

The Vietnam War

Grade Level: 8th grade Social Studies

Written by: Katie Birkhead, Henley Middle School, Crozet, Virginia

Length of Unit: (15 45 minute periods; 7 Lessons)

I. ABSTRACT

In this unit, students will examine the causes and effects of the Vietnam War, as well as tactics taken by both sides during the war. They will understand that the United States' involvement in Vietnam reflected the divisions created by the Cold War tensions and hostilities. Students will also study the conflict through multiple perspectives of whether or not the United States should have been militarily involved in Vietnam.

II. OVERVIEW

A. Concept Objectives

1. The student will understand the depth of the relationships between the nations of the world.
2. The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war.
3. The student will understand the unique role leaders of countries have in determining U.S. involvement in armed conflicts.
4. The student will understand the influence of public opinion on policy makers.
5. Students will understand how group and national identity affect decisions about conflict and cooperation.
6. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
7. The students will understand that problems emerge when cultures clash.

B. Content from the *Core Knowledge Sequence*

1. The Vietnam War and the Rise of Social Activism
2. French Indochina War
3. Domino Theory
4. United States takes charge of the war; Special Forces; Gulf of Tonkin 4. 5. Resolution
5. Antiwar protests, Kent State, the Pentagon Papers, "hawks" and "doves"
6. American disengagement, Nixon's Vietnamization policy, Kissinger, War Powers Act
7. Vietnam, Hanoi, HO Chi Minh City (formerly Saigon)

C. Skill Objectives

1. The student is expected to analyze and interpret primary source pictures, songs, newspaper articles, and letters sent home by soldiers to increase understanding and access prior knowledge of the war in Vietnam.
2. The student identifies key individuals in North and South Vietnam during the Vietnam War era.
3. The student identifies key decision makers and the decisions they faced about United States involvement in the Vietnam War.
4. The student evaluates the roles of United States presidents who dealt with Vietnam.
5. Analyze and interpret maps of Vietnam in order to explain major events of the war

6. Make connections between past and present. (USII.1b)
7. Sequence events in United States history.
8. Interpret ideas and events from different historical perspectives.
9. The student uses primary source material to conduct historical research.
10. The student exercises critical and reflective thinking.
11. The student identifies and empathizes with the historical experience of others.
12. Read and evaluate letters sent home by American servicemen and women.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. American Memory PBS Website
 2. Vietnam Veterans' Memorial Foundation Education Website, www.teachvietnam.org
 3. A History of US: All the People Joy Hakim
- B. For Students
 1. The Cold War (page 187)
 2. The Civil Rights Movement (page 188)

IV. RESOURCES

- A. A History of Us, by Joy Hakim
- B. Classroom text
- C. Classroom set of computers
- D. Learning logs (student journals)
- E. LCD projector, screen, speakers

V. LESSONS

Lesson One: Domino Theory (two 45 minute periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student will understand the relationships between the nations of the world.
 - b. The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war
 - c. Students will understand how group and national identity affect decisions about conflict and cooperation.
 - d. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
 2. Lesson Content
 - a. Geography of Vietnam
 - b. Domino theory
 - c. French-Indochina war
 3. Skill Objective(s)
 - a. The student is expected to analyze and interpret primary source pictures to increase understanding and access prior knowledge of the war in Vietnam.
 - b. Analyze and interpret maps of Vietnam in order to explain reasons the United States should declare war on the North Vietnamese.

- c. The student identifies key individuals in North and South Vietnam during the Vietnam War era.
- d. Sequence events in United States history.
- e. Interpret ideas and events from different historical perspectives.
- f. The student exercises critical and reflective thinking.
- g. The student identifies and empathizes with the historical experience of others.

B. *Materials*

- 1. Teacher prepared slideshow of the Vietnam War (sample PowerPoint slides, Appendix A)
- 2. List of Internet resources that can be used for the slideshow. (Appendix B)
- 3. Reasons the United States entered the war. (Appendix C)
- 4. Copies of a blank world map - You will need at least 2 per student so that they may use maps for their presentation on entering the war. (Appendix D)
- 5. Presentation to the President (Appendix E)

