)	Primary Secondary Tertiary		
<i>Vietnam: A Television History</i> (1983)	Primary Secondary Tertiary		

Also, have students classify the following text excerpts as a description, explanation or argument/justification.

FROM THE STUDENT ACADEMIC NOTEBOOK p 15

Can you tell the structure of a text excerpt? Determine if the following excerpts are *description*, *explanation*, or *argumentation/justification*. Write your answers on the line below each excerpt.

1. The Johnson Administration essentially found itself in a predicament—a “political war trap” that was a product of the nuclear era, the Cold War, and domestic politics in the United States. The “trap” involved a wavering ally whose regime was threatened. The option of not using military force was discounted for fear of a “communist success” if the ally fell and the domestic repercussions this would trigger (Dennis M. Simon, August 2002; retrieved from: <http://www.srvhs.srvusd.k12.ca.us/Staff/teachers/abgardner/Vietnam/The%20Vietnam%20War>).
2. Johnson brought to the White House a marked change of style from Kennedy. A self-made and self-centered man who had worked his way out of a hardscrabble rural Texas environment to become one of Washington’s most powerful figures, Johnson had none of the Kennedy elegance. He was a bundle of conflicting elements: earthy, idealistic, domineering, insecure, gregarious, suspicious, affectionate, manipulative, ruthless, and compassionate. Johnson’s ego was as huge as his ambition (Tindall and Shi, page 1318).
3. In the end, the United States failed either to avert a communist takeover of South Vietnam, or to avoid humiliation, loss of prestige, and domestic recrimination. To be sure, the North Vietnamese Army (NVA) and southern National Liberation Front (NLF) did not directly evict US forces from Vietnam, nor even inflict upon them a major set-piece battlefield defeat like the Viet Minh did on the French at Dien Bien Phu in 1954... But if US forces were not defeated, neither did they inflict a strategically decisive defeat on the communist side (6)... Years of bombing North Vietnam and “attriting” communist forces in South Vietnam neither broke Hanoi’s will nor crippled its capacity to fight. The absence of US military defeat did not guarantee political success. The appearance of Saigon as Ho Chi Minh City for the past 20 years on maps of Southeast Asia is testimony to the defeat of the American cause in Vietnam (Record, Jeffries, [Winter, 1996-96], Vietnam in retrospect: Could we have won? Parameters, 51-65).
4. On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Cao Bang (taken from The Declaration of Independence, Democratic Republic of Vietnam, written by Ho Chi Minh in 1945).

Circle any words or phrases that helped you decide what type of text each excerpt was. Discuss your choices.

Answers:

1. Explanation
2. Description
3. Argument
4. Description

Discuss with students their choices and have them explain to you what words or phrases helped them decide what type of text each excerpt was. Students could also be assigned to explain several vocabulary words in an exit slip.

Assessments:

Outcome 1: Students will be able to classify a variety of historical texts and identify challenges to credibility posed by them.

Outcome 2: Students will learn text-type vocabulary.

The activities they completed in their academic notebook will help you determine if these objectives were met.

	No	Some	Yes
Student identified text types accurately.			
Student could discuss reasonable challenges to credibility of text genres.			
Student circled words and phrases in text excerpts that reflected the type of text.			

Total Points: 9

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students write down the kinds of text that historians use and discussed this list.
- ☐ 2. Showed students the PowerPoint on text types and discussed the challenges that each genre might represent.
- ☐ 3. Had students identify the genre of texts given the titles and list challenges with interpretation of those genres; discussed student choices.
- ☐ 4. Had students identify description, explanation and argumentation, given text excerpts, then circle words and phrases that helped them decide; discussed student choices.

Lesson 3

Timeline of Vietnam

Overview and Rationale:

Students will explore the evolution of US involvement with Vietnam during the second half of the twentieth century. Students will use a timeline to help them place a variety of events in chronological order. This will enable them to better understand how important events are connected, and to see the trajectory of the Vietnam Conflict. They will be asked to make inferences and ask questions about the timeline. These questions and inferences, along with the essential questions for the unit, will serve to guide their subsequent reading of a textbook excerpt about Vietnam. Furthermore, these questions will help students identify and become more familiar with common historical arguments associated with the debate regarding US involvement in Vietnam.

Tasks/Expected Outcomes:

1. Students will infer historical trends and relationships regarding the Vietnam Conflict using a timeline.
2. Students will ask questions about the Vietnam Conflict after studying a timeline.
3. Students will determine vocabulary meanings by using available resources.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skill and Ability List
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Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

(www.literacydesigncollaborative.org)

Materials:

- Essential Questions
- Timeline

Timeframe:

Approx. 50 minutes

Vocabulary:

Discipline-specific vocabulary

People

- Ho Chi Minh
- Eisenhower
- Johnson
- Ngo Dinh Diem
- Nixon

Events

- Geneva Accords
- Tet Offensive
- My Lai Massacre
- Pentagon Papers
- Paris Peace Treaty

Places

- Saigon
- My Lai
- Ho Chi Minh Trail

Policies

- Pentagon Papers
- Domino Theory

General Academic Vocabulary with disciplinary meanings

- | | |
|---------------|----------------|
| • insurgency | • cessation |
| • referendum | • garrison |
| • provisional | • infiltrating |
| • allegedly | • guerrillas |
| • fraudulent | • tacit |
| • covert | • legacy |

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 4

Explain to students that one of the ways that historians make sense of events is to place them in a chronology. Sometimes, events that are close in sequence have a relationship that is more than chronological. They could have a cause/effect relationship—one event could be part of a whole series of events that exist in a causal chain, or there could be multiple causes or effects of a single event. It is not always true, however, that there is more than a chronological relationship in events that exist in close sequence. Events could exist chronologically just by coincidence. Looking at chronology, however, is a first step to making inferences about the relationships among events. Inferences are made stronger with evidence from reliable sources. If these ideas seem difficult for students to grasp, present them with this activity, found in their academic notebooks page 17:

FROM THE STUDENT ACADEMIC NOTEBOOK p 17

Activity

1 Orientation to the Task

What can you infer about these events, put in chronological order?

- a. A student gets caught smoking in the bathroom.
- b. His parents ground him for one week.

What about these events?

- a. There is potato salad at a picnic.
- b. A number of people get sick to their stomachs immediately after eating picnic food.

In timelines, events are in chronological order, but historians infer the relationships among the events, based upon the best evidence. Events are not necessarily in causal relationships if they are listed chronologically.

Activity Two

Making Inferences from a Timeline (Approx. 40 minutes)

Have students study the timeline (pages 18-22) in pairs or small groups and come up with three inferences (page 23) about the relationships among events and three questions they would like answered. Also, have students speculate about the kind of evidence they would need to support their inferences (page 23).

FROM THE STUDENT ACADEMIC NOTEBOOK pp 18-22

Activity

2 Making Inferences from a Timeline

Study the following timeline and come up with: (a) three inferences, and (b) three questions. Specify what kind of evidence you would need to be surer of your inference and what kind of evidence you would need to answer your questions. A map is provided so that you can locate the sites that are referenced in the timeline.

(space provided)

Vocabulary:

There are a number of words that students may have difficulty with. Remind them it is okay to struggle with meaning, and they should use their resources to help them understand words they do not know. To review, these include:

1. Context: Students can read the surrounding sentence and determine what meaning would make sense, given the overall meaning of the sentence and the clues the other words provide.
2. Breaking words into their meaningful parts: Multi-syllabic words are often made up of several different parts that students know the meaning of. In this lesson, students may know *fraud*, which will help them understand *fraudulent*.
3. Asking other students: If students are reading with partners or small groups, they can help each other with word meaning.
4. Glossary or dictionary: Students can consult a glossary or dictionary to find the best word meaning, given the context.
5. Class discussion: When all else fails, students can note these words and bring them up later in whole-group discussion.

In addition to the timeline, this lesson includes a map, so that students can reference the places referred to in the timeline. The map is shown on the next page and can be accessed online at: <http://history.howstuffworks.com/asian-history/history-of-vietnam6.htm>.



Timeline of American Involvement in Vietnam

1945

Ho Chi Minh Creates Provisional Government.

Following the surrender of Japan to Allied forces, Ho Chi Minh and his People's Congress create the National Liberation Committee of Vietnam to form a provisional government. Japan transfers all power to Ho's Vietminh.

Ho Declares Independence of Vietnam.

British Forces Land in Saigon, Return Authority to French.

1946

Indochina War begins.

The Democratic Republic of Vietnam launches its first concerted attack against the French.

1950

Chinese, Soviets Offer Weapons to Vietminh.

US Pledges \$15M to aid French.

The United States sends \$15M dollars in military aid to the French for the war in Indochina. Included in the aid package are military advisors.

1954

Battle of Dienbienphu begins.

A force of 40,000 heavily armed Vietminh lay siege to the French garrison at Dienbienphu. Using Chinese artillery to shell the airstrip, the Vietminh make it impossible for French supplies to arrive by air. It soon becomes clear that the French have met their match.

Eisenhower cites "Domino Theory" regarding Southeast Asia.

Responding to the defeat of the French by the Vietminh at Dienbienphu, President Eisenhower outlines the Domino Theory: "You have a row of dominoes set up. You knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly."

Geneva Agreements announced.

Vietminh and French generals sign the Agreement on the Cessation of Hostilities in Vietnam. As part of the agreement, a provisional demarcation line is drawn at the 17th parallel, which will divide Vietnam until nationwide elections are held in 1956. The United States does not accept the agreement, and neither does the government.

1955

Prime Minister of Vietnam Ngo Dinh Diem holds fraudulent referendum. Diem becomes President of Republic of Vietnam.

1956

French Leave Vietnam.

US Training South Vietnamese.

The US Military Assistance Advisor Group (M.A.A.G.) assumes responsibility from the French for training South Vietnamese forces.

1957

Communist Insurgency in South Vietnam.

Communist insurgent activity in South Vietnam begins. Communist Guerrillas assassinate more than 400 South Vietnamese officials. Thirty-seven armed companies are organized along the Mekong Delta.

1959

Weapons Moving Along Ho Chi Minh Trail.

North Vietnam begin infiltrating cadres and weapons into South Vietnam via the Ho Chi Minh Trail. The Trail will become a strategic target for future military attacks.

1961

Vice President Johnson Tours Saigon.

During a tour of Asian countries, Vice President Lyndon Johnson visits Diem in Saigon. Johnson assures Diem that he is crucial to US objectives in Vietnam and calls him “the Churchill of Asia.”

1963

Buddhists Protest Against Diem.

Tensions between Buddhists and the Diem government are further strained as Diem, a Catholic, removes Buddhists from several key government positions and replaces them with Catholics. Buddhist monks protest Diem’s intolerance for other religions and the measures he takes to silence them. In a show of protest, Buddhist monks start setting themselves on fire in public places.

Diem Overthrown, Murdered.

With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.

1964

Gulf of Tonkin Incident.

On August 2, three North Vietnamese PT boats allegedly fire torpedoes at the U.S.S. Maddox, a destroyer located in the international waters of the Tonkin Gulf, some thirty miles off the coast of North Vietnam. The attack comes after six months of covert US and South Vietnamese naval operations. A second, even more highly disputed attack, is alleged to have taken place on August 4.

Debate on Gulf of Tonkin Resolution.

The Gulf of Tonkin Resolution is approved by Congress on August 7 and authorizes President Lyndon Johnson to “take all necessary measures to repel any armed attack against forces of the United States and to prevent further aggression.” The resolution passes unanimously in the House, and by a margin of 82-2 in the Senate. The Resolution allows Johnson to wage all out war against North Vietnam without ever securing a formal Declaration of War from Congress.

1966

LBJ Meets With South Vietnamese Leaders.

President Lyndon Johnson meets with South Vietnamese premier Nguyen Cao Ky and his military advisors in Honolulu. Johnson promises to continue to help South Vietnam fend off aggression from the North, but adds that the US will be monitoring South Vietnam's efforts to expand democracy and improve economic conditions for its citizens.

1967

Martin Luther King, Jr. Speaks Out Against War.

Calling the US "the greatest purveyor of violence in the world," Martin Luther King publicly speaks out against US policy in Vietnam. King later encourages draft evasion and suggests a merger between antiwar and civil rights groups.

1968

North Vietnamese Launch Tet Offensive.

In a show of military might that catches the US military off guard, North Vietnamese and Vietcong forces sweep down upon several key cities and provinces in South Vietnam, including its capital, Saigon. Within days, American forces turn back the onslaught and recapture most areas. From a military point of view, Tet is a huge defeat for the Communists, but turns out to be a political and psychological victory. The US military's assessment of the war is questioned and the "end of the tunnel" seems very far off.

My Lai Massacre:

On March 16, the angry and frustrated men of Charlie Company, 11th Brigade, America Division enter the village of My Lai. "This is what you've been waiting for -- search and destroy -- and you've got it," say their superior officers. A short time later the killing begins. When news of the atrocities surfaces, it will send shockwaves through the US political establishment, the military's chain of command, and an already divided American public.

Paris Peace talks begin.

Following a lengthy period of debate and discussion, North Vietnamese and American negotiators agree on a location and start date of peace talks. Talks are slated to begin in Paris on May 10 with W. Averell Harriman representing the United States, and former Foreign Minister Xuan Thuy heading the North Vietnamese delegation.

1969

Ho Chi Minh Dies at age 79.

News of My Lai Massacre Reaches US

Through the reporting of journalist Seymour Hersh, Americans read for the first time of the atrocities committed by Lt. William Calley and his troops in the village of My Lai. At the time the reports are made public, the Army has already charged Calley with the crime of murder.

1971

Pentagon Papers published.

The New York Times publishes the Pentagon Papers, revealing a legacy of deception concerning US policy in Vietnam on the part of the military and the executive branch.

The Nixon administration, eager to stop leaks of what it considers sensitive information, appeals to the Supreme Court to halt the publication. The Court decides in favor of the *Times* and the First Amendment right to free speech.

1973

Cease-fire Signed in Paris.

A cease-fire agreement that, in the words of Richard Nixon, “brings peace with honor in Vietnam and Southeast Asia,” is signed in Paris by Henry Kissinger and Le Duc Tho. The agreement is to go into effect on January 28.

End of Military Draft Announced.

Last American Troops Leave Vietnam.

Adapted from: <http://www.pbs.org/wgbh/amex/vietnam/timeline/tl3.html#a>.

FROM THE STUDENT ACADEMIC NOTEBOOK p 23

Inference	What evidence would you need to give you confidence in this inference?
1.	
2.	
3.	

Question	What evidence would you need to answer this question?
1.	
2.	
3.	

Ask students to share some of their inferences and questions in the whole group. Mention to them that their own questions can be used to guide their reading, and that they should be thinking about these things later as they read the textbook chapter on Vietnam. However, they should also be thinking about the essential question and sub-questions for the whole foreign affairs unit.

Questions for Close-Reading:

If students have difficulty making inferences about the relationship among events, ask the following questions. Tell students they can use the timeline and any other information they have learned in this unit to answer them.

1. What was President Eisenhower saying about Communism when he described the Domino Theory? What inferences, then, can you make about Eisenhower's motivation to help the French when they were fighting Ho Chi Minh? Are there any other explanations for his motivation? (For example, the French had been allies in World War II and he may have wanted to continue that relationship). What evidence do you have for your inference?
2. What role do you think Ngo Dinh Diem played in the difficulty the US had in winning the war? What evidence points to that inference?
3. Read again the description of The Tonkin Gulf incident in the timeline. What opinion do you think the author of this timeline has about the reports of North Vietnamese attacks on US ships? Does the author believe these reports are credible? What words can you identify that provide evidence for your answer?
4. What effect did the Tonkin Gulf incident have on the Vietnam War, as portrayed in this timeline? Is this portrayal corroborated by other information you have read?
4. Why do you think the Tet Offensive was considered a political and psychological victory for the Communists? What words can you identify in the description of the Tet Offensive that led to that conclusion?
5. What was Martin Luther King, Jr.'s motivation to call the US "the greatest purveyor of violence in the world?" What leads you to that inference? Does his pronouncement have any bearing on the outcome of the war? Why do you say so?
6. What were the significant factors leading to the eventual outcome of the Vietnam War, given the information in this timeline? Are there other factors not identified here that could or should be added?

Vocabulary:

Ask students if there were words for which they could not determine meanings as they read the timeline. Enlist the entire class in using available resources to resolve these meanings. If students consult a glossary or dictionary, help them to determine the best meaning of multiple meaning words, given the context of the words. Some possibilities for vocabulary work are:

cessation	Viet Minh and French generals sign the Agreement on the <i>Cessation</i> of Hostilities in Vietnam.
provisional	Ho Chi Minh and his People's Congress create the National Liberation Committee of Vietnam to form a <i>provisional</i> government.
fraudulent	Prime Minister of Vietnam Ngo Dinh Diem holds a <i>fraudulent</i> referendum.
insurgency	Communist <i>insurgency</i> in South Vietnam.
guerrillas	Communist <i>Guerrillas</i> assassinate more than 400 South Vietnamese officials.

infiltrating	North Vietnam begin <i>infiltrating</i> cadres and weapons into South Vietnam via the Ho Chi Minh Trail.
tacit	With the <i>tacit</i> approval of the United States, operatives within the South Vietnamese military overthrow Diem.
garrison	A force of 40,000 heavily armed Vietminh lay siege to the French <i>garrison</i> at Dienbienphu.
allegedly	PT boats <i>allegedly</i> fire torpedoes at the U.S.S. Maddox.
covert	The attack comes after six months of <i>covert</i> US and South Vietnamese naval operations.
legacy	<i>The New York Times</i> publishes the Pentagon Papers, revealing a legacy of deception.

As always, put discipline specific words on the chart in the room, and have students explain these terms to each other. If desired, also have students explain some of the previously listed words.

Assessments:

Outcome 1: Students will infer historical trends and relationships regarding the Vietnam Conflict using a timeline.

Outcome 2: Students will ask questions about the Vietnam Conflict after studying a timeline.

- List of inferences, questions and potential evidence.

You can use the activity in students' academic notebooks to assess students' ability to infer and question using a timeline.

What to look for:

	No	Some	Yes
Student makes reasonable inferences, given information in the timeline.			
In discussion, student can provide a reason for the inference.			
Student asks reasonable questions, given information in the timeline.			
In discussion, student can point to information in the timeline that prompted the question.			
Student can identify potential evidence that would verify that the inferences made are valid.			

Total Points: 15

Outcome 3: Students will determine vocabulary meanings by using available resources.

Have students identify two or three words they have just learned as a result of the lesson, and write explanations of these words on an exit slip. Also, consider adding a word or two from previous lessons. Accurate definitions of identified vocabulary – 5 words at 2 points each. Total Points: 10

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Discussed the relationship between chronology and cause-effect.
- ☐ 2. Asked students to read and annotate the timeline.
- ☐ 3. Asked students to make inferences and ask questions about the timeline, then specify the kind of evidence needed to support these inferences and questions.
- ☐ 4. Had students share inferences and questions in whole group discussion.
- ☐ 5. Asked students questions, as needed.
- ☐ 6. Discussed difficult vocabulary words.

Lesson 4

Reading and Annotating History Texts

Overview and Rationale:

Practicing historians believe that everything should be read with a critical eye—even textbook chapters. Students often assume that what they are reading is absolutely true because the chapters are written in descriptive and explanatory form, not in argument form. Yet, the narratives are historians' analyses of other historians' writings, their interpretation of documents and other artifacts and their own conjectures about how the past unfolded. Statements that specify causes were political, legal, or social, or that some events are more significant than others, for example, are not statements of fact but reasonable interpretations of historical information. Thus, historians know that history textbook chapters contain implicit *arguments*, or *claims* and that the source (author) and context in which a textbook is written are important. Interpretation is complicated by the fact that textbooks can be considered *tertiary* sources. That is, textbook authors are often relying on secondary sources of information (written by historians) rather than their own assessments of primary documents. Nevertheless, what they choose to emphasize and what they leave out, the claims they make, and the details they provide are *decisions* that they make. Thus, two texts may treat the same topic differently.

There are four sections of a textbook in Chapter 30 of *The Americans* about the Vietnam Conflict that tell an account of Vietnam beginning in 1945, when Vietnam was under the control of the French, until the end of the war during Nixon's presidency. The chapter presents a loose chronology; however, within sections there is explanation (why did this happen, what were the effects), so the structure is not strictly descriptive or chronological. This chapter includes several features: headings and subheadings that specify different topics within the overarching chronological timeframe; photographs from the time period with captions; special topics inserts—often these are memoir or interview excerpts from people who were there at the time; explanations of key terms; maps; and excerpts from primary sources. Students need to consider all of these elements if they are going to understand what this source has to say. Occasionally, this textbook chapter even cites what other historians have said about the war—unusual for textbooks. So, in this chapter, there are sources within sources—the personal stories and the citations of others. As students preview, point these out.

