

PEMBROKE STATE UNIVERSITY

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M E M O R A N D U M

TO: Members of the Chancellor's Scholars Council  
FROM: Robert W. Brown  
DATE: 7 December 1988  
SUBJECT: Chancellor's Scholars Thesis/Project by Mary Chavis

Attached is the revised and corrected version of Mary's Thesis/Project. The complete project consists of a six-week teaching unit on the Vietnam War, together with appropriate supplementary readings. Since the project is over 100 pages long, I have asked Mary to duplicate only the following parts:

1. All of the introductory material, including the rationale for the thesis/project and an overview of the whole;
2. One sample week of lesson plans from the unit, together with handouts and tests;
3. Copies of the Goals, Objectives, and Materials for each of the remaining five weeks;
4. The bibliography.

Not duplicated are:

1. Five additional weeks of lesson plans, together with handouts, supplementary readings, and tests;
2. Copies of reading materials collected for the teacher; a list of these materials appears in the bibliography.

Mary's complete project is available from Mrs. Barbara Locklear in the Academic Affairs Office.

Teaching the Vietnam War to High School Students

A Thesis  
Presented to  
The Chancellor's Scholars Council  
of Pembroke State University

In Partial Fulfillment  
of the Requirements for Completion of  
the Chancellor's Scholars Program

by

Mary H. Chavis  
November 30, 1988

If you are able  
save for them a place  
inside of you  
and save one backward glance  
when you are leaving  
for the place they can  
no longer go.

Be not ashamed to say  
you loved them  
though you may  
or may have always.

Take what they have left  
and what they have taught you  
with their dying  
and keep it with your own.

And in that time  
when men decide and feel safe  
to call the war insane,  
take one moment to embrace  
those gentle heroes  
you left behind.

Major Michael Davis O'Donneell  
1 Jan. 1970  
Dak To, Vietnam

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#### Acknowledgements

As I look back at the past three years at Pembroke State University, I realize that many people have enriched my life. Although I can not possibly name them all, I am sincerely grateful to them for making this project possible.

My deepest gratitude is to Chancellor Paul Givens for instituting the Chancellor's Scholars Program. Being a Chancellor's Scholar has been the highlight of my studies at Pembroke State University and without his foresight, this experience would not have been possible.

I would like to thank Dr. Charles Jenkins for his encouragement throughout my college days. Dr. James B. Chavis has given me support during many situations. Without his help, continuing my studies would have been very difficult.

My Chancellor's Scholars Professors have opened a new world for me. Dr. Jose D'Arruda, Dr. Kathryn Rileigh, Dr. Rudy Williams, Dr. John Reissner, and Dr. Kathryn Sullivan have been wonderful teachers. They have made it possible to ask "why" and not be ashamed to do so.

A special thanks to Ms. Betty Jane Bissell of Robeson Community College who taught me the difference between a student and a scholar; I will always be grateful to her.

Most of all, I would like to thank Dr. Robert Brown of the History Department. He has been my advisor, teacher, and friend. He has listened to my problems, shared in my happiness, and has never failed in giving me good advice. This project could not have developed without his guidance and strength.

The History Department professors have been extremely helpful during my investigation of the Vietnam War. Dr. David Eliades, Dr. Jerome McDuffie, Dr. William Turner, Dr. John Chay and Mr. Loren Butler all deserve credit for this project.

I would like to thank my fellow Chancellor's Scholars whom I have known since 1986. We have shared many happy times together.

I would like to express my love and gratitude to my family, Larry, Sr., Larry, Jr., Theresa, Anna and Michelle, who for over a year have eaten TV dinners, gone to meetings alone, given up their vacations, and have always encouraged me to go a little further. They have been my main support group.

Again, I would like to state how much this project has meant to me and I sincerely thank all of those dear people who had a part in it.

Mary H. Chavis

## Introduction

### How to Teach the Vietnam War to High School Students

As a teen-ager growing up in the Vietnam era, I lived in fear. The basis of this fear was that the Vietnam War had invaded my personal surroundings. My brother was at the age where he could be drafted. Several of my life-long friends were in the armed services. My uncle was in Vietnam, and his wife was living with my family. Every night we would watch the CBS Evening News with Walter Cronkite, hoping to catch a glimpse of one of our loved ones.

These were very traumatic years, and they left their impression on me. Anti-war demonstrations, college protest, and teen-age unrest was the theme of the day during the Sixties and Seventies. Today's students do not have this kind of tension around them, although they do have other pressures to contend with. One of my main objectives is to present to these students a factual representation of the Vietnam War and to acquaint them with events of that period.

When I interview several high school students, I found that many young people have a glorified image of the Vietnam War. They have seen movies such as "Rambo" and they do not seem to understand the many complications that resulted from the Vietnam War. When I surveyed the student's history books, I found that very little was written about Vietnam. While most books contained some paragraphs about the Vietnam War, some contained only a few sentences mixed in with other materials. One course was available in January, 1988, entitled The Lessons From the Vietnam War. Textbooks are becoming more accurate, but many still fail to give an insight into the cultural background of the Vietnamese, the use of chemical warfare, and the morality of the War.

In April, 1988, I surveyed thirty students about their knowledge about Vietnam. 17 students said that they knew nothing about the war, nine students had heard about it from their parents, three had relatives who served in the war and one student's father was a Vietnam Veteran. I feel that all of these students would benefit from a complete course on the Vietnam War. They would then become aware of the sacrifices made for their generation.

What I have attempted to do is put together a course that would give high school students more insight into a war that has changed their lives. Their parents, as well as their uncles, neighbors and friends, may have been involved with the Vietnam War. Some of their acquaintances may have been protestors, war activists, draft dodgers, or actually served in the war. I want the students to understand the major aspects of the war, as well as the psychology and sociology and history of the Vietnam War era.

I feel that now is the appropriate time to develop a course about <sup>the</sup> Vietnam War. So many books are now on the market. The Tunnels of Cu Chi, Bloods, Scrapnel in the Heart, To Heal a Nation are all excellent books about the realities of the war. Movies are being made about the real-life drama of the war. Platoon, Good Morning, Vietnam, Hamburger Hill and Full Metal Jacket, show the fighting side of the war, but there are other aspects that have not been explored in the movies. (In my opinion, some of these movies and books are not suitable for a classroom setting.)

Vietnam has become a popular subject, but without the proper background, students will not be able to comprehend the total war.

Most movies open up when the war is in full progress and end after one main event. The movies do not show the struggle of Americans at home, the college uprisings, the anti-war protests, and the soldiers returning home without a warm welcome. This course tries to bring these things into focus.

#### Research Involved in This Project

I started this project by viewing documentaries such as Vietnam: A History by Stanley Karnow, and The Thousand Day War by Michael MacLear. I started searching the libraries for information about the War. After skimming sixty-three books, I found eighteen that seemed factual and unbiased. Pembroke State's periodical room was an excellent source for the many handouts that I needed. I rented movies that dealt with the Vietnam War so that I could get a feel for what I was about to undertake.

Professors from the History, Sociology, Psychology, Education and Geography Departments directed me to sources that proved useful. Vietnam Veterans as well as war activists helped me gain valuable information by sharing their personal experiences.

In some of the books that I have read about Vietnam Veterans, the author has begged the readers not to forget the soldiers' plight. This is another reason why this project is important to me. 58,000 men lost their lives in the Vietnam War. Thousands of others were maimed or suffered psychological damage. How can something so remarkable be so overlooked? Although there is nothing that I can do to reach back into the past and change, I feel that by sharing my findings with high school students, I can help them understand this fascinating time in history.

#### Overview of Subject Matter

In order to put together this course, I had to establish many goals and objectives. I also tried to cover the goals set up by the North Carolina Department of Public Instruction. The three types of goals I tried to formulate were knowledge, skills and affective. I also thought that it was important for students to know how the United States got involved in the Vietnam War. I wanted the students to know the political issues that the Presidents<sup>1</sup> faced in carrying out the war. I also felt that it was important for students to know how the media can affect the war situation.

