

SREB

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Transitioning to college and careers

Literacy Ready

History Unit 3: The Vietnam Conflict

Southern
Regional
Education
Board

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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 write an essay focusing on a Document-Based Question (DBQ).

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 = 50%

The Evaluation of:

DBQ Graphic Organizer (Lesson 5 Activity 1) = 25%

Evaluation points from the remaining assignments = 25%

The larger point value for the DBQ graphic organizer represents 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. Emphasize that the majority of the points to determine the unit grade are embedded in the final lesson for the unit which will span most of the time spent on the unit. Students 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.

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 . . .

- 1. Had students write down a list of what they already knew about Vietnam.
- 2. Had students write explanations of vocabulary.
- 3. Reminded students of what to do when taking notes.
- 4. Had students take notes while I discussed PowerPoint slides, then discussed what they learned.
- 5. Had students think about what kind of evidence could be used to back up claims that historians have made.
- 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.
- 7. Had students re-explain vocabulary.
- 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

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
- Expository
- Genre
- Media
- Memoir
- Primary Source
- Secondary Source
- 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

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

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

General Academic Vocabulary

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

Timeframe:

Approx. 300 minutes

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

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:

<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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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. 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?

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 31.

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.

JA
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?

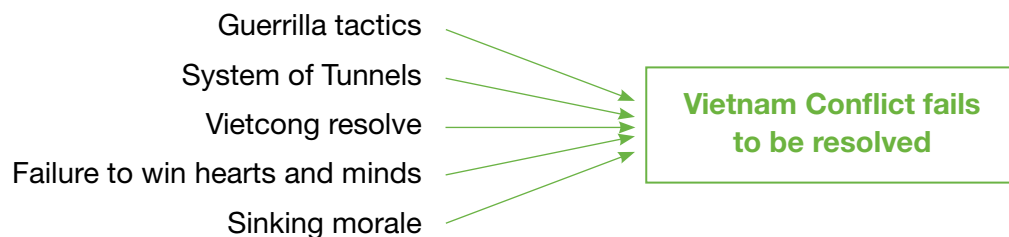
(Two examples: Ernest Gruening of Alaska, "All Vietnam is not worth the life of a single American boy." Ross Adair of Indiana, "The American flag has been fired upon. We will not and cannot tolerate such things.")

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:

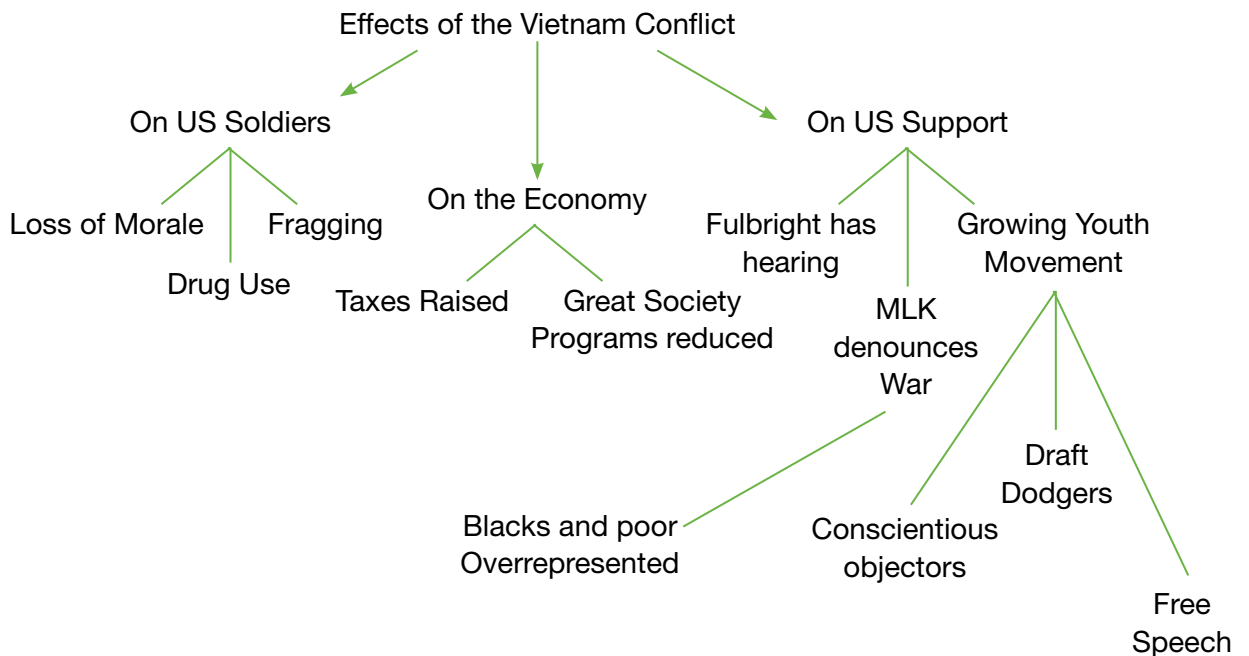
In this section, Danzer discusses the *effects* of the war on the US. With a partner, list the effects that Danzer discusses.