C. *Key Vocabulary*

- 1. Domino theory – theory stating that if a country fell to communism, nearby countries would fall to communism
- 2. Dien Bien Phu – Former French airbase; Vietnamese forces sieze and defeat the French. Afterwards the France withdraws completely from Vietnam, ending a bitter 8-year struggle against the Viet Minh in which 400,00 soldiers from all sides had died.
- 3. Geneva Accords – May 8, 1954: United States, Britain, China, Soviet Union, France, Viet Nam (Viet Minh and representatives of Southern government), Cambodia and Laos meet to discuss a solution for Southeast Asia. An agreement is reached dividing the North and South of Vietnam along the 17th parallel, or at 17 degrees latitude. The Accords also provide for elections to be held in all of Vietnam within two years to reunify the country. The United States opposes the unifying elections, fearing a likely victory by Ho Chih Minh.
- 4. Hawks – those who wanted to send bombers and fighting troops to Vietnam; they wanted to get involved
- 5. Doves – those who did not want to get involved in a war with North Vietnam
- 6. French Indochina – from the late 1800s until World War II, France ruled Vietnam as part of its colony called French Indochina. The colony also included neighboring Laos and Cambodia.
- 7. Ho Chih Minh – a revolutionary leader who united three Communist groups to form the Indochinese Communist Party (ICP). The party called for an independent Vietnam controlled by peasants and other workers.
- 8. Viet Cong – a Vietnamese Communist

D. *Procedures/Activities*

- 1. *Warm Up:* Display the following on the overhead or chalkboard:
 “A bully often continues to pick on others until he/she is stopped. When is it appropriate for someone else to get involved in a bullying situation? When is it not appropriate? How do you know if it is a bullying situation?
 Make the argument that the United States was in a similar situation concerning Vietnam.
 A discussion could follow on what role should the U.S. take in world events or when should a teacher step into bullying and when should a teacher step back.
 Did the United States have a responsibility to stop the spread of communism?”

Students should answer these questions in their learning logs.

Discuss student answers, writing any significant points on the chalkboard or overhead. *Be sure to make the connection to the domino theory: if a bully is not stopped, he will keep on bullying. The United States government feared the dangers to this country if friendly countries became communist. Many feared the loss of Vietnam would lead to the loss of other Southeast Asian countries and would encourage Communists to try to take over countries elsewhere.*

2. Show a slide Show of Vietnam War pictures. Include perspectives of soldiers ready to serve their country, civilian support of the war, anti war demonstrations, Vietnamese civilians, and a brief introduction to each of the Presidents' policies towards the war. If possible, have a song playing while the slideshow is running. (Another option: a short video clip showing highlights from the war) The images should capture and represent the content of the upcoming lessons. Use sites listed in Appendix A
3. After watching the slideshow, students answer the following questions in their learning logs:
 - a. What was the Vietnam War about?
 - b. Who were the United States Presidents during the war?
 - c. Did United States citizens support the war?
 - d. What do you already know about the Vietnam War from movies and television?
 - e. Do you know anyone who fought in the Vietnam War?
 - f. What do you know about the Vietnam War from listening to your family?
4. Think – Pair – Share: With a partner, students go over each other's; learning logs and brainstorm questions they have about the war to discuss in class. Answers recorded in their learning logs.
5. Using the responses to their warm up and the slideshow, provide them with some basic information about the conflict.
6. Hand each student a blank world map. Ask the students to identify Vietnam. You may show them where Vietnam is on your own map displayed on an overhead. Next, display a map showing all communist countries red. Ask the students to copy the map you displayed, coloring all of the countries that are communist red on their own maps.
7. Explain the reasons the United States had for entering the Vietnam War. Give the students a table to write notes(Appendix B).
8. Explain to the students the reasons that the United States entered the Vietnam War (the need for the French alliance, the domino theory, the chance to help South Vietnam establish a democratic government, the Cold War, and the United States' superior weaponry) The students will use Appendix D to record reasons.

E. Assessment/Evaluation

1. In pairs, the students will create an oral presentation arguing that preserving South Vietnam's independence is a critical part of winning the Cold War against Soviet communism Appendix D).

2. Students will be assessed on the clarity of their presentation as well as the strength of their argument. Did they use facts to back up their opinions?