In addition, this is the first full-length chapter students will need to read in this unit; it is 31 pages long. As explained in the lesson, a decision will need to be made on how to proceed, given the reading stamina of students. There are a couple of ways to break up the reading into more manageable sections. One way is to break it up

by major topic, into four sections. A list of questions for each section is suggested for debriefing. Another way is to have students read the first two sections, then proceed with the following two lessons, come back to the chapter to read the last two sections, and follow up with the lesson after that. These decisions could be made with students weighing in. By bringing students into the decision making process, the point can be made that, in college, they may have multiple chapters to read each week and that it will be up to them to decide how they will manage their time.

In this lesson, students are asked to annotate the text. Students should have already had some practice in annotating history texts and should be reminded of this practice. Also, students are asked to think about the overarching theme (liberty) and essential questions as they read and should be thinking about the questions they have already asked themselves as they studied the timeline.

Finally, students should be reminded of other strategies used to make sense of history—specifically SOAPStone, G-SPRITE and the Episode Pattern Organizer. These strategies will help them organize the information they have learned about Vietnam.

Tasks/Expected Outcomes:

1. Students will show through their annotations that they are identifying historically important information about Vietnam from reading.
2. Students will show through discussion and graphic organizers that they can think critically about the information in the chapter.
3. Students will show through annotations and discussion their understanding or discipline-specific and general academic vocabulary.
4. Students will show their understanding of chronology and significance by adding to the Vietnam timeline.
5. Students will collect textual evidence that addresses the essential questions.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

History/Social Studies, Science and Technical Subjects: Writing

- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

(www.literacydesigncollaborative.org)

Materials:

- *The Americans*, Chapter 30
- Academic Notebook
- Annotation Evaluation
- Timeline

Timeframe:

Approx. 300 minutes

Vocabulary:

Discipline-Specific Vocabulary

Organizations

- Vietminh/National Liberation Front
- Vietcong
- ARVN
- Green Berets
- SDS
- FSM

Other Terms

- Communism
- fragging
- Domino Theory
- USS Maddox
- USS Turner Joy
- War of Attrition
- Napalm
- Agent Orange
- search and destroy mission
- Doves and Hawks

Documents

- Geneva Accords
- Tonkin Gulf Resolution

People

- Ho Chi Minh
- Ngo Dinh Diem
- Barry Goldwater
- Robert McNamara
- Walter Cronkite
- Dean Rusk
- General William Westmoreland
- Senator William J. Fulbright
- Robert Kennedy
- Eugene McCarthy
- Hubert Humphrey
- Richard Nixon
- George Wallace

Places

- French Indochina
- Ho Chi Minh Trail
- Cambodia
- Gulf of Tonkin
- Laos
- Dien Bien Phu

Events

- Tet Offensive
- Cold War

Policies

- containment escalation

General Academic Vocabulary

- | | | |
|-----------------------|----------------|--------------------|
| • plummeted | • reverberated | • annotation |
| • laced | • terrain | • repressive |
| • elusiveness/elusive | • appeaser | • disproportionate |
| • attrition | • resilient | • tumultuous |
| • flamboyant | • stalemate | • impale |
| • deferments | • evolved | • deployment |

Words that Help You Discuss the Discipline:

- annotation
- cause/effect
- close reading

Activity One

Orientation to the Task (Approx. 15 minutes)

College and Career Readiness Standards: Speaking and Listening– 1

Tell students about the textbook *The Americans*. Gerald Danzer, the principal author of this textbook, is a Professor Emeritus at the University of Illinois at Chicago and former director of the Chicago Neighborhood History Project. He has had a long interest in history education and American Law, and has authored a number of history textbooks. His first coauthor, J. Jorge Klor de Alva is president of a global education company and has a law degree. Not much more can be found out about them. Given that, ask students what they think about the trustworthiness of this text. Then, explain that sometimes you do not have enough information to decide if a text is trustworthy. What else would they need to know?

Preview Chapter 30 with students (page 25). Ask them to look at headings, subheadings and the extra features this chapter includes, and remind them that these features will aid their understanding of what Danzer has to say. If time allows, have students summarize what they found with a partner. **Discuss this preview with students, asking questions such as:**

Are there events that happened during this time period that Danzer is leaving out? Judging from your preview, what do you think Danzer would like you to understand about the Vietnam? What do you think of the personal stories? What is the purpose of these stories? Are these sources of information trustworthy? Why or why not?" Students are likely to say they are trustworthy because the people were there at the time. Question this—what could make them untrustworthy? What about the maps and pictures? The newspaper headings? What purpose do they serve? How are these sections related to the main text? Do they corroborate the information in the text? Do they add new information? If so, what kind?

FROM THE STUDENT ACADEMIC NOTEBOOK p 25

Activity

1 Orientation to the Task

Preview the Chapter 30 of *The Americans*. What features does this chapter provide? Given your preview and what you know about the textbook authors, how trustworthy is the information in this text?

(space provided)

Activity Two

Analyzing History Textbook Chapters (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 1

Remind students they have looked at a timeline and asked some questions about it and should keep these events in mind when reading the chapter. Have students read the instructions in the academic notebook page 26.

FROM THE STUDENT ACADEMIC NOTEBOOK p 26

Activity

2

Analyzing History Textbook Chapters

Review G-SPRITE: Geographical, Social, Religious, Intellectual, Technological, and Economic. Review Annotation Guidelines.

Annotate....

- Relationships among events—chronology, causation.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Categorizations of actions into political, social, economic, religious, cultural, etc.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts, and words that signal relationships among events.

Read to verify your inferences and answer your questions. Read to find evidence to answer the essential questions.

The essential questions are:

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What conflicts existed in conceptions of liberty and freedom by those participating in The Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

It may be hard for students to keep all of these things in mind as they read. It would be useful to make a list and display it prominently in the room.

Activity Three

Annotating the Text (Each section annotation and discussion is approximately 50 minutes—200 minutes total)

College and Career Readiness Standards: History/SS Reading– 1-9, 10; Speaking and Listening– 1, 2

Model some of the annotation strategies below as you conduct a class reading of the chapter. Provide the rest of the period for students to read and annotate the first assigned section of the chapter—*Moving Toward Conflict*. When students are finished, have them address their questions in their academic notebooks page 26. Also, have them complete the **G-SPRITE organizer**. Students should complete the **Annotation Evaluation for History** in their academic notebooks on page 27. You can also use both to assess your students' performances.

- Circle key vocabulary words (discipline-specific, general words with discipline-specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (this is like... aha!!).
- Draw cause-effect chains.



- Make Comparison-Contrast graphs or Venn diagrams:



- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

FROM THE STUDENT ACADEMIC NOTEBOOK p 27

Activity

3 Annotating the Text

Annotate the text. After you are finished, evaluate your annotations using the form below.

Annotation Evaluation for History

Check all the features of annotation that you used:

- ☐ 1. Information about the source
- ☐ 2. Information that signaled
 - ☐ a. Cause/effect
 - ☐ b. Comparison contrast
 - ☐ d. Chronology (words signaling time)
 - ☐ c. Bias or judgment
 - ☐ e. Discipline-specific information and vocabulary
 - ☐ f. Other
- ☐ 3. Unknown general academic vocabulary
- ☐ 4. Key actors, actions, goals, and tactics, etc.
- ☐ 5. Political, social, economic, legal, or other characterizations of information
- ☐ 6. Marginal notations that show
 - ☐ a. summarizing
 - ☐ b. inferencing
 - ☐ c. reacting
 - ☐ d. connecting to other information
 - ☐ e graphic or pictorial representations of information (e.g., cause-effect chains, time lines)

Evaluate your annotations

- | | | |
|--|------------------------------|-----------------------------|
| 1. My annotations helped me to focus on the information. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. My annotations would help me review the chapter for a test. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. My annotations helped me understand the information better. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. My annotations helped me to think critically. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

What did you do well?

What could you improve?

This is students' first full-length chapter to read in this unit—31 pages of text. Break-up the text reading and debriefing on individual sections.

- Moving Toward Conflict, pages one to six.
- US Involvement and Escalation, pages seven to 12.
- A Nation Divided, pages 13-17.
- 1968: A Tumultuous Year, pages 18- 31.

FROM THE STUDENT ACADEMIC NOTEBOOK p 28

Complete G-SPRITE using the chart below on this and every section in this chapter as you read. What factors were important in each of the phases of the Vietnam Conflict? Write the information and page number in the spaces to help you analyze the reasons for why the Vietnam War proceeded the way it did.

	Moving Toward Conflict	US Involvement and Escalation	A Nation Divided	1968: A Tumultuous Year
Geographical				
Social				
Political				
Religious				
Intellectual				
Technological				
Economic				

(space provided)

Have students complete the annotation checklist based on their work. Then, have students their annotations with a partner and review each element. Students must provide evidence in their annotations for each box checked by the student on the annotation checklist. Monitor the discussion and spot check the evidence.

Assessment:

Outcome 1: Students will show through their annotations that they are identifying historically important information about Vietnam from reading.

Use the Annotation checklist to assess and provide feedback to students about their annotations. Collect the checklists and award 2 points for each validated box checked as completed by the student. Collect the GSPRITE chart from page 28 of the Academic Notebook and award 3 points for each accurately completed box.

Total Points: 84

Activity Four

Debriefing (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading– 1-9; History/SS, Science and Technical Writing– 9, 10; Speaking and Listening– 1-2

Section One: Moving Toward Conflict

Begin discussions of the information in this section in an open-ended way, asking questions such as, “What did you notice? What caught your eye? What information did you find corroborated other information you have read? Are there disagreements between what you’ve already read and information in this chapter? Were you surprised by anything you read?”

FROM THE STUDENT ACADEMIC NOTEBOOK p 29

Activity

4 Debriefing

Section One: Moving Toward Conflict

Discuss what you paid attention to with your class in this section.

Think about the questions that are raised in this discussion, including the following:

Danzer (textbook): “On November 1, 1963, a US-supported military coup toppled Diem’s regime. Against Kennedy’s wishes, Diem was executed.”

Timeline: “With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.”

How do these statements differ? How would you determine the most supported interpretation?

Read the document on the next page and decide which interpretation it supports. Write your thoughts here:

(space provided)

If the following topics are not brought up during this open-ended discussion, use these close-reading questions. The questions that are most important, as they present new information, are numbers four and five in the academic notebook.

If a fishbowl was used, the students in the outer circle could evaluate the fishbowl group’s performance, as well.

1. Danzer makes the claim, "Seeking to strengthen its ties with France and help fight the spread of communism, the United States provided the French with massive amounts of economic and military support." What have you already read that discusses US motivations for helping the French? Is this statement corroboration? (Partly: the timeline mentions Communism but not US/French relations.) Does Danzer provide evidence for this claim? (Provides a fact: \$2.6 billion in aid over the next four years.)
2. How does Danzer explain the relationship of the Domino Theory to Vietnam? How does his explanation match the explanation in the last lesson?
3. Danzer says, "The United States also sensed that a countrywide election might spell victory for Ho Chi Minh and therefore supported the cancellation of elections." In the timeline, you read, "The United States does not accept the agreement (Geneva Accord), and neither does the government." The timeline was silent on US support for cancellation. What would you have to do to find evidence that corroborated or disagreed with Danzer?
4. Danzer says, "On November 1, 1963, a US-supported military coup toppled Diem's regime. Against Kennedy's wishes, Diem was executed." In the timeline, you read, "With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed." Compare and contrast these two statements. (Remind students to pay attention to the meaning of the word "tacit" if they do not. The timeline statement implies that Kennedy did not disagree with either the coup or the murder of Diem. Danzer says that Kennedy actually helped with the coup but did not agree to the murder.) How would we determine the more supported interpretation? What evidence would we need? Ask students to read the document on the next page to decide what interpretation it supports.
5. The question left unanswered by the text below is whether President Kennedy supported Diem's assassination. Read the following account offered by historian Richard Reeves in his book, *President Nixon: Alone in the White House*, page 371. (Retrieved from History Commons at: http://www.historycommons.org/context.jsp?item=vietnam_637&scale=2#vietnam_637.)

President Nixon's aides have diligently tried to find evidence linking former President John F. Kennedy to the 1963 assassinations of South Vietnamese President Ngo Dinh Diem and his brother, Ngo Dinh Nhu (see June 17, 1971), but have been unsuccessful. "Plumber" E. Howard Hunt (see July 7, 1971) has collected 240 diplomatic cables between Washington, DC, and Saigon from the time period surrounding the assassinations, none of which hint at any US involvement in them. White House aide Charles Colson, therefore, decides to fabricate his own evidence. Using a razor blade, glue, and a photocopier, Colson creates a fake "cable" dated October 29, 1963, sent to the US embassy in Saigon from the Kennedy White House. It reads in part, "At highest level meeting today, decision reluctantly made that neither you nor Harkin [apparently a reference to General Paul Harkins, the commander of US forces in Vietnam at the time] should intervene on behalf of Diem or Nhu in event they seek asylum." [REEVES, 2001, PP. 371]. Academic notebook page 118.

FROM THE STUDENT ACADEMIC NOTEBOOK p 30

What implications for interpreters of history are there for fabricated or made-up evidence?

Do you know yet whether or not the President approved or did not approve the assassination of Diem? If not, what kind of evidence would you look for?

(space provided)

~~TOP SECRET~~

October 25, 1963

Check-List of Possible U.S. actions
in Case of Coup

1. Evacuation of American dependents.
2. Movement of U.S. forces into positions outside Viet-Nam from which they can be readily dispatched to Viet-Nam, if the occasion arises, for:
 - a. Protecting Americans in Viet-Nam.
 - b. Removal of U.S. equipment from Viet-Nam.
 - c. Intervention into political struggle.
 - d. Stabilization of military situation vis-a-vis the Viet-Cong.
3. Inducement (financial, political or otherwise) to opportunists or recalcitrants to join in coup.
4. Cessation of all U.S. aid to Diem Government and announcement thereof.
5. Use U.S. facilities in Viet-Nam (military advisors, transport, communications, etc.) in support of coup group.
6. Political actions to point coup toward civilian government.
 - a. Discussions with military officers.
 - b. Protection of potential civilian heads of state and discussions with them.
7. Once coup group has seized power, rally promptly to its support with statements and assistance.

FE:JAMendenhall:aws

~~TOP SECRET~~

DECLASSIFIED
E.O. 12958, Sec. 3.5(b)
Department of State Guidelines
By mmk NARA, Date 5/21/97

Section Two: US Involvement and Escalation

Again, ask open-ended questions to begin the debriefing.

Follow up with the questions below, if not already discussed.

1. At the beginning of escalation of the Vietnam Conflict, what were the opposing opinions about escalation? Can you find statements in the text that describe these opinions?

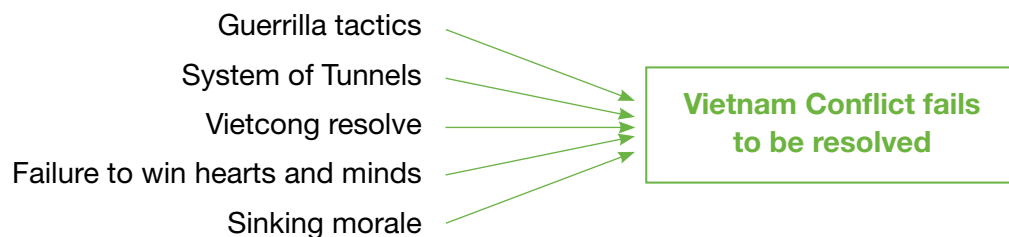
(Two examples: Ernest Gruening of Alaska, "All Vietnam is not worth the life of a single American boy." Ross Adair of Indiana, "The American flag has been fired upon. We will not and cannot tolerate such things.")

2. Why, according to Danzer, does the Vietnam Conflict last so long? What parts of the text provide answers to the question?

(Possible answers: guerrilla tactics, a system of tunnels, Vietcong resolve and persistence, failure of US to win the hearts and minds of the South Vietnamese rural population, sinking morale among US troops.)

3. How could you illustrate this with a cause-effect graphic?

Possible answer:



4. Danzer claims, "Not only may the United States have underestimated the Vietcong's ingenuity, but it also miscalculated the enemies resolve." What evidence does Danzer use to support this claim? Is his evidence persuasive? Why or why not? What other evidence might he have used?

(Ho Chi Minh's statement from 1940s; McNamara's statement to a reporter in 1966; Statement from Stanley Karnow, author of *Vietnam: A History*.)

5. Read the following paragraph:

Much of the nation supported Lyndon Johnson's determination to contain communism in Vietnam. Therefore, President Johnson began sending large numbers of American troops to fight alongside the South Vietnamese Army against the forces of the Vietcong and the North Vietnamese Army.

What structure does this paragraph have? Is it a description, an explanation or an argument? (Explanation.)

What is the relationship between the first and second sentence? (Cause-effect.)

What word or words provide the clue to this relationship? (Therefore.)

(Explain to students that there are words that signal relationships of one thing has to another, and that looking for these words can be helpful to determine the author's meaning. Words such as "thus," "because," "so," "on account of," signal cause-effect, whereas words such as "following that," "then," "next," "after that" and "later" signal a chronological relationship that may or may not be cause-effect.)

Section Three: A Nation Divided

If students' open-ended discussion does not bring up the following points, consider these activities:

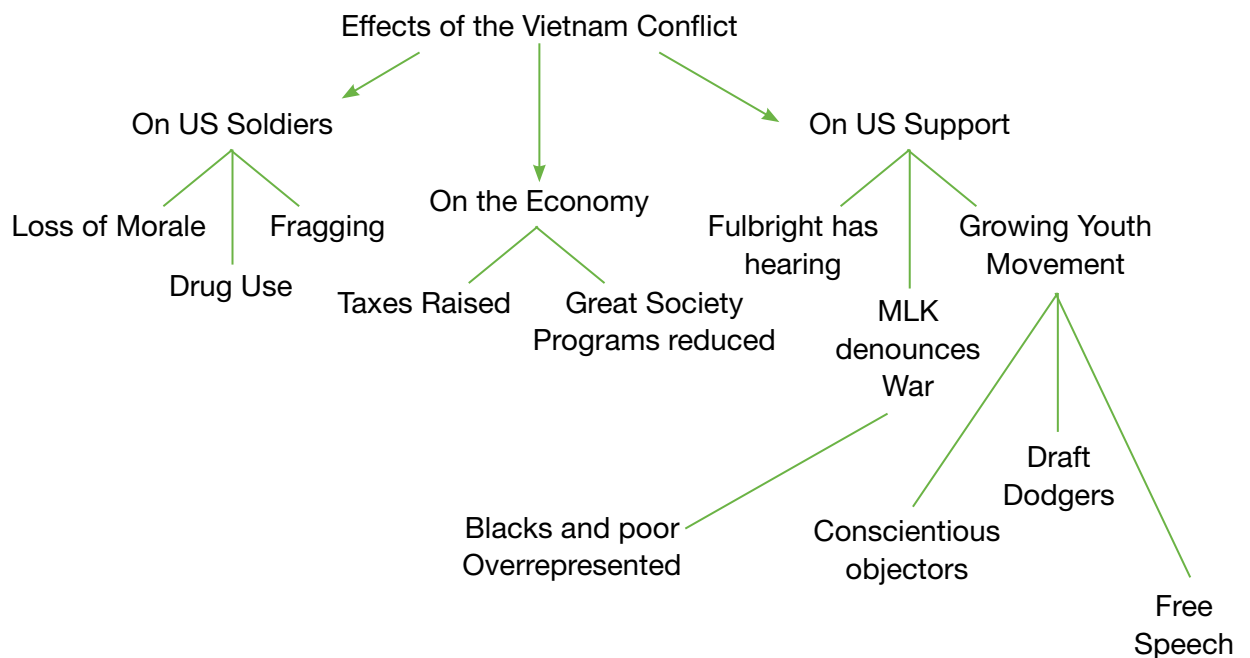
In this section, Danzer discusses the *effects* of the war on the US. With a partner, list the effects that Danzer discusses.

Possible answers:

- Loss of morale of soldiers, fragging, drug use.
- Nation's economy suffers → Unraveling of Johnson's domestic program → Johnson had to raise taxes and great society programs were reduced by \$6 billion.
- Beginning of dissent:
 - Hearing by William Fulbright 1966.
 - Conscientious objectors.
 - Draft-dodgers.
 - MLK's denouncement of war
 - Eighty percent coming from lower socioeconomic classes.
 - Larger proportion of African-Americans than in the population.
 - Growing youth movement – the New Left, SDS, Free Speech Movement.
 - Division of US population into Doves and Hawks, with numbers of Doves increasing.

At this point, you might ask students to make a concept map that includes the ideas above and shows their relationship. Allow students to work together and to be creative. Or you could create a concept map together as a group, especially if students are not familiar with concept maps. (Space is provided in academic notebook page 120.)

