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## Unit Outline for SEDU 415

Name:

Subject area: History

Grade level: 11th

### **Goals for the unit: (3)**

This particular unit included educating students on the causes and impacts of the Vietnam War including issues such as the division of the nation, as well as the benefits and cost associated with the war. To teach these particular concepts, students will explore geographical regions as well as influential people. Also included within this unit is the general attitude of the American people throughout the war at home.

### **Rationale for the unit:**

Not only is the particular unit included in the Tennessee standards for U.S. History, but it is important for every American to know. The Vietnam War was a pivotal time for the United States, as it was waging war against communism during the Cold War. The outcome of the Vietnam War still lingers today as it changed the way the American society views conflicts that our soldiers are involved in.

### **Names of the lessons and assessments planned for each day:**

Day 1: *Prelude to the War: Diplomacy in the South East*  
(Students will be assigned a topic for research paper)

Day 2: *Going to War in Asia*  
(Students will complete a reflection on a video)

Day 3: *Vietnam Divides the Nation*  
(Students will complete a KWL worksheet and a crossword puzzle)

Day 4: *Vietnam, a summary*  
(Students will participate in a jeopardy review game and present research papers)

### **Brief description of service learning project:**

The students will go on a trip to the nearest veteran's hospital or American Legion to visit with veterans, and ask them questions and be conversational. Students will produce the stories in written or audio format.

**Brief description of PowerPoint with activities:**

The PowerPoint will consist of photographs from the war, major facts that the students will need to know for the end of the year test, a jeopardy game at the end of PowerPoint, and a video with a reflection time as well. The PowerPoint will be shown throughout the 4 lessons.

**5 Websites:**

<http://www.thevietnam-war.com/>

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

<http://www.pbs.org/battlefieldvietnam/>

<http://www.digitalhistory.uh.edu/modules/vietnam/index.cfm>

[http://www.battlesofwar.com/Vietnam\\_War.php](http://www.battlesofwar.com/Vietnam_War.php)

**State Standards for the unit:**

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

9.6 Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

9.6 Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).

9.8 Compare and contrast the domestic and foreign policies of the Kennedy/Johnson administrations to the Nixon administration.

9.12 Investigate the effects of the turbulent 1960's upon American society.

### **Formative and summative assessment plans:**

During the unit students will be monitored and evaluated with classroom discussion, the PowerPoint presentation, and direct questioning. Each student will select a topic approved by the teacher to compose a research paper on for the unit. Upon completion of the unit Students will be given a summative test.

### **Reference**

Appleby, J, Brinkley, A, Broussard, A.S., McPherson, J.M., & Ritchie, D.A. (2005). *The american vision: Modern times*. New York: McGraw Hill.

<http://www.thevietnam-war.com/>

<http://teachertube.com/>

<http://www.thevietnam-war.com/>

## **CLASSROOM MANAGEMENT PLAN FOR UNIT SEDU 415**

### **STATEMENT OF PURPOSE FOR YOUR CLASSROOM:**

The purpose of the classroom is to provide a positive learning environment in which the students will learn about the events in history that have shaped our past, present, and future. Students will learn to work as a team to solve problems while thinking critically. Most importantly students will have fun as they gain respect for each other, as well as develop skills in leadership and citizenry.

### **EXPECTATIONS FOR BEHAVIOR**

Students are to enter the classroom with a positive attitude towards learning and their classmates. Students should expect to have fun at the same time show respect for the teacher as well as others. Students will be expected to participate in classroom discussions and learning activities.

### **FIVE RULES FOR YOUR CLASSROOM. STATE THEM POSITIVELY AND MAKE THEM CLEAR.**

1. Be in class on time.
2. Have all your materials ready when class begins.
3. Read the objectives that are listed on the board so to be prepared for the lesson.
4. Respect others and yourself.

### **LIST CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR IN ORDER OF SEVERITY.**

Depending on the severity of each incident the students will be disciplined by the following. The first incident will merit a warning. Following the initial warning a student will receive up to 3 demerits. Each demerit comes with added homework that will count towards the student's participation grade. After a student receives three demerits a phone call will be made to their parents or guardians. If inappropriate behavior still persists the student will be sent to the principal for disciplinary actions.

## **LIST CONSEQUENCES WHICH POSITIVELY REINFORCE APPROPRIATE BEHAVIOR.**

Students who do not receive a demerit for the week will be given the last 10 minutes of class as free time. Each student who completes an entire month without receiving a demerit will be given 5 bonus points that can be used toward any assignment with the exception of chapter tests.

## **OUTLINE PROCEDURES FOR:**

### **BEGINNING OF CLASS:**

When the students enter the classroom they will be expected to find their seat and prepare themselves for class. Any material and books should be taken out before the class begins. Each day the objectives will be written on the wall and students will begin working on the instructions given for each day.

### **ENDING CLASS:**

In the last few minutes of class the lesson or work for the day will be wrapped up. Questions concerning things such as homework will be answered at this time. Students will have the last 3-5 minutes to pack up their materials and books in preparation for class change or the end of the day.

## **MAKING UP WORK AFTER AN ABSENCES**

A basket will be setup for students to retrieve make-up work. Following an absences students' assignments will be placed in this basket where they can complete them as soon as possible.

## **GETTING HELP**

Students will rely on a buddy system for obtaining help. Each student will be directed to ask at least two other classmates before relying on the teacher for the answer they need.

## Accommodations

The following accommodations are for the unit over Vietnam. Each student will be listed, and then the accommodations needed to be made will be shown below.