Lesson Two: Presidents Determine U.S. involvement in Southeast Asia. One 45-minute period

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand the relationships between the nations of the world.
 - b. The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war
 - c. The student will understand the unique role leaders of countries have in determining U.S. involvement in armed conflicts.
 - d. The student will understand the influence of public opinion on policy makers.
 - e. Students will understand how group and national identity affect decisions about conflict and cooperation.
 - f. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
 - g. The students will understand that problems emerge when cultures clash.
2. Lesson Content
 - a. United States takes charge of the war; Special Forces; Gulf of Tonkin Resolution
 - b. “Hawks” and “doves”
 - c. American disengagement, Nixon’s Vietnamization policy, Kissinger, War Powers Act
3. Skill Objective(s)
 - a. The student is expected to analyze primary and secondary source documents to increase understanding and access prior knowledge of the war in Vietnam
 - b. The student identifies key decision makers and the decisions they faced about United States involvement in the Vietnam War.
 - c. The student evaluates the roles of United States presidents who dealt with Vietnam.
 - d. Sequence events in United States history.
 - e. Interpret ideas and events from different historical perspectives.
 - f. The student uses primary source material to conduct historical research.
 - g. The student exercises critical and reflective thinking.
 - h. The student identifies and empathizes with the historical experience of others.

B. *Materials*

1. Copies of Jigsaw Research Sheet - 5 per student (Appendix F)
2. Classroom set of computers
3. Student textbooks
4. Use Appendix A to develop talking points about the five Presidents.
5. Students can also use Appendix A for their information.

C. *Key Vocabulary*

1. Buddhist Monk Demonstrations – By the spring of 1963, South Vietnamese

opposition had reached the point that Buddhist monks demonstrated dramatically against Diem's rule and the war by self-immolation

2. Escalation – increasing military involvement
3. Green Beret Advisors – military personnel sent by Kennedy to reinforce Diem in 1961
4. Gulf of Tonkin Resolution – a Congressional decision to give the president power to use military force in Vietnam
5. Ho Chih Minh Trail – a network of paths the Viet Cong used to move soldiers and supplies during the war
6. Offensive - An act of aggression; hostile action; assault.
7. Paris Accords – 1972; a peace agreement was signed, allowing North Vietnamese troops to remain in the South, an official recognizing of the National Liberation Front, and continued military support of the Thieu government. The agreements did not last long as the United States' government voted to end all bombing in Indochina and stop any future military moves in the area without previous Congressional approval
8. Sanction - An action taken by one or more nations and designed to force another nation to comply with a legal, ethical, or moral code.
9. Vietnamization – a strategy of gradually withdrawing United States forces and turning the ground fighting over to the South Vietnamese

D. *Procedures/Activities*

1. Introduce/Review the five presidents during the Vietnam period. You may do this in a talking format with pictures or a PowerPoint presentation. Review the characteristics of each president along with other historical events that happened while each was president. Often, an anecdote or funny story about each president helps the students to remember them.
2. Divide the class into five groups and assign each group one of the Presidents during the Vietnam era.

Team 1: Harry Truman

Team 2: Dwight D. Eisenhower

Team 3: John F Kennedy

Team 4: Lyndon B Johnson

Team 5: Richard M. Nixon

This is a jigsaw exercise. Students will be members of two teams – a presentation team and a home team. Each presentation team will research their material together (to ensure that presentations to home teams will be uniform) and prepare to teach the material to respective home teams.

3. After presentation teams have completed their research and prepared how to present the material, they will return to their home teams and teach about their presentation team's assigned President.
4. After the jigsaw is complete, hold a class discussion to hear the students' answers and to review the answers to the research.

E. *Assessment/Evaluation*

1. The students will choose which President's plan was the most effective and write a persuasive paragraph explaining why.

Lesson Three: Timeline Work one 45-minute period

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand the relationships between the nations of the world.
 - b. The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war
 - c. The student will understand the unique role leaders of countries have in determining U.S. involvement in armed conflicts.
 - d. The student will understand the influence of public opinion on policy makers.
 - e. Students will understand how group and national identity affect decisions about conflict and cooperation.
 - f. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
 - g. The students will understand that problems emerge when cultures clash.
2. Lesson Content
 - a. The Vietnam War and the Rise of Social Activism
 - b. French Indochina War
 - c. Domino Theory
 - d. United States takes charge of the war; Special Forces; Gulf of Tonkin Resolution
 - e. Antiwar protests, Kent State, the Pentagon Papers, “hawks” and “doves”
 - f. American disengagement, Nixon’s Vietnamization policy, Kissinger, War Powers Act
3. Skill Objective(s)
 - a. Sequence events in United States history.
 - b. The student exercises critical and reflective thinking.
 - c. The student exercises critical and reflective thinking.