Possible concept map: Hierarchical



Section Four: 1968: A Tumultuous Year

Again, begin with open-ended questions then add the following if necessary:

1. Why was the Tet Offensive such a turning point in the war, according to Danzer? What effects of the Tet Offensive does he discuss?
2. Do you think that President Johnson should have stayed in the race for the Presidency? Why or Why not? What evidence are you basing your answer on?
3. Read Danzer's description of the 1968 Chicago Democratic Convention again. Do you think Danzer agrees with the way the Chicago police handled the protesters? What in the text makes you answer that way? Based upon your reading, what is your opinion? Do you believe that the Chicago police overstepped their bounds, or were they justified? What in the text makes you answer that way?
4. When Nixon became president, he said he wanted "Peace with honor?" What did that mean to him? Did he achieve his goal? Why or why not?

For questions two, three and four, consider putting on the whiteboard, overhead, SmartBoard or chart, two columns: one for "Yes" and one for "No." As students provide evidence for their answers, write the evidence down in the correct column. (They should be answering, "Yes, because..." or "No, because....") When students have run out of reasons, discuss the weight of evidence.

Another possibility is to have students fill out the chart on their own first, then build a class chart once they have had time to look for evidence. In either case, students will need time to go back into the text to look for the evidence. Give students this time to read and think. One suggestion is to do number two together by providing some modeling for the class, then have students do number three in pairs or small groups and number four independently.

FROM THE STUDENT ACADEMIC NOTEBOOK p 34

Three questions for you to ponder:

- Do you think that President Johnson should have stayed in the race for the Presidency? Why or Why not? What evidence are you basing your answer on?
- Read again Danzer's description of the 1968 Chicago Democratic Convention. Do you think Danzer agrees with the way the Chicago police handled the protesters? What in the text makes you answer that way? Based upon your reading, what is your opinion? Do you believe that the Chicago police overstepped their bounds, or were they justified? What in the text makes you answer that way?
- When Nixon became president, he said he wanted "Peace with honor." What did that mean to him? Did he achieve his goal? Why or why not?

Consider using a T-Chart, writing down evidence for both "Yes" and "No" to each question, then deciding. (Room provided for T-Charts.)

Discuss these two questions:

- After reading about the My Lai Massacre, what claim or claims can you make (about the Vietnam War in general, about its effect on soldiers, about its effect on public opinion)? What evidence in the text could support your claim? Is that evidence sufficient?
- What claims can you make from reading about the Pentagon Papers (about the Vietnam War in general, about its effect on public opinion)? What evidence in the text could support your claim? Is that evidence sufficient?

Assessment:

Outcome 2: Students will show through discussion and graphic organizers that they can think critically about the information in the chapter.

There are numerous opportunities to assess students' ability to think about information in this chapter as students answer the questions. For each section's debriefing, there is at least one product that can be assessed with a grade.

Moving Towards Conflict: After reading this section, students will answer in their academic notebook these questions, "Whose interpretation does this document support? What evidence is there in the document?"

US Involvement and Escalation: In this section, students make a graphic representation the reasons why the Vietnam War continued for such a long time.

Nation Divided: Students make a graphic organizer about the effects of the war.

1968: A Tumultuous Year: Students make a T-chart for questions two, three, and/or four.

For each of the 4 components of this assignment (Moving Toward Conflict, US Involvement and Escalation, Nation Divided and 1968: A Tumultuous Year, Assess each assignment using the grid below – 5 descriptors x 3 points each = 15 points. Total of all four assessments: 60 Points

	No	Some	Yes
Student uses evidence from text(s) in answer or graphic representation.			
Student's answer or graphic representation makes sense, given text information.			
Student's answer or graphic representation is thorough; major pieces of information are not ignored.			
Student shows evidence in answer or graphic representation that claim-evidence relationships are understood.			
Student shows evidence of critical thinking.			

Activity Five

Vocabulary (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

Add the discipline-specific words to the chart in the room and have students use three or four of these words in a talk-through with a partner. (One student reviews and without looking, explains the term while another student listens and provides feedback. Then students switch roles.)

Discuss any general academic words that have not already been discussed in debriefings and remain troublesome for students. Remember to have students use context clues, break words into meaningful parts and consult a glossary or dictionary, as necessary. As these are discussed, have students find those words in the text, circle or otherwise mark them and write a synonym or definition in the margin.

FROM THE STUDENT ACADEMIC NOTEBOOK p 35

Activity

5 Vocabulary

With what words are you still struggling? Write these below:

(space provided)

Possibilities:

plummeted	Meanwhile, Diem's popularity <i>plummeted</i> because of ongoing corruption and lack of land reform.
laced	In addition, the enemy <i>laced</i> the <i>terrain</i> with countless booby traps terrain and land mines.
elusiveness	Adding to the enemy's <i>elusiveness</i> was a network of elaborate tunnels that allowed the Vietcong to launch surprise attacks on American soldiers and then disappear quickly.
elusive	President Nixon won the election but the promised peace proved to be <i>elusive</i> .
attrition	Westmoreland's strategy for defeating the Vietcong was to destroy their morale through a war of <i>attrition</i> , or gradual wearing down of the enemy by continuous harassment.
flamboyant	Nguyen Cao Ky, a <i>flamboyant</i> air force general, led the government from 1965 to 1967... Ky, who wore bright military uniforms and a thin mustache...
deferments	In a sign of America's growing doubts about the Vietnam War, many young men sought <i>deferments</i> from the draft.
disproportionate	African Americans served in highly <i>disproportionate</i> numbers in Vietnam.

tumultuous	As it happened, McNamara's resignation came on the threshold of the most <i>tumultuous</i> year of the sixties.
reverberated	The aftershock of the Tet Offensive <i>reverberated</i> throughout the United States.
impale	If ever the tiger pauses, the elephant will <i>impale</i> him on his mighty tusks.
repressive	Although he directed a brutal and <i>repressive</i> regime, Ho Chi Minh won regime popular support in the North...
appeaser	If I let the Communists take over South Vietnam," Johnson said, "then... my nation would be seen as an <i>appeaser</i> ...
resilient	Deadly traps were just some of the obstacles that US troops faced in Vietnam as their attempt to defeat a <i>resilient</i> guerrilla army <i>evolved</i>
evolved	into a bloody <i>stalemate</i> .
stalemate	
deployment	The only possible response is the aggressive <i>deployment</i> of US troops.

FROM THE STUDENT ACADEMIC NOTEBOOK p 35

Discipline-specific vocabulary: Talk through the following discipline-specific terms. What can you say about them now that you have read the chapter?

Organizations

- Vietminh/National Liberation Front
- Vietcong
- ARVN
- Green Berets
- SDS
- FSM

Documents

- Geneva Accords
- Tonkin Gulf Resolution

Events

- Tet Offensive
- Cold War

Other Terms

- Communism
- fragging
- Domino Theory
- USS Maddox
- USS Turner Joy
- War of Attrition
- Napalm
- Agent Orange
- search and destroy mission
- Doves and Hawks

People

- Ho Chi Minh
- Ngo Dinh Diem
- Barry Goldwater
- Robert McNamara
- Walter Cronkite
- Dean Rusk
- General William Westmoreland
- Senator William J. Fulbright
- Robert Kennedy
- Eugene McCarthy
- Hubert Humphrey
- Richard Nixon
- George Wallace

Places

- French Indochina
- Ho Chi Minh Trail
- Cambodia
- Gulf of Tonkin
- Laos
- Dien Bien Phu

Policies

- containment
- escalation

Assessment:

Outcome 3: Students will be able to explain discipline-specific concepts and the meanings of general academic words found in the chapter.

Evaluation Rubric			
Criteria			
Students use the talk through to discuss vocabulary and their meanings	Yes	Somewhat	No
Students clearly identify vocabulary and meaning in their annotations	Yes	Somewhat	No

Total Points: 6

Select four words from the list, 2 discipline-specific and 2 general and have students complete an exit slip defining each word. Assign 5 points for each correct definition.
Total points: 20

Activity Six

Returning to the Timeline (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 7; Speaking and Listening– 1

Ask students to return to the timeline in Lesson 3 (pages 18-22). Ask, is there anything you read in the text that is not mentioned here? If there is, is it significant enough to add? Is there anything already on the time that you would like to change or remove?

Make a point about significance. Remind students of previous discussions of significance. What makes something significant? How do historians determine what to leave in and what to leave out? Entertain students' answers and give them time to add information to the time line.

FROM THE STUDENT ACADEMIC NOTEBOOK p 36

Activity

6 Returning to the Timeline

Go back to the timeline that you studied in Lesson 10.

Is there anything you read in the text that is not mentioned here? If there is, is it significant enough to add? Is there anything already on the timeline that you would like to change, remove, or add? Write these in their appropriate year.

Assessment:

Outcome 4: Students will show their understanding of chronology and significance by adding to their time line.

Assess students' understanding by their discussions of what is missing, and what should be added, changed, or deleted. Also, give them points for altering the timeline to reflect what they read in the Vietnam chapter. Score one point for each valid entry a student added.

Evaluation Rubric			
Criteria			
Student participates in the discussion of the time line	Yes	Somewhat	No
Student suggests additions to the time line	Yes	Somewhat	No
Student alters time line to reflect chapter details	Yes	Somewhat	No

Total Points: 9

Activity Seven

Returning to the Timeline (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 6, 7, 9; History/SS, Science and Technical Writing– 10

Have students return to the essential questions in the academic notebook page 37.

Ask students if there is anything they have found in this chapter or in other texts that addresses the essential questions. Give them time to return to Chapter 30 to identify at least one part of the chapter that addresses the question. Ask several students to read the parts to the class and explain why they provide evidence for an answer to the questions.

Ask students to refer to their annotations and to use the graphic organizer to record what they found in this chapter that addresses answers to the question (then engage in a five minute free-write).

FROM THE STUDENT ACADEMIC NOTEBOOK p 37

Activity

7

Returning to the Essential Questions

What did you learn that addresses the essential questions?

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What conflicts existed in conceptions of liberty and freedom by those participating in the Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

(space provided)

Assessment:

Outcome 5: Students will collect textual evidence that addresses the essential questions.

Use the rubric below to assess student responses to each question from Activity 7. Award up to 7 points for each indicator

	No	Some	Yes
Student addresses each question.			
Student finds reasonable evidence from the text to address each question.			
Student's reflection shows evidence of deep thinking.			

Total Points: 21

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Discussed the author(s) of the textbook.
- ☐ 2. Previewed Chapter 30 with students.
- ☐ 3. Reminded students of what they need to consider as they read and annotate the texts.
- ☐ 4. Assigned reading of the chapter sections.
- ☐ 5. Debriefed each section of the text, focusing on open-ended questions first.
- ☐ 6. Discussed troublesome general vocabulary words.
- ☐ 7. Had students talk through discipline-specific vocabulary.
- ☐ 8. Had students discuss what could be added, changed or removed in the timeline.
- ☐ 9. Had students consider the essential questions.

Lesson 5

Answering Document-Based Questions

Overview and Rationale:

In this lesson, students get practice in writing an essay after reading primary documents. Essays like these are referred to as document-based questions (DBQs), and are part of the Advanced Placement (AP) history exam. Because a high score on this exam in an AP history course can exempt high school students from introductory college history coursework, we consider the ability to engage in the type of analysis and writing as an important indication that students are ready for college. However, we do not intend for students to take the AP exam after this unit. The first time students are asked to engage in this activity, they will have to be taught how to plan the answer and write it. Thus, this lesson represents a step-by-step approach to the kind of writings expected, given the question and the documents. Later in this unit, students will get more practice in essay writing.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to interpret primary source documents.
2. Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.
3. Students will demonstrate the ability to write an answer to a document-based question.

LDC Writing Task:

Task

How did Ho Chi Minh's motivations change from 1945 to 1962? After reading the documents in this lesson, write an essay in which you compare the language among the three documents (spanning the years from 1945 to 1962) and argue what these changes say about Ho Chi Minh's motivations.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e Provide a concluding statement or section that follows from and supports the argument presented.
- 2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC	Skill and Ability List
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Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

4. Relationship among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.)

5. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

6. Organizing Notes

Ability to organize notes in such a way that information can be synthesized across texts.

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 3: Transition to Writing

1. Evaluating a Document

Ability to use scoring criteria to identify weaknesses in a DBQ.

Skills Cluster 4: Writing

1. Initiation of Task

Ability to establish an overarching claim statement as the controlling idea.

2. Planning

Ability to develop an explanatory text structure.

3. Development

Ability to construct an initial draft that uses the explanatory text structure and to develop a line of thought that reflects explanatory texts.

4. Revision

Ability to use an explanatory text rubric to refine development of information, including line of thought, language usage, and tone as appropriate to audience and the cause/effect purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- “Declaration of Independence, Democratic Republic of Vietnam”
- Ho Chi Minh (Hanoi, 2 September 1945)
- “The Manifesto of The Laodong Party,” February, 1951
- Viet Cong Program, 1962
- “Program of the People’s Revolutionary Party of Vietnam,” January, 1962

Timeframe:

Approx. 125 minutes

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4, 9

Students will be reading three primary source documents to answer a document-based question in this lesson. In order to provide the best interpretation, students will need to think about the source and context of the documents. They can use what they have already learned from other reading to provide them with a context.

Let students read, “The Task” (page 39). Ask them to turn to a partner and talk through the task together, and then have them discuss what they will do as they read the documents and answer the question. While they are talking to each other, monitor their conversations.

FROM THE STUDENT ACADEMIC NOTEBOOK p 39

Activity

1 Orientation to the Task

How did Ho Chi Minh’s motivations change from 1945 to 1962? After reading the documents in this lesson, write an essay in which you compare the language among the three documents (spanning the years from 1945 to 1962) and argue what these changes say about Ho Chi Minh’s motivations.

Discuss this prompt with a partner in class. What do you need to interpret for? What will you be looking for as you read the documents?

Have students tell what kinds of information will be important as they read the documents. Help them break down the task by these kinds of information.

1. What audience is Ho Chi Minh appealing to in each document?
2. What is the tone of each document?
3. What is the historical context in which these documents appear? What is happening at that time?
4. What is Ho Chi Minh’s purpose in writing each document?
5. How does the language change from the first, to the second to the third document?
6. What does the language of each document reveal about Ho Chi Minh’s motivations and how they changed over time?
7. How does this context support your explanation of Ho Chi Minh’s motivations?

Ask students to construct a notes organizer to help them address the questions. Their reasonable ideas should be honored, but remind them of the kinds of organizers they have used in previous lessons. It will be useful for you to review these before teaching this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK p 39

Activity

1 Orientation to the Task

How did Ho Chi Minh's motivations change from 1945 to 1962? After reading the documents in this lesson, write an essay in which you compare the language among the three documents (spanning the years from 1945 to 1962) and argue what these changes say about Ho Chi Minh's motivations.

Discuss this prompt with a partner in class. What do you need to interpret? What will you be looking for as you read the documents?

Example:

Texts	Document A	Document B	Document C
Who is the intended audience?	(Include paraphrases or quotes.)		
What is the tone? What language signals the tone?	(Include language that signals tone.)		
What was happening at the time the document was written?			
What is the purpose of the document?	Include paraphrases or quotes.)		
How does the language change from the first to the second document? The second to the third?			
What does the language reveal about motivation and how does it change over time?			
How does this support your explanations of motives?			

Claim or Thesis: What changes in language were there? What do these changes reveal about Ho Chi Minh's motives and how they changed over time?

Activity Two

Reading the Documents (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9; Speaking and Listening– 1, 2, 3

Have students read and annotate the documents and take notes in the organizer they devised. Later, have students discuss their organized notes in small groups.

Documents can be found in the student academic notebook page 40.

Outcome 1: Students will demonstrate their ability to interpret primary source documents.

Award 3 points for each box accurately completed in the graphic organizer for Activity 1 (6 questions x 3 documents x 3 points for a maximum of 48 points). Award up to 10 points for the written response to the claim or thesis questions. Total for Activity 2: 58 points.

Activity Three

Reviewing Sample DBQ Essays (Approx. 45 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 3, 4, 5, 6, 7, 8, 9; History/SS Writing– 9

Explain to students that DBQ essays are part of the AP exams and other literary assessments, and have a specific scoring guide. Review the scoring guide in the academic notebook (pages 51-52). Then, ask students to read the short documents A-F (pages 45-46) and review, with a partner, the two essays in the academic notebook pages 47-49, evaluate them using the scoring guide and answer the two questions in the academic notebook page 52. Study the examples of document-based essays (DBQ). Decide what you think makes a good essay. Then, review the rubric for a DBQ essay and evaluate the essay using the rubric.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 45-46

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-G and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

How and for what reasons did United States foreign policy change between 1920 and 1941?

Use the documents and your knowledge of the period 1920-1941 to construct your response.

Document A

Source: Candidate Warren G. Harding in a speech at Des Moines, Iowa, October 1920.

I oppose the League not because I fail to understand what . . . ‘we are being let in for,’ but because I believe I understand precisely what we are being let in for.

I do not want to clarify these obligations; I want to turn my back on them. It is not interpretation but rejection that I am seeking. My position is that the present League strikes a deadly blow at our constitutional integrity and surrenders to a dangerous extent our independence of action.

Document B

Source: Charles Evans Hughes, secretary of state, Washington, D.C., November 12, 1921.

The world looks to this Conference to relieve humanity of the crushing burden created by competition

in armament, and it is the view of the American Government that we should meet that expectation without any unnecessary delay. It is therefore proposed that the Conference should proceed at once to consider the question of the limitation of armament. . . .

Document C

Source: Edwin L. James, European correspondent of *The New York Times*, October 1930.

Officially, our government stays out of world organizations . . . we continue to shy at the World Court. But such things count for less and less. We must deal with the world and the world must deal with us. Let there be an international conference, and imponderable influences bring the United States there. A conference on reparations, we are there. The International Bank is set up, an American is made president. The World Court meets, an American is put on the bench . . . It is always the case that the American position is among the most important. Such is one of the prices of our power. Few world problems arise in which the influence of the United States will not swing the decision if we take a real interest. Opposition to the United States is a serious undertaking. Our dollars are powerful; there are so many of them.

Document D

Source: "Butchery Marked Capture of Nanking." *The New York Times*, December 18, 1937.

Through wholesale atrocities and vandalism at Nanking the Japanese Army has thrown away a rare opportunity to gain the respect and confidence of the Chinese inhabitants and of foreign opinion there . . . Wholesale looting, the violation of women, the murder of civilians, the eviction of Chinese from their homes, mass executions of war prisoners and the impressing of able-bodied men [have] turned Nanking into a city of terror. The killing of civilians [has been] widespread. Foreigners who traveled widely through the city Wednesday found dead on every street. Some of the victims were aged men, women, and children . . . Many victims were bayoneted and some of the wounds were barbarously cruel. Any person who ran because of fear or excitement was likely to be killed on the spot as was anyone caught by roving patrols in streets or alleys after dusk.

Document E

Source: Republican Party platform, June 1940.

The Republican Party is firmly opposed to involving this nation in a foreign war. We are still suffering from the ill effects of the last World War . . .

The Republican Party stands for Americanism, preparedness and peace. We accordingly fasten upon the New Deal full responsibility for our unpreparedness and for the consequent danger of involvement in war.

We declare for the prompt, orderly, and realistic building of our national defense to the point at which we shall be able not only to defend the United States, its possessions, and essential outposts from foreign attack, but also efficiently to uphold in war the Monroe Doctrine.

Document F

Source: Full-page advertisement in the *St. Louis Post-Dispatch*, September 1940.

Mr. Roosevelt today committed an act of war. He also became America's first dictator. Secretly his Secretary of State, Mr. Hull, entered into an agreement with the British Ambassador that amounts to a military and naval alliance with Great Britain . . .

The President has passed down an edict that compares with the edicts forced down the throats of Germans, Italians and Russians by Hitler, Mussolini and Stalin. He hands down an edict that may

eventually result in the shedding of the blood of millions of Americans; that may result in transforming the United States into a goose-stepping regimented slave-state . . . Of all the sucker real estate deals in history, this is the worst, and the President of the United States is the sucker.

Essay 1:

Between the two world wars, United States foreign policy changed from being isolationistic to having increasing fears of what global events might do to the free world if they did not do something to help out in World War II. Until the attack on Pearl Harbor in December of 1941, the United States remained reluctant to have any active role in the war for fear of another aftermath like that of World War I in which Europe had massive debt to the United States which it could not pay back and an American society that turned isolationistic and cynical, with writers of the Lost Generation like F. Scott Fitzgerald, and the Roaring Twenties characterized by mass consumerism and materialism. Americans just wanted to keep to themselves until sometime after the Great Depression of the early 1930s, where a war-stimulated economy may have become a more appealing idea.

