

# WAR COMES TO OUR LIVING ROOMS

**Grade Level:** 8<sup>th</sup> Grade, World History

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**Length of Unit:** Seven lessons

## I. ABSTRACT

Through a study of geographical, political and social implications of U.S. involvement in the Vietnam War, students will gain a better understanding of one of the most divisive and damaging episodes in our nation's history. By viewing actual footage from the era, as well as clips from some of Hollywood's versions of the War, and by conducting research on their own, students will formulate their own opinions about this chapter in America's story. They will use this information to write a position paper on their own and to participate in a group debate on the subject, as well as to complete a project of their choice from a given list.

## II. OVERVIEW

### A. Concept Objectives

1. Understand cause and effect within an historical context.
2. Demonstrate an understanding of how to locate people groups and places on earth using maps or globes.
3. Understands and applies basic principles of presenting an argument.

### B. Content from the *Core Knowledge Sequence* (page 188)

1. The Vietnam War

### C. Skill Objectives

1. Students will demonstrate familiarity with the geography of the Vietnam War.
2. Students apply thinking skills to their reading, writing, listening, speaking and viewing.
3. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
4. Students will respond to and discuss information gained from a variety of sources and points of view.
5. Students will use available technology to research and produce an end product that is accurately documented.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *The Complete Idiot's Guide to the Vietnam War* by Timothy P. Maga, PhD
2. *What Should We Tell Our Children About Vietnam?* Edited by Bill McCloud
3. *Portrait of A Tragedy: America and the Vietnam War* by James A. Warren

### B. For Students

1. It would be a good idea to first establish a "baseline" of pre-existing knowledge students have about this war. This could be done starting a brainstorming session right off the bat before introducing the unit, OR as a homework assignment in which students are asked to list everything they

know, or think they know, about the Vietnam War. An interesting addition to this might be to have them also ask their parents what they recall about Vietnam, both the war there and its repercussions here at home, since most current 8<sup>th</sup> grade parents would have been quite young even at the war's end. Chart this information, and keep it prominently displayed throughout the unit for reference and/or correction as needed.

#### IV. RESOURCES

- A. *The Complete Idiot's Guide to the Vietnam War* by Timothy Maga, PhD
- B. *The 20<sup>th</sup> Century with Mike Wallace: Presidents in Crisis- Johnson Quits and Nixon Resigns* (Video, see Appendix A)
- C. *Vietnam: On the Frontlines* (Video, see Appendix A)

#### V. LESSONS

##### **Lesson One: French-Indochina War (one 45-55 minute class)**

##### A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Understand cause and effect within an historical context.
  - b. Demonstrate an understanding of how to locate people groups and places on earth using maps and globes.
- 2. Lesson Content
  - a. The Vietnam War (page 188)
  - b. French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong
  - c. Vietnam: Hanoi, Co Chi Minh City (Formerly Saigon)
- 3. Skill Objective(s)
  - a. Students will demonstrate familiarity with the geography of the Vietnam War.
  - b. Students will respond to and discuss information gained from a variety of sources and points of view.

##### B. *Materials*

- 1. Wall map of Indochina\*
- 2. Student maps (one each) of Indochina, 1954-1975\*
- 3. Student maps (one each) of Indochina, post Vietnam War\*
- 4. Plexiglas sheet, approximately 2.5' x 3' (OPTIONAL)
- 5. Pencils and paper or social studies notebooks for each student

\* These maps can be downloaded from a number of Internet sites, two of which are: <http://www.dean.usma.edu/history/dhistorymaps/Vietnam/> OR [www.cfcsc.dnd.ca/links/milhist/viet.html](http://www.cfcsc.dnd.ca/links/milhist/viet.html)

##### C. *Key Vocabulary*

- 1. Attrition – the steady weakening of an army due to continued conflict and expenditure of resources
- 2. Cold War – hostile relations between two countries, both politically and militarily, without actual combat; for this unit, it involved the US and the former USSR
- 3. Coup – a rebel takeover of a government