The skills that students should gain during a social studies course include map and globe reading, analyzing material and drawing conclusions, using tables, graphs and charts. They should develop a sense of time. Also included in this list should be communication skills, human relation skills, and critical thinking skills. Students should be able to identify problems and find ways of solving them. These skills will help students in their future studies as well as with their future life experiences.

In high school, students should learn about other peoples' feelings, the way other people think, and the way people feel toward certain issues. This is important because students need to deal with other people in the world around them. This helps them to become whole people. This course was designed to make students aware of the attitudes of Vietnam Veterans, the psychological damage suffered by them, and the feelings of anti-war protestors. We will look at the Vietnam War from the standpoint of all the people involved, whether they fought in the war, or demonstrated against it. This will help students learn how to deal with other peoples' opinions and ideas even though they do not agree with them.

### Reflections

During the ten months of research, I ran into many obstacles. I had so much information to sort through that, at first, I did not know what was important and what was not. Another problem was that there was no example to go by. Everything that I did had to come from original printed material or interviews. I do not have teaching experience yet, so putting together a comprehensive course was quite a challenge.

My main problem was myself. I had to deal with my own emotions and reactions to this topic. At one time, I did not know if I could live with the topic because it upset me deeply. After I got over the initial shock of reality, I was determined to see this project through. The books that I read were very descriptive of the pain and suffering of the soldiers. The Veterans March on Washington in 1983 was a touching and dramatic story of men who suffered enormous pain, loss of limbs, and loss of loved ones in the war. I put away my own personal biases and prejudices although sometimes I felt like I was on the outside, looking in.

I feel a great sense of accomplishment. To overcome the problems mentioned above, to be able to work up a six-week course, to contribute something to the education system is a major victory for me. I have learned to handle material with respect. I have learned to gather, analyze, and process it. I really appreciate learning how to look at both sides of an issue and being able to form my own opinion.

Now I know what it is like to be a Chancellor's Scholar at Pembroke State University.

#### Goals and Objectives

1. Students will begin to learn the major causes of the Vietnam War.
2. Students will learn about the French Involvement in Indochina.
3. Students will understand American Foreign Policy concerning Vietnam.
4. Students will be able to discuss the pros/cons of American Involvement using knowledge they have learned in this course.
5. Students will learn more about the Vietnam War by completing a research paper.
6. Students will identify boundaries of Southeast Asia.
7. Students will learn to use maps and globes.
8. Students will be able to understand the Vietnamese way of life.
9. Students will analyze the strategy of the North Vietnamese Army.
10. Students will learn to evaluate South Vietnamese leaders' opinions.
11. Students will demonstrate comprehension of map material covered in class.
12. Students will learn about the Presidents' attitudes during the Vietnam War.
13. Students will learn about the economy during the Vietnam War.
14. Students will learn about the Gulf of Tonkin Resolution.
15. Students will learn how American Soldiers fought in Vietnam.



## Goals and Objectives Cont'd.

16. Students will be able to comprehend more about the Vietnam War by knowing how the Media helped change the public opinion.
17. Students will learn how music affected the attitudes of society.
18. Students will learn more about the Sixties by studying about the causes of college unrest.
19. Students will know Nixon's policy on college unrest.
20. Students will know Nixon's policy on Racial Integration.
21. Students will study History via a primary source.
22. Students will learn about the role of women in the Vietnam War.
23. Students will understand the camarade/ racial tensions between soldiers in the Vietnam War.
24. Students will understand that war can leave psychological effects on society.
25. Students will study the effects of chemical warfare.
26. Students will understand life in Vietnam today.
27. Students will understand how changes occur over a period of time.
28. Students will understand the plight of Amerasian Children.
29. Students will evaluate the information that they have learned in this course.

## Skills

## Vietnam Course

1. Students will identify problems and suggest ways of solving them.
2. Students will locate and gather information.
3. Students will evaluate information.
4. Students will develop a sense of time and chronology.
5. Students will learn to read maps and globes.
6. Students will be involved in group activities.
7. Students will learn critical thinking skills.
8. Students will be able to pinpoint major concepts.
9. Students will learn communication skills.
10. Students will develop skills in human relations.
11. Students will develop a sense of place.
12. Students will learn to use tables, graphs and charts.
13. Students will learn to analyze and draw conclusions.

## Affective

1. Students will learn how other countries feel about the U.S.
2. Students will learn the American philosophy towards the Vietnam War.
3. Students will learn the Vietnamese philosophy towards the Vietnam War.
4. Students will learn about the feelings of soldiers who were in combat.
5. Students will learn about the feelings of anti-war protestors.
6. Students will learn about the concerns of college students.
7. Students will learn about the psychological damage suffered by Vietnam Veterans and their families.
8. Students will learn about the attitudes of people today, toward Vietnamese people.
9. Students will learn about the feelings of women in the military.
10. Students will learn about the feelings of minorities who served in the Vietnam War.

## Affective:

11. Students will learn about the Vietnamese feelings of bitterness toward the American people.
12. Students will learn about the unwanted Amerasian Children.
13. Students will learn about the feelings of Vietnamese women towards the GI's who left them behind.
14. Students will learn about the emotional damage that the Vietnamese people had to face.
15. Students will learn about the feelings of anger toward the "Boat People."

## Survey of Textbooks

I surveyed seven textbooks that were approved by the North Carolina Department of Instruction. Most of these books contained between five hundred and nine hundred pages. Compared to the amount of information included in these books, the data on Vietnam was minute in all but two textbooks.

The Land of Promise was the only textbook that had a complete unit on the Vietnam War. The knowledge found in the chapters was precise and exact. The author followed the war from the French involvement to the withdrawal of American troops.

The second textbook which contained a wealth of information about the Vietnam War was Triumph of an American Nation. The Vietnam War was intertwined with the events of the Sixties and the Seventies. There would be a paragraph about Johnson's Great Society followed by a paragraph about the Gulf of Tonkin. This book did cover the Vietnam War but not as a single subject.

Three textbooks which I surveyed had a few paragraphs on the Vietnam War and two of the books contained only sentences about Vietnam.

## Survey of Textbooks

I know that textbooks must limit their space to important subjects so that they can offer the student a wide range of knowledge, but they lack the completeness of an episode in history that a course on the subject can offer. In order to teach an entire course about the Vietnam War, a teacher must have a lot more information to work with than is included in these textbooks.

Comparison of Textbooks

Textbooks	Foreign Influence in Vietnam	South East Asia	U.S. Political Decisions	Effects of the War	Aftermath of the War
Our Land Our Time	1½ pages				
Exploring American Hist.		Vietcong 1 paragraph	Ceasefire 1 par. Escalation 1 par.	College protest 1 par.	Boat people 1 par.
The World Past & Present	P.331 1 sent. P.430 1 sent. p.431 1 sent.	P.425 1 sent P.436 1 sent P.236 1 sent			P.432 1 sent.
Triumph of the American Nation	P.919 3 para.	Tet Offensive 4 par. p.922	P.920-1 8 para. P.923-4 2 para. P.924-5 2 pages		P.921 2 para.
World Geography Today	P.278 2 sent.	Maps P.277 - 1 sent. P.319 - 1 sent. P.320 - 1 sent. P.326 - 1 sent. P.327 - 1 sent.			
People and Nations	p.730 1page	P.731 - 5 para.	P.732 - 6 para.		P.732-2 6 para.
Land of promise	P.766 2 para.	p.768-770 2 pages	10 pages	5 pages	

The Vietnam War  
Course Description

The Vietnam War is an advanced, elective course that surveys the war and its effects on both the Vietnamese and Americans. The emphasis is on the years between 1945 and 1975. We will explore the various aspects of the war from the intervention of the United States to its withdrawal. We will also explore several issues dealing with Vietnam as it is today.

We will discuss six main topics. (1) Foreign Influence in Vietnam. (2) Southeast Asia. (3) United States Political Decisions and the Effects of the War. (4) The Power of the Media. (5) Psychological and Physical Effects of the War. (6) Vietnam, Today. At the end of the six-week course, a student should be familiar with all aspects of the war and have a thorough understanding of the Vietnam Era.

There will be four graded tests, and a pre-test. Each student will be expected to complete a research project on the Vietnam War. Each student is expected to participate in class discussion and be an active member of the class.