President Woodrow Wilson's plan of the League of Nations after World War I presented a conflicting issue within the United States, over the US participation in it. Warren Harding's view in Document A clearly reflects the isolationistic view that most Americans held. It was a conflict between the irreconcilables and the reservationists. Wilson was stubborn in his determination to get the US to participate in the League of Nations (the irreconcilable side) while others, such as Henry Cabot Lodge, opposed Article X of the charter, which stated that the US would have to join in a war if its alliances did so. The election of Harding in 1920 represented the popular opinion of rejection of the League of Nations and participation in this world court that would put limitations on the US. The 1920's would show a trend of Republican, laissez-faire presidents like Harding, Coolidge, and Hoover, who would only focus on domestic policy (limited as it was) and keep totally out of world issues. Document B, however, shows the concern of some over the armaments build up within Europe. Although the treaty of Versailles would limit German militarism, the years leading up to WWII with the rise of Hitler would overturn this. Nonetheless, Americans remained reserved throughout the Twenties.

After the stock market crash in October 1929, the spark of the Great Depression, the 1930s would show increasing awareness of global issues and perhaps a need to get involved. In Document C, when James refers to "a conference on reparations," he is talking about the Young Plan and Dawes Act in which the United States agreed to alleviate the debt of Germany from WWI and extend the payment time. This is reflective of some opinions that perhaps the United States does have a role to play in a world court, being a superpower. However, James says "Our dollars our powerful" and that the US is economically stable, even though this was stated in October 1930, a year into the Great Depression, and this questions the validity of this person's opinion of US readiness for global participation. With the Japanese invading Manchuria and the "Rape of Nanjing" being publicized in the *New York Times*, this reflects increased public sentiment toward what is happening outside of the US. Franklin Delano Roosevelt's New Deal program is allowing the economy to slowly

get back on its feet with increased social legislation and government regulation of business. By the time this article appeared in 1937, the public's eyes were opened to the horrors occurring in China as so descriptively revealed in Document C.

Document E, showing the platforms of the Republican and Democratic parties for the election of 1940, reveals the platforms are incredibly similar. Both reflect the resolution to keep out of World War II, started in 1939. Both are determined to uphold the Monroe Doctrine of isolationism. The Republican Party criticizes the New Deal but, like the Democrats, advocated preparedness and military buildup. The comment of the need for a strong navy by the Democrats reflects the opinions of Alfred Mahan, who expressed that the country who rules the seas rules the world. Document F criticizes FDR's principle of aiding Great Britain in the war. The public was concerned with this because of the Nye committee report which stated that the reason America was dragged into World War I was because of the bankers who had economic ties with Europe by lending them money. However, FDR is aware of this and established the cash and carry rule, in violation of the Neutrality Acts, and states that Britain may receive supplies from the US only if they pay cash and carry the supplies in their own ships, in order to prevent the debt problem of WWI. The cartoon of Document G reflects the growing question of the US role in the war and the confusion and differences of opinion. Some people question the "wiseness" in appeasing Hitler while many are determined to remain isolated. However, it is clear that since these are becoming major issues and questions, the US is no longer totally to themselves. The statement FDR makes in Document H and his analogy to the fire hose reflects the need he sees to keep Great Britain alive by helping it defend himself. If Britain falls, there is threat of the rest of the free world falling to communism or fascism. William H. Taft, now the Supreme Court Chief Justice, referred to FDR's statement as the "chewing gum theory"—once you lend a country war supplies, you do not want it back. This portrays the other opinion of keeping totally out of the war.

Until the Japanese attack on Pearl Harbor in 1941, the US would continue to lend supplies to the allies but do everything else to not fight. Nonetheless, this shows a change from the general feeling of the 1970s of complete isolationism to the growing concern of the fate of the free world during WWII.

Essay 2:

After 1920, the world was recovering from the horror of WWI. Many Americans were upset with the loss of life that had occurred; which led to a policy of isolationism. With the rise of totalitarian regimes in Europe and the start of WWII American grudgingly began to change. There were many reasons for this change, from isolationist to world player both at home and abroad.

The end of WWI left Americans shocked and horrified at the deaths that had occurred. Congress did not support the Versailles Treaty, and politicians spoke out against it, specifically the League of Nations (Document A). People felt that the league would encroach upon American policies, and Americans didn't like the idea of Europeans having a say in their affairs.

In the Roaring Twenties the economy boomed and to continue economic success

protective tariffs were raised. Military spending was down and there was an effort to disarm (Document B). This idea that the weapons would no longer be needed was founded in the idea that the first world war had been so bad that there would never be another. This is what led to the policy of appeasement.

After Black Tuesday in 1929, the economies of all the nations in the world were doing badly. The London Conference was called and Hoover promised to go. It was important that Americans attend because many of the war debts were owed to her, and one of the main goals was to stabilize currency. America's dollar was relatively strong, but in the end, Hoover elected not to attend the conference. His no show rendered the conference useless (Document C) and continued Americas policy of isolationism.

On September 18, 1931, Japan attacked Manchuria. America condemned the action but did nothing. It was not until many years later that public opinion (shown by Document D) had shifted enough to support embargoes against Japan. Still no military action was taken, but the US could no longer ignore world affairs.

After the outbreak of WWII, specifically the defeat of France and the Battle of Batan the US began taking a more active role in world affairs. Still neutral American continued to maintain that it would not enter the war (Document E). This was very important to FDR because he was re-elected on the campaign slogan "he kept us out of the war." However tariffs had been lowered during the "New Deal" and trade with foreign powers commenced on the basis that they pay cash and take bought good away themselves.

As Americans began siding more and more with the Allies isolationism broke down, (Document H) FDR developed a policy of "lending" munitions and supplies to England, France and eventually Russia. Many Americans doubted this (Document F).

In the 20 years between 1920 and 1940 America went from completely isolated to taking an active (but neutral) part in world affairs. In 1941 the Japanese bombed Pearl Harbor and war was declared. By this point the army and navy had been built up (Document E) and America was ready for war.

What makes a DBQ good?

Evaluate the two essays using the DBQ rubric on the next two pages.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 51-52

AP US HISTORY: GENERIC RUBRIC FOR DBQ RESPONSES

The list of characteristics following the grades apply to both free response essays and DBQs and indicate what student essays need to contain in order to score in a particular category. In addition, DBQ essays must incorporate document analysis and substantial information that is not contained in the documents (outside information).

8-9 points

- Strong, well-developed thesis which clearly addresses the question; deals with the most significant issues and trends relevant to the question and the time period.
- Abundant, accurate specifics; may contain insignificant errors.
- Depending on what is called for, demonstrates well-reasoned analysis of relationship of events and people, cause and effect, continuity and change.
- Covers all areas of the prompt in approximate proportion to their importance (extremely good papers need not be totally balanced).
- Effective organization and clear language.

DBQ: Sophisticated use of a substantial number of documents; substantial relevant outside information; chronologically coherent.

5-7 points

- Has a valid thesis; deals with relatively significant issues and trends.
- Some accurate specific information relevant to the thesis and question
- Analyzes information: uses data to support opinions and conclusions; recognizes historical causation, change and continuity.
- Adequately addresses all areas of prompt; may lack balance.
- May contain a few errors, usually not major.
- Adequately organizes; generally clear language; may contain some minor grammatical errors.

DBQ: Use of some documents and some relevant outside information.

2-4 points

- Thesis may be absent, limited, confused, or poorly developed; may take a very general approach to the topic, failing to focus on the question; position may be vague or unclear.
- Superficial or descriptive data which is limited in depth and/or quantity.
- Limited understanding of the question; may be largely descriptive and narrative.
- Adequately covers most areas of the prompt; may ignore some tasks.
- May contain major errors.
- Demonstrates weak organization and writing skills, which may interfere with comprehension.

DBQ: Misinterprets, briefly cites, or simply quotes documents; little outside information, or information which is inaccurate or irrelevant.

0-1 point

- Usually has no discernible thesis, contains a thesis that does not address the question, or simply restates the question.
- Superficial, inappropriate or erroneous information; or information limited to a small portion of the prompt.
- Analysis may be fallacious.
- May contain numerous errors, both major and minor.
- May cover only portions of the prompt; refers to the topic but does not address the prompt.
- Erratic organization; grammatical errors may frequently hinder comprehension.

DBQ: Poor, confused or no use of documents; inappropriate or no outside information.

Conversion to numerical grades:

9	98
8	93
7	88
6	83
5	78
4	74
3	68
2	63
1	58

Essay 1: Score

Reason for score:

Essay 2: Score

Reason for score:

ASSESSMENT: Award up to 5 points to each essay score and detailed reason for the score.

Activity Four

Writing the Essay (Approx. 30 minutes plus homework)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing– 1a, 1c, 1d, 1e, 4, 5, 9; Speaking and Listening– 1, 2, 3

Have students write their claim and identify the evidence they will use to support it (page 53).

Give students time to write an initial draft (page 54). They can begin with their claim or thesis, their introductory paragraph, and an outline the rest of their essay. As they do this, circulate around the room to provide support as needed. (Space provided in academic notebook.) After students have planned the essay, have them write their first draft, then evaluate their draft using the rubric above. Assign a partner to also evaluate the essay using the rubric. They can also use the rubric (pages 51-52) to do peer editing.

Give students time to edit their draft.

Provide students with written feedback on their essays, and ask them to revise again (pages 56-57). At this point, they should be paying attention to issues such as spelling and grammar as well as content.

Assessments:

Outcome 1: Students will demonstrate their ability to interpret primary source documents.

Outcome 2: Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.

Outcome 3: Students will demonstrate the ability to write an essay.

- Essay

Use the same rubric as used for the DBQ. In addition, consider these points.

History Specific Essay Components	
Claim	Addresses prompt with a clear evidence-based claim.
Evidence	Textual evidence clearly supports the claim being made, and is accurately represented.
Presentation of evidence	Evidence is integrated into the essay in a way that makes sense. Each piece of evidence is presented with enough appropriate contextual information. Appropriate transitions between ideas are used.

Total Points: 15 additional

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read and discuss prompt, determining what they would have to know about each document.
- ☐ 2. Had students construct a notes organizer or use the example one.
- ☐ 3. Had students read the documents, annotate, and complete the notes organizer.
- ☐ 4. Had students read the example DBQ and answers, then discuss aspects of good essays.
- ☐ 5. In groups, had students score the two essays and discuss.
- ☐ 6. Provided time for students to write the claim, first paragraph, and outline for their essays.
- ☐ 7. Provided time for students to write their first drafts of their essays.
- ☐ 8. Had students share essays, evaluate according to the rubric, and revise.
- ☐ 9. Gave students feedback on their essays.
- ☐ 10. Gave students the opportunity to revise their essays one more time.

Lesson 6

Preparing, Writing and Revising an Argumentative Essay

Overview and Rationale:

In this lesson, students get practice in interpreting history and writing arguments. They read primary and secondary sources, decide their position on a long-standing historical debate, and then explain that position using evidence from the documents. The lesson is different from a DBQ lesson because the texts are much longer, and there is a controversy in which students will weigh in. Students are also led to consider the way in which historians use evidence and embed quotes into their arguments.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to interpret primary and secondary source documents.
2. Students will show their understanding of the issues in the Gulf of Tonkin Incident through graphic organizers and discussion.
3. Students will conduct a peer review of essay drafts and provide suggestions for revision.
4. Students will demonstrate the ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

LDC Tasks:

Did the Johnson administration deliberately incite the Gulf of Tonkin Incident? What really happened on August 4, 1964? Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war? After reading the document set in this lesson, write an essay in which you argue an answer to one of the questions. Support your question with evidence from the text.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1 Write arguments focused on *discipline-specific content*.
 - 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - 1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e Provide a concluding statement or section that follows from or supports the argument presented.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

Throughout this course, only grade 11-12 standards are used.

LDC	Skill and Ability List
-----	------------------------

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

4. Relationship among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

5. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

6. Organizing Notes

Ability to organize notes in such a way that information can be synthesized across texts.

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 3: Transisiton to Writing

1. Bridging Conversation

Ability to discuss answers to identified questions and support answers with text evidence while discussing in small groups.

Skills Cluster 4: Writing Process

1. Initiation of Task

Ability to establish an overarching claim statement as the controlling idea.

2. Planning

Ability to develop an explanatory text structure.

3. Development

Ability to construct an initial draft that uses the explanatory text structure and to develop a line of thought that reflects explanatory texts.

4. Revision

Ability to use an explanatory text rubric to refine development of information, including line of thought, language usage, and tone as appropriate to audience and the cause/effect purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- “The Tonkin Gulf Crisis,” Gareth Porter
- “Fact or Fiction,” Douglas Pike
- “Secrets of the Vietnam War,” Philip B. Davidson
- “The Tonkin Gulf Resolution” from “LBJ and the Vietnam Conflict”
- “As I Saw It,” Dean Rusk
- “The Fog of War” Video
- Johnson’s Midnight Address Video
- “Senator Wayne Morris says No to Vietnam” Video
- McNamara phone call

Timeframe:

Approx. 210 minutes

Activity One

Reading the Documents (Approx. 100 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9; Speaking and Listening– 1, 2, 3

Review the writing prompt again on page 59 of the Academic Notebook. Have students read the documents and fill out the graphic organizers (pages 60-67) in pairs. Teacher Note: There is no graphic organizer in the academic notebook for “The Gulf of Tonkin Resolution” reading on page 76 of the Academic Notebook in case you would like to use it as a whole class modeling of the reading assignment. When students have finished, have the pairs review their notes and respond to the YES/NO graphic organizer on pages 68-70. The documents begin on page 71.

FROM THE STUDENT ACADEMIC NOTEBOOK p 59

Activity

1 Reading the Documents

After reading the documents in this lesson, decide the answer to three questions:

1. Did the Johnson administration deliberately incite the Gulf of Tonkin Incident?
2. What really happened on August 4, 1964?
3. Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war?

After deciding answers to these questions, write an argument providing evidence for your answer (the claim) to one of the questions.

	Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)
“The Tonkin Gulf Crisis,” by Gareth Porter “Fact or Fiction,” by Douglas Pike “Secrets of the Vietnam War,” by Philip Davidson “The Tonkin Gulf Resolution,” (textbook excerpt) “As I Saw It,” by Dean Rusk “The Fog of War,” video excerpt Wayne Morse Says No President Johnson’s Midnight Address to the American people (YouTube) Robert McNamara Phone Call						

Did the Johnson Administration deliberately incite the Gulf of Tonkin Incident?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

What really happened on August 4, 1964?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

Did Johnson knowingly use a questionable report of an attack to push the Tonkin Gulf Incident through Congress and escalate the war?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

(space provided)

Outcome 1: Students will demonstrate their ability to interpret primary and secondary documents.

Assessment

Award up to 3 points for each element entered correctly in the Credibility Analysis Graphic Organizer, for each of the 8 sources (Excluding the “Gulf of Tonkin Resolution.” Evaluating each source is worth up to 24 points per source.

Evaluation Rubric			
Criteria			
Student participates in the review	Yes	Somewhat	No
Student identifies each sources as YES/NO support for each question	Yes	Somewhat	No
States a view based on the question	Yes	Somewhat	No

Total Points: 15

Activity Two

After Reading the Documents (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9; Speaking and Listening– 1, 2, 3

After students have read, written their notes in the organizers and come to an agreement with their partner, have each pair join another pair. The task of this new group of four is to share their decisions and evidence in an effort that allows them to come to a consensus about their answers on all three questions. If the four agree on an answer to a question, they should explain what they believe is the best evidence and why. If they disagree on a question, they should each provide their evidence and try to resolve their disagreement. Before beginning this exercise, remind students that their goal is not to win, but to come up with the most reasonable answer, given the evidence. Therefore, they should be willing to listen open-mindedly to the other side, be respectful, and be willing to change their minds, given better evidence.

FROM THE STUDENT ACADEMIC NOTEBOOK p 79

Activity

2 After Reading the Documents

After coming to a consensus with your partner about your answers to the three questions, given the evidence, talk to another pair. Share your decisions and resolve any disagreements. Record any new decisions here. Then discuss your answers with the class. For each question, select a different spokesperson for your group to present the top two pieces of evidence that supports your group’s position.

If students cannot come to an agreement, or if there is just one hold out, that is okay. Tell students they can always have a minority or alternate opinion, and when they get a chance to write their ideas, their essays do not have to reflect the ideas of the group.

When students have finished that discussion, open the discussion to the whole class. Ask for a report out from each group. Have each group pick a spokesperson for each question. The spokesperson should pick the top two pieces of evidence that support their opinion. This limit will keep the discussion sufficiently truncated.

After the discussion, consider asking students these questions:

1. How did you rate the credibility of the various documents? Which were the most credible? The least credible? Why did you rate them that way?
(Note: Not all students understand the difference between a self-published book and one that is published by a reputable publisher, or the difference between a newspaper like *The New York Times* and a *small town local paper*, and what an *editorial page* offers versus a news page. These ideas should be discussed.)
2. Several authors or speakers were there at the time of the incident. Robert McNamara was Secretary of Defense, Dean Rusk was Secretary of State, Philip Davidson was serving in Vietnam at the time. What is the impact of “being there” on one’s credibility?
(Note: Students often say that being there makes one credible, not considering the impact of one’s perspective and that in reporting events, those who have something to hide or gain may not be entirely truthful. Talking through these ideas can be helpful to students.)
3. What agreements and disagreements did you notice across the documents? What excerpts from these documents show agreement or disagreement?
4. Looking at the ways these documents were “published,” what publication outlets seem credible to you? Why?
5. Return to the Philip Davidson document. What does he do to structure his argument? (He presents the other side or the counter-argument then attempts to refute it.) Is this kind of argument persuasive? Why or why not?

(Davidson uses structure in a way that subtly obscures some of the evidence. For example, he starts with a very strong statement, calling it a myth that the event never happened, but only presents reasonable evidence for August 2nd and acknowledges that nobody really knows what happened on the 4th. But the reported attack on August 2nd was ignored by Johnson, meaning that only the August 4th attack was the issue. Davidson’s evidence mainly serves to bolster the argument that the US did not provoke the attack. Davidson ends with a strong restatement of his earlier contention. His refutational style makes his argument seem fair [like he is looking at the other side and considering the facts]. Sometimes readers are confused by this structure, tending to think that whatever he says that agrees with their view is his view, even if it was the straw man. In addition, he uses a quote from Captain Herrick that does not really address the issue of what happened on August 4, but discusses the consequences. Return to this document and have students list the moves that Davidson makes in this argument. They would then be in a better position to analyze and evaluate it.)

6. Dean Rusk discusses Johnson's motivations for seeking the Tonkin Gulf resolution. Does his discussion agree or disagree with other things you have read?
7. Looking at one of the documents just read, choose the most important sentence in it and explain why it is so important.

(Consider dividing the documents up between the members of your class, so two or three students are picking a sentence from each of the documents. You could first have the students who have gone to the same document talk together about their choices, then have some students share their choices and reasoning with the entire class. This exercise helps students to dig into the texts at the word level to carefully consider issues of word choice, tone, and word meaning, ultimately leading to a better understanding of author perspective.)

Outcome 2: Students will show their understanding of the issues in the Gulf of Tonkin incident through graphic organizers and discussion.

Assessment

Award up to 9 points to each group participant by observing participation in the four-person review, participation in sharing evidence to support a position, and by amending the graphic organizer based on new information.

Activity Three

After Reading the Documents (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4; History/SS, Science and Technical Subjects Writing– 1c; 1d, 3, 2c, 5, 9

Have students choose one of the questions to answer, then plan and write an argument that makes a claim (answering the question) and supports the claim with evidence from their readings (including the Danzer chapter). Students are to imagine they are writing an essay for a history website on the Gulf of Tonkin Incident that will be read by other students. Before beginning, help students learn how to use quotes and embed evidence in their essays.

Ask students to read the excerpts of an argument in their academic notebook page 80.

FROM THE STUDENT ACADEMIC NOTEBOOK p 80

Activity

3 Preparing to Write a Historical Argument

Read the following from John Prados, Aug 4, 2004, retrieved from: <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/essay.htm>. John Prados is a National Security Archive Fellow at George Washington University and this is from his website on the Gulf of Tonkin.

A fresh addition to the declassified record is the intelligence estimate included in this briefing book, *Special National Intelligence Estimate 50-2-64*. Published in May 1964, the estimate again demonstrates that the United States purposefully directed OPLAN 34-A to pressure North Vietnam, to the extent of

attempting to anticipate Hanoi's reaction. It wrongly concluded that North Vietnam, while taking precautionary measures, "might reduce the level of the insurrections for the moment." (Note 1) In fact Hanoi decided instead to commit its regular army forces to the fighting in South Vietnam.

And,

American pilots from the carrier *USS Ticonderoga* sent to help defend the destroyers from their supposed attackers told the same story. Commander James B. Stockdale, who led this flight of jets, spotted no enemy, and at one point saw the *Turner Joy* pointing her guns at the *Maddox*. As Stockdale, who retired an admiral after a distinguished career that included being shot down and imprisoned by the North Vietnamese, later wrote: "There was absolutely no gunfire except our own, no PT boat wakes, not a candle light let alone a burning ship. None could have been there and not have been seen on such a black night."