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

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	Document D
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 up to 3 points for each box completed in the graphic organizer for Activity 1 (7 questions x 4 documents x 3 points for a maximum of 84 points) Award up to 8 points each for each of the two Claim or Thesis Questions that follow in the graphic organizer (Total: 16). Total points for the activity = 100 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 50-51). Then, ask students to read the short documents A-F (pages 44-45) and review, with a partner, the two essays in the academic notebook pages 46-48, evaluate them using the scoring guide and complete page 49 in the Student Academic Notebook. 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 44-45

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.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 50-51

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 52).

Give students time to write an initial draft (pages 53-54). 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 on pages 50-51 in their student academic notebook. 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 55-56). 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.

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.

Unit 3

References

Lesson 1: PowerPoint Pictures

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Lesson 2:

First quote:

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Second quote:

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Ho Chi Minh. *The Declaration of Independence, Democratic Republic of Vietnam*, 1945. History Matters — <http://historymatters.gmu.edu/d/5139/>.

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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>
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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

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.

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

What about these events?

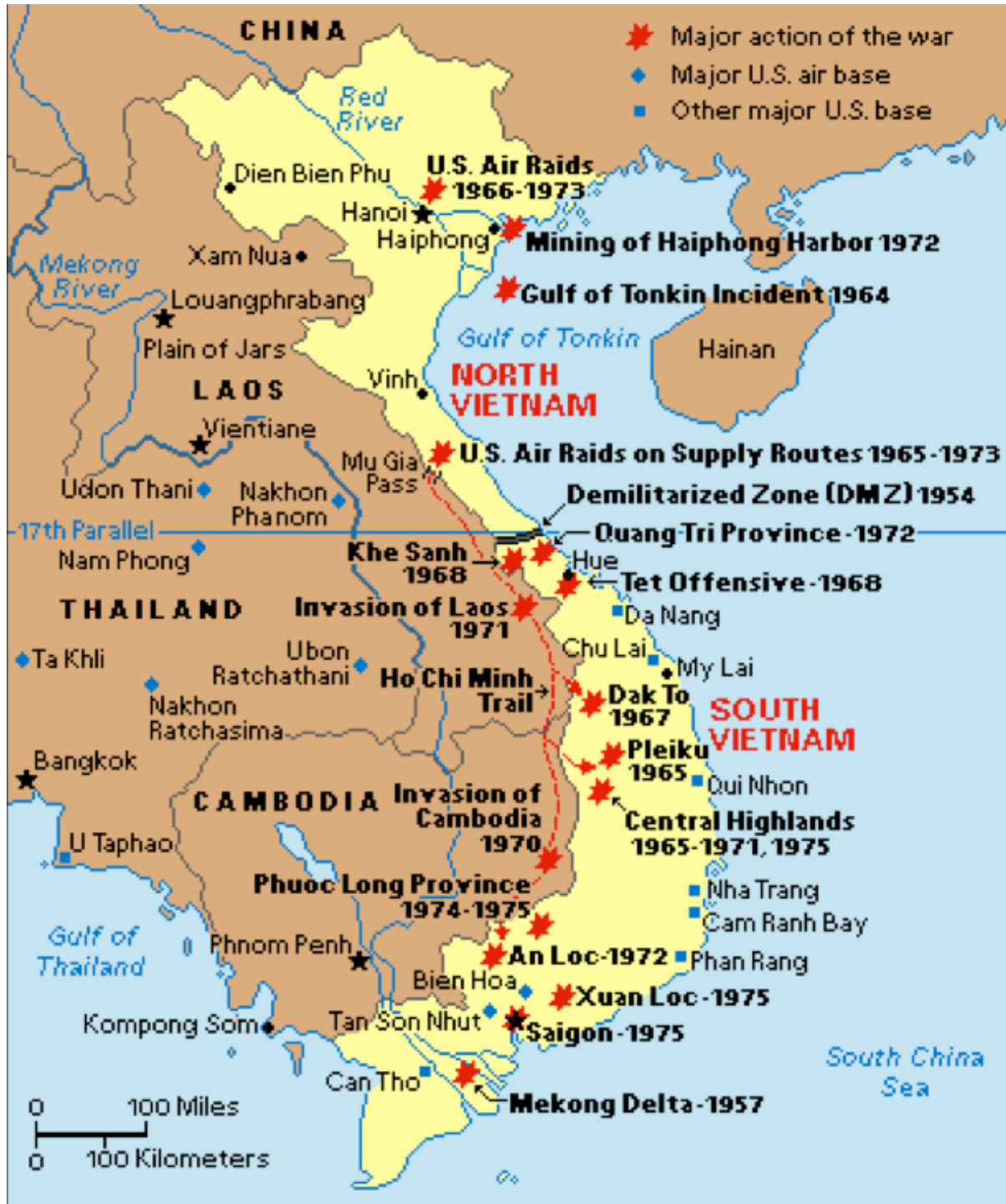
- a. There is potato salad at a picnic.
- b. A number of people get sick to their stomachs immediately after eating picnic food.