4. Détente – the temporary “relaxing” of the Cold War status between the US and the former USSR in an effort to normalize relations between the countries
5. Domino Theory – the theory that if South Vietnam fell to communist rule, so would the rest of southeast Asia, like in the game dominoes
6. Geneva Accord – 1954 treaty after the Vietminh victory at Dien Bien Phu, ending the French-Indochina war
7. Guerilla – any member of an organized army or militia fighting against the regular army or militia in a country/region
8. Indochina – Southeast Asian countries of Vietnam, Laos and the former Cambodia
9. Khmer Rouge – Cambodian communists, backed by Chinese
10. Napalm – jellied gasoline used as a defoliant in the Asian jungles; it sticks to whatever it touches and burns very quickly and very hot
11. Vietcong – Southern communists, opposing the South Vietnamese government
12. Vietnamization – Nixon’s policy outlining return of the war effort to the South Vietnamese after the US withdrew from Vietnam
13. Boat people – South Vietnamese refugees
14. Refugee – a person forced to flee his/her country/region because of a war, or other disaster
15. ARVN – the Army of the Republic of Vietnam. US ally in South Vietnam
16. Lyndon B. Johnson – President of the US following Kennedy’s assassination in 1963; initially sent first troops to Vietnam
17. John F. Kennedy – elected President of the US in 1960; assassinated in 1963; began US involvement in Vietnam
18. Richard M. Nixon – President of the US from 1968-1975; President when US withdrew from Vietnam War
19. Ho Chi Minh –leading figure in Vietnam’s communist regime
20. Gerald R. Ford – President of the US following Nixon’s resignation; issued pardon to President Nixon for his involvement in Watergate
21. Henry Kissinger – Secretary of State under Nixon administration
22. Gulf of Tonkin – North Vietnamese gulf and site of US intervention in the War. The USS MADDUX was in surveillance mode in the Gulf on August 2, 1964, and the commandos were training on a small island there. The North Vietnamese sent a torpedo boat to attack the MADDUX, and we successfully defended against the Vietnamese attack. On August 4, the USS TURNER JOY came to aid the MADDUX and another torpedo attack occurred. While neither American Navy ship was damaged, our Navy sank two Vietnamese boats, and this attack is often characterized as Pres. Johnson’s justification for engaging the US in this war.
23. Hanoi – capital of North Vietnam
24. “Hanoi Hilton” – the military nickname for prisoner of war camps in which American soldiers were held, tortured, and/or died
25. Saigon – now called Ho Chi Minh City, the former capital of South Vietnam

26. Dien Bien Phu – often called the last battle of the French-Indochina War, it was the battle that sealed France’s defeat; however, fighting did continue for some time
27. Cambodia – Now called Kampuchea, a SE Asian country
28. Laos – A SE Asian country
29. Watergate scandal– US scandal involving members of President Nixon’s staff who were accused of spying on Democratic presidential campaigns in the Watergate Apartments in Washington, D.C. The scandal implicated the President himself, and hearings drug on for months. This was the downfall of the Nixon presidency, prompting him to resign rather than face impeachment proceedings.

D. *Procedures/Activities*

1. In this introductory lesson, the intent is first to set the stage by establishing familiarity with the geography of Indochina. Have students take notes (even on the maps, if you like) about this introduction and the pertinent geography. Using an overhead projector and a transparency of the map students have (or a large version of a map of Indochina drawn onto the Plexiglas as a “Situation Map” similar to what they may have seen in war films), help students label major geographic points including all major cities and geographic features (seas, deltas, mountains, etc.) that are key to this war effort. Have students use the 1954-1975 version of their maps initially. They will use the other map later on.
2. Conduct an informal survey (perhaps using a KWL format if desired) to see what students know about this period of American history already. Do they know any Vietnam veterans personally? Did any of their relatives either fight in the war or object to the war? Did they avoid the draft? Did anyone in his or her family openly protest the war? How?
3. Give a brief overview of Vietnamese war history prior to US involvement. Explain that for many centuries, Vietnam defended itself to the north against the Chinese. In 1887, the French were successful in establishing colonial rule in Vietnam after Catholic Jesuit priests had managed to obtain trading privileges two centuries earlier. Additionally, these same priests had converted many to Christianity from their Confucianism and Buddhism faiths. When in 1847, Emperor Tu Duc tried to outlaw Christianity; the French once again intervened, this time adding the countries of Laos and Cambodia (now called Kampuchea) to Vietnam and calling the region French Indo-China. From 1947 until the start of World War II, the French continued to intervene in Indo-China, bringing in their culture and their education. The French were even responsible for the education of Ho Chi Minh, who years later would be a leader for the Communist movement during the Vietnam War. The French continued to rule Vietnam until 1945. Japan had actually invaded the area in 1940, but the French were left in power. (Recall that the French had sided with Hitler during World War II.) In 1941 at the height of WWII, Ho Chi Minh formed a communist group known as Vietminh, whose purpose it was to fight against both the French and the Japanese. Since the French could not

(or would not) stop Vietminh, the Japanese seized control of Vietnam in March 1945, shortly before their surrender to the US. Following Japan's surrender in 1945, Ho Chi Minh set up a provisional government in Hanoi, giving a speech that rallied other Vietnamese leaders around him and his cause.

4. Still, the French just wouldn't go away. In 1950, Ho Chi Minh declared Vietnam a democratic republic, which gained him and his country recognition by both China and the then Soviet Union. Ho also wanted support from the US, but with the Cold War in full swing, and the battle between communism versus capitalism hot, that support did not come.
5. Finally, on May 7, 1954, the French were defeated at the battle of Dien Bien Phu. The Geneva Accord was signed July 20, 1954, ending the French wars in Indo-China. The western powers all agreed that Vietnam should be an independent nation, but did not want communism to be the framework for that independence. So, in response, it was agreed that Vietnam would be divided, north and south, along its 17<sup>th</sup> parallel, with communist Vietminh to the north and the non-communists and French to the south. In 1956, however, an election was held that reunified Vietnam and brought Ho to power.