Grading System

Test	- 50%	93-100	- A
Project	- 30%	84-92	- B
Participation	- 20%	79-83	- C
		66-78	- D

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduction to Course Lecture/Discussion Materials Video: Vietnam Handout: A History	Colonized Cultures Video Lecture/Discussion Materials Video: Vietnam Handout: A History	Communist Involvement Pretest Materials: Chronological List The Chi Minh American Intervention North Vietnamese Strategy Handout: Cu Chi Assignment: (Diary)	American Foreign Policy Handout: Am. Intervention Discussion/Debate Critical Thinking Students discuss Attitudes TET OFFENSIVE Review Map Test	Assess Vietnam War ARTICLES Handout: Guidelines to Research Project Student's Presentation Article Due TEST Discussion
2	Map Skills Handout: maps TEST: Friday	Culture of SE Asia Handout: Life in Vietnam ESSAY	Assignment: (Diary)	Review Map Test	TEST
3	Political Decisions Lecture Handout on Presidents	Developing a sense of Time Handout: Chronology of Vietnam war	U.S. Military Handouts Westmoreland Robert McNamara Assignment: Letter to Frank Reed	A.S. Military 1970-1973 Soldiers story Agree/Disagree on Am. Pullout	TEST
4	Paper Due Abn. Pullout Video - News cast March, 1968 Living Room War	Newspaper Articles Video May 4, 1970 Check Progress on Research Paper Power of Media	The Sixties Attitudes of Sixties Lecture/Discussion Explore College union	How Music Influenced Society. Material: Audio Tapes Group Discussion	Research Project Due How Nixon dealt with College Unrest Lecture/Discussion
5	Women's Role in Vietnam Handout: Grace B. O'Brien Guided Discussion Assignment: Women's Services	Minorities in military Handout: Black Soldiers Discussion/lecture Assignment: essay	Psychological Effects Handout: Vietnam Memorial Pieces of the Heart Discussion Veteran Visit Assignment: Report	EFFECTS of Chemical Warfare Handout: Agent Orange Veterans Benefits Review For Test	TEST
6	Vietnam Today Handout: Second Com. of AFB Kiss the Children goodbye War II Press Review Guided Discussion Assignment: Vietnam Today	Changes in Vietnam Tour Vietnam Handout Guided Discussion Assignment: Your opinion of Touring Vietnam The Pleasure	Flight of American Children Slide presentation What about American Children Discussion Question Answer	Discuss what students Learned From Course. Question/Answer Discussion	POST Test High Level Question Evaluation

Week 1

Goals:

- Day 1: Students will begin to learn the major causes of the Vietnam War.
- Day 2: Students will learn about French involvement in Indochina.
- Day 3: Students will understand American Foreign Policy concerning Vietnam.
- Day 4: Students will be able to discuss the pros/cons of American involvement using knowledge that they have previously learned.
- Day 5: Students will learn more about the Vietnam War by completing a research paper.

Week 1

Objectives:

- Day 1: Students will learn why U.S. was concerned about Indochina.  
Students will learn the type of combat used in Indochina.  
Students will learn about Ho Chi Minh's activities.  
Students will learn about the Vietn Minh.
- Day 2: Students will learn how President Roosevelt felt about Indochina.  
Students will learn about the problems of supporting Ho Chi Minh.  
Students will learn about Pres. Truman's attitude toward French rule in Indochina.  
Students will learn about the support the U.S. gave the French.
- Day 3: Students will learn the importance of order in the Social Studies.  
Students will learn about the strategy of American Presidents in Vietnam.  
Students will learn about three problems in American Foreign Policy.
- Day 4: Students will be able to compare results of Pre-test/post-test at the end of the course.  
Students will use previous learning in order to debate issues.  
Students will be able to generalize, analyze and come to a logical conclusion.

Week 1

Objectives:

Day 5: Students will learn how to write a research paper.  
Students will understand how to gather, analyze and  
evaluate materials on the Vietnam War.

Week 1

Materials Needed:

Day 1: Video: Vietnam, A History  
Handout: Background to the Vietnam War.

Day 2: Video: Vietnam, A History  
Handout: Truman Aids the French

Day 3: Handout: The Essential Domino  
Handout: Vietnam, A History - Chronology

Day 4: Pre-Test  
Handout: The Agony of Indochina/The Geneva Accords

Day 5: Research Paper Guide

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN *Week 1- day 1*

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Student will begin to learn the major causes of the Vietnam War.*

II. Materials [Be specific; make sure materials are available].

*Videos: Vietnam, A History*

*Handout: Background to the Vietnam War.*

III. Lesson Procedures.

Focus and Review.

*Focus: French Indochina  
Ho Chi Minh*

Objectives.

*Student will learn why U.S. was concerned about Indochina.  
Student will learn the type of combat Indochinese used.  
Student will learn about Ho Chi Minh's activities.  
Student will learn about the Viet Minh*

Teacher Presentation.

*Intro to Videos - 5 minutes*

*Students will read handout - 5 minutes*

*Videos - 20 minutes*

*Discussion - 10 minutes*

*Assignment: 15 minutes*

Guided Practice.

*Discuss Videos*

*Discuss Handout*

Independent Practice [Assignment].

*Read Handout about Truman*

*Define: Communist  
guerrilla Warfare  
Cold War  
Nationalist*

V. Closure/Evaluation.

*Discussion of Assignment and  
Truman Handout*

Background to the  
Vietnam War

The United States had been concerned about Southeast Asia since World War II, when Japan overran all of the region, including the French colony of Indochina. French Indochina was made up of three present-day countries of Vietnam, Cambodia and Laos. These countries, however, had been hostile to rule by Japan as they had been to rule by French authority. From 1940 to 1945, they resisted the Japanese invaders. They used guerrilla warfare, including sabotage, ambush, and hit and run attacks by soldiers dressed like every day civilians. When the war in the Pacific began to turn against the Japanese, the Vietnamese drove the Japanese occupation forces from their soil.

The leader of this liberation was Ho Chi Minh, and the united anti-colonialist front he created was called the Viet Minh. A man who had fought the French as well as the Japanese, Ho Chi Minh had been striving to create an independent, unified Vietnam since 1919. When Viet Minh forces gained control of the northern provinces in September, 1945, Ho Chi Minh declared the independence of Vietnam.

Source: Land of Promise  
Carol Berkin & Leonard Wood  
P. 767



GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Week 1 - Day 2

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Student will learn about French involvement in Indochina.*

- II. Materials [Be specific; make sure materials are available].

*Videos: Vietnam, A History  
Hardcut: Truman Aids the French*

- III. Lesson Procedures.

Focus and Review.

*Review: U.S. concern about Indochina  
: Ho Chi Minh*

Objectives.

*Student will learn how President Roosevelt felt about Indochina.  
Student will learn about the problems of supporting Ho Chi Minh.  
Student will learn about Pres. Truman attitude toward French Rule in Indochina.  
Student will learn about the support U.S. gave to French.  
Teacher Presentation.*

*Lecture on Video: 15 minutes  
Video: 20 minutes*

*Discussion about U.S. Involvement: 10 minutes*

*Explain Assignment, 10 minutes*

Guided Practice.

*Lead discussion about Truman's decision to support the French in Indochina.*

*Give students Chronology - P. 672-677  
American Policy and Vietnam*

Independent Practice [Assignment].

*Define: Democracy  
Exploit  
Colony  
Chronology*

- IV. Closure/Evaluation.

*Discuss Assignment  
Tell about Pre-Test.*

Truman Aids the French

Before 1945, the United States felt that Indochina should have their independence. President Roosevelt had told the American people that we were not going to fight to reestablish French colonies in Southeast Asia. Ho Chi Minh was encouraged by this announcement and asked the government for support. There were two problems to supporting Ho Chi Minh. (1) The nationalist was also a communist. (2) The Cold War between the U.S. and Soviet Union had started and communist aggression in the States was being implemented.