### **Billy**

Billy will receive a different activity to do than the paper assigned to the class. Since he reads at a low level, I would assign and give him a few videos to watch that covers the same material as what the other students will be doing research over. Billy would be required to watch the videos and write a brief summary over them. For lesson 2, the students will write a reflection over a video shown during class. Since Amanda is a very bright student, Billy will be sitting by her during the year and she will be asked to help Billy with any questions he has while completing the assignment. For the 3<sup>rd</sup> lesson, the students will be completing a KWL chart and a crossword puzzle. On the KWL sheet for jimmy <sup>?</sup> will have examples from each of the 3 sections on it to help him better understand what it is he is to do. For the Cross Word Puzzle, Billy will be given the list of words as well as the clues. Again, he will be sitting next to Amanda in case he needs help. For lesson 4, the students are doing a Jeopardy game and will present their papers. Billy will be paired in Amanda's group during Jeopardy and he will present what he learned from the videos to the class.

### **Amy**

Amy will be assigned a seat near the teacher for the entire part of the year. Because she is so active and has a hard time paying attention she will be given the job of helping Ramon, the

Spanish speaking students to try and avert some of her energy into a positive way. Hopefully with her sitting at the front of the classroom she will be more inclined to pay attention to the lectures and videos. Because she is ADHD I will try to get her more involved in the class, especially during classroom discussion. A point system will be set up for Amy to earn rewards for good behavior such as homework passes and extra credit points on assignments.

### **Doug**

Since there is a possibility that Doug may be a homosexual and it was causing him social problems, I would possibly talk to him and ask him why he thinks the students are making fun of him. I believe the best way to solve the problem would be to fix it quietly with the student. Also a solution would be to speak to his parents and also get the school counselor involved. Prejudice is a very sensitive subject that should not be taken lightly. If it is affecting Doug as a student then it probably is a serious issue. I would also pair Doug with Ramon to give him a friend and to try to help get him more involved with the class.

### **Amanda**

Because Amanda is a very intelligent student, different activities will be designed for her to do that vary from the rest of the class. In the first lesson the students are assigned a 1 page paper over a topic. To give Amanda a more challenging activity she will write a comparison paper about the different strategies used by the 7 U.S. presidents concerning Vietnam. For the reflection over the Tet video Amanda could instead write about how the things she viewed compared to other wars that we have studied about in the class. During the Jeopardy game Amanda will be paired with Billy and Ramon so she can help them thus keeping her from feeling bored with the activity.

## Ramon

Because Ramon is a Spanish speaking student, I would be sure to have any material in class translated into Spanish as well as present it in English to help him learn the language and better understand assignments. Ramon will be able to seek the help of any students in class. I would also partner him with another student in class to help him. A possible student would be Doug because he needs a friend in the class and it would be good for Ramon to have an English speaking student as a friend to help him. Since he only reads on a second grade level he too would watch videos like Doug for the project and present a summary over it. Grading for Ramon would be very lenient as far as grammar in his work.

*He may not read Spanish either.*

## 1. Descriptive Data

Teacher: \_\_\_\_\_ Class: U.S. History Date \_\_\_\_\_ Grade level 11th  
Unit: The Vietnam War  
Lesson Number 1 Topic: *Prelude to the War: Diplomacy in the South East*

Anticipated noise level: moderate

## 2. Goals and Objectives

Instructional Goals: Teach the student that they will learn how the United States became involved in the Vietnam Conflict.

Specific Behavioral Objectives: Given the PowerPoint lecture, TSW be able to identify the reasons the United States became active in Vietnam and organize pros and cons in a discussion web with 80% accuracy.

*State Standards:*

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

*National Standards:* NSS-USH.5-12.9 ERA 9: Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

NSS-USH.9-12.10 ERA 10: Understands recent developments in foreign and domestic politics

## 3. Procedure

Content:

10 minutes. Activity 1: Set (introduction)

Introduction to the Unit by the teacher. Students will be asked if they have any family members that fought in Vietnam. Students will also be asked to locate Vietnam on the classroom map.

40 minutes. Activity 2:

Students will view slides 1 -22 of the unit PowerPoint lecture. Students will learn about the situation in Vietnam following WWII until the first involvement of the U.S.

25 minutes. Activity 3:

Students will participate in a classroom discussion. After being divided into groups the students will create a discussion web given the facts they recorded from the PowerPoint and what is found in the text book. After compiling pros and cons for U.S. involvement in Vietnam, the students will discuss their findings and try to come to a class consensus on whether the United States should have intervened.

5 minutes. Final Activity (lesson conclusion or closure):

The lesson will be concluded for the day. Students will be assigned the class project which is a one page paper over a topic from the Unit. This assignment will be due on The assignment will be due on the day of the fourth lesson.

Differentiated instruction:

Students will work in groups to complete the discussion web and participate in the classroom discussion. The students will also start working on their project at home.

If time remains:

Students will be allowed to get a start on their paper by doing research using the text book. If classroom is equipped with computers, students will be allowed to do research on the internet.

Differentiated Instruction

Students will be given different topics to complete the summary paper. As stated in the accommodations some of the students will be given topics based on their ability. The discussion web is also a form of differentiated instruction.

## **5. Assignments and Reminders of Assignments**

Special notes and reminders to myself:

Make sure you have enough time to thoroughly cover the expectations and directions of the paper assignment.

## **6. Materials and Equipment Needed**

Audiovisual: PowerPoint

Other: Discussion Web worksheet

## **7. Assessment, Reflection, and Revision**

**Assessment of student learning:**  
Students will be assessed during the classroom discussion and discussion web activity.

*Will grade  
you on  
this or  
have a  
checklist?*

Reflective thoughts about lesson:

Suggestions for revision:

## 1. Descriptive Data

Teacher: \_\_\_\_\_ Class: U.S. History Date \_\_\_\_\_ Grade level 11th  
Unit: The Vietnam War  
Lesson Number 2 Topic: *Going to War in Asia*

Anticipated noise level (moderate)

## 2. Goals and Objectives

Specific Behavioral Objectives: Given the PowerPoint and the video over the Tet Offensive, TSW write a half page reflection over the video concerning their thoughts on the war, how the soldiers dealt with the conditions, and the conditions for the army in Vietnam with an 85% accuracy.