How did this author use evidence in his argument? What can you learn from this example?

(space provided)

Ask students to notice how this writer inserts evidence into his work and includes quotes. These embedded pieces are contextualized. That is, the reason for including them is evident in the way they are introduced.

"Published in May 1964, the estimate again demonstrates that..."

("Again" tells me that the evidence about to be explained is another piece of evidence pointing to a familiar contention, and so is corroborative.)

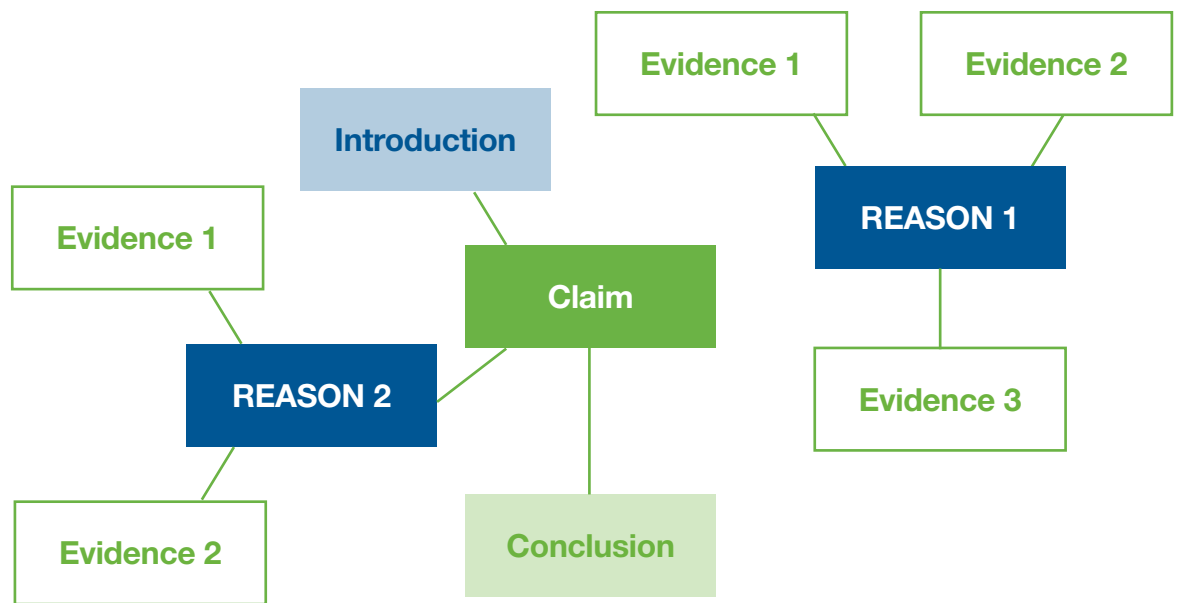
"American pilots...told the same story. Commander James B. Stockdale, who led this flight of jets..."

("Same" tells me that the testimony of American pilots corroborates other reports. The description of Stockdale, as the pilot who led the fight of jets, shows that the information probably is credible.)

If you have some particular conventions that you want students to use when they embed quotes or other evidence, share with students at this time.

Otherwise, ask them to think about why they are using particular pieces of evidence and showing that reasoning in their writing. They should not simply drop in a quote or a piece of evidence without providing some reasoning.

Give students time to plan their essays, beginning on page 81. They should write their claim, then consider the argument they will make in support of the claim. Writing an outline or a jot list or making a concept map are all reasonable ways to plan for an essay, and consider encouraging students to use whatever strategies work for them or use a format that you have used before successfully.



As students are planning their essays, circulate around the room to provide support (without being too directive). Use this time as an opportunity to assess how well students understand the task.

Outcome 4

Students will demonstrate their ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

Assessment

Evaluation Rubric			
Criteria			
Student makes responsible responses to article excerpts (up to 3 points)	Yes	Somewhat	No
Student makes a plan for writing (concept map, jot list, outline) before writing (up to 6 points)	Yes	Somewhat	No

Total Points: 9

Activity Four

Writing the Argument (Approx. 50 minutes plus homework)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing– 1, 1a, 1b, 1c, 1d, 1e, 4, 5, 8, 9

Provide time in class to write the argument (pages 82-83). Students who take longer and do not finish should be able to complete their work at home.

When they have finished, have them use the rubric (page 84).

FROM THE STUDENT ACADEMIC NOTEBOOK p

Activity

4 Writing the Argument

Write your essay.

When you are finished, evaluate your essay using the rubric on the next page. Then rewrite it.

(space provided)

Activity Five

Writer's Conference - Peer Review

Review the Writer's Conference Form in the Academic Notebook (page 85). Have students discuss the elements of each scoring element and connect each element to the assignment. Model the process using a paper from a student volunteer. You can also do a whole class review by examining a student paper using a document camera or projector to display the essay. Students should be expected to comment on each scoring element for each paper that they review. Students should write two things that they will revise based on the comments. Have students submit a conference form with their final drafts. Assign points for authors who make revisions and points to the reviewer for the work completed. Provide opportunity for students to revise and submit a final essay

Outcome 3

Students will conduct a peer review of essay drafts and provide suggestions for revision.

Assessment

Evaluation Rubric			
Student participates in the peer review	Yes	Somewhat	No
Student completes a Writer's Conference Form with suggestions for a partner	Yes	Somewhat	No
Author identifies two items chosen for revision	Yes	Somewhat	No
Author incorporates revisions into final paper	Yes	Somewhat	No

Total Points: 12

Outcome 4

Students will demonstrate the ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

Assessment

Score the final essay using the attached rubric.

FROM THE STUDENT ACADEMIC NOTEBOOK p

Activity

5 Scoring the final essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to establish a claim, but lacks a clear purpose.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Score	Grade	Score	Grade
4	25%	10.5	66%
4.5	28%	11	69%
5	31%	11.5	72%
5.5	34%	12	75%
6	38%	12.5	78%
6.5	41%	13	81%
7	44%	13.5	84%
7.5	47%	14	88%
8	50%	14.5	91%
8.5	53%	15	94%
9	56%	15.5	97%
9.5	59%	16	100%
10	63%		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read and discuss the task, determining what they will have to know about each document.
- ☐ 2. Helped students understand the graphic organizers, their use and why they are important.
- ☐ 3. Had students read the documents, annotate, and complete the graphic organizers in pairs
- ☐ 4. Had pairs join other pairs to come to consensus, then “report out” from the groups and a whole class discussion.
- ☐ 5. Asked students follow-up questions, as appropriate, given discussion.
- ☐ 6. Had students reflect on how to embed evidence and use quotes in essays.
- ☐ 7. Provided time for students to plan and write their essays.
- ☐ 8. Had students evaluate their own or a partner’s essay.
- ☐ 9. Provided students time to rewrite their essays.

Calculating Final Unit Grade

DBQ Essay Score _____ x 2.25 = _____

Final Essay Score _____ x 2.25 = _____

Points awarded for DBQ graphic organizer _____
+ Credibility Analysis graphic organizer _____ = _____

Total Points awarded for all other assessments _____

Add the 4 items above and divide by 10 = Unit Grade

Unit 3

References

Lesson 1: PowerPoint Pictures

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Bettmann/CORBIS. *LBJ Will Not Seek Re-Election*, 1968. Photograph. History — <http://www.history.com/photos/lyndon-b-johnson/photo16>.

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SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 3: The Vietnam War
The Academic Notebook

Name



Unit 3

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Course Overview

Welcome! You are enrolled in a second history unit of the SREB Readiness Course-Literacy Ready. What does historical literacy mean? Historical literacy is the ability to read and determine meaning from historical sources whether they are primary, secondary or tertiary sources. In this course, you will take part in several activities to improve your historical literacy. While the content covered in this course is important, a principal purpose is to equip you with the tools necessary to be more successful in college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has two roles in this course. The first role of the notebook is to provide you with a personal space to record your work. The academic notebook is where you should record your thoughts about materials you are reading. For example, if you are hearing a lecture, take notes in this notebook. Use the tools in the notebook to assist you in organizing your notes.

The second role of the notebook is that of an assessment tool. Your instructor may periodically collect the notebooks and review your work to insure that you are remaining on task and to assist with any material that is causing difficulty. Your instructor may also assign tasks to be completed in the notebook, such as in-class writing assignments. At the end of this six-week unit, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you work seriously as this notebook becomes the (historical) record of your activity in this course.

Essential Questions

The following essential questions for the entire six-week unit should be used to guide your thinking when analyzing the materials presented in this class. When taking notes, come back to the questions and consider how the historical sources you are analyzing help to answer these questions. The first question is especially important as it represents the theme of the course. In the back of your mind, in every task you complete, you should consider this question. This is partly how historians work, and it is important for you to realize that up front. Historians, like all scientists, approach a problem and try to hypothesize a solution to the problem. Therefore, historians think thematically as they work through source material, which helps account for why two tertiary sources on the same topic may have two different perspectives on the event being studied.

Were the concepts of liberty and equality reflected in US foreign policy?

What conflicts existed in conceptions of liberty and freedom by those participating in The Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy?

Lesson 1

Overview: US and Vietnam

In this lesson, you will . . .

- Demonstrate an understanding of claim and evidence in history.
- Demonstrate understanding of vocabulary you encountered during reading.

Activity

1 Orientation to the Task

List words, phrases, images, etc. that you associate with the Vietnam War:

1.

2.

3.

4.

5.

Write an explanation of each of these terms based upon what you already know about Vietnam.

Lyndon Johnson

Geneva Accord

Viet Cong

Saigon

Tet Offensive

Gulf of Tonkin

Gulf of Tonkin Incident

Activity

2 Viewing the PowerPoint and Taking Notes

Take notes, paying attention to what you learned about the vocabulary words above, and thinking about the kind of information that is important in history.

Claims & Insights	Notes

Summary:

Activity

3 Thinking about Evidence for Claims

The last slide of the PowerPoint includes some of the interpretations of historians regarding the Vietnam Conflict. These are CLAIMS, which need evidence to back them up. What kind of evidence do you think would be convincing? Next to each claim below, write down what kind of evidence would convince you the claim is true.

Claim	What evidence would be convincing?	Why
LBJ escalated the Vietnam Conflict because he thought his reputation would be hurt if he lost Vietnam to the Communists.		
LBJ felt he had to follow the lead of his advisors about Vietnam, because they were "Harvards."		
Because of the problems in Vietnam, LBJ had no choice but to get more heavily involved.		
LBJ did not want to get involved in Vietnam.		
LBJ and his advisors set up the Gulf of Tonkin incident so they could get more heavily involved.		
LBJ hid from Americans the cost of escalation.		

Graphic Organizer – PowerPoint Overview

Johnson's motivations for involvement and escalation	Johnson's goal	Johnson's tactics
	To win the war in Vietnam	

Also, look for evidence that helps you answer the essential questions:

<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? (later: The Vietnam Conflict and the Six-Day War.)</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
---	--	--

Activity

4 Vocabulary

Revise your definitions based upon information you learned in the PowerPoint.

Lyndon Johnson

Geneva Accords

Viet Cong

Saigon

Tet Offensive

Gulf of Tonkin

Gulf of Tonkin Incident

5 Orientation to the Task

After deciding answers to these questions, write an argument providing evidence for you answer to one of the questions.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Lesson 2

Types of Texts

In this lesson, you will . . .

- Classify a variety of historical texts and identify challenges to credibility posed by them.
- Learn text-type vocabulary.

Activity

1 Orientation to the Task

List some types of texts you associate with historical study:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity

2 Classifying and Reasoning about Texts

Using the information you received in class, classify the following examples of texts by noting if they are primary, secondary or tertiary texts and assigning a genre to each one in the space provided. Then, identify the challenges to credibility that might be a characteristic of the genre.

Text	Primary, Secondary or Tertiary? (Circle One)	Genre	Challenges to credibility
Constitution of the United States	Primary Secondary Tertiary		
Goodwin, Doris Kearns, <i>Lyndon Johnson & The American Dream</i> (1991)	Primary Secondary Tertiary		
Article from the <i>New York Times</i> describing US troop deployment (1968)	Primary Secondary Tertiary		
Image of a Vietnamese village on fire after a US attack (1969)	Primary Secondary Tertiary		
Caputo, Philip, <i>A Rumor of War</i> (1977)	Primary Secondary Tertiary		
A cartoon depicting Lyndon Johnson's gradual escalation of US troops in Vietnam (1965)	Primary Secondary Tertiary		
The Gulf of Tonkin Resolution (1964)	Primary Secondary Tertiary		
Transcript of questions and answers exchanged between a reporter and a US Army officer (1968)	Primary Secondary Tertiary		
<i>Vietnam: A Television History</i> (1983)	Primary Secondary Tertiary		

Can you tell the structure of a text excerpt? Determine if the following excerpts are *description*, *explanation*, or *argumentation/justification*. Write your answers on the line below each excerpt.

1. The Johnson Administration essentially found itself in a predicament—a “political war trap” that was a product of the nuclear era, the Cold War, and domestic politics in the United States. The “trap” involved a wavering ally whose regime was threatened. The option of not using military force was discounted for fear of a “communist success” if the ally fell and the domestic repercussions this would trigger (Dennis M. Simon, August 2002; retrieved from: <http://www.srvhs.srvusd.k12.ca.us/Staff/teachers/abgardner/Vietnam/The%20Vietnam%20War>).

2. Johnson brought to the White House a marked change of style from Kennedy. A self-made and self-centered man who had worked his way out of a hardscrabble rural Texas environment to become one of Washington’s most powerful figures, Johnson had none of the Kennedy elegance. He was a bundle of conflicting elements: earthy, idealistic, domineering, insecure, gregarious, suspicious, affectionate, manipulative, ruthless, and compassionate. Johnson’s ego was as huge as his ambition (Tindall and Shi, page 1318).

3. In the end, the United States failed either to avert a communist takeover of South Vietnam, or to avoid humiliation, loss of prestige, and domestic recrimination. To be sure, the North Vietnamese Army (NVA) and southern National Liberation Front (NLF) did not directly evict US forces from Vietnam, nor even inflict upon them a major set-piece battlefield defeat like the Viet Minh did on the French at Dien Bien Phu in 1954... But if US forces were not defeated, neither did they inflict a strategically decisive defeat on the communist side (6)... Years of bombing North Vietnam and “attriting” communist forces in South Vietnam neither broke Hanoi’s will nor crippled its capacity to fight. The absence of US military defeat did not guarantee political success. The appearance of Saigon as Ho Chi Minh City for the past 20 years on maps of Southeast Asia is testimony to the defeat of the American cause in Vietnam (Record, Jeffries, [Winter, 1996-96], Vietnam in retrospect: Could we have won? Parameters, 51-65).

4. On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Cao Bang (taken from The Declaration of Independence, Democratic Republic of Vietnam, written by Ho Chi Minh in 1945).

Circle any words or phrases that helped you decide what type of text each excerpt was. Discuss your choices.

Lesson 3

Timeline of Vietnam

In this lesson, you will . . .

- Infer historical trends and relationships regarding the Vietnam Conflict using a timeline.
- Ask questions about the Vietnam Conflict after studying the timeline.
- Determine vocabulary meanings by using available resources.

Activity

1 Orientation to the Task

What can you infer about these events, put in chronological order?

- A student gets caught smoking in the bathroom.
- His parents ground him for one week.

What about these events?

- There is potato salad at a picnic.
- A number of people get sick to their stomachs immediately after eating picnic food.

In timelines, events are in chronological order, but historians infer the relationships among the events, based upon the best evidence. Events are not necessarily in causal relationships if they are listed chronologically.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity

2 Making Inferences from a Timeline

Study the following timeline and come up with: (a) three inferences, and (b) three questions. Specify what kind of evidence you would need to be surer of your inference and what kind of evidence you would need to answer your questions. A map is provided so that you can locate the sites that are referenced in the timeline.



Timeline of American Involvement in Vietnam

1945

Ho Chi Minh Creates Provisional Government.

Following the surrender of Japan to Allied forces, Ho Chi Minh and his People's Congress create the National Liberation Committee of Vietnam to form a provisional government. Japan transfers all power to Ho's Vietminh.

Ho Declares Independence of Vietnam.

British Forces Land in Saigon, Return Authority to French.

1946

Indochina War begins.

The Democratic Republic of Vietnam launches its first concerted attack against the French.

1950

Chinese, Soviets Offer Weapons to Vietminh.

US Pledges \$15M to aid French.

The United States sends \$15 million dollars in military aid to the French for the war in Indochina. Included in the aid package are military advisors.

1954

Battle of Dienbienphu begins.

A force of 40,000 heavily armed Vietminh lay siege to the French garrison at Dienbienphu. Using Chinese artillery to shell the airstrip, the Vietminh make it impossible for French supplies to arrive by air. It soon becomes clear that the French have met their match.

Eisenhower cites "Domino Theory" regarding Southeast Asia.

Responding to the defeat of the French by the Vietminh at Dienbienphu, President Eisenhower outlines the Domino Theory: "You have a row of dominoes set up. You knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly."

Geneva Agreements announced.

Vietminh and French generals sign the Agreement on the Cessation of Hostilities in Vietnam. As part of the agreement, a provisional demarcation line is drawn at the 17th parallel, which will divide Vietnam until nationwide elections are held in 1956. The United States does not accept the agreement, and neither does the government.

1955

Prime Minister of Vietnam Ngo Dinh Diem holds fraudulent referendum. Diem becomes President of Republic of Vietnam.

1956

French Leave Vietnam.

US Training South Vietnamese.

The US Military Assistance Advisor Group (M.A.A.G.) assumes responsibility from the French for training South Vietnamese forces.

1957

Communist Insurgency in South Vietnam.

Communist insurgent activity in South Vietnam begins. Communist Guerrillas assassinate more than 400 South Vietnamese officials. Thirty-seven armed companies are organized along the Mekong Delta.

1959

Weapons Moving Along Ho Chi Minh Trail.

North Vietnam begin infiltrating cadres and weapons into South Vietnam via the Ho Chi Minh Trail. The Trail will become a strategic target for future military attacks.

1961

Vice President Johnson Tours Saigon.

During a tour of Asian countries, Vice President Lyndon Johnson visits Diem in Saigon. Johnson assures Diem that he is crucial to US objectives in Vietnam and calls him “the Churchill of Asia.”

1963

Buddhists Protest Against Diem.

Tensions between Buddhists and the Diem government are further strained as Diem, a Catholic, removes Buddhists from several key government positions and replaces them with Catholics. Buddhist monks protest Diem’s intolerance for other religions and the measures he takes to silence them. In a show of protest, Buddhist monks start setting themselves on fire in public places.

Diem Overthrown, Murdered.

With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.

1964

Gulf of Tonkin Incident.

On August 2, three North Vietnamese PT boats allegedly fire torpedoes at the U.S.S. Maddox, a destroyer located in the international waters of the Tonkin Gulf, some thirty miles off the coast of North Vietnam. The attack comes after six months of covert US and South Vietnamese naval operations. A second, even more highly disputed attack, is alleged to have taken place on August 4.

Debate on Gulf of Tonkin Resolution.

The Gulf of Tonkin Resolution is approved by Congress on August 7 and authorizes President Lyndon Johnson to “take all necessary measures to repel any armed attack against forces of the United States and to prevent further aggression.” The resolution passes unanimously in the House, and by a margin of 82-2 in the Senate. The Resolution allows Johnson to wage all out war against North Vietnam without ever securing a formal Declaration of War from Congress.

1966

LBJ Meets With South Vietnamese Leaders.

President Lyndon Johnson meets with South Vietnamese premier Nguyen Cao Ky and his military advisors in Honolulu. Johnson promises to continue to help South Vietnam fend off aggression from the North, but adds that the US will be monitoring South Vietnam's efforts to expand democracy and improve economic conditions for its citizens.

1967

Martin Luther King, Jr. Speaks Out Against War.

Calling the US "the greatest purveyor of violence in the world," Martin Luther King publicly speaks out against US policy in Vietnam. King later encourages draft evasion and suggests a merger between antiwar and civil rights groups.

1968

North Vietnamese Launch Tet Offensive.

In a show of military might that catches the US military off guard, North Vietnamese and Vietcong forces sweep down upon several key cities and provinces in South Vietnam, including its capital, Saigon. Within days, American forces turn back the onslaught and recapture most areas. From a military point of view, Tet is a huge defeat for the Communists, but turns out to be a political and psychological victory. The US military's assessment of the war is questioned and the "end of the tunnel" seems very far off.

My Lai Massacre:

On March 16, the angry and frustrated men of Charlie Company, 11th Brigade, America Division enter the village of My Lai. "This is what you've been waiting for -- search and destroy -- and you've got it," say their superior officers. A short time later the killing begins. When news of the atrocities surfaces, it will send shockwaves through the US political establishment, the military's chain of command, and an already divided American public.