Harry S. Truman succeeded Roosevelt. He believed in an alternative to a communist Vietnam. He supported the French rule in Indochina. He wanted the French to reclaim their colony and stop communist leaders while establishing self-government in the area of Indochina. Truman believed that a democratic government would stop the wealthy landowners from exploiting the villagers. When the French began to reclaim their colony, trouble began. Ho Chi Minh took a stand against the French, using guerrilla warfare. The French looked to the United States for support of arms and war material.

In 1950, Truman gave \$10 million to the French in Indochina. In August, 1950 the first group of American advisers were sent to Indochina to aid the French. These 50 advisers were the first Americans to serve in Vietnam.

Source: Land of Promise  
Carol Berkin & Leonard Wood  
Pg. 767-768

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Week 1 - Day 3

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Student will understand American Foreign Policy concerning Vietnam.*

II. Materials [Be specific; make sure materials are available].

*The Essential Domains:  
American Politics and Vietnam  
Vietnam a History - Chronology*

III. Lesson Procedures.

Focus and Review.

*Focus on events in Vietnam from 1945 to 1954.*

Objectives. Skill: *Student will learn importance of order to social studies, how one event leads to another.*

Knowledge: *Students will learn about the strategy of Am. presidents in Vietnam. Students will learn about three problems in American Foreign Policy.*

Teacher Presentation.

*Discuss Chronology - 15 minutes*

*Question/Answer - 15 minutes*

*Skim Article - 5 minutes*

*Discuss Article - 10 minutes*

Guided Practice. *Discuss Test and Debate*

*Ask Students "what happened in 1945 in Indochina"  
" " " in 1950 in Indochina  
" " " in 1950 in United States etc.*

*Tell student about upcoming debate.  
10 student on Pro side / 10 on con side*

Independent Practice [Assignment].

*Read thoroughly Essential Domains*

*Think about debate issue.*

*"Should America become involved in Vietnam?"*

IV. Closure/Evaluation.

*Assign Pro/Con side of debate*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Week 1 - Day 4

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will be able to discuss the pros/cons of American Involvement using knowledge they have learned since Day 1-*

II. Materials [Be specific; make sure materials are available].

*Pre test*

*Handout For Day 5 - The Geneva Accords*

III. Lesson Procedures.

Focus and Review.

*Focus; Pre-test  
Debate*

Objectives. *Student will be able (at end of course) to compare results of Pre-test / Post Test.*

Skill: *Generalize, analyze and critical thinking. Public speaking and Parliamentary procedure.*

Knowledge: *Students will use previous learning in order to debate issues.*

Teacher Presentation.

*Test: 20 minutes / Debate 30 minutes / Closure - 5*

*Act as Moderator for debate on "Should America Intervene in Vietnam War." Students are to use the knowledge gained in this course.*

Guided Practice.

*4 Teams - 5 Members Each (Each Team designates one speaker)  
Each Team has 5 minutes for debate  
and 2 1/2 minutes each for Rebuttal.*

Independent Practice [Assignment].

*Read Geneva Accord Handout*

IV. Closure/Evaluation.

*Thank Students For their participation in the debate.*

You will not receive a recorded grade on this test. This test will be used to compare your answers to the post-test, at the end of this quarter. The post-test will be your final, and that is the grade which will be posted.

1. Name the continent where Vietnam is located.
  - A. Europe
  - B. Asia
  - C. South America
  - D. Australia
2. Which president was not directly involved in Vietnam?
  - A. Truman
  - B. Kennedy
  - C. Nixon
  - D. Reagan
3. Because the United States had just fought in WWII, which president did not want to intervene in Indochina?
  - A. Hoover
  - B. Eisenhower
  - C. Roosevelt
  - D. Ford
4. The United States sent military aid and advisers in what year?
  - A. 1945
  - B. 1960
  - C. 1943
  - D. 1950
5. What are Amerasians?
  - A. Americans who stayed in Vietnam after the war.
  - B. Vietnamese woman who married American G.I.'s.
  - C. Children of American soldiers and Vietnamese woman.
  - D. Protestors against American involvement in Asia.
6. Who were the Vietcong?
  - A. Communist rebels
  - B. French leaders
  - C. Children of American soldiers
  - D. South Vietnamese government officials

7. What was the TET offensive?
  - A. A U.S. military attack.
  - B. Vietnamese attack during a religious holiday.
  - C. The fall of Saigon.
  - D. The U.S. strategy to win the Vietnam War.
8. Why is April, 1975, significant?
  - A. This is the day the Vietnam War started.
  - B. The day that Carter pardoned all draft dodgers.
  - C. Last of Americans from Saigon are evacuated.
  - D. President Nixon resigns.
9. Vietnamization is a term applied by Nixon:
  - A. to enable the U.S. to pull its combat troops out of Vietnam.
  - B. to grant immunity to the Vietnamese people.
  - C. to send more troops to Vietnam.
  - D. to scare the communist into surrendering.
10. A noted United States general during the Vietnam War was:
  - A. General Fitzgerald
  - B. General Eisenhower
  - C. General Westmoreland
  - D. General Taylor
11. How many United States men were killed in Vietnam?
  - A. 15,000
  - B. 58,000
  - C. 30,000
  - D. 90,000
12. A person who was captured by the Vietcong was:
  - A. CIA
  - B. G-man
  - C. POW
  - D. U.S.I.

## TRUE/FALSE

- T F 13. The United States lost the Vietnam War.
- T F 14. The Vietnam War was the longest war that we had ever fought in.
- T F 15. Women did not serve in the military during the Vietnam War.
- T F 16. Vietnam borders on the Atlantic Ocean.
- T F 17. The North Vietnamese fought with the United States.
- T F 18. The Vietnam War did not leave any after effects on its fighting men.
- T F 19. College unrest was happening in the United States at the same time of the Vietnam War.
- T F 20. The Vietnamese are now offering a pleasure tour of Vietnam to American citizens.

GRADING PERIOD \_\_\_\_\_  
 SUBJECT \_\_\_\_\_  
 TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
 DATE \_\_\_\_\_

LESSON PLAN Week 1 - Day 5

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Student will learn more about the Vietnam War by completing a Research Paper.*

- II. Materials [Be specific; make sure materials are available].

*Guide lines to Research Paper  
 Geneva Accord*

- III. Lesson Procedures.

Focus and Review.

*Review: Give test back to students*

*Focus: Geneva Accords and  
 Research Paper*

Objectives. Skills: *Students will learn how to write a Research Paper.*

*Knowledge: Students will understand how to gather, analyze and evaluate material on the Vietnam War.*

Teacher Presentation.

1. Review Test 10 minutes
2. Discuss Geneva Accords Article - 15 minutes
3. Skim "Guide to Research Paper" - 5 minutes
4. Explain what I expect of their Research Paper. 25 min

Guided Practice.

*Question and Answer - Geneva Accords*

*General guide lines For paper to be submitted  
 Week 5, day 5.*

Independent Practice [Assignment].

*Student will be asked to research at least 5 books, and 5 articles on their Vietnam Paper. Topics can be:*

- ① How the U.S. Lost The War.
- ② What role did the American Women Play in the U.W.

- IV. Closure/Evaluation.
3. The Presidents and the Vietnam War
  4. "The Causes of Campus Unrest"
  5. The Gulf of Tonkin Resolution

## Chapter 17

Geneva Agreement

### *The Agony of Indochina*

TIME HAS PLAYED its role, and the images have faded from our minds. But once they were fresh and heart-breaking, glaring at us every night from the TV set. There were refugees, desperate to flee from the fighting. There were the dead, the dying, and the injured, often innocent bystanders who happened to be in the wrong place at the wrong time. There were the orphans, children caught up in a war they did not understand.

Images like these helped make the Indochina war the most unpopular the U.S. ever fought. It deeply divided the American people. It became a prime political issue. In 10 years of war, the U.S. lost more than 45,000 troops killed in action and more than 10,000 missing.

Each of these figures was a separate tragedy of its own. But in numbers, the totals were small compared to casualties among the people of Indochina. In South Vietnam alone, more than 150,000 government troops were reported killed, and civilian casualties

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*In the 1960's the U.S. press carried many photos such as this one. It shows U.S. troops moving the body of a dead soldier through a Vietnamese clearing. How do you suppose such photos might have affected American reactions to the war?*

were estimated at 425,000. No accurate count was available for North Vietnamese casualties, but some experts estimated a total of 900,000.