*State Standards:*

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

*National Standards:*

NSS-USH.5-12.9 ERA 9: Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

NSS-USH.9-12.10 ERA 10: Understands recent developments in foreign and domestic politics

## 3. Procedure

Content: Teacher will lecture with the PowerPoint over the increased involvement in Vietnam, students will also view a video and then write a reflection over the video.

5 minutes. Activity 1: Set (introduction)

Any questions about the project will be answered at this time. Students will be reminded of the lesson from the previous day. Students will be asked direct questions to refresh their memory and to prepare them for the day's lesson.

30 minutes. Activity 2:

*For a  
next  
make what  
it would  
be like to  
fight an  
enemy every*

Students will view slides 23- 37 of the unit PowerPoint presentation. During this time they will view the 10 minute video over the Tet Offensive.

25 minutes. Activity 3: Final Activity

Students will write a reflection over the Tet Offensive Video. They will be instructed as to what to right on the PowerPoint. The students may use their notes and text book for reference if needed.

Differentiated instruction: *→ Have notes or an outline for the lecture.*

Students will be lectured to, then will watch a video and then complete a writing activity.

If time remains:

Students will be given additional time to work on the reflection. If all students had completed it they will be asked to share their reflection with the class.

## **5. Assignments and Reminders of Assignments**

Special notes and reminders to myself:

Be sure to stay on pace so students have time to complete the reflection.

## **6. Materials and Equipment Needed**

Audiovisual: PowerPoint, Tet Offensive Video

Other: Students will need pencils, paper, and their textbook

## **7. Assessment, Reflection, and Revision**

**Assessment of student learning:**

Students will be assessed using the reflection paper that they will produce during class.

Reflective thoughts about lesson:

Suggestions for revision:

## 1. Descriptive Data

Teacher: \_\_\_\_\_ Class U.S. History Date \_\_\_\_\_ Grade level 11th  
Unit: The Vietnam War  
Lesson Number 3 Topic: *Vietnam Divides the Nation*

Anticipated noise level (high)

## 2. Goals and Objectives

Specific Behavioral Objectives: Given the PowerPoint and video, TSW be able to identify the impact of the Vietnam War on the American society and complete the KWL and crossword puzzle with 85% accuracy.

*State Standards:*

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

9.6 Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).

9.12 Investigate the effects of the turbulent 1960's upon American society.

*National Standards:*

NSS-USH.5-12.9 ERA 9: Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

## 3. Procedure

Content:

15 minutes. Activity 1: Set (introduction)

Today's lesson is on the impact of the war on U.S. society. The lesson for the day will start out with a KWL chart. After I pass out the sheet students will be given time to fill out the K and W section of what they think they know about the topic and what they want to learn. The L section will be filled out at the end of the lesson.

35 minutes. Activity 2:

*Will  
you do  
this  
together?*

Students will view slides 38- 55 on the unit PowerPoint presentation. These slides are over the effect of the war on the U.S. public and cover the Kent State shooting. Students will also view a short video over the incident.

5-10 minutes. Activity 3:

Following the PowerPoint slides the students will finish the KWL sheet.

15-20 minutes. Final Activity

Students will be given a cross word puzzle to complete that contains key terms from the unit.

Differentiated instruction

If time remains:

Students can continue to work on the crossword puzzle and the project that is due the following day.

## 5. Assignments and Reminders of Assignments

## 6. Materials and Equipment Needed

Audiovisual: PowerPoint Presentation that included slides and a video over the Kent State shooting.

Other:

## 7. Assessment, Reflection, and Revision

**Assessment of student learning:** Students will write a paragraph about the video over the Tet Offensive, and they will participate in the Jeopardy game following the PowerPoint presentation.

*where is the KWL?*

*where is this?*

Reflective thoughts about lesson:

Suggestions for revision:

## Lesson Plan Format

### 1. Descriptive Data

Teacher \_\_\_\_\_ Class: U.S. History Date \_\_\_\_\_ Grade level 11th  
Unit : The Vietnam War  
Lesson Number 4 Topic: *Vietnam :a summary*

Anticipated noise level (high)

### 2. Goals and Objectives

Specific Behavioral Objectives: Given the Jeopardy Game, TSW answer questions from the unit with 80% accuracy.

#### *State Standards:*

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

#### *National Standards:*

NSS-USH.5-12.9 ERA 9: Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

NSS-USH.9-12.10 ERA 10: Understands recent developments in foreign and domestic politics

### 3. Procedure

Content: Students will divide into groups and participate in the review game. Papers will also be presented following the review game.

40 minutes. Activity 1: Set (introduction)

Today the students will participate in a Jeopardy game that will review all the material from the unit. The students will be placed in groups of 3 to 4 to participate in the game. Students will be allowed to use their textbooks and notes for the game, but not after they select the question.

40 minutes. Activity 2: Final Activity

Students will present their papers to the class following the Jeopardy game. Each student will have 2-5 minutes to present the summary of their topic to the rest of the class.

Differentiated instruction:

Questions from the Jeopardy game will be differentiated and labeled by difficulty and point value. Students will be given the option of what questions they want to answer.

If time remains: The probability of time being left over is small, but if the students finish the presentations early they can study for the test the following day.

## 5. Assignments and Reminders of Assignments

Special notes and reminders to myself:

Keep transition time minimum in order to complete all the activities

## 6. Materials and Equipment Needed

Audiovisual: PowerPoint Jeopardy game

Other: Students reports

## 7. Assessment, Reflection, and Revision

Assessment of student learning:

Students will be assessed during the jeopardy game and the presentations. The teachers will be able to assess how much of the information the students have retained from the previous lessons.

Reflective thoughts about lesson:

Suggestions for revision:

*Checklist?*

*Rubric?*

Secondary 415

## Service Learning Project

U.S. History

Age of students: 11<sup>th</sup>

Curriculum content: The service learning project relates to the Unit over the Vietnam War.