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

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?

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

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:

A large, empty rectangular box with a thin black border, intended for students to draw a concept map. The box occupies most of the page below the 'Concept Map:' label.

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	Document D
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

“How I Became a Communist”

Ho Chi Minh

First Published: In the Soviet review *Problems of the East* on the occasion of the 90th anniversary of V.I. Lenin’s birthday, April 1960

Source: *Selected Works of Ho Chi Minh Vol. 4*

Publisher: Foreign Languages Publishing House

Transcription/Markup: Roland Ferguson and Christian Liebl

Online Version: Ho Chi Minh Internet Archive (marxists.org) 2003

After World War I, I made my living in Paris, ... At that time, I supported the October Revolution (Bolshevik Revolution in Russia) only instinctively, not yet grasping all its historic importance. I loved and admired Lenin because he was a great patriot who liberated his compatriots; until then, I had read none of his books.

...a comrade gave me Lenin’s “Thesis on the national and colonial questions” published by l’Humanite to read.

There were political terms difficult to understand in this thesis. But by dint of reading it again and again, finally I could grasp the main part of it. What emotion, enthusiasm, clear-sightedness and confidence it instilled into me! I was overjoyed to tears.

Though sitting alone in my room, I shouted out aloud as if addressing large crowds: “Dear martyrs compatriots! This is what we need, this is the path to our liberation!”

...

...Formerly, during the meetings of the (local Communist) Party branch, I only listened to the discussion; I had a vague belief that all were logical, and could not differentiate as to who were right and who were wrong. ... My only argument was: “If you do not condemn colonialism, if you do not side with the colonial people, what kind of revolution are you waging?”

Document B**Letter to the Elders****Ho Chi Minh****First Published:** September 20, 1945**Source:** *Selected Works of Ho Chi Minh Vol. 3***Publisher:** Foreign Languages Publishing House**Transcription/Markup:** Christian Liebl**Online Version:** Ho Chi Minh Internet Archive (marxists.org) 2005

Dear Elders,

I am talking with you as an elder like you. A saying runs that “talents are exhausted with the coming of old age” and our elders generally believe it. Whatever happens, they say, “old people must live in quietness, we are old, we have no more ambition. It is up to our children to take charge of temporal affairs. We are nearing death, we need not be active any longer.”

I do not appreciate this outlook. Patriots never live idly by reason of their old age. China had people such as Ma Fu Po. Our country had people such as Ly Thuong Kiet. The older they grew, the more energetic and heroic they became.

At present our independence and freedom have just been won back, but we still have to go through many difficulties in order to consolidate them. In consequence our people, old and young alike, must endeavour to shoulder a part of the responsibility.

Our children are young, they will do heavy work. We are old, we cannot do heavy work, but leaning on our sticks, we will take the lead to encourage them and impart our experiences to them. We are elders, we must sincerely unite first to set an example to our children. Hence I hope that the old people in Hanoi will pioneer in organizing the old people’s National Salvation Association for the old folk throughout the country to follow suit and contribute to the safeguarding of our national independence.

Document C

The Manifesto of the Laodong Party, February 1951 (excerpt) Ho Chi Minh

Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/1951ladong.html>

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.

. . . .

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!

Document D**Letter to the Artists
Ho Chi Minh****First Published:** December 10, 1951**Source:** *Selected Works of Ho Chi Minh Vol. 3***Publisher:** Foreign Languages Publishing House**Transcription/Markup:** Christian Liebl**Online Version:** Ho Chi Minh Internet Archive (marxists.org) 2005

Dear artists,

Being informed of your exhibition, I regret that owing to pressure of work, I cannot visit it; I herewith convey you my fraternal greetings. I take this opportunity of sending for your consideration some view points regarding fine arts.

Literature and arts belong to the same front, on which you are fighters.

Like other fighters, you, in the artistic field, have your own responsibilities — to serve the Resistance, the Fatherland and the people, first and foremost the workers, peasants and soldiers.

To fulfil your tasks, you must have a firm class stand and a sound ideology; in short you must place the interests of the Resistance, of the Fatherland and of the people above all.

With regard to your creative work, it is necessary that you understand, get in touch with and go deeply into, the people's life. Only by so doing, will you be able to convey the heroism and determination of our soldiers and people as a whole and to contribute to the development and improvement of these qualities. Our Resistance has made great progress; our soldiers and people have made big strides forward, so will you, in the artistic field, by means of criticism and self-criticism.

Some of you may think: President Ho tries to turn fine arts into a political matter.

Nothing is more true. Literature and arts, like all other activities, cannot be taken apart from the economic and political fields, but they must be included in them.

Our people's future is most glorious, and the future of our fine arts is very bright. I wish you good health, progress and success in your work.

Greetings of friendship and determination to win

December 10, 1951

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.

A large rectangular area with a green border, containing 25 horizontal green lines for writing. The lines are evenly spaced and extend across the width of the page, providing a template for students to write their answers to document-based questions.

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