B. *Materials*

1. Classroom set of computers
2. Internet access
3. Appendix G: Timeline of Events (List of events for students to place in order)
Have the listed events printed and copied with one event on each sheet of paper.
You will need at least 6 sets.

C. *Key Vocabulary*

1. Agent Orange – a chemical that kills plants; sprayed by United States planes over the jungles
2. Guerilla warfare – surprise attacks by small bands of fighters, a tactic the VIET Cong relied on because they could not match American firepower
3. Napalm – jellied gasoline that burns violently; dropped by United States planes over wide areas

D. *Procedures/Activities*

1. With a partner, students will place the event cards/sheets in order to construct a timeline of the above events. They may use the timeline on the PBS American Memory website (Appendix A) or their textbooks and notes.
2. Once the timeline is complete, students will copy the timeline they have constructed onto a separate sheet of paper.
3. Next to their copied timeline, the students write two to three sentences summarizing the event and explaining why it was important.

4. Members of each group should then discuss among themselves whether any of the events that did not directly involve the United States really affected out actions.
 5. As a class, go over the correct order for the timeline and discuss the opinions of the various groups. (You may want to have the correct order on a PowerPoint presentation or overhead sheet.).
- E. *Assessment/Evaluation*
1. Students will be evaluated based on their completed timeline, ability to accomplish task with partner, identification of a missed opportunity, and participation in follow up class discussion.

Lesson Four: Mapping the war one 45-minute period

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand the relationships between the nations of the world.
2. Lesson Content
 - a. The Vietnam War and the Rise of Social Activism
 - b. French Indochina War
 - c. Domino Theory
 - d. United States takes charge of the war; Special Forces; Gulf of Tonkin Resolution
 - e. Antiwar protests, Kent State, the Pentagon Papers, “hawks” and “doves”
 - f. American disengagement, Nixon’s Vietnamization policy, Kissinger, War Powers Act
3. Skill Objective(s)
 - a. Analyze and interpret maps of Vietnam in order to explain major events of the war
 - b. The student exercises critical and reflective thinking.

B. *Materials*

1. Blank Map of Vietnam with questions (Appendix H)

C. *Key Vocabulary*

1. Ho Chih Minh City (formerly Saigon) - After falling to Communist forces in 1975, Saigon was renamed Ho Chi Minh City. The site of uprisings and violence, Vietnam's most populous city remained unruly and volatile even under Communist rule.

D. *Procedures/Activities*

1. Warm Up: Students will locate Hanoi, Hue, Saigon, the 17th parallel, the Red River, the Mekong Delta, and the Gulf of Tonkin on a blank map of Vietnam.
2. Students will go to the American Memory website and examine the [maps](http://www.pbs.org/wgbh/amex/vietnam/maps/index.html) <http://www.pbs.org/wgbh/amex/vietnam/maps/index.html> of the different phases of the Vietnam War.
3. Using the information from these maps, the students will prepare a single map that shows what they think are the most important events and locations in the war -- in other words, the things that someone who has never heard of the war would most need to know.
4. When the maps have been completed, post them around the room.

E. *Assessment/Evaluation*

1. Students will be evaluated on the thoroughness of their maps and the effort they put into understanding the material.

Lesson Five: Who fought in the Vietnam War? One 45-minute period

A. Daily Objectives

1. Concept Objective(s)
 - a. The student will understand the relationships between the nations of the world.
 - b. The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war
 - c. The student will understand the unique role leaders of countries have in determining U.S. involvement in armed conflicts.
 - d. The student will understand the influence of public opinion on policy makers.
 - e. Students will understand how group and national identity affect decisions about conflict and cooperation.
 - f. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
 - g. The students will understand that problems emerge when cultures clash.
2. Lesson Content
 - a. Information on the soldiers who fought in the war
3. Skill Objective(s)
 - a. Read and evaluate letters sent home by American servicemen and women.
 - b. Interpret ideas and events from different historical perspectives.
 - c. The student uses primary source material to conduct historical research.
 - d. The student exercises critical and reflective thinking.
 - e. The student identifies and empathizes with the historical experience of others.

B. Materials

1. Letters compiled from the Vietnam Veterans Memorial Foundation website,
2. Letter guiding questions (Appendix I)

C. Key Vocabulary

1. Guerilla warfare – irregular warfare used by the lightly armed National Liberation Front who were very familiar with the territory
2. Pacification – Because NLF guerillas were difficult to distinguish from the civilian population; U.S. military commanders resulted to “pacification” tactics such as “free fire zones” and “search and destroy” missions. “Free Fire Zones” were areas in which anything that moved was considered to be the enemy and attacked. “Search and Destroy” frequently responded to a sniper attack from a village by destroying the entire village and relocating any survivors.