In preparation for the service learning project, the students will be taught the unit over the Vietnam War. The students will learn about the aspects of the war, the affects of it on the citizens of the United States, as well as the affects of it on the soldiers. The students will particularly need to pay attention to how the young men were drafted into the military, the conditions the soldiers were faced with in Vietnam, and the effects it had on the soldiers who returned home after fighting in the war. Each student should read about how veterans of the war have been treated, how their lives have been affected from fighting in a war, and how they were able to cope with post military service. Also, the students need to be taught the correct way to conduct an interview with an adult. The students will be given a chance to practice before participating in the service learning project. Students will practice the interview process with other teachers at the school, as well as anyone in the school administration.

The students will be taking a field trip to either a veteran's hospital or an American Legion to visit with Vietnam veterans. Prior to the trip I will go and meet with the veterans myself to find out which ones would be willing to speak to the students. I have found in the past that some veterans do not like to speak about their experiences. After finding veterans that are

willing to share stories with the students I will pick a day to make the trip. Depending on how many veterans that are going to participate, I group up the students to speak to the different veterans. Before going on the trip the students will put together care packets containing thank you letters and various things to give to the veterans. Each group will go and visit with the veterans and listen to their stories and interact with the veteran. Depending on the availability of time the students will spend at least 2 hours talking and visiting with the men. After the trip the students will write down the stories that they heard and put them into a collection together along with the other groups in the class. The students could then donate them to a local museum or historical group in the community. Another possibility would be that the students could record the veterans speaking and put the stories together in a format such as I tunes or windows media player. This would allow for them to share the stories with an endless amount of people over the internet.

The service learning project that I am proposing is something that could be used in almost all of the units concerning modern U.S. History. There are a large number of people that have lived during or through historical events. People are always willing to share their stories, especially to young people who show interest in what they have to say. An example would be that the students could talk to an African American that experienced the civil rights movement, a veteran from any of the conflicts, or someone who lived through the Cold War.

The main goal for the service learning project is for the students to learn about Vietnam from a first point of view while serving the community at the same time. Talking directly to a Vietnam War veteran will give the students a firsthand story from someone that was there and experienced all of the tribulations of war. The following school day the students will get in their groups and share with the other groups the stories that they learned and share the experiences

that they had with their veterans. The students will have to evaluate their experience and write a short essay explaining not only what they learned about Vietnam but about each of the men they talked to.

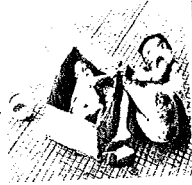
### Vietnam -Overview

- Longest war in U.S. history
- More than 58,000 killed
- 300,000 wounded
- 14,000 disabled
- 800,000 Vietnam veterans diagnosed as having "significant" to "severe" problems of readjustment.



### Overview

- In Vietnam – over 2 million dead
- In Vietnam – 4 million wounded and 10 million displaced from their homes.



### Public Opinion

- Two out of three Americans judge the Vietnam war to have been a "mistake."
- Over 50% do not have a clear idea what the war was about.
- About 1/3 can't even remember which side we supported.
- 50% of Americans did not know where Vietnam was located

### A Different War

- First "living-room war" – people watched footage of combat on the nightly news – first was in which television played a major role.



76% of the men sent to Vietnam were from lower to middle class families.

The average age of a soldier was 19.

Most soldiers were drafted – few enlisted.

Soldiers served a "tour of duty" – about 1 year.

Soldiers did not return home at the same time – usually by themselves.

7 Presidents made decisions concerning Vietnam.

Music clearly proved how divided the people were in the United States.

Soldiers invented their own vocabulary for the war.



### Background of the War

- Vietnam – was a French colony that was invaded by the Japanese during WWII.
- Ho Chi Minh – leader of the Vietnamese – called the Vietminh.
- Ho Chi Minh supported Communism



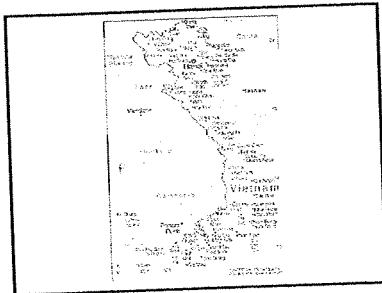
### Background

1945 – French return to control Vietnam  
Ho Chi Minh – controlled North Vietnam and was sent aid by China.

France – was sent aid by the United States  
1950 – Pres. Truman sent \$15 million to France to help with war. United States is paying 75%-80% of France's military cost.

### Reasons for U.S. Involvement

- Pres. Truman's policy of containment – American policy of resisting further expansion of communism around the world.
- Pres. Eisenhower's – domino theory – belief that if one country falls to communism, neighboring countries would fall.

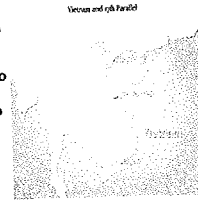


### France in Trouble

- 1954 – Operation Vulture – France wants the U.S. to use the atomic bomb – Ike said no.
- May 1954 – Dien Bien Phu – France holds area for 50 days and then falls to Ho and his men. Major turning point – France will pull out of Vietnam after this defeat.

### A Divided Vietnam

- July 1954 – Geneva Accords – Vietnam is divided near the 17<sup>th</sup> parallel into two separate nations – North Vietnam – Ho Chi Minh –
- South Vietnam – looking for leader



### The Two Leaders of Vietnam

- Ho Chi Minh – leader of the North – but also many in South Vietnam look to him for leadership
- Hero because he broke up large estates and redistributed land to the peasants.
- He had beaten the French

### The Two Leaders

- Ngo Dinh Diem – “placed” into office by the United States.
- Told to hold free elections – we later refuse.
- Corrupt govt. that suppressed opposition of any kind.
- Offered little or no land distribution to peasants.

### Ngo Dinh Diem

- He is a Catholic – most people want to follow Buddhism.
- He will restrict Buddhist practices across South Vietnam.