E. *Assessment/Evaluation*

1. Teacher evaluation of participation in class discussion and note taking.

**Lesson Two: The U.S. Takes Charge of the War (two 45-55 minute classes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand cause and effect within an historical context.
2. Lesson Content
  - a. The Vietnam War (page 188)
  - b. Domino Theory
  - c. US takes charge of the war: Special Forces, Tonkin Gulf Resolution
3. Skill Objective(s)
  - a. Students will apply thinking skills to their reading, writing, listening, speaking and viewing.
  - b. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
  - c. Students will respond to and discuss information gained from a variety of sources and points of view.

B. *Materials*

1. Overhead projector
2. Overhead transparencies
3. Overhead pens
4. Pencils and paper for students

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Lesson Two will actually be stretched over two class periods. Discuss how the US became involved directly in Vietnam, beginning with Kennedy, who in 1960 made the statement that the US would “pay any price” to defend freedom against communism, and Johnson, who actually authorized sending drafted American troops en masse to Vietnam. Students should take notes during this lesson. For your own information, three very helpful websites might be “Vietnam Online-The American Experience,” produced by PBS. It is located at <http://www.pbs.org/wgbh/amex/Vietnam>. Also, there are some very nice timelines of the war at The History Place, located at [www.historyplace.com/unitedstates/vietnam/](http://www.historyplace.com/unitedstates/vietnam/). Finally, “Vietnam-Yesterday and Today” is a great website. Find it at <http://servercc.oakton.edu/~wittman/> and navigate to TEACHING THE WAR using the toolbar at the left of the home page. This site has some excellent information.
2. Emphasize that Congress never officially declared the US to be at war throughout the entire 15-18 years of our involvement in Vietnam. Also, it is important that students understand that the 1954 Geneva Accord was neither accepted nor denounced by the US until Ngo Dinh Diem, a Catholic, came to power and denounced it. By then, the US was sending aid to his government and was helping to train the South Vietnamese troops. Diem declared himself the President of the Republic of Vietnam and had US support. Then, in 1957, the remnants of the Vietminh began systematically assassinating South Vietnamese leader, and this set off the Vietnamese Civil War.
3. By 1963, Diem had 15,000 American military “advisers” and was getting over \$1 billion in American aid each year. However, he still was not winning his war against the Vietminh communists, and so his popularity was dissolving quickly. Even the US felt that he was not using our resources effectively.
4. On November 1, 1963, Diem was overthrown and on November 2, he was shot. Historians feel that this execution was, in large part, due to the lack of intervention by the US to stop it.
5. Explain the Gulf of Tonkin incident of August 1964, with the USS *Maddox* and the USS *Turner Joy*.
6. By the end of 1965, over 200,000 American troops were deployed in Vietnam.
7. This war was different than any the US had fought previously, because of the extreme guerilla tactics, brutality, and the direct use of women and children by the Vietnamese.

E. *Assessment/Evaluation*

1. Observation of student participation and note taking

**Lesson Three: The Tet Offensive, the My Lai Massacre and other Major Events (one or two 45-55 minute classes, depending on depth of discussion activity)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand cause and effect within an historical context.
  - b. Demonstrate an understanding of how to locate people groups and places on earth using maps or globes.
  - c. Understands and applies basic principles of presenting an argument.
2. Lesson Content
  - a. The Vietnam War (page 188)
  - b. Tet Offensive; My Lai Massacre
3. Skill Objective(s)
  - a. Students will demonstrate familiarity with the geography of the Vietnam War.
  - b. Students apply thinking skills to their reading, writing, listening, speaking and viewing.
  - c. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
  - d. Students will respond to and discuss information gained from a variety of sources and points of view.

B. *Materials*

1. Pencils and paper for students
2. Any resources used (photo essays on line, or videos) from Appendix A
3. *The Complete Idiot's Guide to the Vietnam War*
4. Appendix A

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Some of the resource materials listed in Appendix A are outstanding, but may contain some graphic scenes. Perhaps your media specialist could produce specific resources for your class utilizing Web Whacker or some other similar program.
2. Internet information on both the Tet Offensive and the My Lai Massacre is plentiful and can be tailored to meet your particular class'/school's needs.
3. If you have the book, *The Complete Idiot's Guide to the Vietnam War*, available in your classroom (preferably several copies), have students read Part 4, Chapter 20, pages 213-233, in groups, discussing the significance of the Tet holiday. They should understand that this offensive would have been comparable to US troops launching a major offensive on, say, Christmas Day.
4. Additionally, in the same book, on pages 248-249, there is a very concise and easy-to-read few paragraphs about the infamous My Lai event of 1968. These two topics (My Lai and Tet Offensive) are excellent for either small group Literature Circles or as part of a whole-class Socratic

