

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:

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.

Write a first draft.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their answers to document-based questions.

Using the rubric above, evaluate your essay, and have another student evaluate it as well. After evaluating, rewrite your essay to improve it. Read it to another student or group and ask for feedback. Get feedback from your teacher. Then, revise it one more time in the space below.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their answers to document-based questions.