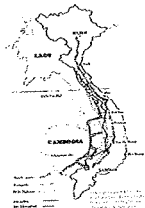
### Trouble

- 1957- Vietcong, called VC by the Americans, - they were guerrilla fighters that wanted Diem out of South Vietnam.



### VC get help

- Ho Chi Minh will use the Ho Chi Minh Trail – a network of paths used by N. Vietnam to transport supplies to the Vietcong (VC) in S. Vietnam



### JFK and Vietnam

Called Vietnam – the “cornerstone of the free world.”  
 Gen. Taylor and Vice President Johnson go on “fact finding mission – recommend sending 8,000 combat troops  
 JFK – will send “advisors” – help the South Vietnam govt.

### Trouble for Diem

- In protest to the Diem- Buddhist monks set themselves on fire.
- VC is gaining support in S. Vietnam



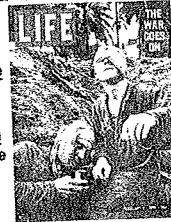
### Diem Out

- U.S. will support a military coup – takeover of Diem
- Nov. 1, 1963 – Diem is executed
- Gen. William Westmoreland – overall commander of Vietnam



### LBJ and Vietnam

- LBJ will escalate – increase U.S. involvement in the war.
- Sec. of Defense – Robert McNamara – recommends the U.S. send more troops



### Trouble in the Gulf

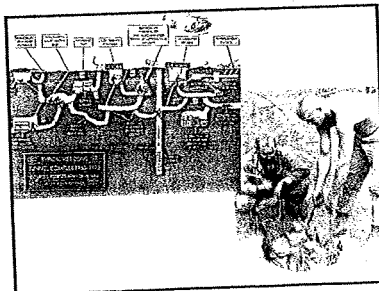
- August 1964 – Gulf of Tonkin
- The U.S.S. Maddox was attacked by N. Vietnamese torpedo boats
- 2 days later – ship C. Turner Joy is “supposedly attacked”
- LBJ ask Congress to act

### Tonkin Resolution

- Gulf of Tonkin Resolution gave LBJ a “Blank check” to do whatever steps needed to repeal attacks.
- 1965 – VC attack advisers near Pleiku and kill 8 Americans.
- 1965 – Operation Flaming Dart – used of B62 bombers on North Vietnam

### Escalation

- Operation Rolling Thunder – intense bombing of N. Vietnam.
- Main target – Ho Chi Minh Trail



### Tet Offensive

- Jan. 31 1968  
New Year – 70,000 North Vietnamese and Vietcong attack cities in South Vietnam.
- Biggest move – 19 VG attacked the U.S. Embassy in Saigon killed 5 Am. soldiers.



### Tet- turning point in war

- Why turning point:
- A. military victory for U.S. but psychological victory for VC.
- B. American public thought U.S. was winning war – but Americans were killed at the U.S. Embassy



### Tet Offensive – cont.

- C. Created credibility gap – fewer Americans trusted the govt.
- D. Pres. Johnson said he would halt bombing of N. Vietnam – that will not be the total truth
- E. Pres. Johnson announces that he will not seek re-election.

### Tet Offensive Video

- Tet Video
- Following the Video, write a paragraph about it. Explain how it made you feel, what did you see. How did the soldiers feel about fighting in Vietnam. What were there conditions like?



### My Lai

- March 16, 1968
- Charlie Company – group of U.S. troops under the command of Lt. William Calley
- Doing search and destroy mission – find “charlie” and destroy them.



### My Lai

- 300 – civilians – mostly old men, women and children killed by Calley and men.
- Officer Hugh Thompson – pilot – will report “killings” to U.S. headquarters.



### My Lai

- Robert Haerberle – Army photographer that took pictures of the “mission.”
- His pictures will be released 2 years later.
- After My Lai – many Americans view all Vietnam veterans as “baby killers.”



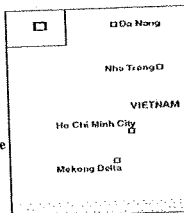
### Battle for Heart and Minds

- Clearing the jungle – reason to expose the Vietcong tunnel and hideouts
- U.S. planes dropped napalm – a gasoline-based bomb that set fire to the jungle.



### Battle for Hearts and Minds

- U.S. also used Agent Orange – leaf-killing toxic chemical that devastated the landscape.
- U.S. dumped over 13 million gallons.
- Name comes from the orange barrels that stored the chemical.



### What Heart?

- U.S. did not win the “hearts and minds” of the Vietnamese people.
  - Why?
  - A. We burned their villages
  - B. Killed livestock
  - C. Chemicals caused skin diseases, birth defects, and cancer
- <http://www.youtube.com/watch?v=IC4toeN6Dd4>

### Anti-War Movement

- The Counterculture – term used for those that went against traditional American norms.
- Counterculture was against the Establishment – the govt., large corporations, etc.
- Often this group included white, middle-class college students.

### Anti-war movement

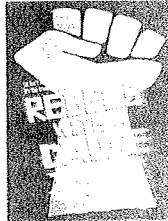
- Opposition to the War:
- Hawks – those that supported the war.
- Doves – those that were opposed to the war.
- Draft – required all men to register when they reached the age 18.

### How to avoid the Draft

- Conscientious objectors – men that claimed because of their religious beliefs that they could not fight in the war.
- Deferments – delayed entrance or not have to go at all. Mainly included upper class – because they could afford college.
- Dodge draft – go to Canada.

### Protest on College Campus

- Students for a Democratic Society – SDS – radical group formed on major colleges to protest the Vietnam War.
- SDS – wanted an end to the ROTC programs at the colleges.



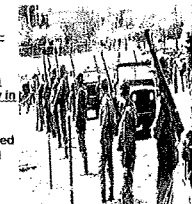
### Kent State

- May 4, 1970
- Kent State University in Ohio
- Students upset because Pres. Nixon ordered U.S. troop into Cambodia.
- Student burn ROTC building.