D. Procedures/Activities

1. Explain to the class the following points:
 - The demographics of the United States participation in Vietnam
 - This was the youngest army the United States has sent to war

- The perceived disproportion of minorities in the military and on the front lines
 - The effect of draft laws on representation of socioeconomic classes in the military
 - Compare the attitudes of those who went to Vietnam and those of participants in other wars.
2. Finally, explain to students that the fighting in Vietnam was unique. The U.S. was not prepared to fight a guerilla war, in which tanks and traditional air strikes were not effective. Explain that U.S. soldiers often did not know how to identify the enemy: many South Vietnamese were sympathetic to the communist cause (Viet Cong) appeared to be civilians, yet they launched attacks on U.S. troops.
 3. Using the teacher gathered letters, each student will read two to four letters sent home by soldiers.
 4. Students will answer the guiding questions (Appendix I) as they read the letters.
 5. In groups, students will discuss their soldiers' profiles and come up with a description of the people who fought in the Vietnam War.
 6. Discuss as a whole class.

E. Assessment/Evaluation

1. Students will be evaluated on how they answered the questions and their participation in the class discussion.
2. *Possible extension: Students write their own letters home, pretending they are soldiers in the war.*

Lesson Six: Unrest at Home two 45-minute periods

A. Daily Objectives

1. Concept Objective(s)

- a.** The student will understand the relationships between the nations of the world.
- b.** The student will understand the factors that lead Americans to war, and the ways in which these factors have interacted to influence the decision to go to war
- c.** The student will understand the unique role leaders of countries have in determining U.S. involvement in armed conflicts.
- d.** The student will understand the influence of public opinion on policy makers.
- e.** Students will understand how group and national identity affect decisions about conflict and cooperation.
- f.** The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
- g.** The students will understand that problems emerge when cultures clash.

2. Lesson Content

- a.** the Rise of Social Activism
- b.** Antiwar protests, Kent State, the Pentagon Papers, "hawks" and "doves"
- c.** American disengagement, Nixon's Vietnamization policy, Kissinger, War Powers Act

3. Skill Objective(s)

- a. The student will analyze newspaper articles to identify how divided the United States was about the continued participation in Vietnam.
- b. The student is expected to analyze and interpret primary source newspaper articles to increase understanding and access prior knowledge of the war in Vietnam.
- c. Sequence events in United States history.
- d. Interpret ideas and events from different historical perspectives.
- e. The student uses primary source material to conduct historical research.
- f. The student exercises critical and reflective thinking.
- g. The student identifies and empathizes with the historical experience of others.

B. *Materials*

- 1. Learning Logs
- 2. Teacher prepared slideshow (gathered from Appendix B)
- 3. Several copies of each article from the websites listed below.
- 4. Anti War Movement Sheet (Appendix J)

C. *Key Vocabulary*

- 1. Communist - a person or government that practices or supports communism, the political and economic system in which goods and means of production are owned by the state
- 2. Demonstration - a public display of group opinion about an issue, cause, or person
- 3. New Left – opponents of the United States government’s policy in Vietnam built coalitions with advocates of equal rights, environmental activists, and supporters of “new lifestyles”
- 4. Pentagon Papers – Daniel Ellsberg, a writer who had helped write secret defense department papers, called the Pentagon Papers, release these papers to the New York Times in 1971. They showed that the Truman, Eisenhower, Kennedy, and Johnson presidential administrations had not been honest with the United States public about United States involvement and goals in Vietnam.
- 5. War Powers Act – passed in 1973, this limits the president’s war making powers without consulting Congress

D. *Procedures/Activities*

- 1. Review the major events of the Vietnam War with students. Make sure that students are familiar with the events.
- 2. Discuss the reasons against involvement in Vietnam (it was a civil war, it was immoral, the costs were too high, it took money away from social programs), the groups who were opposed to the war (religious leaders, civil rights leaders, teachers, college students, journalists) and the kinds of events (demonstrations, draft card burnings, protests, publications) set up to demonstrate against the war. Give the students a graphic organizer to take notes (Appendix J)
- 3. Slideshow: Images (include pictures and an explanation of the Kent State Tragedy, Childre burned by napalm, stories of the mi lai Massacre, the sudden execution of a Viet Cong, and pictures of one week’s U.S. dead in Life magazine)