And all this had occurred within 20 years of the Geneva Agreements of 1954, which at the time were expected to solve Indochina's troubles (see page 135). How had it come to this?

The history of the past quarter century in Indo-

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South East Asia  
Matthew Mestrovich, Ph.D.  
Scholastic Book Services

china is complex and controversial. People naturally hold very strong views about the war, and there is not too much that all sides will agree on.

However, in describing this past quarter century, we can identify 12 steps from the Geneva Agreements of 1954 to the Communist take-over of Indochina.

1. *Geneva Agreements break down.* Within months of the agreements, Ngo Dinh Diem,\* the South Vietnamese president, refuses to hold elections. He says free elections are impossible in the north, so he won't hold them in the south.

2. *Fighting breaks out again.* After the breakdown of the Geneva Agreements, fighting resumes. Between 1954 and 1962, there is a steady increase in guerrilla activity by South Vietnamese Communists known as the Viet Cong,\* who are aided by North Vietnam. In 1955 the U.S. helps to train members of the South Vietnamese army. By 1960 U.S. advisers in South Vietnam number 685, and weapons and supplies are flowing to the South Vietnamese army.

3. *The U.S. is drawn in.* Even with U.S. aid and advisers, the situation fails to improve. With the help of North Vietnam, the Viet Cong makes wide gains throughout South Vietnam. U.S. troops begin entering the country. In November 1963, a faction of the South Vietnamese army stages a coup. Diem is ousted from office and murdered. A series of coups follows. The military situation continues to get worse.

4. *The U.S. begins bombing the North.* Alleged attacks on two U.S. destroyers in the Gulf of Tonkin by North Vietnam prompts U.S. President Lyndon Johnson to order air attacks against bases in the North in 1964. Johnson gets the "Gulf of Tonkin" resolution from Congress. It gives him a free hand "to take all necessary steps, including the use of armed force," to protect U.S. interests.

**☞ No one can bring back the lives that have been lost. But something can be done to repair the shattered land.**

---

5. *The war at its height.* Beginning in 1965, the U.S. involvement increases dramatically. U.S. planes bomb North Vietnam frequently. U.S. troops increase. In the U.S., escalation is supported by many, but there is also widespread opposition. There are protests and demonstrations across the U.S. The war continues to escalate. By early 1968, the U.S. has half a million men in South Vietnam.

6. *Tet offensive.* U.S. officials report that the Communists are weakening. However, on January 30, 1968, the start of the Buddhist holiday called *Tet*, the Communists launch a massive offensive all over South Vietnam. The attack is eventually beaten back, but not before tremendous casualties on both sides and among civilians.

7. *Peace talks begin.* In a dramatic television speech, President Johnson says he will not run for reelection in 1968. He halts the bombing of most of North Vietnam and asks for peace talks. Opposing sides agree, and talks begin in May 1968 in Paris, France. Progress is slow.

8. *U.S. role widens in Laos and Cambodia.* Fighting between pro- and anti-Communist forces plus the use of two countries by North Vietnam to supply its forces in the South prompts the U.S. to begin secret bombing operations in Laos and Cambodia. In May 1970 the U.S. and South Vietnam openly send combat forces into Cambodia. Forces soon withdraw.

*Solemn and silent, a Vietnamese boy surveys the ruins of a community smashed by war.*

9. *Vietnamization*. President Richard Nixon puts forward a policy of "Vietnamization" of the war. This means having the South Vietnamese take over more and more of the fighting from Americans. U.S. troop reductions accelerate. But the U.S. role in the air war is stepped up as bombing increases.

10. *End of U.S. involvement*. Secret peace talks are held between the U.S. and the North Vietnamese. U.S. troop strength continues to drop. By autumn 1972 there are no U.S. ground-combat troops fighting in Vietnam. But bombing continues. On January 27, 1973 a cease-fire is signed in Paris officially ending the Vietnam war. But heavy fighting continues in some areas of Vietnam, even though the U.S. has no active role in it. In August 1973, U.S. bombing in Cambodia ends, marking the close of U.S. combat operations in Indochina.

11. *South Vietnam falls*. Despite the end of U.S. participation, fighting continues throughout Indochina and Communists make steady gains in Cambodia, Laos, and South Vietnam. In early 1975, the South Vietnamese army retreats to the highly populated lowlands, triggering a massive panic. The South Vietnamese army collapses and thousands of refugees flee the country. In April 1975 the Communists take over South Vietnam.

12. *Indochina under Communist rule*. Communists also make steady gains in Cambodia and Laos. Cambodia falls to Communists just days before South Vietnam collapses. Within a matter of months, Laotian Communists have taken control in that country.

Week 2

Goals:

- Day 1: Students will identify boundaries of Southeast Asia.  
Students will learn to use maps and globes.
- Day 2: Students will be able to understand the Vietnamese way of life.
- Day 3: Students will analyze the strategy of the North Vietnam Army.
- Day 4: Students will learn to evaluate South Vietnamese leaders' opinions.
- Day 5: Students will demonstrate comprehension of map skills.

Week 2

Objectives:

- Day 1. Students will identify and locate specific areas of Vietnam.  
Student will locate Laos, Cambodia, North Vietnam, South Vietnam, Da Nang, Saigon, Thailand, Loc Minh, Ho Chi Minh Trail and tell of their importance.
- Day 2: Students will be able to comprehend how Vietnam life is different/similar to their own.  
Students will be able to understand how war can change peoples' lives.
- Day 3: Students will know about the fighting strategy of North Vietnamese soldiers.  
Students will learn about the Tet Offensive.  
Students will learn about the Vietnamese Tunnel Fighters.  
Students will learn about the United States position in the Vietnam War.
- Day 4: Students will learn how to comprehend and evaluate material.  
Students will learn to form an opinion.  
Students will learn how to write and defend their opinions.
- Day 5: Students will demonstrate comprehension of materials covered in class.  
Students will explore other alternatives to war using critical thinking.



Week 2

Materials Needed:

Day 1: Maps of Southeast Asia  
Handout: Southeast Asia

Day 2: Handout: Vietnamese Way of Life  
World Geography Today  
Slides: From a collection of books

Day 3: Handouts: Tunnels of Cu Chi  
Tet Offensive

Day 4: Handout: The Road Ahead, How Vietnam Leaders See It.

Day 5: Test

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Week 2 - Day 1

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
*Student will Identify boundaries of Southeast Asia.  
Student will learn to use maps and globes.*
- II. Materials [Be specific; make sure materials are available].  
*Maps of South east Asia  
Handout: S. E Asia*
- III. Lesson Procedures.

Focus and Review.

*Focus: Understanding Geography*

Objectives.

*Students will identify and locate specific areas of Vietnam.  
Students will locate Laos, Cambodia, North Vietnam,  
South Vietnam, Da Nang, Saigon, Thailand, Luc Minh,  
Ho Chi Minh Trail and tell of their importance.*

Teacher Presentation.

- 5 min Distribute Maps.*
- 25 min Help students locate the areas mentioned above.*
- 25 min Tell of the significance of each one.*

Guided Practice.

*Discuss the significant areas of Vietnam.  
Tell of the different battle sites.  
Ask students to find on Master Map  
the areas mentioned above as well as major water bodies.*

Independent Practice [Assignment].

*Tell students of Map test  
to be given on Day 5. Give  
details of the test.*

IV. Closure/Evaluation.

*Ask for any student questions*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 2 - Day 2

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Student will be able to understand the Vietnamese way of life.

- II. Materials [Be specific; make sure materials are available].

Handout: Vietnamese Way of Life.

Viet Nam - World Geography Today

Slide Presentation From Collection of Photos From Books

- III. Lesson Procedures.

Focus and Review.

Review Major areas of Map From previous day

Focus: Vietnamese Culture

Objectives.

Student will be able to comprehend how Vietnamese Life is different/similar to their own.

Student will be able to understand how war can change people's lives.

Teacher Presentation.

20 minutes - Slide Presentation

20 minutes - Teacher Discussion

10 minutes - Student's Response

5 minutes - Discuss Assignment

Guided Practice.