session. The discussion potential is tremendous. Try to let students work through their own feelings and thoughts about these incidents as merely a facilitator as much as possible. Some ideas might include assigning students roles of real or fictional people who may have a stake in the war (including politicians, military officers and troops, wives, children, parents of soldiers on BOTH sides, villagers from Vietnam, etc.). Have the students assume and maintain their roles throughout a roundtable type discussion of one or more of the events of the war studied to date. Make sure that you have given sufficient information for students to think about and “get into” their respective roles before asking them to discuss something as difficult as the My Lai Massacre or the Tet Offensive. You might serve as a host for a “talk show” on which a panel is discussion, in retrospect, the events of the war. You will know how your own class will best benefit from this discussion, so modify the format to suit your own needs and wishes, OR ask the class to decide on a format.

5. Have students divide into four fairly equal groups. Give each group either a “for” or “against” card. Have groups spend the remainder of this class period and about half of the following day’s reading and/or viewing resource materials about the Tet Offensive and the My Lai Massacre. Then, have each group take a turn having an informal “debate” with their opposing team about these events of the Vietnam War. Again, keep teacher input to a minimum, only correcting obvious misstatements of fact that are missed by the other teams.

E. *Assessment/Evaluation*

1. Teacher observation of the debates and discussions

**Lesson Four: The War In Our Living Rooms and the Ensuing Protests (four to five 45-55 minute class periods, which includes time for student group work)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand cause and effect within an historical context.
  - b. Demonstrate an understanding of how to locate people groups and places on earth using maps or globes.
  - c. Understands and applies basic principles of presenting an argument.
2. Lesson Content
  - a. The Vietnam War (page 188)
  - b. Antiwar protests: Kent State, The Pentagon Papers, “hawks” and “doves”
3. Skill Objective(s)
  - a. Students will demonstrate familiarity with the geography of the Vietnam War.
  - b. Students apply thinking skills to their reading, writing, listening, speaking and viewing.

- c. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
  - d. Students will respond to and discuss information gained from a variety of sources and points of view.
  - e. Students will use available technology to research and produce and end product that is accurately documented.
- B. *Materials*
- 1. *The Complete Idiot's Guide to the Vietnam War*
  - 2. Pencils and paper for each student
  - 3. APPROVED video clips from such war-period movies as *Coming Home*, *Born on the Fourth of July*, *Full Metal Jacket*, *Apocalypse Now*, *Small Circle of Friends*, or *Getting Straight* (NOTE: Be sure to have permission forms for EACH student and approval from school and/or district prior to using any war film clips!)
  - 4. Appendix A: Additional Resources for Teaching the Vietnam War
  - 5. Video cameras for student use (ask parents to volunteer if no school cameras)
  - 6. Access to Internet-equipped computers for students
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
- 1. Place students into four groups. Assign each group a specific topic: The Nightly News and the War; The Vietnam War Protest Songs; The Kent State Massacre; The Evacuation of Saigon. Have students utilize the *Idiot's Guide* and resources listed in Appendix A to research their topic, develop a presentation and then to present their findings to the class. Allow students about 3-4 class periods to do their research together, with the understanding that within their groups, they should decide on smaller, subtopics so that students can work on at home, too. If possible, there should be video cameras available to student groups who wish to use them. (Ask for parent volunteers as film crew!) Other groups may wish to present their information in the form of a live "newscast." Almost anything goes as far as product, with the exception of a plain, written report. Students need to flex a little here, and stretch themselves to produce something both factual and entertaining.
- E. *Assessment/Evaluation*
- 1. Rubric-based assessment of the presentations. **ALLOW STUDENTS TO CREATE A RUBRIC FOR THIS ASSESSMENT, WITH YOUR GUIDANCE!** They should have ownership of this project.

**Lesson Five: The US Pulls Out – The Fall of Saigon (one full 45-55 minute class period, plus part of another to complete the one-hour video)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Understand cause and effect within an historical context.

- b. Demonstrate an understanding of how to locate people groups and places on earth using maps and globes.
    - c. Understands and applies basic principles of presenting an argument.
  - 2. Lesson Content
    - a. The Vietnam War (page 188)
    - b. American disengagement: Nixon’s “Vietnamization” policy, Kissinger, War Powers Act
  - 3. Skill Objective(s)
    - a. Students will demonstrate familiarity with the geography of the Vietnam War.
    - b. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
- B. *Materials*
  - 1. Pencils and paper for students
  - 2. Video from THE HISTORY CHANNEL (\$39.95), 4-volume set, 50 minutes each, *Vietnam-On the Frontlines*; see Appendix A for purchase information
  - 3. *The Complete Idiot’s Guide to the Vietnam War*
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
  - 1. Students will view part four of the video series, *Vietnam-On the Frontlines*. This is first-person accounting of the fall of Saigon and the evacuation, Operation Frequent Wind, by pilots who flew those missions (one of whom is my brother in law, Col. Darrell Browning-and no, we get no money for this plug! ☺). Students should also read pages 277-286 in the *Idiot’s Guide*, which is information about the fall and evacuation of Saigon. Students should write a brief summary of both the video and their reading, highlighting major events and facts that led to the fall of Saigon, and the dangerous evacuation that took place in April 1975.
- E. *Assessment/Evaluation*
  - 1. Using 6-Trait rubrics, or your school’s/district’s preferred assessment rubric for writing, score student summaries of the fall of Saigon and the rescue operation.