4. During the slideshow, students should take notes on the Anti War Movements sheet (Appendix J).
 5. Students should answer the following questions in their learning logs: What did you learn from the pictures of the antiwar protestors and propoganda? From the reactions to the movement? From these images and documents, can you determine what kind of people protested the war, and who supported the war? Discuss student answers as a class.
 6. Hand out copies of the bulleted timeline below, which includes a link to The New York Times article that reported each event.
 - 1964: After North Vietnam attacks American navy ship; Congress passes the Gulf of Tonkin Resolution
<http://www.nytimes.com/learning/general/onthisday/big/0807.html>
 - 1969: People from across the country gather in Washington, D.C., to protest the Vietnam War
<http://www.nytimes.com/learning/general/onthisday/big/1115.html>
 - 1970: National Guard opens fire on antiwar demonstrators at Kent State University in Ohio, killing four students
<http://www.nytimes.com/learning/general/onthisday/big/0504.html>
 - 1972: A cease-fire agreement is reached and the U.S. stops bombing of North Vietnam
<http://www.nytimes.com/learning/general/onthisday/big/1230.html>
 - 1973: The last American troops withdraw from Vietnam
<http://www.nytimes.com/learning/general/onthisday/big/0329.html>
 7. Working individually or in pairs, have students select one of the events on the timeline. (You may want to assign events to make sure all are covered.) Explain that their assignment is to read the newspaper report of the event and answer the following questions in their learning logs.
 - WHAT happened?
 - WHEN did this happen?
 - WHERE did it happen?
 - WHO are the important people involved?
 - WHY was this an important, newsworthy event?
 - HOW did this event shape the nation?
 8. Give students a chance to share their summaries. Then discuss what students learned about United States history during the Vietnam War. Ask: What do you think were the most significant events of the war? What do you imagine it was like to be a young person living in the U.S. during this time? Why were the generations often so divided?
 9. Conclude by examining the use of primary sources to study a past event. Ask students: What information did the newspaper article include that you might not get from a textbook published today? What information is inherently missing in a newspaper article written at the time of the event?
- E. *Assessment/Evaluation*
1. Assess students based on discussion participation and depth of thought about articles in learning logs.

Lesson 7: War in Pop Songs one 45-minute period

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student will understand the influence of public opinion on policy makers.
 - b. Students will understand how group and national identity affect decisions about conflict and cooperation.
 - c. The student will understand that political beliefs and systems, conflict, and cooperation affect global interactions.
 - d. The students will understand that problems emerge when cultures clash.
2. Lesson Content
- a. Rise of Social Activism
 - b. Antiwar sentiments and protests
3. Skill Objective(s)
- a. The student will analyze popular music to identify how divided the American public was about continued participation in the Vietnam War.
 - b. Interpret ideas and events from different historical perspectives.
 - c. The student uses primary source material to conduct historical research.
 - d. The student exercises critical and reflective thinking.
 - e. The student identifies and empathizes with the historical experience of others.

B. Materials

- 1. Music Lyrics and songs (can be downloaded from the internet easily)
- 2. Songs Reflect Culture (Appendix K)

C. Key Vocabulary

- 1. Same as Above

D. Procedures/Activities

- 1. Have the students listen to some music from the Vietnam era. Distribute lyrics so they can follow along as they listen. Explain that music played an important role in expressing people's concerns about the war. Song lyrics are easily found on the Internet.
- 2. As they listen to the music, the students will answer specific questions related to a particular song and time period (Appendix K).
- 3. Once students have finished listening to four songs, have them discuss their findings of what popular sentiment towards the war was according to the songs they analyzed.
- 4. Ask the following questions for students to answer in their learning logs: Pro- and anti-war sentiments often divided families and friends. (Many young men of draft age in the Vietnam War era had fathers who were veterans of World War II.) In what ways might those who supported the war, because the government asked them to support it, be connected to those who opposed it? What tensions would this create in families and society?

E. Assessment/Evaluation

- 1. Students will be evaluated on the depth of their answers for the music lyrics activity as well as the writing in their learning log.