### Kent State

- Governor of Ohio imposes Marital Law – Temporary rule by military authorities imposed on a civilian population especially in time of war or when civil authority has broken down. He called out the Ohio National Guard.



### Kent State

- Student start protest march – national guard throws tear gas at students.
- Students throw rocks at National Guard.
- Minutes later – 4 students were shot dead.
- Kent State Video



### Pres. Nixon and the War

- Said he represented the "silent majority" – those individuals that did not demonstrate against the war or speak out against the govt.
- Promised to start bringing the "boys" home from Vietnam.





### Nixon

- His approach – Vietnamization – called for the gradual withdrawal of U.S. troops and for the Army of South Vietnam to take more control of the war.
- Said that he would cease bombing – not the whole truth –
- Operation Linebacker – the bombing of Cambodia to cut the supply lines of the Vietcong.

### Nixon

*From Mission Northwestern*


- **"Peace with Honor"** "Peace with honor"  
 – Pres. Nixon wanted to maintain U.S. dignity in the face of withdrawal from the war.

POW: POW # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

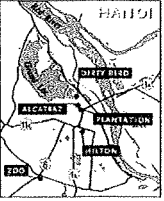
### POWS

- **1973 Operation Homecoming** – first group of American POWs land in California. Only accounted for 591 POWs – over 2,000 reported.



### POWS

From 1964 to 1973, the North Vietnamese had captured Americans, mostly pilots and crews of downed aircraft, and delivered them to prisons.



### Start for Home

- **Operation Frequent Wind** – the largest evacuation on record. Start moving all Americans from Saigon.
- **April 30<sup>th</sup> 1975** – Saigon falls to North Vietnam. Saigon will be renamed Ho Chi Minh City.

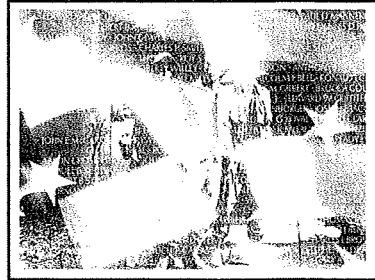
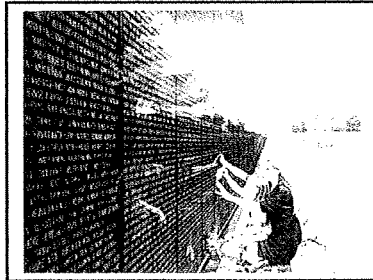
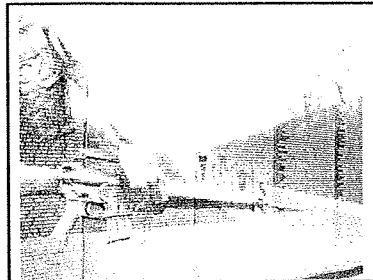


### Policy Changed

- **1973 – War Powers Act** – limits the President's power to engage troops in undeclared wars.
- **Must notify Congress within 48 hrs. Of sending troops abroad.**
- **Am. troops may not remain abroad longer than 60 days without congressional approval.**
- **1971 – Constitutional Amendment 26** – Lowered the voting age from 21 to 18

### The War's Painful Legacy

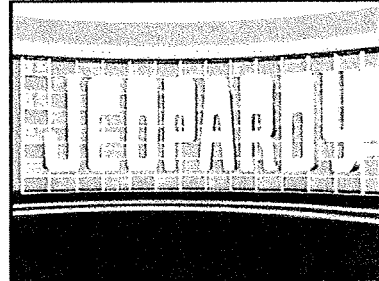
- 58,000 killed
- 365,000 wounded
- N. and S. Vietnam – 1.5 million deaths
- Delayed stress syndrome – recurring nightmares, etc.
- 1982 – Vietnam Veterans Memorial in Washington, D.C.





### Jeopardy Game

- You will now participate in a Jeopardy game.
- Teams will be formed in groups of 3 to 4. Each team will be given a chance to select a question for any given point, but if the answer is incorrect it will be opened up for any team to answer.
- To answer a question missed by the original team, a member from your team must raise their hand. First team to raise a hand gets to answer the question and steal the points.



### Resources

- The American Vision: Modern Times
- <http://www.thevietnamwar.com/index2.htm>
- <http://www.pbs.org/battlefieldvietnam/>
- <http://www.youtube.com/watch?v=sL7N-aCtILo>
- <http://teach.fcps.net/tr110/PowerPoint.htm>

## Websites with Activities

<http://www.thevietnam-war.com/>

On this site students can view over 100 pictures from Vietnam and view a time table.

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

Students can watch videos about the war and read reflections from people involved in the war such as citizens, reporters, and soldiers.

<http://www.vvmf.org/index.cfm?SectionID=2>

Students can take a virtual tour of the Vietnam Memorial Wall. They can search for names or just browse.

<http://www.digitalhistory.uh.edu/modules/vietnam/index.cfm>

This webpage offers primary documents for the students to read, as well as activities for the students to do such as fact sheets.

<http://www.spartacus.schoolnet.co.uk/vietnam.html>

This website offers an enormous amount of information about the Vietnam War, links to other sites that contain videos, interactive timelines, debates, and interviews.

## Vietnam Research Paper

You will be completing a one page paper over a topic that will relate to the Vietnam War Unit. You will choose from a list of topics that will be provided to you. The topics will range from political leaders, to the events, and some of the materials used in warfare. Papers are to be one page typed double spaced 12 font time's new <sup>R</sup>oman, or one page hand written. Make sure to label the paper at the top with your name, the class, and the date. You must use at least two references, and this may include your textbook. Be sure to cite your references at the end of the paper on a separate page. Requirements in the paper should include the following:

What was the significance of your topic in the war? If a person, what was their position? What was the topic used for in the war? How did your topic affect the outcome of the war? What kind of impact did your topic have on the Vietnamese people? Did the topic alter the perception of the war on American society?