**Lesson Six: Nixon, Watergate and the Resignation of a President (one 45-55 minute class)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand cause and effect within an historical context.
    - b. Demonstrate an understanding of how to locate people groups and places on earth using maps or globes.
    - c. Understands and applies basic principles of presenting an argument.

2. Lesson Content
    - a. The Vietnam War (page 188)
    - b. Watergate scandal, resignation of Nixon
  3. Skill Objective(s)
    - a. Students apply thinking skills to their reading, writing, listening, speaking and viewing.
    - b. Students will recognize, express and defend a point of view orally in an articulate manner and/or in writing.
    - c. Students will respond to and discuss information gained from a variety of sources and points of view.
- B. *Materials*
1. *The Complete Idiot's Guide to the Vietnam War*
  2. Internet-capable computer(s) for student use
  3. *The 20<sup>th</sup> Century with Mike Wallace: Presidents in Crisis-Johnson Quits and Nixon Resigns*, A&E Video, \$19.95; see Appendix A for purchasing information
  4. *A&E Biography: Richard Nixon-Man and President* (optional, but good!)
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
1. Just as the Vietnam War was brought to us via multimedia, this unit utilizes several video and audio pieces to bring the war to the students. Many public libraries have several of the listed videotapes, so it is not absolutely necessary that teachers/schools rush out to purchase all these films. However, they DO need to be located from some resource in order that students see original source reporting, interviews, and information.
  2. Students should watch the *Presidents in Crisis* film, then write 2-3 paragraphs comparing/contrasting the two presidents, particularly with regard to their involvement with the Vietnam War. Students may also listen to the entire Nixon resignation speech on line at The History Channel's website. (See Appendix A.)
  3. Students will select one of the following people to research and write a brief biographical essay about: Henry Kissinger, John N. Mitchell, Richard Nixon, Lyndon Johnson, Ho Chi Minh, Le Duc Tho, Abbie Hoffman, Jane Fonda (only the Vietnam visit information is necessary), Pol Pot, Ngo Dinh Diem, Sen. John McCain (with regard to his being a POW), Adm. James Stockdale (another POW), Douglas "Pete" Peterson (POW). Many of these people have short bios available on-line at <http://www.biography.com/cgi-bin/biomain.cgi>. These biographical essays may be either presented orally to the class or handed in. In either case, they should then be displayed in a nearby hallway under the heading, "A Biography Wall for the Vietnam War" or some other title of your choosing.
- E. *Assessment/Evaluation*
1. Teacher assessment of student biographical essays

**Lesson Seven: Lasting Implications and The Wall (one 45-55 minute class)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Understand cause and effect within an historical context.
2. Lesson Content
  - a. The Vietnam War (page 188)
  - b. Antiwar protests: Kent State; “hawks” and “doves”
  - c. Watergate scandal
3. Skill Objective(s)
  - a. Students will respond to and discuss information gained from a variety of sources and points of view.

**B. Materials**

1. *The Complete Idiot’s Guide to the Vietnam War*

**C. Key Vocabulary**

No new vocabulary

**D. Procedures/Activities**

1. Students should read pages 297-307 in the *Idiot’s Guide*. Ask students to think about and discuss how they would have reacted in the following situations:
  - a. They have a brother who was drafted, but who refused to go, burned his draft card in protest, and fled to Canada.
  - b. They have a father who returned home from Vietnam, only to be spat upon by protesters of the war as he arrived at the airport.
  - c. They have a brother or sister who attends Kent State University, and who was seriously injured by National Guard gunfire at the protest there.
2. Ask them to consider their own actions in these situations. Try to have students make judgments in their minds about right/wrong, but offer no assistance. They should come to these terms ON THEIR OWN, and be able to articulate their arguments for their position. This discussion is good for one entire class period.

**E. Assessment/Evaluation**

1. Teacher observation of students’ participation in discussion/debates

**VI. CULMINATING ACTIVITY**

- A. THE DEBATE CONTINUES:** Students are divided into groups based upon their support or disdain for the involvement of the US in Vietnam. Students will pretend to be on a debate panel during the time of the height of the war, and can dress for their parts (e.g., those protesting might wear tie-dyed “hippie” style clothes while those supporting the involvement of our troops in the war might be much more 1960s conservative in dress.) There should be one or two students to serve as moderators for the debates, and it would be really great to “televise” the debate event. For example, the debate could be videotaped for classroom use only, or, with special permission of school administration, could be broadcast over a closed-circuit system, if available. Remind students to stay in character and to be careful of language, even though that often was not the case in reality

during the sixties protests. Also, students on both sides of the debate must base their arguments on actual information from this period of time. They may choose to be real people from this era or may use their own identities as they “time travel” back to this, one of the most turbulent times in our nation’s history.