Paris Peace talks begin.

Following a lengthy period of debate and discussion, North Vietnamese and American negotiators agree on a location and start date of peace talks. Talks are slated to begin in Paris on May 10 with W. Averell Harriman representing the United States, and former Foreign Minister Xuan Thuy heading the North Vietnamese delegation.

1969

Ho Chi Minh Dies at age 79.

News of My Lai Massacre Reaches US

Through the reporting of journalist Seymour Hersh, Americans read for the first time of the atrocities committed by Lt. William Calley and his troops in the village of My Lai. At the time the reports are made public, the Army has already charged Calley with the crime of murder.

1971

Pentagon Papers published.

The New York Times publishes the Pentagon Papers, revealing a legacy of deception concerning US policy in Vietnam on the part of the military and the executive branch. The Nixon administration, eager to stop leaks of what it considers sensitive information, appeals to the Supreme Court to halt the publication. The Court decides in favor of the Times and the First Amendment right to free speech.

1973

Cease-fire Signed in Paris.

A cease-fire agreement that, in the words of Richard Nixon, “brings peace with honor in Vietnam and Southeast Asia,” is signed in Paris by Henry Kissinger and Le Duc Tho. The agreement is to go into effect on January 28.

End of Military Draft Announced.

Last American Troops Leave Vietnam.

Adapted from: <http://www.pbs.org/wgbh/amex/vietnam/timeline/tl3.html#a>.

Inference	What evidence would you need to give you confidence in this inference?
1.	
2.	
3.	

Question	What evidence would you need to answer this question?
1.	
2.	
3.	

Think about these inferences and questions as you read the chapter in the next lesson.

Lesson 4

Reading and Annotating History Texts

In this lesson, you will . . .

- Show through your annotations that you are identifying historically important information about Vietnam from reading.
- Show through discussion and graphic organizers that you can think critically about the information in the chapter.
- Show through annotations and discussion your understanding or discipline-specific and general academic vocabulary.
- Show your understanding of chronology and significance by adding to the Vietnam Timeline.
- Collect textual evidence that addresses the essential questions.

Activity

1 Orientation to the Task

Preview Chapter 30 of *The Americans*. What features does this chapter provide?

This image shows a single sheet of white paper with horizontal green lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Given your preview and what you know about the textbook authors, how trustworthy is the information in this text?

[illegible]

Activity

2 Analyzing History Textbook Chapters

Review G-SPRITE: Geographical, Social, Religious, Intellectual, Technological, and Economic. Review Annotation Guidelines.

Annotate....

- Relationships among events—chronology, causation.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Categorizations of actions into political, social, economic, religious, cultural, etc.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts, and words that signal relationships among events.

Read to verify your inferences and answer your questions. Read to find evidence to answer the essential questions.

The essential questions are:

<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What conflicts existed in conceptions of liberty and freedom by those participating in The Vietnam Conflict?</i>	<i>Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?</i>
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Activity

3 Annotating the Text

Annotate the text. After you are finished, evaluate your annotations using the form below.

Annotation Evaluation for History

Check all the features of annotation that you used:

- ☐ 1. Information about the source
- ☐ 2. Information that signaled
 - ☐ a. Cause/effect
 - ☐ b. Comparison contrast
 - ☐ d. Chronology (words signaling time)
 - ☐ c. Bias or judgment
 - ☐ e. Discipline-specific information and vocabulary
 - ☐ f. Other
- ☐ 3. Unknown general academic vocabulary
- ☐ 4. Key actors, actions, goals, and tactics, etc.
- ☐ 5. Political, social, economic, legal, or other characterizations of information
- ☐ 6. Marginal notations that show
 - ☐ a. summarizing
 - ☐ b. inferencing
 - ☐ c. reacting
 - ☐ d. connecting to other information
 - ☐ e graphic or pictorial representations of information (e.g., cause-effect chains, time lines)

Evaluate your annotations

- 1. My annotations helped me to focus on the information. ☐ Yes ☐ No
- 2. My annotations would help me review the chapter for a test. ☐ Yes ☐ No
- 3. My annotations helped me understand the information better. ☐ Yes ☐ No
- 4. My annotations helped me to think critically. ☐ Yes ☐ No

What did you do well?

What could you improve?

Complete G-SPRITE using the chart below on this and every section in this chapter as you read. What factors were important in each of the phases of the Vietnam Conflict? Write the information and page number in the spaces to help you analyze the reasons for why the Vietnam War proceeded the way it did.

	Moving Toward Conflict	US Involvement and Escalation	A Nation Divided	1968: A Tumultuous Year
Geographical				
Social				
Political				
Religious				
Intellectual				
Technological				
Economic				

Activity

4 Debriefing

Section One: Moving Toward Conflict

Discuss what you paid attention to with your class in this section.

Think about the questions that are raised in this discussion, including the following:

Danzer (textbook): “On November 1, 1963, a US-supported military coup toppled Diem’s regime. Against Kennedy’s wishes, Diem was executed.”

Timeline: “With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.”

How do these statements differ? How would you determine the most supported interpretation?

Read the document on the next page and decide which interpretation it supports. Write your thoughts here:

~~TOP SECRET~~

October 25, 1963

Check-List of Possible U.S. actions
in Case of Coup

1. Evacuation of American dependents.
2. Movement of U.S. forces into positions outside Viet-Nam from which they can be readily dispatched to Viet-Nam, if the occasion arises, for:
 - a. Protecting Americans in Viet-Nam.
 - b. Removal of U.S. equipment from Viet-Nam.
 - c. Intervention into political struggle.
 - d. Stabilization of military situation vis-a-vis the Viet-Cong.
3. Inducement (financial, political or otherwise) to opportunists or recalcitrants to join in coup.
4. Cessation of all U.S. aid to Diem Government and announcement thereof.
5. Use U.S. facilities in Viet-Nam (military advisors, transport, communications, etc.) in support of coup group.
6. Political actions to point coup toward civilian government.
 - a. Discussions with military officers.
 - b. Protection of potential civilian heads of state and discussions with them.
7. Once coup group has seized power, rally promptly to its support with statements and assistance.

FE:JAMendenhall:aws

~~TOP SECRET~~

DECLASSIFIED
E.O. 12958, Sec. 3.5(b)
Department of State Guidelines
By mmk NARA, Date 3/21/97

The question left unanswered by the text above is whether President Kennedy supported Diem's assassination. Read the following account offered by historian Richard Reeves in his book, *President Nixon: Alone in the White House*, page 371. (Retrieved from http://www.historycommons.org/context.jsp?item=vietnam_637&scale=2#vietnam_637.)

President Nixon's aides have diligently tried to find evidence linking former President John F. Kennedy to the 1963 assassinations of South Vietnamese President Ngo Dinh Diem and his brother, Ngo Dinh Nhu (see June 17, 1971), but have been unsuccessful. "Plumber" E. Howard Hunt (see July 7, 1971) has collected 240 diplomatic cables between Washington, DC, and Saigon from the time period surrounding the assassinations, none of which hint at any US involvement in them. White House aide Charles Colson, therefore, decides to fabricate his own evidence. Using a razor blade, glue, and a photocopier, Colson creates a fake "cable" dated October 29, 1963, sent to the US embassy in Saigon from the Kennedy White House. It reads in part, "At highest level meeting today, decision reluctantly made that neither you nor Harkin [apparently a reference to General Paul Harkins, the commander of US forces in Vietnam at the time] should intervene on behalf of Diem or Nhu in event they seek asylum." [REEVES, 2001, PP. 371]

What implications for interpreters of history are there for fabricated or made-up evidence?

Do you know yet whether or not the President approved or did not approve the assassination of Diem? If not, what kind of evidence would you look for?

Section Two: US Involvement and Escalation

Read and annotate the next section. Add to G-SPRITE when you are finished. Discuss your thoughts in class. Join the discussion. How do these statements differ? How would you determine the most supported interpretation?

Section Three: A Nation Divided

Read and annotate this next section. Add to G-SPRITE when you are finished. Discuss your thoughts in class. Join the discussion.

Think about the effects of the Vietnam Conflict. List these, then make a concept map that illustrates their relationship.

1.

2.

3.

4.

5.

6.

Etc.

Concept Map:

Section Four: 1968: A Tumultuous Year

Read and annotate the next section. Add to G-SPRITE when you finished. Discuss your thoughts in class. Join the discussion.

Three questions to ponder:

- Do you think that President Johnson should have stayed in the race for the Presidency? Why or Why not? What evidence are you basing your answer on?
- Read Danzer's description of the 1968 Chicago Democratic Convention again. Do you think Danzer agrees with the way the Chicago police handled the protesters? What in the text makes you answer that way? Based upon your reading, what is your opinion? Do you believe that the Chicago police overstepped their bounds, or were they justified? What in the text makes you answer that way?
- When Nixon became president, he said he wanted, "peace with honor." What did that mean to him? Did he achieve his goal? Why or why not?

Consider using a T-Chart, writing down evidence for both "Yes" and "No" to each question, then deciding.

Yes

No

Yes

No

Yes

No

Activity

5 Vocabulary

With what words are you still struggling? Write these below. In class discussions, determine their meanings.

Discipline-specific vocabulary: Talk through the following discipline-specific terms. What can you say about them now that you have read the chapter?

Organizations

- Vietminh/National Liberation Front
- Vietcong
- ARVN
- Green Berets
- SDS
- FSM

Documents

- Geneva Accords
- Tonkin Gulf Resolution

Events

- Tet Offensive
- Cold War

Other Terms

- Communism
- fragging
- Domino Theory
- USS Maddox
- USS Turner Joy
- War of Attrition
- Napalm
- Agent Orange
- search and destroy mission
- Doves and Hawks

People

- Ho Chi Minh
- Ngo Dinh Diem
- Barry Goldwater
- Robert McNamara
- Walter Cronkite
- Dean Rusk
- General William Westmoreland
- Senator William J. Fulbright
- Robert Kennedy
- Eugene McCarthy
- Hubert Humphrey
- Richard Nixon
- George Wallace

Places

- French Indochina
- Ho Chi Minh Trail
- Cambodia
- Gulf of Tonkin
- Laos
- Dien Bien Phu

Policies

- containment
- escalation

Activity

6 Returning to the Timeline

Go back to the timeline that you studied in Lesson 10.

Is there anything you read in the text that is not mentioned here? If there is, is it significant enough to add? Is there anything already on the timeline that you would like to change, remove, or add? Write these in their appropriate year.

1945 _____

1946 _____

1950 _____

1954 _____

1955 _____

1956 _____

1957 _____

1959 _____

1961 _____

1963 _____

1964 _____

1966 _____

1967 _____

1968 _____

1969 _____

1971 _____

1973 _____

Activity

7 Returning to the Essential Questions

What did you learn that addresses the essential questions?

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What conflicts existed in conceptions of liberty and freedom by those participating in the Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

Lesson 5

Answering Document-Based Questions

In this lesson, you will . . .

- Demonstrate your ability to interpret primary source documents.
- Show your understanding of the Vietnam Conflict through your answers to a document-based question.
- Demonstrate your ability to write an essay answering the document-based question.

Activity

1 Orientation to the Task

How did Ho Chi Minh’s motivations change from 1945 to 1962? After reading the documents in this lesson, write an essay in which you compare the language among the three documents (spanning the years from 1945 to 1962) and argue what these changes say about Ho Chi Minh’s motivations.

Discuss this prompt with a partner in class. What do you need to interpret for? What will you be looking for as you read the documents?

Example:

Texts	Document A	Document B	Document C
Who is the intended audience?	(Include paraphrases or quotes.)		
What is the tone? What language signals the tone?	(Include language that signals tone.)		
What was happening at the time the document was written?			
What is the purpose of the document?	Include paraphrases or quotes.)		
How does the language change from the first to the second document? The second to the third?			
What does the language reveal about motivation and how does it change over time?			
How does this support your explanations of motives?			

Claim or Thesis: What changes in language were there? What do these changes reveal about Ho Chi Minh’s motives and how they changed over time?

Activity

2 Reading the Documents**Document A****“Declaration of Independence, Democratic Republic of Vietnam”*****Ho Chi Minh (Hanoi, 2 September 1945).**

“All men are created equal. They are endowed by their Creator with certain inalienable rights; among these are Life, Liberty, and the pursuit of Happiness.”

This immortal statement was made in the Declaration of Independence of the United States of America in 1776. In a broader sense, this means: All the peoples on the earth are equal from birth, all the peoples have a right to live, to be happy and free.

The Declaration of the French Revolution made in 1791 on the Rights of Man and the Citizen also states:

“All men are born free and with equal rights, and must always remain free and have equal rights.” Those are undeniable truths. Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice. In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united. They have built more prisons than schools. They have mercilessly slain our patriots—they have drowned our uprisings in rivers of blood. They have fettered public opinion; they have practiced obscurantism against our people.

To weaken our race they have forced us to use opium and alcohol. In the fields of economics, they have fleeced us to the backbone, impoverished our people, and devastated our land. They have robbed us of our rice fields, our mines, our forests, and our raw materials. They have monopolized the issuing of banknotes and the export trade. They have invented numerous unjustifiable taxes and reduced our people, especially our peasantry, to a state of extreme poverty. They have hampered the prospering of our national bourgeoisie; they have mercilessly exploited our workers.

In the autumn of 1940, when the Japanese Fascists violated Indochina’s territory to establish new bases in their fight against the Allies, the French imperialists went down on their bended knees and handed over our country to them. Thus, from that date, our people were subjected to the double yoke of the French and the Japanese.

Their sufferings and miseries increased. The result was that from the end of last year to the beginning of this year, from Quang Tri province to the North of Vietnam, more than two million of our fellow-citizens died from starvation. On March 9, the French troops were disarmed by the Japanese. The French colonialists either fled or surrendered,

showing that not only were they incapable of “protecting” us, but that, in the span of five years, they had twice sold our country to the Japanese.

On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Cao Bang.

Notwithstanding all this, our fellow-citizens have always manifested toward the French a tolerant and humane attitude. Even after the Japanese putsch of March 1945, the Vietminh League helped many Frenchmen to cross the frontier, rescued some of them from Japanese jails, and protected French lives and property.

From the autumn of 1940, our country had in fact ceased to be a French colony and had become a Japanese possession. After the Japanese had surrendered to the Allies, our whole people rose to regain our national sovereignty and to found the Democratic Republic of Vietnam.

The truth is that we have wrested our independence from the Japanese and not from the French.

The French have fled, the Japanese have capitulated, Emperor Bao Dai has abdicated. Our people have broken the chains, which for nearly a century have fettered them and have won independence for the Fatherland. Our people at the same time have overthrown the monarchic regime that has reigned supreme for dozens of centuries. In its place has been established the present Democratic Republic.

For these reasons, we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France; we repeal all the international obligation that France has so far subscribed to on behalf of Vietnam and we abolish all the special rights the French have unlawfully acquired in our Fatherland.

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country. We are convinced that the Allied nations, which at Tehran and San Francisco have acknowledged the principles of self-determination and equality of nations will not refuse to acknowledge the independence of Vietnam.

A people who have courageously opposed French domination for more than eighty years, a people who have fought side by side with the Allies against the Fascists during these last years, such a people must be free and independent.

For these reasons, we, members of the Provisional Government of the Democratic Republic of Vietnam, solemnly declare to the world that Vietnam has the right to be a free and independent country and in fact it is so already. The entire Vietnamese people are determined to mobilize all their physical and mental strength, to sacrifice their lives and property in order to safeguard their independence and liberty.

Source: Ho Chi Minh, Selected Works (Hanoi, 1960-1962), Vol. 3, pp. 17-21.

* Note, the Democratic Republic of Vietnam has been renamed The Socialist Republic of Vietnam.

Document B**The Manifesto of The Laodong Party, February 1951**

(The Vietnam Dang Lao Dong Party [Vietnam Workers' Party] controlled the government of the Democratic Republic of Vietnam (DRV). It was established in February 1951. Ho Chi Minh chaired the Central Executive Committee of the Lao Dong Party from its creation until his death in September 1969.)

The main task of the Viet Nam Laodong Party now is: To unite and lead the working class, the working masses and the entire people of Viet Nam in their struggle to wipe out the French colonialists and defeat the American interventionists; to bring the liberation war of the Viet Nam people to complete victory, thereby making Viet Nam a genuinely independent and united country.

The Viet Nam Laodong Party fully supports the Government of the Viet Nam Democratic Republic, unites and co-operates closely with other parties and organizations in the Lien Viet Front in order to realize fully the people's democratic regime-politically, economically, socially and culturally.

The Viet Nam Laodong Party stands for guaranteeing the legitimate interests of all strata of the people.

It recommends that special care should be taken to raise the material and moral standards of living of the army, which fights for the defense of the country against the enemy, and which had been enduring the greatest hardships.

The workers, who are fighters in production, must have the opportunity continually to improve their living conditions and to take part in running their own enterprises.

The peasants, who are production combatants in the rural areas, must benefit from the reduction of land rent and interest and from appropriate agrarian reforms.

The intellectual workers must be encouraged and assisted in developing their abilities.

Small trades-people and small employers must be assisted in developing trade and handicrafts.

The national bourgeoisie must be encouraged, helped and guided in their undertakings to contribute to the development of the national economy.

The right of the patriotic landlords to collect land rent in accordance with the law must be guaranteed.

The national minorities must be given every assistance and must enjoy absolute equality in rights and duties.

Effective help must be rendered to the women so as to bring about equality between men and women.

Believers in all religions must enjoy freedom of worship.

Overseas Vietnamese in foreign countries must be protected.

The lives and properties of foreign residents in Viet Nam must be protected.

Chinese nationals, in particular, if they so desire, will be allowed to enjoy the same rights and perform the same duties as Vietnamese citizens.

In the field of external affairs, the Viet Nam Laodong Party recommends: 'The Viet Nam people must unite closely with and help the peoples of Cambodia and Laos in their struggle for independence and, with them, liberate jointly the whole of Indo-China; actively support the national liberation movements of oppressed peoples; unite closely with the Soviet Union, China and other people's democracies; form close alliances with the peoples of France and the French colonies so as to contribute to the anti-imperialist struggle to defend world peace and democracy!

Confident in the efforts of all its members, in the support of working men and women and in the sympathy of the entire people, the Viet Nam Laodong is sure to fulfill its tasks of: Bringing the liberation war to complete victory. Developing the people's democratic regime. Contributing to the defence of world peace and democracy. Leading the Viet Nam people toward Socialism.

Source:

New China News Agency, April 6, 1951.

Document C

Viet Cong Program, 1962
PROGRAM OF THE PEOPLE'S REVOLUTIONARY PARTY OF
VIETNAM January 1962

1. We will overthrow the Ngo Dinh Diem government and form a national democratic coalition government.
2. We will carry out a program involving extension of democratic liberties, general amnesty for political detainees, abolition of agrovilles and resettlement centers, abolition of the special military tribunal law and other undemocratic laws.
3. We will abolish the economic monopoly of the US and its henchmen, protect domestically made products, promote development of the economy, and allow forced evacuees from North Vietnam to return to their place of birth.
4. We will reduce land rent and prepare for land reform.
5. We will eliminate US cultural enslavement and depravity and build a nationalistic progressive culture and education.
6. We will abolish the system of American military advisers and close all foreign military bases in Vietnam.
7. We will establish equality between men and women and among different nationalities and recognize the autonomous rights of the national minorities in the country.
8. We will pursue a foreign policy of peace and will establish diplomatic relations with all countries that respect the independence and sovereignty of Vietnam.
9. We will re-establish normal relations between North and South as a first step toward peaceful reunification of the country.
10. We will oppose aggressive wars and actively defend world peace.

Source:

Reprinted from *Viet Cong* by Douglas Pike (Cambridge, Massachusetts: 1966).

Copied from: <http://www.unc.edu/courses/2009fall/hist/140/006/Documents/VietnameseDocs.pdf>.

Activity

3 Reviewing sample DBQ Essays

Study the examples of document-based essays. Decide what you think makes a good essay. Then, review the rubric for a DBQ essay and evaluate the essay using the rubric.

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-G and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

How and for what reasons did United States foreign policy change between 1920 and 1941?

Use the documents and your knowledge of the period 1920-1941 to construct your response.

Document A

Source: Candidate Warren G. Harding in a speech at Des Moines, Iowa, October 1920.

I oppose the League not because I fail to understand what . . . ‘we are being let in for,’ but because I believe I understand precisely what we are being let in for.

I do not want to clarify these obligations; I want to turn my back on them. It is not interpretation but rejection that I am seeking. My position is that the present League strikes a deadly blow at our constitutional integrity and surrenders to a dangerous extent our independence of action.

Document B

Source: Charles Evans Hughes, Secretary of State, Washington, D.C., November 12, 1921.