- Ho Chi Minh
- Containment
- Domino Effect
- Operation Rolling Thunder
- Tet Offensive
- My Lai
- Napalm and Agent Orange
- Hawks and Doves
- Ngo Dinh Diem
- Vietcong Soldiers
- Ho Chi Minh Trail
- The Draft
- Kent State Shooting
- Vietnamization
- Johnson and the War
- Nixon and the War
- Gulf of Tonkin Resolution
- Pows

## Rubric

### **10 Points: Cover page**

Create a cover page with the title centered about a quarter of the page down from the top. The under it list your name on one line, then followed by the class, and finally the date the paper is due.

### **20 Points: Introductory paragraph**

The introductory paragraph should explain the topic and set the paper up for what you are going to tell me. Should be 3 to 5 sentences.

### **50 points: Main body of the paper**

The in the main body you will answer the questions about your topic that were listed above the topics. This is the main part of the paper so be sure to answer the questions thoroughly.

### **20 Points: Conclusion**

In the conclusion I want you to summarize briefly what you told me in the main body of the paper. The conclusion should be at least 3 to 5 sentences.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## US History ch 19

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

- \_\_\_\_\_ 1. With the Gulf of Tonkin Resolution, Congress, in effect,
  - a. declared war on North Vietnam.
  - b. committed to a limited war only.
  - c. increased aid to South Vietnam.
  - d. handed its war powers to the president.
  
- \_\_\_\_\_ 2. The goal of Agent Orange was to
  - a. infiltrate the Vietcong military.
  - b. sabotage Vietcong equipment.
  - c. destroy the Vietcong's ability to hide in jungles.
  - d. cut Vietcong supply lines.
  
- \_\_\_\_\_ 3. A main reason President Johnson refused to order a full-scale invasion of North Vietnam was his fear that it would
  - a. bring China into the war.
  - b. strengthen the North Vietnamese will to fight.
  - c. result in loss of American lives.
  - d. horrify the American public, ruining him politically.
  
- \_\_\_\_\_ 4. After the Tet offensive, the mainstream American media began to
  - a. appeal to Americans to support the war effort.
  - b. give less air time to antiwar protesters.
  - c. give more air time to antiwar protesters.
  - d. openly criticize the war effort.
  
- \_\_\_\_\_ 5. Nixon's decision to invade Cambodia angered Congress, resulting in
  - a. a vote of censure.
  - b. impeachment hearings.
  - c. a repeal of the Gulf of Tonkin Resolution.
  - d. a repeal of the War Powers Act.
  
- \_\_\_\_\_ 6. The number of deaths in Vietnam reached a peak in the same year in which
  - a. the Tet Offensive took place.
  - b. President Johnson sent the first combat troops to Vietnam.
  - c. the United States signed a cease-fire agreement with North Vietnam.
  - d. U.S. troops invaded Cambodia.

Name: \_\_\_\_\_

- \_\_\_\_\_ 7. The results of the battle at Dien Bien Phu convinced
- President Johnson to send American troops into Vietnam.
  - regular North Vietnamese army units to join the Vietcong.
  - President Nixon to pull American troops out of Vietnam.
  - the French to withdraw from Indochina.
- \_\_\_\_\_ 8. As the fighting began between the Vietcong and South Vietnamese army, President Eisenhower tried to help South Vietnam by
- sending food.
  - dropping napalm.
  - sending military advisers.
  - providing American troops.
- \_\_\_\_\_ 9. Kennedy felt that he needed to stand up to communism in Vietnam because of
- American humiliation over the Korean War.
  - the loss of China to communism.
  - Southern support for the war.
  - the need to justify military spending.
- \_\_\_\_\_ 10. In South Vietnam, a monk set himself on fire to protest
- the Vietnam War.
  - Western influences in his country.
  - extreme religious ceremonies.
  - discrimination against Buddhists.
- \_\_\_\_\_ 11. Operation Rolling Thunder was
- an attack on North Vietnamese ships and naval facilities.
  - an invasion of Cambodia.
  - the first combat operation in which American ground troops participated.
  - a sustained bombing campaign against North Vietnam.
- \_\_\_\_\_ 12. The Tet offensive marked a major turning point in the Vietnam War because
- the Vietcong scored a major military victory.
  - the Vietcong scored a major political victory.
  - U.S. forces scored a major military victory.
  - U.S. forces scored a major political victory.
- \_\_\_\_\_ 13. The War Powers Act was an attempt to resolve the problems that had been caused by the
- Tet offensive.
  - candidacy of Eugene McCarthy.
  - Rolling Thunder campaign.
  - Gulf of Tonkin Resolution.

Name: \_\_\_\_\_

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. . . . Asia, after all, has already lost 450 million of its peoples to the Communist dictatorship, and we simply can't afford greater losses

—President Dwight Eisenhower

- \_\_\_\_\_ 14. In this passage, Eisenhower is making the point that
- just as Korea had been a short war, so would Vietnam.
  - if Vietnam fell to communism, so would other nations in Southeast Asia.
  - the real enemy is Asia, not Vietnam.
  - the fall of Vietnam to communism could lead to its spread to the United States.
- \_\_\_\_\_ 15. The United States originally sent aid to the Vietminh to help
- them overthrow French rule.
  - them expel Japanese forces.
  - the French regain their colony.
  - prevent a communist take-over.
- \_\_\_\_\_ 16. Why was Diem's South Vietnamese government so unpopular?
- Diem was a Catholic who discriminated against his country's Buddhist majority.
  - Diem was a nationalist, but was not a very capable administrator.
  - Diem dismantled the strategic hamlets, thus uprooting the peasant population.
  - Diem refused to introduce even limited democratic reforms to help the peasants.
- \_\_\_\_\_ 17. Who overthrew the Diem government in 1963?
- the Vietcong
  - the U.S. government
  - a group of Vietnamese generals
  - a group of Buddhist monks
- \_\_\_\_\_ 18. What was the belief that suggested if Vietnam fell to communism so would the rest of Southeast Asia?
- credibility gap
  - Vietnamization
  - linkage
  - domino theory
- \_\_\_\_\_ 19. Many college faculty and students against the Vietnam War abandoned their classes and gathered informally to discuss the issues in a new form of protest called a
- sit-in.
  - teach-in.
  - show trial.
  - political rally.
- \_\_\_\_\_ 20. During the Vietnam War, American planes dropped \_\_\_\_\_, a jellied gasoline explosive that explodes on contact.
- Agent Orange
  - napalm
  - grenades
  - Greek fire
- \_\_\_\_\_ 21. What event happened at My Lai that profoundly shocked Americans?
- American troops invaded Cambodia to destroy Vietcong military bases.
  - Defense Department documents revealed that officials had lied about war decisions.
  - Ohio National Guard soldiers fired on antiwar demonstrators.
  - Unarmed Vietnamese civilians were massacred by U.S. troops.