- B. PROJECT PRESENTATIONS: Over two days (or more, if needed), students will orally present their chosen projects (See Appendix B and Appendix C) to the class. If possible, these presentations could also be done as an evening event for parents and other family members to attend.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Vietnam Resources
- B. Appendix B: The Vietnam War Project
- C. Appendix C: The Vietnam War Project Rubric for Scoring
- D. Appendix D: Timeline of Crucial Events

## VIII. BIBLIOGRAPHY

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- F. “*The 20<sup>th</sup> Century with Mike Wallace: Presidents in Crisis – Johnson Quits and Nixon Resigns*.” Available through A&E The History Channel on-line at  
<http://store.aetv.com/cgi-bin/ae.storefront/0/Ext/OutsideFrame/UT/32/Product/30223>.
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- M. “Vietnam-Yesterday and Today.” Available on-line  
<http://servercc.oakton.edu/~wittman>.
- N. Warren, James A. *Portrait of a Tragedy: America and the Vietnam War*. New York: Lothrop, Lee and Shepard Books, 1990, ISBN#0-688-07454-5.

## Appendix A-War Comes to Our Living Rooms Additional Resources for the Vietnam War

*Air Combat: Vietnam Choppers* Item #AAE-30223 \$19.95

*Vietnam: On the Frontlines* Item #AAE-43198 \$39.95, 4-volume set

*The 20<sup>th</sup> Century with Mike Wallace-Presidents in Crisis: Johnson Quits and Nixon Resigns* Item #AAE-50012 \$19.95

*Richard Nixon: Man and President* Item #AAE-14082 \$14.95

All the above video titles are available on-line through A&E/The History Channel at:

<http://store.aetv.com/cgi-bin/ae.storefront/0/Ext/OutsideFrame/UT/32/Product/30223>

Very concise biographies of the following people are available on line through A&E Biography: Ho Chi Minh, Henry Kissinger, Ho Chi Minh, Pol Pot, Le Duc Tho, Abbie Hoffman, Jane Fonda, John Mitchell, James Stockdale, John McCain, John F. Kennedy, Lyndon B. Johnson, Gerald R. Ford, John Erlichman, John Dean, G. Gordon Liddy. These biographies are available at:

<http://www.biography.com/cgi-bin/biomain.cgi>

There is a very extensive and useful Vietnam bibliography available on-line at:

<http://member.aol.com/~ht?a/histriography/Vietnam.htm>

Another outstanding teacher's guide is available on-line at:

<http://ww.askasia.org/frclasrm/readings/r000189.htm>

The Time-Life photo essay about the My Lai Massacre is available on-line at

<http://www.pathfinder.com/photo/essay/mylai/mylaihp.htm>

The PBS documentary series on Vietnam and the Tet Offensive is available in printed summary format at:

<http://www.pbs.org/wgbh/amex/vietnam/107ts.html>

This is a 20-page document, so be prepared for use of paper!

## Appendix B-War Comes to Our Living Rooms

### The Vietnam War Project

Below are five choices for your project. Choose one, sign up with teacher, and get started. Presentations to class will be held on \_\_\_\_\_.

\_\_\_\_\_ . You should have your project ready for presentation on \_\_\_\_\_.

1. Create a series of original maps showing the “progress” of the war, from 1954-1975 when Saigon fell. Write brief (2-3 paragraph) explanations of the movement of the war for each map, including major landforms, battles, and other important information.
2. Compare/contrast the US military involvement in Vietnam with our 1990-1991 involvement in the Persian Gulf during Desert Storm. Support your thoughts with facts.
3. Write a position paper (3-5 pages) stating your opinion about whether the US should have become directly involved in the Vietnam War. Back up your opinion with plenty of facts and figures.
4. Interview a veteran of the Vietnam War. First, create a complete series of questions for the interview to be approved by your teacher. (You may add to those as the interview progresses.) Conduct the interview live or over the telephone, and write up your findings. Conclude with 2-3 paragraphs telling what you learned from this person. Also include their own personal feelings about the war 30 years later. Have their attitudes about the war changed in any way? How? Why?
5. Compile a presentation no more than 15 minutes in length about the “protest music” and music supporting the war. Who were the artists? Was all their music in support or protest of Vietnam? Did the group’s/artist’s popularity extend beyond the war? If so, how did their music change following the war? You can play excerpts from some of these songs, but there won’t be time for full play on all of them. You may also provide lyrics sheets for the class so that we call all follow along.