Discussion will focus on the differences/similarities of Vietnamese live compared

with student's live, including extended families, Communism, democracy, agricultural and industrial.

Independent Practice [Assignment].

1 Page essay:

Life in a Vietnam Village during the Sixties

- IV. Closure/Evaluation.

Remind students of Map test  
Check on Research Progress

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 2 - Day 3

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will Analyze the strategy of the North Vietnam Army.

- II. Materials [Be specific; make sure materials are available].

Handout: Cu Chi

Times: TET OFFENSIVE Vol 91 #2 & #10  
Magazine

- III. Lesson Procedures.

Focus and Review.

Focus: TET OFFENSIVE

North Vietnamese tunnel Fighters

Objectives.

Students will know about the fighting strategy of North Vietnam. Students will learn about TET OFFENSIVE.

Students will learn about Vietnamese Tunnel Fighters. Students will learn about the United States position in the Vietnam War.

Teacher Presentation.

20 minutes: Lecture on fighting in Vietnam

20 minutes: Discussion between students/teacher

10 minutes: Explain Assignment

5 minutes: Review Map Test

Guided Practice.

Part I Lecture on N. Vietnamese tactics, how American soldiers would accidentally step on mines.

Part II How American soldiers retaliated.

Discuss the main aspects of the TET offensive

Independent Practice [Assignment].

Choose to write a one page diary entry from the following:

An ARVN tunnel soldier

An ARVN tunnel nurse

An American soldier on tunnel patrol.

- IV. Closure/Evaluation.

Explain Assignment.

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 2-Day 5

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will demonstrate Comprehension of map  
Material Covered in class.*

II. Materials [Be specific; make sure materials are available].

*TEST*

*Index Cards with Alternatives*

III. Lesson Procedures.

Focus and Review.

*MAP TEST*

*Focus: Alternatives to Vietnam War.*

Objectives.

*Knowledge: Student will demonstrate comprehension of Materials  
Covered in class.*

*Skill 2: Students will explore other alternatives to war.*

*Skill - (Critical thinking) Students Learn to Form opinions  
Teacher Presentation.*

*TEST 25 minutes*

*Group Discussion 30 minutes*

Guided Practice.

*Students will divide into 5 groups of 6  
Each group will be given index cards with  
alternatives written on them. Students will  
decide which one would work best and defend their  
Independent Practice [Assignment]. Position*

*Research paper due in 3 weeks.*

*Check Progress WEEK 3-Day 2*

IV. Closure/Evaluation.

*Groups will discuss Findings*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN week 2-Day 4

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Student will learn to Evaluate South  
Vietnamese leaders opinions.*

II. Materials [Be specific; make sure materials are available].

*Hand out: The Road Ahead: How Vietnam  
Leaders see it.*

III. Lesson Procedures.

Focus and Review.

*Focus: Opinions OF S. Vietnamese Leaders*

Objectives.

*Students will learn how to Comprehend and  
evaluate material.*

*Students will learn how to Form an opinion.*

*Students will learn how to write and  
defend their opinion.*

*Teacher Presentation.*

*Class Reading 15 minutes*

*Class Writing 25 minutes*

*Class Discussion 10 minutes*

*Review TEST! 5 minutes*

Guided Practice.

*Students will be asked to read  
handout carefully. Students will then*

*be asked to write about which  
opinion they agree with and to  
support their decision.*

*Independent Practice [Assignment].*

*Map test week 2 - Days*

V. Closure/Evaluation.

*Review Test Material*

Week 3

Goals:

- Day 1: Students will learn about the Presidents' attitudes during the Vietnam War.
- Day 2: Students will learn about the Economy during the Vietnam War.
- Day 3: Students will learn about the Gulf of Tonkin Incident and Resolution.
- Day 4: Students will learn how American soldiers fought in Vietnam.
- Day 5: Students will demonstrate comprehension of material covered in class.

Week 3

Objectives:

- Day 1: Students will learn about Kennedy's action.  
Students will learn about Johnson's escalation.  
Students will learn about Nixon's Vietnamization.  
Students will learn about the war ending during Ford's administration.
- Day 2: Students will learn how Johnson handled the economic problems.  
Students will learn about Nixon's position on the economy.  
Students will learn to use graphs.  
Students will learn to interpret political cartoons.
- Day 3: Students will learn how the Gulf of Tonkin Incident was one of the turning points of the Vietnam War.
- Day 4: Students will learn how American soldiers fought in Vietnam.  
Students will analyze the soldiers' tactics and strategy.  
Students will put themselves in the position of a soldier through a learning activity.
- Day 5: Students will analyze and evaluate material covered in class.

Week 3

Materials Needed:

Day 1: Handouts: Kennedy, Johnson, Nixon, Ford

Day 2: Nixon's Problems with the Economy.  
War on Inflation.  
Price List on 1970's and 1980's.

Day 3: Gulf of Tonkin Resolution.

Day 4: Soldier's Story  
Stop the Americans

Day 5: Test

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK3-Day 1

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will Learn about the Presidents' Attitudes during the Vietnam War.

II. Materials [Be specific; make sure materials are available].

Handouts on Kennedy, Johnson, Nixon, Ford

III. Lesson Procedures.

Focus and Review.

No Review

Focus: Presidents' ATTITUDES

Objectives.

Students will learn about Kennedy's action in 1961-1962.

Students will learn about Johnson's Escalation.

Students will learn about Nixon's Vietnamization.

Students will learn about the War ending during Ford's Administration.

Teacher Presentation.

Lecture: 35 minutes

Discussion: 15 minutes

Explain Assignment 5 minutes

Guided Practice.

Lecture on Each President's action during Vietnam Era.

Question such as: What action did Kennedy take? Why?

Why were Buddhist imprisoned?

Who were chief critics of G.I. Involvement?

Where were the Peace Talks held?

Independent Practice (Assignment).

Construct a timeline From

President Kennedy's action to the End of  
The Vietnam War.

IV. Closure/Evaluation.

Show students an example of a Time line

Have students Bring in work Completed on Research Paper

GRADING PERIOD \_\_\_\_\_  
 SUBJECT \_\_\_\_\_  
 TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
 DATE \_\_\_\_\_

LESSON PLAN WK 3- Day 2

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*students will learn about the Economy during the Vietnam War.*

II. Materials [Be specific; make sure materials are available].

*Handouts: Nixon's Problems with the Economy  
 War on Inflation  
 Price list on 70's/80's*

III. Lesson Procedures.  
 Focus and Review.

*Focus: The Vietnam War had a drastic effect on the U.S. Economy.*

Objectives. *Students will learn how Johnson handled Economic Problem.*

*Students will learn Nixon's position on the economy.  
 Students will learn about Economic Freeze.*

*Student will learn to use graphs. Students will learn to interpret Political Cartoons.*

*15 min. Discussion on comparing economics of 70's with those of the eighty.*

*20 minutes Students will graph Price Differences*

Guided Practice.

*Students will make a comparison graph using Price List.*

*Students will interpret Political Cartoons*

Independent Practice [Assignment].

*Write a one-page ESSAY on "WAYS to curb Inflation"  
 Due WEEK 3-DAY 4*

IV. Closure/Evaluation.

*Check Research Material that student brought to class.*

PRICE LIST

Item	1960 price	1970 price	1980 price	1988 price
Windex	59¢	79¢	99¢	\$1.29
Bread	39¢	45¢	88¢	\$1.05
Steak	\$1.05	\$1.39	\$2.00	\$2.59
Milky Way	.05	.10	.25	.79
Milk (gal)	1.10	1.40	2.00	2.29
Catsup	.29	.48	.79	1.29
Bananas	.10	.17	.29	.39
Gas	.25	1.10	.99	.99
Sugar (5 lb.)	.39	.79	.89	1.59
Minimum Wage	1.60		2.65	3.65
Bacon	.39	.69	.99	1.69
Eggs (Large)	.29	.47	.56	.79
Paper towels	.29	.39	.50	.69

Source: Mars Supermarkets, Inc.  
 Baltimore, Md.