The world looks to this Conference to relieve humanity of the crushing burden created by competition in armament, and it is the view of the American Government that we should meet that expectation without any unnecessary delay. It is therefore proposed that the Conference should proceed at once to consider the question of the limitation of armament. . . .

Document C

Source: Edwin L. James, European correspondent of *The New York Times*, October 1930.

Officially, our government stays out of world organizations . . . we continue to shy at the World Court. But such things count for less and less. We must deal with the world and the world must deal with us. Let there be an international conference, and imponderable influences bring the United States there. A conference on reparations, we are there. The International Bank is set up, an American is made president. The World Court meets, an American is put on the bench . . . It is always the case that the American position is among the most important. Such is one of the prices of our power. Few world problems arise in which the influence of the United States will not swing the decision if we take a real interest. Opposition to the United States is a serious undertaking. Our dollars are powerful; there are so many of them.

Document D

Source: “Butchery Marked Capture of Nanking.” *The New York Times*, December 18, 1937.

Through wholesale atrocities and vandalism at Nanking the Japanese Army has thrown away a rare

opportunity to gain the respect and confidence of the Chinese inhabitants and of foreign opinion there . . . Wholesale looting, the violation of women, the murder of civilians, the eviction of Chinese from their homes, mass executions of war prisoners and the impressing of able-bodied men [have] turned Nanking into a city of terror. The killing of civilians [has been] widespread. Foreigners who traveled widely through the city Wednesday found dead on every street. Some of the victims were aged men, women, and children . . . Many victims were bayoneted and some of the wounds were barbarously cruel. Any person who ran because of fear or excitement was likely to be killed on the spot as was anyone caught by roving patrols in streets or alleys after dusk.

Document E

Source: Republican Party platform, June 1940.

The Republican Party is firmly opposed to involving this nation in a foreign war. We are still suffering from the ill effects of the last World War . . .

The Republican Party stands for Americanism, preparedness and peace. We accordingly fasten upon the New Deal full responsibility for our unpreparedness and for the consequent danger of involvement in war.

We declare for the prompt, orderly, and realistic building of our national defense to the point at which we shall be able not only to defend the United States, its possessions, and essential outposts from foreign attack, but also efficiently to uphold in war the Monroe Doctrine.

Document F

Source: Full-page advertisement in the *St. Louis Post-Dispatch*, September 1940.

Mr. Roosevelt today committed an act of war. He also became America's first dictator. Secretly his Secretary of State, Mr. Hull, entered into an agreement with the British Ambassador that amounts to a military and naval alliance with Great Britain . . .

The President has passed down an edict that compares with the edicts forced down the throats of Germans, Italians and Russians by Hitler, Mussolini and Stalin. He hands down an edict that may eventually result in the shedding of the blood of millions of Americans; that may result in transforming the United States into a goose-stepping regimented slave-state . . . Of all the sucker real estate deals in history, this is the worst, and the President of the United States is the sucker.

Essay 1:

Between the two world wars, United States foreign policy changed from being isolationistic to having increasing fears of what global events might do to the free world if they did not do something to help out in World War II. Until the attack on Pearl Harbor in December of 1941, the United States remained reluctant to have any active role in the war for fear of another aftermath like that of World War I in which Europe had massive debt to the United States which it could not pay back and an American society that turned isolationistic and cynical, with writers of the Lost Generation like F. Scott Fitzgerald, and the Roaring Twenties characterized by mass consumerism and materialism. Americans just wanted to keep to themselves until sometime after the Great Depression of the early 1930s, where a war-stimulated economy may have become a more appealing idea.

President Woodrow Wilson's plan of the League of Nations after World War I presented a conflicting issue within the United States, over the US participation in it. Warren Harding's view in Document A clearly reflects the isolationistic view that most Americans held. It was a conflict between the irreconcilables and the reservationists. Wilson was stubborn in his determination to get the US to participate in the League of Nations (the irreconcilable side) while others, such as Henry Cabot Lodge, opposed Article X of the charter, which stated that the US would have to join in a war if its alliances did so. The election of Harding in 1920 represented the popular opinion of rejection of the League of Nations and participation in this world court that would put limitations on the US. The 1920's would show a trend of Republican, laissez-faire presidents like Harding, Coolidge, and Hoover, who would only focus on domestic policy (limited as it was) and keep totally out of world issues. Document B, however, shows the concern of some over the armaments build up within Europe. Although the treaty of Versailles would limit German militarism, the years leading up to WWII with the rise of Hitler would overturn this. Nonetheless, Americans remained reserved throughout the Twenties.

After the stock market crash in October 1929, the spark of the Great Depression, the 1930s would show increasing awareness of global issues and perhaps a need to get involved. In Document C, when James refers to "a conference on reparations," he is talking about the Young Plan and Dawes Act in which the United States agreed to alleviate the debt of Germany from WWI and extend the payment time. This is reflective of some opinions that perhaps the United States does have a role to play in a world court, being a superpower. However, James says "Our dollars our powerful" and that the US is economically stable, even though this was stated in October 1930, a year into the Great Depression, and this questions the validity of this person's opinion of US readiness for global participation. With the Japanese invading Manchuria and the "Rape of Nanjing" being publicized in the *New York Times*, this reflects increased public sentiment toward what is happening outside of the US. Franklin Delano Roosevelt's New Deal program is allowing the economy to slowly get back on its feet with increased social legislation and government regulation of business. By the time this article appeared in 1937, the public's eyes were opened to the horrors occurring in China as so descriptively revealed in Document C.

Document E, showing the platforms of the Republican and Democratic parties for the election of 1940, reveals the platforms are incredibly similar. Both reflect the resolution to keep out of World War II, started in 1939. Both are determined to uphold the Monroe Doctrine of isolationism. The Republican Party criticizes the New Deal but, like the Democrats, advocated preparedness and military buildup. The comment of the need for a strong navy by the Democrats reflects the opinions of Alfred Mahan, who expressed that the country who rules the seas rules the world. Document F criticizes FDR's principle of aiding Great Britain in the war. The public was concerned with this because of the Nye committee report which stated that the reason America was dragged into World War I was because of the bankers who had economic ties with Europe by lending them money. However, FDR is aware of this and established the cash and carry rule, in violation of the Neutrality Acts, and states that Britain may receive supplies from the US only if they pay cash and carry the supplies in their own ships, in order to prevent the debt problem of WWI. The cartoon of Document G reflects the growing question of the US role in the war and the confusion and differences of opinion. Some people question the "wiseness" in appeasing Hitler while many are determined to remain isolated. However, it is clear that since these are becoming major issues and questions, the US is no longer totally to themselves. The statement FDR makes in Document H and his analogy to the fire hose reflects the need he sees to keep Great Britain alive by helping it defend himself. If Britain falls, there is threat of the rest of the free world falling to communism or fascism. William H. Taft, now the Supreme Court Chief Justice, referred to FDR's statement as the "chewing gum theory"—once you lend a country war supplies, you do not want it back. This portrays the other opinion of keeping totally out of the war.

Until the Japanese attack on Pearl Harbor in 1941, the US would continue to lend supplies to the allies but do everything else to not fight. Nonetheless, this shows a change from the general feeling of the 1970s of complete isolationism to the growing concern of the fate of the free world during WWII.

Essay 2:

After 1920, the world was recovering from the horror of WWI. Many Americans were upset with the loss of life that had occurred; which led to a policy of isolationism. With the rise of totalitarian regimes in Europe and the start of WWII American grudgingly began to change. There were many reasons for this change, from isolationist to world player both at home and abroad.

The end of WWI left Americans shocked and horrified at the deaths that had occurred. Congress did not support the Versailles Treaty, and politicians spoke out against it, specifically the League of Nations (Document A). People felt that the league would encroach upon American policies, and Americans didn't like the idea of Europeans having a say in their affairs.

In the Roaring Twenties the economy boomed and to continue economic success protective tariffs were raised. Military spending was down and there was an effort to disarm (Document B). This idea that the weapons would no longer be needed was founded in the idea that the first world war had been so bad that there would never be another. This and what led to the policy of appeasement.

After Black Tuesday in 1929, the economies of all the nations in the world were doing badly. The London Conference was called and Hoover promised to go. It was important that America attend because many of the war debts were owed to her, and one of the main goals was to stabilize currency. America's dollar was relatively strong, but in the end, Hoover elected not to attend the conference. His no show rendered the conference useless (Document C) and continued America's policy of isolationism.

On September 18, 1931, Japan attacked Manchuria. America condemned the action but did nothing. It was not until many years later that public opinion (shown by Document D) had shifted enough to support embargoes against Japan. Still no military action was taken but the US could no longer ignore world affairs.

After the outbreak of WWII, specifically the defeat of France and the Battle of Batan the US began taking a more active role in world affairs. Still neutral American continued to maintain that it would not enter the war (Document E). This was very important to FDR because he was re-elected on the campaign slogan "he kept us out of the war." However tariffs had been lowered during the "New Deal" and trade with foreign powers commenced on the basis that they pay cash and take bought good away themselves.

As Americans began siding more and more with the Allies isolationism broke down, (Document H) FDR developed a policy of "lending" munitions and supplies to England, France and eventually Russia. Many Americans doubted this (Document F).

In the 20 years between 1920 and 1940 America went from completely isolated to taking an active (but neutral) part in world affairs. In 1941 the Japanese bombed Pearl Harbor and war was declared. By this point the army and navy had been built up (Document E) and America was ready for war.

What makes a DBQ good?

Evaluate the two essays using the DBQ rubric on the next two pages.

Notes:

AP US HISTORY: GENERIC RUBRIC FOR DBQ RESPONSES

The list of characteristics following the grades apply to both free response essays and DBQs and indicate what student essays need to contain in order to score in a particular category. In addition, DBQ essays must incorporate document analysis and substantial information that is not contained in the documents (outside information).

8-9 points

- Strong, well-developed thesis which clearly addresses the question; deals with the most significant issues and trends relevant to the question and the time period.
- Abundant, accurate specifics; may contain insignificant errors.
- Depending on what is called for, demonstrates well-reasoned analysis of relationship of events and people, cause and effect, continuity and change.
- Covers all areas of the prompt in approximate proportion to their importance (extremely good papers need not be totally balanced).
- Effective organization and clear language.

DBQ: Sophisticated use of a substantial number of documents; substantial relevant outside information; chronologically coherent.

5-7 points

- Has a valid thesis; deals with relatively significant issues and trends.
- Some accurate specific information relevant to the thesis and question
- Analyzes information: uses data to support opinions and conclusions; recognizes historical causation, change and continuity.
- Adequately addresses all areas of prompt; may lack balance.
- May contain a few errors, usually not major.
- Adequately organizes; generally clear language; may contain some minor grammatical errors.

DBQ: Use of some documents and some relevant outside information.

2-4 points

- Thesis may be absent, limited, confused, or poorly developed; may take a very general approach to the topic, failing to focus on the question; position may be vague or unclear.
- Superficial or descriptive data which is limited in depth and/or quantity.
- Limited understanding of the question; may be largely descriptive and narrative.
- Adequately covers most areas of the prompt; may ignore some tasks.
- May contain major errors.
- Demonstrates weak organization and writing skills, which may interfere with comprehension.

DBQ: Misinterprets, briefly cites, or simply quotes documents; little outside information, or information which is inaccurate or irrelevant.

0-1 point

- Usually has no discernible thesis, contains a thesis that does not address the question, or simply restates the question.
- Superficial, inappropriate or erroneous information; or information limited to a small portion of the prompt.
- Analysis may be fallacious.
- May contain numerous errors, both major and minor.
- May cover only portions of the prompt; refers to the topic but does not address the prompt.
- Erratic organization; grammatical errors may frequently hinder comprehension.

DBQ: Poor, confused or no use of documents; inappropriate or no outside information.

Conversion to numerical grades:

9	98
8	93
7	88
6	83
5	78
4	74
3	68
2	63
1	58

Essay 1: Score

Reason for score:

Essay 2: Score

Reason for score:

Activity

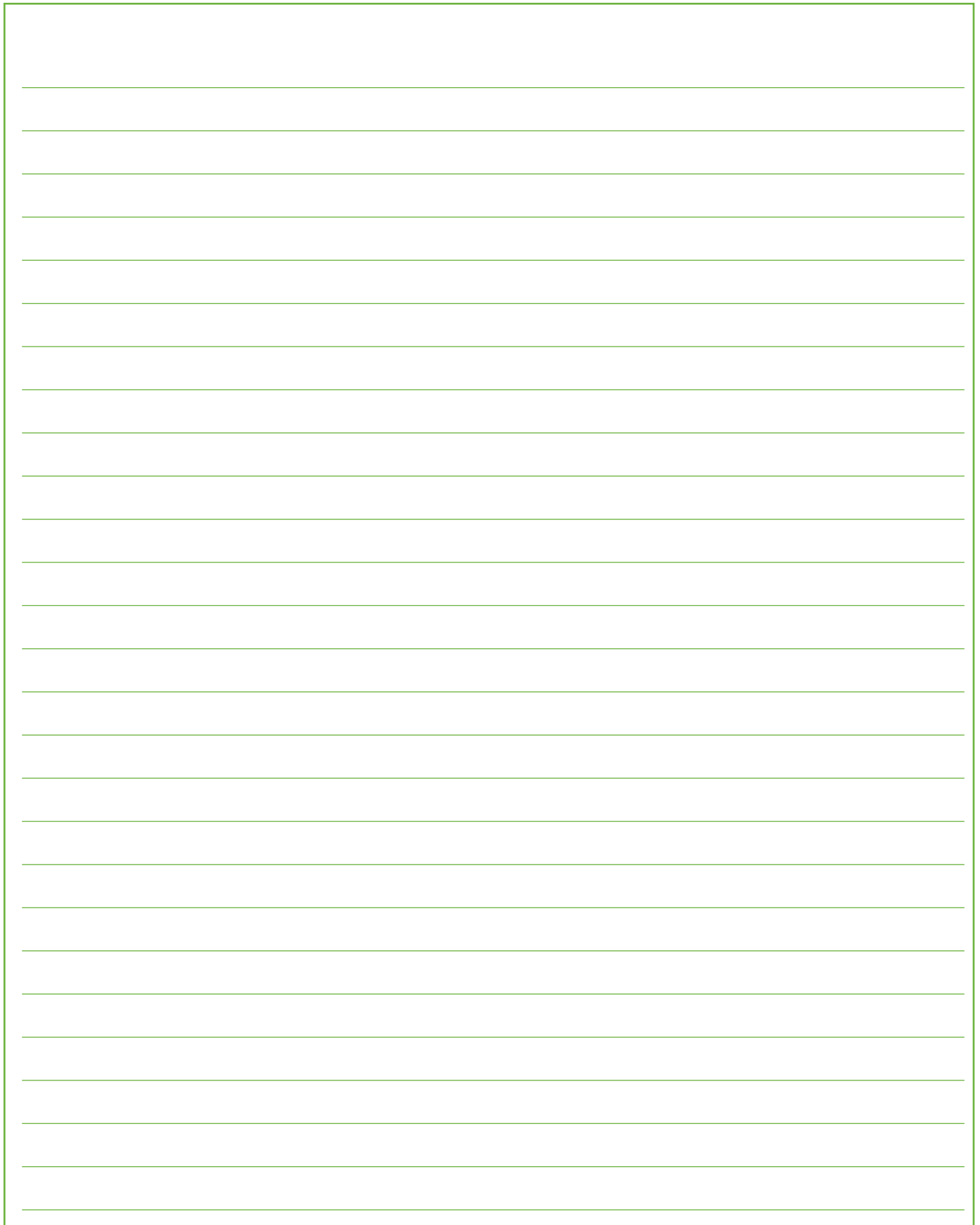
4 Writing the Essay

Outline the rest of your essay.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A large rectangular box with a green border, containing 25 horizontal green lines for writing. The lines are evenly spaced and extend across the width of the box.

Lesson 6

Interpreting History and Writing an Argument

In this lesson, you will . . .

- Demonstrate your ability to interpret primary and secondary source documents.
- Show your understanding of the issues in the Gulf of Tonkin Incident through graphic organizers and discussion.
- Demonstrate your ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

Activity

1 Orientation to the Task

After reading the documents in this lesson, decide the answer to three questions:

1. Did the Johnson administration deliberately incite the Gulf of Tonkin Incident?
2. What really happened on August 4, 1964?
3. Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war?

After deciding answers to these questions, write an argument providing evidence for your answer to one of the questions.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Activity

1 Reading the Documents

In this lesson, you will be reading a number of interpretations of an event about which historians still have different opinions you will determine the credibility and perspective of the authors of these documents. You will determine their positions regarding the three questions. After reading and annotating, both of you are to fill in information for a “Yes” and a “No” answer, judge the weight of evidence and come to consensus about your views. Then, another pair will join you. Once again, you will come to consensus.

Credibility Analysis

The Tonkin Gulf Crisis,” by Gareth Porter

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors’ purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“Fact or Fiction,” by Douglas Pike

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“Secrets of the Vietnam War,” by Philip Davidson

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors’ purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“As I Saw It,” by Dean Rusk

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“The Fog of War,” video excerpt

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors’ purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Wayne Morse Says No

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

President Johnson's Midnight Address to the American people (YouTube)

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Robert McNamara Phone Call

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Did the Johnson Administration deliberately incite the Gulf of Tonkin Incident?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

What really happened on August 4, 1964?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

Did Johnson knowingly use a questionable report of an attack to push the incident with Congress in order to escalate the war?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

The Tonkin Gulf Crisis

Gareth Porter

Source: Gareth Porter is a historian who wrote an editorial on the OpEd page in The New York Times on the 20th anniversary of the Tonkin Gulf Incident—August 9, 1984. He is considered a Vietnam expert, and has published a two-volume set of annotated documents from the conflict.

The 20th anniversary of the Gulf of Tonkin resolution this week is an occasion for a reassessment. For years it has been debated whether or not the Johnson administration deliberately misled Congress and the public about a second attack on United States destroyers in the Gulf. But the information now available suggests that it was a classic case of self-deception and blundering deeper into conflict.

The accumulated evidence makes it reasonably certain that the alleged North Vietnamese PT boat attack of Aug 4 was a figment of the US government's imagination. CIT Deputy Director Ray Cline evaluated the reports and intelligence data on the incident some days later and found the case for an attack unconvincing.

But leading national security officials were so geared up for military confrontation with Hanoi that they refused to consider evidence that it was not happening. They believed that Hanoi had attacked the Maddox on Aug 2 because it saw a connection between the US ship and South Vietnamese islands commando raids on North Vietnamese islands on July 31. They expected the same thing to happen after another commando raid on the coast Aug 3-4. And they knew that this time, the President wanted to retaliate against the North.

Word reached the Pentagon on the morning of Aug 4 that an intercepted North Vietnamese message indicated a "naval action" was imminent. Although the message did not say that it would take the form of an attack, it triggered a process of preparing for retaliatory action that had an irreversible momentum. Before the first reports from the Maddox that the attack was under way, Defense Secretary Robert S. McNamara and other Pentagon officials immediately met to discuss various options for retaliatory strikes against North Vietnam.

Even after the commander of the two destroyers warned that earlier reports of torpedo attacks were in doubt and recommended no further action be taken until after a "complete evaluation," the preparations for air attacks continued. Mr. McNamara spent a little more than one hour with the Joint Chiefs of Staff considering whether an attack had taken place before releasing the strike order—without benefit of any complete evaluation of the incident. It took President Lyndon Johnson only 18 minutes of discussion with his advisers to approve the strike. When the planes took off to bomb North Vietnamese targets that night, detailed reports from the two destroyers had not even reached Washington.

More serious than this rampant subjectivity and excessive haste in considering the evidence and using force was the administration's ignorance of the effect the bombings would have on Hanoi policy. US officials believed that graduated military pressure on

the North, combined with other evidence of US determination to escalate and direct threats to devastate the North, would force Hanoi to reconsider support for the war in the South. The first such direct threat had been conveyed to Hanoi in June via a Canadian diplomat, and the threat was repeated through the same channel a few days after the Tonkin bombings.

The campaign to coerce Hanoi was based on an image of the North Vietnamese as foreign aggressors in the South whose “ambitions” could be curbed by raising the cost high enough. A serious effort to understand Hanoi’s perspective on the war and on the issue of North-South relations, however, would have suggested the probability that a demonstration by the US of an intention to carry the war to the North would push Hanoi’s leaders into direct participation in combat in the South rather than forcing them to step back from the war. According to three Vietnamese officials I interviewed recently, a few days after the Tonkin Gulf reprisals the Vietnamese Communist leadership secretly convened a Central Committee plenum to consider the implications of the American move. Party leaders concluded that direct US military intervention in the South and the bombing of the North were probable, and that the party and government had to prepare for a major war in the South. In September the first combat units of the Vietnam People’s Army began to move down the Ho Chi Minh Trail.