I HAVE CHOSEN PROJECT NUMBER \_\_\_\_\_. It has been approved by my teacher. \_\_\_\_\_ (Teacher initials and date). It is due \_\_\_\_\_.

## Appendix C-War Comes to Our Living Rooms

### RUBRIC FOR SCORING PROJECTS

#### LEVEL 4 (A):

**CONTENT:** The project demonstrates superior understanding of the topic. The finished presentation is fully developed and well-organized.

**APPEARANCE/EDITING:** The final form of the project is neatly presented with few or no errors in conventions.

#### LEVEL 3 (B):

**CONTENT:** The project demonstrates good understanding of the topic. Some main details may be lacking, but the project as a whole is adequately developed and organized.

**APPEARANCE/EDITING:** The final form of the project is acceptably presented with some errors in conventions.

#### LEVEL 2 (C):

**CONTENT:** It is sometimes difficult to understand your facts and flow. It seems a bit disorganized. Your presentation needed some work; YOU may have know where you were going, but it was hard for the audience to follow.

**APPEARANCE/EDITING:** Your product needed a little more attention. Most everything is covered, but not as neatly as I would have preferred. You are capable of better use of conventions than you demonstrated here.

#### LEVEL 1 (D):

**CONTENT:** It is very difficult to understand your product and/or presentation. It seems minimally developed and disorganized.

**APPEARANCE/EDITING:** Sloppy work. Many editing errors.

#### LEVEL 0 (F): NO EXCUSE. No one should be in this category.

**Appendix D, page 1-War Comes to Our Living Rooms  
Timeline of Crucial Events**

**1954**

**July 21** Geneva Accords end French-Indochina war  
**Oct 23** Pres. Eisenhower offers US aid to South Vietnam

**1955**

**Feb 12** US military advisors assume responsibility for training ARVN  
**Oct 23** Ngo Dinh Diem becomes President of South Vietnam

**1959**

**Hanoi communists organize infiltration group to South Vietnam to force unification**

**1960**

**Dec 20** North Vietnamese announce formation of Viet Cong

**1961**

**Fall** Pres. Kennedy's administration decides to step up military and economic aid to South Vietnam, and "advisors" increase from 685 to 16,000 by 1963.

**1963**

**Nov 1** Diem overthrown during coup and executed by army  
**Nov 22** Pres. Kennedy assassinated

**1964**

**Mar 17** US pledges continued aid to South Vietnam for however long it takes to defeat Communism.  
**August** Gulf of Tonkin incident  
**Nov 2** Lyndon Johnson elected president

**1965**

**Mar 8** US Marines land at Da Nang  
**Mar 21** Communist China offers assistance to North Vietnam  
**Apr 17** Huge antiwar protest in New York – 15,000 present  
**Jul 28** Pres. Johnson institutes the military draft, increasing troop build up from 75,000 to 125,000  
**YEAR END** 184,300 US troops, 643,000 ARVN troops  
US battle dead: 1636 ARVN battle dead: 35,759

**1966**

**Feb** US senate holds hearings on the country's war policy in Vietnam  
**Spring** More antiwar demonstrations  
**YEAR END** 385,300 US troops, 735,900 ARVN troops  
US battle dead: 6644 ARVN battle dead: 47,712

## Appendix D, page 2-War Comes to Our Living Rooms

### 1967

- Apr 15** 100,000 protest the war in New York  
**Aug 3** Pres. Johnson raises US troop “ceiling” to 525,000  
Polls show what US senators are almost split over war support: 44 in favor and 40 against  
**Oct 21** Protesters storm the Pentagon in Washington  
**Year End** US troop total: 485,600 ARVN troop total: 798,800  
US battle dead: 16,012 ARVN battle dead: 60,428

### 1968

- Jan 1** Pres Johnson places mandatory restrictions on foreign investments by US  
Johnson asks Americans to curb travel abroad to save more gold drain  
**Jan 23** North Koreans take control of US spy ship USS Pueblo  
**Jan 30** Tet offensive begins  
**Feb 13** Pentagon announces deployment of 10,000 additional troops  
**Feb 17** All-time high for US casualties reported this week with 543 killed  
2547 wounded  
**Feb 28** Military advisors request additional 206,000 troops  
**Mar 26** Advisors in White House tell Pres. US public support for war effort  
has dropped tremendously and that withdrawal will be necessary  
**Mar 31** Pres. Johnson announces he will not seek reelection, asks for bombing  
cease-fire, and proposes talks.  
**Apr 9** Sec. Of Defense Clark Clifford sets troop ceiling at 549,000 and calls for  
South Vietnam to take their own war burden on soon  
**Spring** Many more antiwar demonstrations around the country  
**May** While peace talks begin in Paris, more communist attacks on Saigon  
**Aug 8** Richard Nixon receives Republican presidential nomination and three  
weeks later, Hubert Humphrey is nominated by the Dems  
**Nov 1** Pres. Johnson stops all bombing of North Vietnam by US  
**Nov 6** Nixon elected President of US with 43.4% of the popular vote  
**Year end** US troop total: 536,100 ARVN troop total: 820,000  
US battle dead: 30,610 ARVN battle dead: 88,343