Price Survey, Jan. 1988

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Unit 3 - Day 4

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will learn how American soldiers fought in Vietnam.*

- II. Materials [Be specific; make sure materials are available].

*Handout from Soldier's Story (Prologue)*

- III. Lesson Procedures. *Stop The American from The Tunnels of Cu Chi*

Focus and Review.

*Focus: Actual fighting in Vietnam*

Objectives.

*Students will learn how American soldiers fought in Vietnam. Students will analyze the soldier's tactics and strategy. Students will put themselves in the position of a soldier through learning activity.*

*Lecture: Twenty minutes*

*War Game: Twenty-five minutes*

*Test/Review: Ten Minutes*

Guided Practice.

*Lecture will be on the way American had to constantly be on the lookout for traps set up by the Vietnam.*

*War Game: Missiles and Factories. Students will divide into groups, each group will have twenty-five resources and will have to decide how to use them against the enemy.*

*Test - Day 5*

- IV. Closure/Evaluation.

*Review for Test on Unit 3.*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Unit 3 - Day 3

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will learn about the Gulf of Tonkin Resolution.*

- II. Materials [Be specific; make sure materials are available].

*Handout: Gulf of Tonkin Resolution*

- III. Lesson Procedures.

Focus and Review.

*Review: Handout on President Johnson*

*Focus: Gulf of Tonkin Incident*

Objectives.

*Students will learn how the Gulf of Tonkin incident was the turning point of U.S. involvement in the Vietnam War.*

Teacher Presentation.

*Lecture: 20 minutes*

*Discussion: 20 minutes*

*Assignment: 15 minutes*

Guided Practice.

*Lecture will be based upon the events surrounding the Gulf of Tonkin Incident and Resolution.*

*Students will discuss important events leading to Independent Practice [Assignment].*

*Write a one-page journal. Resolution.*

*entry from one of the following:*

- 1. A nurse in Vietnam*
- 2. A war protester*
- 3. A draft dodger in Canada*
- 4. A soldier in the military in South Vietnam.*

- IV. Closure/Evaluation.

*Discuss Assignment due on Day 4 - Unit 3*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN *WK 3-Day 5*

I. Competency Goal [From Teacher Handbook, Social Studies, 9-13]  
*Students will demonstrate Comprehension of Material Covered in class.*

II. Materials [Be specific; make sure materials are available].

*Test 2*

III. Lesson Procedures.

Focus and Review.

*Test on Handouts and  
Class Material*

Objectives.

*Students will analyze, and evaluate  
material Learned in class.*

Teacher Presentation.

*20 Questions on the Presidents and  
the Vietnam War, worth 5 points Each.  
One Extra Credit Question worth 5 points*

Guided Practice.

*None*

Independent Practice [Assignment].

*Remind Students about Research paper.*

IV. Closure/Evaluation.

*Test Results on Week 4-Day 1*

Week 4

Goals:

Day 1: Students will be able to comprehend more about the Vietnam War by knowing how the Media helped change the public opinion.

Day 2: Students will learn how music affected the attitudes of society.

Day 3: Students will know more about the Sixties by studying the causes of college unrest.

Day 4: Students will know Nixon's policy on college unrest.  
Students will know Nixon's policy on Racial integration.

Day 5: Students will study history via a primary source.



Week 4

Objectives:

- Day 1: Students should know how the American people rely on newspapers and television.  
Students should know how people are influenced by TV.  
Students should be aware of how to look for the truth and the facts.
- Day 2: Students will learn about the powerful force of music.  
Students will see how music changed the public opinion.  
Students will make a connection between folk music and protest music.  
Students will understand the causes of the day.
- Day 3: Students will learn the reasons why Nixon continued the war despite the antiwar protest.  
Students will learn about the college protest.  
Students will understand the causes of college unrest.
- Day 4: Students will understand the role of the Justice Department.  
Students will learn how President Nixon tried to control college protest.  
Students will comprehend the 1964 Civil Rights Act.
- Day 5: Students will gain valuable knowledge about college demonstrations.  
Students will learn about primary sources.  
Students will learn why college students in the Sixties demonstrated on campus.

Week 4

Materials Needed:

- Day 1: Newscast from March, 1968  
Handout: The Media and the Vietnam War.
- Day 2: Audio Tapes from 60's and 70's.  
Video: Woodstock  
Handout: Music of the Times.
- Day 3: Handout: College Unrest.
- Day 4: Nixon's Crackdown on Campus Violence.  
Pressure on the State Colleges to integrate.
- Day 5: Classroom Visitor, Renetta Davis

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK. 4-Day 1

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
*Students will be able to comprehend more about the Vietnam War by knowing how the Media helped change the public opinion.*
- II. Materials [Be specific; make sure materials are available].  
*Material: News cast From March, 1968*  
*Handout: The Media and the Vietnam War*
- III. Lesson Procedures.

Focus and Review.

*Focus: How the Media influenced the Public's Opinion.*

Objectives.

*Students should know the importance of the Media.  
Students should know how the American people rely on News papers and television.  
Students should know how people are influenced by TV personalities.  
Students should be aware of how to look for Teacher Presentation. the truth and fact.*

*Video - 25 minutes.*

*Discussion - 20 minutes*

*Teacher - 15 minutes*

*Questions*

Guided Practice.

*Discussion on what recent events are on TV Today (Watch craft, Racism, Middle East.)*

*Q/A - What role does the Newspaper and TV play in student's Life Today?*

*Why did the people change their mind about supporting the war?*

*Independent Practice (Assignment):*  
*What role does TV play in Presidential elections?*

*Can We rely on TV to give us an honest view of an issue?*

V. Closure/Evaluation.

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
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DATE \_\_\_\_\_

LESSON PLAN WK 4-Day 2

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
*Students will learn how music affected the attitudes of society.*
- II. Materials [Be specific; make sure materials are available].  
*Audio Tapes From 60's-70's / Woodstock Video*  
*Handout - Music of The Times*
- III. Lesson Procedures.

Focus and Review.

*Review - Media Handout*

*Focus: Music and Society*

Objectives.

*Students will learn <sup>about</sup> the powerful force of music.  
Students will see how MUSIC shaped the public opinion.  
Students will make a connection between Folk music and protest music.  
Students will understand the causes of the day by listening to the lyrics.*

*Teacher Presentation.*

*Woodstock Video - 15 minutes*

*Audio Tapes - 20 minutes*

*open discussion - 15 minutes*

*Assignment Explanation - 5 minutes*

Guided Practice.

*After Viewing and Listening to tapes,*

*Students will discuss what messages they received from the tapes and how these messages affected society.*

*Independent Practice (Assignment).*

*Interview a person who was a teen-ager in the sixties. Ask questions such as, "What activities did you participate in during the sixties?" "What kind of music did you listen to?" "Where were you when Woodstock took place?" "Who were the heroes of the day?"*

V. Closure/Evaluation.

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
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LESSON PLAN WK 4 Day 3

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
Students Will Know more about the Sixties by  
Studying the Causes of College Unrest.
- II. Materials [Be specific; make sure materials are available].  
Handout: College Unrest  
Time - March, 1968. New Republic, May 11, 1968  
Time - January, 1968. US News & World Report Mar. 31, 1968
- III. Lesson Procedures.

Focus and Review.

Focus: College Campus Unrest

Objectives.

Students will learn the reasons why Nixon continued the war despite the antiwar protest.

Students will learn about college protest.  
Students will understand the causes of college unrest.

Teacher Presentation.

Lecture: 25 minutes

Discussion: 20 minutes

Assignment: 15 minutes

Guided Practice.

Lecture on: the feelings of demonstrators.

- : How working class reacted.
- : How violence and destruction came out of peaceful demonstrations.

Discussion on students' reactions to demonstrations. music  
Media

Independent Practice [Assignment].

Write a reaction paper about how you feel about the antiwar and protest movements.

IV. Closure/Evaluation.

Explain assignment started in class

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LESSON PLAN WK 4 Day 4

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].
  - a. Students will know Nixon's Policy on College Unrest.
  - b. Students will know Nixon's Policy on Racial Integration.
- II. Materials [Be specific; make sure materials are available].  
Handout - Nixon's Crackdown on Campus Violence  
- Pressure on the State Colleges to integrate
- III. Lesson Procedures.