VI. CULMINATING ACTIVITY: *five 45 minute periods*

1. The students will create a documentary about pro and anti war sentiments.
2. They will create an original song or poem of support for the war to include in documentary.
3. The song or poem should have a clear pro-war message and may also use specific references to the Vietnam War and the sacrifices soldiers are making for their country.
4. The song or poem should be long enough to play through a video of about 2 minutes.
5. The students will use images from the websites on the list of resources (Appendix B) to create video presentation. At least 10 images are required in the video.
6. The students will save the images into their student share folder on the school server then import the images into Apple iMovie. After the images are in the iMovie, the students will add the songs to the timeline in iMovie. An iMovie tutorial is available at the following website: www.mac.com/1/learningcenter/Modules/imFirstMovie_index.html
7. When the projects are complete, the students will present to the rest of the class.

Homework: Throughout the unit, students will be reading and answering comprehension questions from their classroom textbooks.

VII. HANDOUTS/WORKSHEETS

1. Appendix A: Sample PowerPoint Slides
2. Appendix B: List of Web Resources
3. Appendix C: Reasons for the United States Entering the War in Vietnam
4. Appendix D: Blank World Map
5. Appendix E: Presentation to the President
6. Appendix F: United States Presidents and the Vietnam War
7. Appendix G: Timeline of Events
8. Appendix H: Mapping Vietnam
9. Appendix I: Letters Home
10. Appendix J: Anti War Movement
11. Appendix K: Songs Reflect Culture

VIII. BIBLIOGRAPHY


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Appendix A

PowerPoint Sample Pages



The Soldier Experience

This block contains two photographs. The top-left photograph shows three soldiers in a forest setting, one of whom is holding a rifle. The bottom-right photograph shows a helicopter flying through a dense jungle canopy, with a soldier visible in the foreground.



Appendix B
List of Web Resources

<http://students.itec.sfsu.edu/itech815/mcmullin/protest.jpg> Protestors

<http://www.pbs.org/frontlineworld/stories/cambodia/images/kentstate.jpg> Kent State University, 1970, Vietnam War Protest

<http://www.eaglecondor.org/vietnam2.jpg> Police arresting protestors

http://www.wku.edu/Library/onlinexh/sanders/cartoons/opinion/draft_protester.jpg
Cartoon spoofing antiwar sentiments

<http://www.pbs.org/wgbh/amex/vietnam/index.html> Vietnam Online from PBS

<http://vietnam.vassar.edu/>

<http://www.nps.gov/vive/> Vietnam Veterans Memorial

www.Ohiomemory.org Ohio Memory Project

www.ohiohistory.org/etcetera/exhibits/ohiopix/index/cfm Ohio Pix

www.mac.com/1/learningcenter/Modules/imFirstMovie_index.html iMovie tutorial

www.teachvietnam.org There is a comprehensive list of websites on the Vietnam Veterans Memorial Fund Website. Click on “Echoes from the Wall.”

<http://www.vietnampix.com/intro.htm>
The Vietnam War

<http://www.historyplace.com/unitedstates/vietnam/index.html>

This site contains a detailed timeline of the United States' involvement in Vietnam and the Vietnam War from 1945-1975.

It also includes a slide show and descriptions of the relevant people, places, and events.

<http://servercc.oakton.edu/~wittman/teaching.htm>

This site contains a list of books and websites that provide information on teaching the Vietnam War.

<http://www.geocities.com/afvn/multimedia.html>

AFVN news station in Vietnam during the war – has actual radio and television broadcasts

<http://vincegibson.com/v-web/gallery/Vietnam/TimePage2small>

Articles and photographs of the Vietnam War

Appendix C

Reasons for the United States Entering the War in Vietnam

1.

2.

3.

4.

5.

Appendix D

Map Image

Appendix E
Presentation to the President

Imagine that it is 1963
and you have been given an opportunity
to brief the President
on U.S. policy toward South Vietnam.

1. Prepare an oral presentation arguing that preserving South Vietnam's independence is a critical part of winning the Cold War against Soviet communism.
2. Illustrate your presentation with at least three maps.
3. Make your presentation to the class.

Possible topics for your maps include

- *the large increase since 1945 in the area of the world under communist rule,*
- *the large number of Asian and African countries that have become independent due to the breakup of Western European empires,*
- *the parts of the world in which communists have attempted to gain power, and*
- *the possible spread of communism throughout Southeast Asia.*

Appendix F

United States Presidents and the Vietnam War

1. Name of President
2. Dates President in Office
3. Write a summary of this President's policy on Vietnam.

4. What actions did this President take toward the conflict in Vietnam?

5. Did this President's decisions show a change in policy over time? If so, give examples.

6. Did this President increase or decrease the role of the United States in Vietnam when compared with the previous President? If so, how?