Name: \_\_\_\_\_

- \_\_\_\_\_ 22. What country's troops returned to Vietnam in 1946 and drove the Vietminh's forces into hiding in the countryside?  
a. Japan  
b. France  
c. China  
d. United States
- \_\_\_\_\_ 23. North Vietnam received military weapons and other support from the Soviet Union and  
a. China.  
b. Japan.  
c. Italy.  
d. Laos.
- \_\_\_\_\_ 24. American officials did not think France should control Vietnam, but they did not want Vietnam to be  
a. Communist.  
b. part of Indochina.  
c. Socialist.  
d. part of China.
- \_\_\_\_\_ 25. What amendment to the Constitution gave all citizens age 18 and older the right to vote in all state and local elections?  
a. the Twenty-Sixth Amendment  
b. the Twenty-Fifth Amendment  
c. the Twenty-Fourth Amendment  
d. the Twenty-Third Amendment
- \_\_\_\_\_ 26. After the United States ended its direct involvement in Vietnam, the North Vietnamese captured Saigon and united Vietnam under  
a. a totalitarian dictatorship.  
b. nationalist rule.  
c. rule of the United Nations.  
d. Communist rule.
- \_\_\_\_\_ 27. What country did American troops invade in an effort to destroy Vietcong military bases there?  
a. Laos  
b. Cambodia  
c. China  
d. Taiwan
- \_\_\_\_\_ 28. Long after troops were home, the war lingered on for the hundreds of American families whose relatives and friends were classified as missing in action or  
a. prisoners of war.  
b. draft dodgers.  
c. defectors.  
d. absent without leave.
- \_\_\_\_\_ 29. Henry Kissinger tried to improve relations with the Soviet Union and China so he could persuade them to cut back on their aid to Vietnam in a policy called  
a. diplomacy.  
b. arms negotiation.  
c. Vietnamization.  
d. linkage.

### Matching

*Match each item with the correct statement below.*

- |                     |                   |
|---------------------|-------------------|
| a. napalm           | f. Saigon         |
| b. MIA              | g. Geneva Accords |
| c. domino theory    | h. My Lai         |
| d. war of attrition | i. Vietcong       |
| e. Agent Orange     | j. linkage        |

- \_\_\_\_\_ 30. massacre of South Vietnamese civilians by U.S. troops
- \_\_\_\_\_ 31. forces made up of North and South Vietnamese, but supplied by North Vietnam
- \_\_\_\_\_ 32. chemical that strips leaves from trees and shrubs

Name: \_\_\_\_\_

- \_\_\_ 33. temporarily divided Vietnam along the 17th Parallel
- \_\_\_ 34. jellied gasoline that explodes on contact
- \_\_\_ 35. renamed Ho Chi Minh City after reunification
- \_\_\_ 36. fear that a Communist Vietnam would lead to other Southeast Asian Communist governments
- \_\_\_ 37. strategy of defeating enemy forces by slowly wearing them down
  - a. Gulf of Tonkin Resolution
  - b. strategic hamlets
  - c. Ho Chi Minh Trail
  - d. Tet Offensive
  - e. Pentagon Papers
- \_\_\_ 38. network of jungle paths through which North Vietnam sent arms and supplies to the south
- \_\_\_ 39. massive surprise attack launched during the Vietnamese New Year
- \_\_\_ 40. authorized the president to take "all necessary measures" to repeal any armed attack against U.S. forces and prevent aggression

*Match each item with the correct statement below.*

- a. Students for a Democratic Society
  - b. hawks
  - c. General William Westmoreland
  - d. doves
  - e. Tet offensive
- \_\_\_ 41. those who wanted the United States to withdraw from Vietnam
  - \_\_\_ 42. organized a march on Washington, D.C., that drew more than 20,000 participants
  - \_\_\_ 43. those who insisted the United States stay and fight in Vietnam
  - \_\_\_ 44. surprise attack launched by the Vietcong during the Vietnamese New Year
  - \_\_\_ 45. reported that the Vietnamese enemy was on the brink of defeat

### Short Answer

"I have concluded that I should not permit the presidency to become involved in the partisan divisions that are developing in this political year. Accordingly, I shall not seek, and I will not accept, the nomination of my party for another term as your President."  
—President Lyndon B. Johnson, March 31, 1968

- 46. Briefly explain this announcement Johnson made in 1968.

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**Answer Section**

**MULTIPLE CHOICE**

1. D
2. C
3. A
4. D
5. C
6. A
7. D
8. C
9. B
10. D
11. D
12. B
13. D
14. B
15. C
16. A
17. C
18. D
19. B
20. B
21. D
22. B
23. A
24. A
25. A
26. D
27. B
28. A
29. D

**MATCHING**

30. H
31. I
32. E
33. G
34. A
35. F
36. C

37. D

38. C

39. D

40. A

41. D

42. A

43. B

44. E

45. C

**SHORT ANSWER**

46. Johnson knew the country was sharply divided over the Vietnam War. When this division carried over into the Democratic primaries, Johnson thought it would be better for the nation if he left politics.