### 1969

- Spring** US maximum troop strength reached at 543,400. Gen. Creighton  
Abrams is the US commander  
**Sep 3** North Vietnamese president, Ho Chi Minh, dies  
**Sep 16** Pres. Nixon announces withdrawal of 35,000 US troops  
**Oct** Nationwide (US) protests against the war ensue  
**Nov 3** Pres. Nixon first uses the word “Vietnamization” in a speech to public  
**Nov 13** 40,000 protest the war in Washington, D.C.  
**Nov 15** 250,000-300,000 people protest war in Washington, D. C.  
**Nov 16** First reports of My Lai massacre of March 1968  
**Dec 15** Nixon announces withdrawal of 50,000 more troops

**Appendix D, page 3-War Comes to Our Living Rooms**

<b>Year End</b>	<b>US troop total: 475,400</b>	<b>ARVN troop total: 897,000</b>
	<b>US battle dead: 40,024</b>	<b>ARVN battle dead: 110,176</b>
<b>1970</b>		
<b>Apr 20</b>	<b>Pres. Nixon vows to remove 150,000 more troops this year</b>	
<b>May 1</b>	<b>US-South Vietnamese invade Cambodia</b>	
<b>May 4</b>	<b>4 Kent State Univ. (OH) students are shot and killed and 9 wounded by US National Guard troops during a protest against the invasion of Cambodia. Within a week, 100 US colleges are closed by protesting students</b>	
<b>Sep 7</b>	<b>US has less than 400,000 troops in Vietnam for first time since 1967</b>	
<b>Oct 7</b>	<b>Nixon proposes ceasefire throughout Indochina</b>	
<b>Nov 16</b>	<b>Reports show number of US dead in Indochina tops 44,000 during a protest against the invasion of Cambodia. Within a week, 100 US colleges are closed by protesting students</b>	
<b>Sep 7</b>	<b>US has less than 400,000 troops in Vietnam for first time since 1967</b>	
<b>Oct 7</b>	<b>Nixon proposes ceasefire throughout Indochina</b>	
<b>Nov 16</b>	<b>Reports show number of US dead in Indochina tops 44,000</b>	
<b>Year end</b>	<b>US troop total: 334,600</b>	<b>ARVN total: 1,048,000</b>
	<b>US battle dead: 45,926</b>	<b>ARVN battle dead: 195,847</b>
<b>1973</b>		
<b>Jan 15</b>	<b>Nixon halts US air offensives in North Vietnam and privately admonishes Pres. Thieu that we will react with force to any violations</b>	
<b>Jan 23</b>	<b>Pres Nixon announces peace accord with Hanoi to end war, with ceasefire ending on Jan 27 and POWS to be released within 2 months</b>	
<b>Jan 27</b>	<b>Paris Peace Accords signed, ending the longest war effort in US history (12 years) North Vietnamese troops stay in South Vietnam, Laos and Cambodia</b>	
<b>May 10</b>	<b>US House of Representatives agrees to halt bombing by Aug. 15</b>	
<b>Aug 15</b>	<b>All direct American military intervention in Indochina ends in accordance with Congress' May mandate.</b>	
<b>Sep 21</b>	<b>Henry Kissinger becomes US Sec. Of State</b>	
<b>Nov 7</b>	<b>US Congress passes War Powers Act</b>	
<b>Year end</b>	<b>US troop total: less than 250</b>	<b>US battle dead: 46, 163</b>
	<b>ARVN battle dead: 223,748</b>	
<b>1974</b>		
	<b>Both sides violate the cease-fire agreement in South Vietnam</b>	
<b>Jan 6</b>	<b>Khmer Rouge reach outskirts of Phnom Penh</b>	
<b>May 6</b>	<b>Senate rejects Nixon's proposal for \$266 million in aid to South Vietnam</b>	
<b>May 9</b>	<b>US House of Representatives begin formal inquiry into impeachment of Nixon over Watergate incident</b>	
<b>Nov 7</b>	<b>Congress passes War Powers Act</b>	
<b>Aug 9</b>	<b>Nixon resigns as President and Gerald Ford takes office. Ford keeps Henry Kissinger as Sec. Of State</b>	

## **Appendix D, page 4-War Comes to Our Living Rooms**

**1975**

- Jan 8** North Vietnamese seize Phuoc Long Province north of Saigon
- Mar 30** Da Nang falls to NVA
- Apr 10** Congress rejects Pres. Ford's request for \$722 million in military aid and \$250 million in economic/humanitarian aid for Saigon
- Apr 16** Pol Pot's troops capture Phnom Penh and begin massacres across Cambodia
- Apr 21** Pres. Thieu resigns
- Apr 30** Fall of Saigon City. Americans help 150,000 South Vietnamese escape