The self-defeating errors of the Tonkin crisis were not unique to that administration of that conflict. The subjective expectation of aggressive action by an adversary can create imaginary threats and lead to unnecessary violence. Ignorance of an adversary’s viewpoint may cause a state to provoke unwittingly an action it would have wished to avoid. Until US decision makers are trained to think about managing conflict in a more disciplined way, the risk of blundering into confrontation will never be far off.

Fact or Fiction

Douglas Pike

The following is a Letter to the Editor that was published in response to this column. Douglas Pike was a military historian working at University of California, Berkeley.

Gareth Porter’s “Lessons of the Tonkin Gulf Incident: (Aug 9) concludes that the Gulf of Tonkin Incident “was a figment of the US government’s imagination.” He says “accumulated evidence” now makes this “reasonably certain.”

He is flatly contradicted by Hanoi historians who not only assert there was indeed a naval confrontation, but claim it ended in great victory for North Vietnam.

What Mr. Porter calls “the alleged North Vietnamese PT boat attack” is described in the PAVN Publishing House (Hanoi work “Military Events” as “three torpedo boats from Navy Squadron. Three attacked the destroyer Maddox...and chased it away.”

The Gulf of Tonkin incident was regarded as such a great victory that the PAVN navy uses Aug. 4, 1964 as its “anniversary date,” and celebrates it each year.

Secrets of the Vietnam War

By Philip B. Davidson

Philip B Davidson is a former CIA agent who served in Vietnam. He became a self-taught historian after the Vietnam War and self-published the book in which this excerpt appears.

Myth: The Tonkin Gulf Incident never happened, or if it did, the United States Intentionally provoked it

The Tonkin Gulf Incident refers to the attacks the North Vietnamese Patrol Torpedo (PT boats made on the US Destroyer Maddox on 2 August 1964 and to the alleged second attacks made on the US. Destroyers Maddox and C. Turner Joy on 4-5 August. The impact of this myth is that these unprovoked North Vietnamese attacks brought about the Gulf of Tonkin Resolution passed by the Congress on 7 August 1964. This resolution empowered President Johnson to commit United States forces in Vietnam. If the attacks did not occur, or if the United States forces provoked them, the incident, and thus, the basis for the resolution, was fraudulent. And since subsequent United States military operations were authorized by it, they, too were illegitimate.

There has never been any doubt that three North Vietnamese PT boats made an attack on the USS Maddox in international waters on 2 August 1964. In fact, the North Vietnamese boast about it in their official history of the Vietnam War.

The doubts arise about whether the United States had either unintentionally or deliberately provoked the North Vietnamese attacks. This requires some background detail. In early 1964, the United States and South Vietnam initiated a program known as Operation Plan (OPLAN) 34A, in which the South Vietnamese, with American advice and support, conducted a series of minor, largely ineffectual raids against North Vietnamese coast installations. The United States Navy alone conducted another operations program, called DESOTO, an operation to gain intelligence regarding North Vietnamese electronic devices and to acquire information of navigational and hydrographic conditions in the Tonkin Gulf.

On the night of 30-31 July, 120 to 130 miles away from the islands in international waters on its way to carry a DESOTO mission, which it initiated the following night (31 July – August), three North Vietnamese PT boats began high speed runs at the Maddox which at the time was 29 miles off the North Vietnamese coast. The attackers fired torpedo and 12.7 mm machine guns at the Maddox. The destroyer returned the fire, hitting one of the North Vietnamese boats. At 1730 hours (5:30 PM), four F-8E fighters from the USS Ticonderoga joined the fracas. They made several rocket and strafing runs, adding to the damage inflicted on the boats by the Maddox. By 1800 hours (6:00 PM) when the fighters had to leave the area, one North Vietnamese PT boat was dead in the water, and the other two, badly damaged, were running for the North Vietnamese coast.

Many opponents of the Vietnam War argue that the United States either intentionally or unintentionally (through negligence or lack of coordination) provoked the North

Vietnamese attacks on the Maddox of 2 August 1964. Those who argue to the affirmative point out that the North Vietnamese logically would confuse the raids of OPLAN 34A with the DESOTO mission of the Maddox.

They maintain that the instructions to the Maddox to approach no closer than eight nautical miles to the North Vietnamese coast and four miles to the off-shore islands, would result in violations of North Vietnam's definition of its coastal water, believed to be twelve nautical miles. Finally, they cite messages of 1 August from the captain of the Maddox, who stated that he realized that the mission was dangerous, but who did not retire from his provocative course or abort the mission.

Those who hold that the Maddox's actions were not provocative argue that the North Vietnamese should not have attacked the ship until they were sure that the Maddox had in fact bombarded the islands on 31 July. Adm. US Grant Sharp, Commander in Chief, Pacific (CINCPAC) at the time, has gone further. He maintains that the North Vietnamese had tracked the Maddox by radar from the time it crossed the 17th Parallel (DMZ) and knew throughout its cruise where it was and what it was. In effect, Sharp claims that the North Vietnamese knew the Maddox had not engaged in the raids and yet attacked her anyway.

Sharp and others maintain that the orders given to the Maddox to stay eight miles from the North Vietnamese shore and four miles from the islands was in keeping with the declaration of the North Vietnamese that their coastal waters extended for five nautical miles, not twelve, and that the four-mile circumnavigation of islands complied with the internationally recognized three-mile territorial waters limit. Finally, those who think the Maddox was attacked without provocation, hold that the mission of the Maddox (to monitor electronic emissions from the North Vietnamese shore installations) was nothing new and had been carried out by both surface craft and aircraft all over the world. Further, the USS Craig had patrolled along the North Vietnamese coast on a similar mission some months earlier without incident. President Johnson, with some grumbling and vague threats, initially decided to accept the incident as a mistake on the part of the North Vietnamese. Of course, this was largely a domestic political decision. In 1964 he was running for president as the "peace candidate," contrasting his martial restraint to the bellicose blasts of his Republican Opponent, Senator Barry Goldwater. The president, however, in an effort to balance himself between action and inaction, ordered the DESOTO patrols to continue, reinforcing the Maddox with another destroyer, the USS Turner Joy.

On 4 August, the Maddox and the Turner Joy apprehensively returned to their patrol route. The cruise continued without incident until around 1915 hours, when the National Security Agency (NSA), after intercepting a North Vietnamese message, flashed the task force commander, Capt. John Herrick, a warning of a possible enemy PT boat attack. At 2035 hours the ship's radars picked up indications of the approach of three high-speed craft some thirty miles from the American vessels, and the crews of both ships went to General Quarters. At about 2130 hours, a confused fracas began. The night was dark, with an overcast sky and almost zero visibility. Radar men reported enemy contacts at various ranges, and the sonar men reported hearing the approach of some twenty enemy torpedo toward the American ships. The skipper of the Turner Joy

observed a column of black smoke arising from the water, but when he tried to get a closer look, the smoke had vanished. The pilots of the aircraft called from the Ticonderoga saw no enemy boats or any wakes of such craft.

To this day, no one (other than the North Vietnamese) is sure that on 4-5 August 1964 North Vietnamese craft attacked the two American ships. Intercepts of pertinent North Vietnamese radio communication (not all of which have been declassified) indicated almost certainly that the enemy decided to begin a hostile action against the American ships. Although NSA informed Captain Herrick that an enemy attack was imminent, another analyst studying the same message or messages believes that the messages ordered enemy patrol boat to investigate the destroyer. This latter interpretation would be confirmed by the original (and probably valid radar sensing of approaching enemy vessels.

After the shooting started, the reposts of smoke, torpedo noises, torpedo sightings, radar contacts, and sinkings can be put down to combat hysteria. These crews were not combat veterans, and in the fear and excitement of their first or second battle, particularly under conditions of almost zero visibility, their minds could easily have played strange tricks. Captain Herrick, who was a combat veteran, was the first to question the factuality of the North Vietnamese attacks. To this day, Captain Herrick's simple statement remains the most valid summation of the "second attack of 4-5 August 1964.

At noon on 4 August (Washington time is thirteen hours behind Vietnam time), President Johnson convened the National Security Council and decided to launch a retaliatory strike against the North Vietnamese support facilities' at Vinh, where the attacking 100 hours, 5 August (Vietnam time). The pilots reported that fuel oil tanks at Vinh were burning and exploding, with smoke rising to 14,000 feet, and that eight North Vietnamese PT boats had been destroyed and twenty-one damaged. Two United States Navy aircraft were lost.

In summary—the North Vietnamese attacked the Maddox in international waters on 2 August 1964. They may have attacked the Maddox and the Turner Joy on the night of 4-5 August. If they did not attack on 4-5 August, the bulk of evidence indicates that the Communists at least made a hostile approach toward the two United States Warships. The actions of the two American vessels were at no time provocative. They kept out of North Vietnam's territorial waters. In fact, before each North Vietnamese attack or hostile approach, the vessels altered course so as to turn away from the Vietnamese coast. The United States vessels did not fire on their attackers until fired upon.

The Gulf of Tonkin Resolution

This excerpt came from a college level textbook from a chapter called "LBJ and the Vietnam conflict" written in 1990.

In 1964 LBJ took bold steps to impress the North Vietnamese with American resolve and to block his vigorously anticommunist opponent, Barry Goldwater, from capitalizing on Vietnam in the presidential campaign. In February Johnson ordered the Pentagon to prepare for air strikes against North Vietnam. In May his advisors had drafted a congressional resolution authorizing an escalation of American military action and in July LBJ appointed General Maxwell Taylor, an advocate of a greater American role in Vietnam, as ambassador to Saigon. In early August, North Vietnamese patrol boats reportedly clashed with two US destroyers patrolling the Gulf of Tonkin. Despite virtually no evidence of an attack, Johnson announced that Americans had been victims of "open aggression on the high seas." Withholding the information that the U.S destroyers had been aiding the South Vietnamese in clandestine raids against North Vietnam, the president condemned the alleged North Vietnamese attacks as unprovoked.

Card 1: Attacks

Johnson called on Congress to pass a resolution giving him the authority to "take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression." Assured that this power would lead to no "extension of the present conflict," the Senate passed the Gulf of Tonkin Resolution 88-2, and the House 416-0. Johnson called the resolution "grandma's nightshirt - it covered everything." The president, moreover, considered the resolution a mandate to commit U.S. Forces to Vietnam as he saw fit. But the resolution would soon create a credibility problem for Johnson, allowing opponents of the war to charge that he had misled Congress and lied to the American people. By providing LBJ with a blank check, the resolution also made massive U.S. Military intervention likely.

Card 2: The Resolution

AS I SAW IT, Autobiography of Dean Rusk, 1990

On August 2 and 4, 1964, we received reports that the USS *Maddox* and USS *C. Turner Joy*, American destroyers operating in the Gulf of Tonkin off the coast of North Vietnam, had been attacked by North Vietnamese torpedo boats in two separate incidents. Neither destroyer was hit. There is no doubt that the first attack took place, but we more or less brushed that aside as possibly the action of a trigger-happy local commander. Some doubt existed about whether a second attack ever occurred, but when we heard reports of a second attack, that raised the possibility that Hanoi might have decided to challenge the American presence in the Gulf of Tonkin.

Card 1: The attacks

I wasn't on the decks of those American destroyers that evening, but at the time, on the basis of the information available to us, we in Washington thought the second attack had occurred. The captains of those destroyers thought their ships had been attacked, and most convincing to me, our intercepts of North Vietnamese radio transmissions suggested that the North Vietnamese thought a second attack was in progress. The Republic of Vietnam today celebrates August 2-the day of the Tonkin Gulf attacks-as part of its national war effort against the Americans, so whatever happened that night in the Tonkin Gulf, evidently it takes credit for it now.

Lyndon Johnson was not looking for a pretext to launch retaliatory raids or escalate the war. Had he wanted a pretext, we could have used the first attack. Our two destroyers were on intelligence-gathering missions in international waters, and the American Navy had a right to operate in those waters. North Vietnam was using coastal waters to infiltrate men and arms into South Vietnam; from our point of view, this conduct was contrary to international law. South Vietnam under the doctrine of self-defense was trying to block this infiltration and mount retaliatory raids of its own-a secret operation called 34-A, supported by the American Navy.

Card 2: 34-A

But the destroyers attacked in the Gulf of Tonkin were on intelligence-gathering missions, not participating in South Vietnamese actions along the coast. It is entirely possible that the North Vietnamese thought that our destroyers were involved in these 34-A raids and in blockading operations along North Vietnam's coast to stop their infiltration of the South by sea. But even if Hanoi thought this, it isn't valid to call the exercise of self-defense a provocation.

After the second attack President Johnson called together about thirty congressional leaders, briefed them on what had happened, and told them about the retaliatory air strikes he intended to order. He then reminded them of President Truman's experience with Senator Robert Taft at the outbreak of the Korean War. Despite congressional assurances that Truman should respond to the North Korean invasion without seeking Congress's authorization. Taft had attacked Truman publicly.

Card 3: Self-Defense or Provocation

As I Saw It

2

Lyndon Johnson's memories of that experience were the real genesis of the Tonkin Gulf Resolution. Shortly after becoming president, Johnson told us, "If we stay in South Vietnam much longer or have to take firmer action, we've got to go to Congress." Various drafts of what eventually became the resolution circulated around the State Department long before the actual attacks occurred. But when the time came, we put aside those drafts, worked with the members of the Senate Foreign Relations Committee, and put together a streamlined version.

Having told congressional leaders about the Taft episode, Johnson asked if this was an appropriate time for a congressional resolution on American policy toward South Vietnam. The leadership, with near unanimity, urged him to go ahead but keep it short; it would be passed promptly and with a strong vote. Indeed, the Tonkin Gulf Resolution, in which Congress declared its support for the United States' willingness to come to the assistance of those protected by the SEATO Treaty, including the use of armed force "as the President shall determine," was passed rapidly: 88-2 by the Senate and 416-0 by the House.

Card 4: The Tonkin Gulf Resolution

The resolution was simply worded, and there was no question about its meaning during the floor discussion. One senator asked Foreign Relations Committee Chairman William Fulbright if this resolution would permit dispatching large numbers of American forces to South Vietnam. Fulbright said he hoped it wouldn't be necessary to take such steps, but if this proved necessary, the resolution would allow it. Fulbright's views were those of Lyndon Johnson's; both men hoped there would be no escalation of the war. At the close of Secretary of Defense Robert McNamara's testimony, Fulbright told me privately that this was the best resolution of its sort he had ever seen presented to the Senate. I never forgot Fulbright's remark. He was all for it at the time. He urged the Senate to give it immediate and unanimous approval.

Senator Wayne Morse opposed the resolution as an unwarranted delegation of the war powers of Congress, warning of its far-reaching implications. But he was nearly alone. When some members of Congress later changed their minds about the war, they tried to throw a cloud on the resolution itself and the way we had presented it. But I have no doubt that they knew exactly what they were voting for. It was simply stated, and the floor discussion brought out all relevant aspects. Some later complained, "We didn't anticipate sending a half million men to South Vietnam," but neither did Lyndon Johnson.

Card 5: The Vote in Congress

I never worried about the constitutionality of the Tonkin Gulf Resolution or about subsequent actions based upon its authority. If Congress can declare war, surely it can take measures short of declaring war that fall within its constitutional powers. I felt the Tonkin Gulf Resolution was not congressional evasion of its war powers responsibility, but an exercise of that responsibility.

Card 6: Defense of the Resolution

Dean Rusk was Secretary of State at the time of the incident. He wrote his autobiography when he held an endowed chair later in life at the University of Georgia.

You Tube: Lyndon Johnson – Report on the Gulf of Tonkin Incident

<http://www.youtube.com/watch?v=Dx8-ffiYyzA>

The Fog of War: Gulf of Tonkin: McNamara admits it didn't happen

<http://www.youtube.com/watch?v=EROOxBEZ3mk>

Secretary of Defense Robert McNamara phone call to LBJ:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/04%20Track%204.wma>

Senator Wayne Morse says no to Vietnam 1964

http://www.youtube.com/watch?v=DyFq9yco_Kc

Activity

2 After Reading the Documents

After coming to a consensus with your partner about your answers to the three questions, given the evidence, talk to another pair. Share your decisions and resolve any disagreements. Record any new decisions here. For each question, select a different spokesperson to present the top two pieces of evidence that supports the group's position. Then discuss your answers with the class.

Activity

3 Preparing to Write a Historical Argument

Read the following from John Prados, Aug 4, 2004, retrieved from: <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/essay.htm>. John Prados is a National Security Archive Fellow at George Washington University and this is from his website on the Gulf of Tonkin.

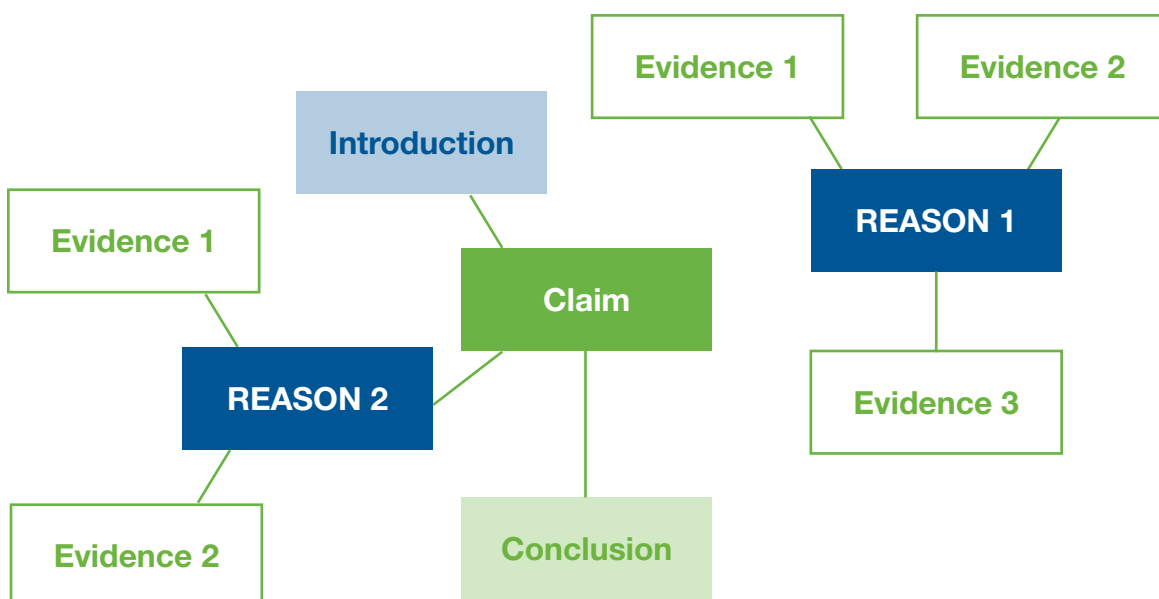
A fresh addition to the declassified record is the intelligence estimate included in this briefing book, *Special National Intelligence Estimate 50-2-64*. Published in May 1964, the estimate again demonstrates that the United States purposefully directed OPLAN 34-A to pressure North Vietnam, to the extent of attempting to anticipate Hanoi's reaction. It wrongly concluded that North Vietnam, while taking precautionary measures, "might reduce the level of the insurrections for the moment." (Note 1) In fact Hanoi decided instead to commit its regular army forces to the fighting in South Vietnam.

And,

American pilots from the carrier *USS Ticonderoga* sent to help defend the destroyers from their supposed attackers told the same story. Commander James B. Stockdale, who led this flight of jets, spotted no enemy, and at one point saw the *Turner Joy* pointing her guns at the *Maddox*. As Stockdale, who retired an admiral after a distinguished career that included being shot down and imprisoned by the North Vietnamese, later wrote: "There was absolutely no gunfire except our own, no PT boat wakes, not a candle light let alone a burning ship. None could have been there and not have been seen on such a black night."

How did this author use evidence in his argument? What can you learn from this example?

Begin by planning your essay. On the next page, write the claim and outline, make a jot list or construct a concept map.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Activity

4 Writing the Argument

Write your essay.

When you are finished, evaluate your essay using the rubric on page 84. Share your essay with a partner to evaluate using the rubric. Identify 2 suggestions that you will use to revise your essay from the peer review and revise your essay. Submit the final version to your teacher.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to establish a claim, but lacks a clear purpose.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Writer's Conference Form

Peer Reviewer's Name _____

Author's Name _____

Essay Topic _____ Date _____

Scoring Element	The Essay:	Comments:
Focus	Addresses all parts of the prompt	
Controlling Idea	Establishes a claim to prove	
Reading/	Includes evidence from Multiple texts	
Research	Provides supporting details for each point made	
Development	Maintains the structure that is required for the assignment	
Organization	Demonstrates a command of Standard Written English and the rules of citation for sources	
Conventions	Demonstrates an understanding of the content area in explanation and evidence	
Content Understanding		

Author: List two items below that you will revise to improve the quality of your essay:

1. _____
2. _____