7. How did this President keep the public informed of his decisions regarding Vietnam and the rest of Southeast Asia?

8. Do you think this president handled the United States' involvement in Vietnam well? Use facts to back up your opinion.

Appendix G

Timeline of Events

Gulf of Tonkin Agreement
Eisenhower's re-election
War Powers Act
Geneva Accords
Senate Hearings on War
National Liberation Front organized in South Vietnam
100,000 demonstrate against the war in New York City
Vietnamization
Massive demonstrations at the Pentagon
JFK elected President
Viet Cong launch Tet Offensive
First United States ground troops go to Vietnam
Johnson becomes President after Kennedy is assassinated
United States involvement in war ends
President Johnson is re-elected
Nixon orders invasion of Cambodia
Nixon is elected President
Four students are killed during antiwar protests at Kent University
South Vietnam surrenders to Communists
Paris Accords

Appendix H
Mapping Vietnam

Map the following locations on the map below:

the French divisions -- Annam, Tonkin, and Cochin China

Hanoi

Hue

Saigon

the 17th parallel

the Red River

the Mekong Delta

Ho Chih Minh Trail

Haiphong

Dien Bien Phu

Quang Tri

Khe Sanh

Da Nang

My Lai

Pleiku

Cam Ranh

Kontum

An Loc

Appendix I

Letters Home

After answering the following questions about the five letters you have read, give a profile of the Vietnam soldier.

- IX. What do the letters have in common?**
- X. How are the letters different?**
- XI. How might the women to whom the letters were written have reacted?**
- XII. How might these letters differ from what men going into battle might say to each other?**
- XIII. How might the individuals to whom the letters were written have reacted?**
- XIV. What might have influenced the soldiers who wrote these letters?**
- XV. Did the soldiers' attitudes affect the way they performed their duties? If so, how?**
- XVI. What do you know about other wars and the ideals for which men were willing to die?**
- XVII. Why would they feel the way they did?**
- XVIII. Might men have felt this way in other wars?**
- XIX. If there was a major war today, should women be drafted?**

Questions for women soldiers:

- XX. Why are these women doing what they are doing?**
- XXI. Has there ever been a draft for women?**
- XXII. What would inspire a women to do such a job?**

Appendix K

Songs Reflect Culture

After each song you listen to in class, answer the following questions:

XXIII. What is the tone or mood of the song?

XXIV. What was the target audience for the song?

XXV. What does the song tell you about life in the United States during this time?

XXVI. What is its message?

XXVII. Does it simply express an opinion about the war, or does it also call on listeners to take some action?

XXVIII. What sorts of reactions might different people (such as a young person eligible to be drafted, a soldier serving in Vietnam, or the parent of such a soldier) have to the song?

XXIX. Do you think the lyrics in songs usually reflect the culture of the people who write/listen to the songs?

Appendix L

Role	Audience	Format	Task
Member of the Students for a Democratic Society	Citizens of the United States	<p>Documentary</p> <p>Create an original song or poem of protest.</p> <p>The song or poem should have a clear anti-war message and my also use specific references to the Vietnam War and the Kent State tragedy.</p>	<p>You have been appointed by Students for a Democratic Society (SDS) to create a video tribute to the students who lost their lives on May 4, 1970 at Kent State. Your video must include photos with a narration in poem or song.</p>
Supporter of troops in Vietnam	Citizens of the United States	<p>Documentary</p> <p>Create an original song or poem of support for the war.</p> <p>The song or poem should have a clear pro-war message and may also use specific references to the Vietnam War and the sacrifices soldiers are making for their country.</p>	<p>You have been appointed by the United States government to create a video tribute to the soldiers who lost their lives fighting for the free world. Your video must include photos with a narration in poem or song.</p>

Assignment Details

1. Complete this project over the next five class periods.
2. You may work with a friend.
3. The song or poem should be long enough to play through a video of about 2 minutes.
4. Use images from the websites on the list of resources (Appendix A) to create your video presentation. Include at least 10 images in your video.
5. Save the images into your students share folder on the school server then import the images into Apple iMovie.
6. Next, add the images to the storyboard on iMovie.
7. Record your poem or song and add it to the timeline in iMovie.