Focus and Review.

Review - College Protest

Focus: Nixon's Policy on Campus Unrest and Integration

Objectives.

Students will understand the role of the Justice Dept.  
Students will learn how President Nixon tried to control college protest.

Students will get a broader perspective on college unrest.  
Students will comprehend 1964 Civil Rights Act.  
Teacher Presentation.

Review - 5 minutes

Lecture: College Unrest and Nixon 15 minutes

Lecture: Racial Integration and the Civil Rights Act 15 min

Question/Answer 15 minutes

Assignment/Guided Practice. 5 minutes

Q/A - What is Intellectual Freedom.

What is expulsion?

What measures would the Justice Dept. use in order to stop college protest?

What is integration? what is open admissions?

Independent Practice [Assignment].

ESSAY: What college do you plan to attend and why? If you do not plan to go to college, what will be your life's goal? In 1968, could you have went to this college? why or why not?

IV. Closure/Evaluation.

Explain Assignment.

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LESSON PLAN *Week 4-Day 5*

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will Study History via a primary source.*

- II. Materials [Be specific; make sure materials are available].

*Renetta Davis - Former College Protester will come to the class room.*

- III. Lesson Procedures.

Focus and Review.

*Focus: College Protest*

Objectives.

*Students will gain valuable knowledge about college demonstrations,  
Students will learn about primary sources.  
Students will learn why college students in the sixties demonstrated on campus.*

Teacher Presentation.

*Ms. Davis will lecture for 35 minutes*

*Followed by 15 minutes Q/A session*

*If 5 minutes is left, we will discuss Research Paper.*

Guided Practice

*Introduction of Speaker*

*Speaker Lecture*

*Q/A session for students*

*Check Progress on Research Paper*

Independent Practice [Assignment].

- IV. Closure/Evaluation.

*Thank Ms. Davis for her efforts.  
Check Progress on Research Paper*

Week 5

Goals:

Day 1: Students will learn about the role of women in the Vietnam War.

Day 2: Students will understand that the war leaves psychological effects on a society.

Day 3: Students will learn about the comrade/racial tensions between soldiers in the Vietnam War.

Day 4: Students will study the effects of chemical warfare.

Day 5: Students will demonstrate comprehension of class materials.

Week 5

Objectives:

- Day 1: Students will learn the reasons why women struggled for a place in the Vietnam War.  
Students will learn about women nurses.  
Students will learn about womens' dedication to the GI's.  
Students will learn of ways to use creative thinking.
- Day 2: Students will assess the feelings of Black soldiers who fought in the Vietnam War.  
Students will learn about Johnson's "War on Poverty."
- Day 3: Students will learn the importance of the Vietnam Memorial.  
Students will learn how conscientious objectors feel about the Vietnam Memorial.
- Day 4: Students will learn about chemical warfare.  
Students will learn about the affects of chemicals on the body, and their long-lasting effect.  
Students will learn about Agent Orange and Napalm.
- Day 5: Student will analyze, generalize, and evaluate material covered in this unit.

Week 5

Materials Needed:

- Day 1: Handout: Grace O'Brien  
Women in the Military
- Day 2: Vietnam and the New Era of Racial Representation  
Black Power in Vietnam
- Day 3: Vietnam Memorial Handout
- Day 4: Mace's Secret Formula  
Chemical Warfare  
Interview: Mr. James Jones
- Day 5: Test

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Weeks-Day 1

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will Learn about the Womens' Role in the Vietnam War.*

- II. Materials [Be specific; make sure materials are available].

*Handout: Grace B. O'Brien  
Women in the Vietnam War.*

- III. Lesson Procedures.

Focus and Review.

*Focus: Women in the Armed Forces*

Objectives.

*Objective 1. Student will learn the reasons why women struggled for a place in the Vietnam War.*

*Objective 2. Students will learn about women nurses.*

*Objective 3. Students will learn about women's dedication to the G.I.'s. Objective 4. Creative thinking skill.*

Teacher Presentation.

*Lecture: 20 minutes*

*Group discussion: 30 minutes*

*Assignment: 5 minutes*

Guided Practice.

*Lecture from handouts on the women in the military*

*Groups will begin to write and later perform a skit. The skit will be about women in the*

*military and their acceptance in Vietnam.*

Independent Practice [Assignment].

*Write a one-page essay on*

*the importance of women's services.*

- IV. Closure/Evaluation.

*Continue Weeks-Day 2 on skit.  
Assignment due on same day*

GRADING PERIOD \_\_\_\_\_  
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LESSON PLAN Weeks-Day 2

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Students will continue to learn about Womens' Role in Vietnam.*

*Students will learn and understand the comradely/racial tensions between soldiers in the Vietnam War.*

- II. Materials [Be specific; make sure materials are available].

*Hand out: Vietnam and the New Era of Racial Representation  
Black Power in Vietnam*

- III. Lesson Procedures.

Focus and Review.

*Focus: Minorities in the military*

*Review: Remind students about Womens' Role in Military*

Objectives.

*Students will realize the struggle that women had in saving their country.*

*Students will assess the feelings of Black soldiers in the Vietnam War.*

*Students will learn about Johnson's "War on Poverty."*

Teacher Presentation.

*Guide Skit Performance - 30 minutes*

*Lecture on Selective Service,*

*War on Poverty, Racial Tension*

*in the Armed Services. - 25 minutes*

Guided Practice.

*Students will continue work on their*

*skits. Each group (6) will be given*

*5 minutes to perform the skit.*

*Lecture on Blacks in the military*

Independent Practice [Assignment].

*None - Research Paper Due*

- IV. Closure/Evaluation.

*The Importance of Women + Blacks in the Armed Forces.*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
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LESSON PLAN Week 5 - Day 3

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
Students will understand that war leaves psychological effects on a society.
- II. Materials [Be specific; make sure materials are available].  
Handouts: Vietnam Memorial  
: ~~Pieces of the Heart~~.
- III. Lesson Procedures.

Focus and Review.

Focus: Psychological effect of the Vietnam War.

Objectives.

Students will learn the importance of the Vietnam Memorial to U.S. Veterans, and their families.

Students will learn how Conscientious Objector, James Quay, felt about the Vietnam Memorial.

Students will learn about the emotional impact of the war through letters of the GI's.  
Teacher Presentation.

Lecture: 40 minutes

Discussion: 10 minutes

Explain Assignment: 5 minutes

Guided Practice.

Lecture on the psychological affects of the Vietnam War on Soldiers, Families, Friends, Post War Syndrome, wounded Veterans.

Discussion: "How should we compensate the Men who fought in the Vietnam War?"

Independent Practice [Assignment].

Write a one page essay about one of the following:

A Family who lost a loved one in the War.

A Vietnam Vet Returning Home.

A Vietnam vet seeing the Memorial for the first time.

A Women Vet in her role as a nurse.

IV. Closure/Evaluation.

Test on Day 5

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN Weeks - Day 4

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
Students will study the effects of Chemical Warfare.
- II. Materials [Be specific; make sure materials are available].  
Handout: Mace's "Secret Formula"  
: Chemical Warfare  
Visit from James Jones, who suffers from Chemical Exposure. (Agent Orange)
- III. Lesson Procedures.

Focus and Review.

Focus: Chemical Warfare

Objectives.

Students will learn how Chemical Warfare can damage the Nervous System.

Students will learn the affects of Chemicals on a body; the long-lasting effect.

Students will learn about Agent Orange and Napalm.

Teacher Presentation.

Lecture: 10 minutes

Interview with Mr. James Jones: 30 minutes

Question/Answer 10 minutes

Guided Practice.

Lecture on what Chemical Warfare is and how it was used in Vietnam.

Mr. Jones will present slides on actual photographs of Vietnam where chemicals was used to defoliate the jungle.  
Independent Practice [Assignment].

Review for test on day 5

V. Closure/Evaluation.

Remind Students about test.

READING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN V-5

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

*Learner will demonstrate comprehension of  
class materials*

II. Materials [Be specific; make sure materials are available].

*Test.*

III. Lesson Procedures.

Focus and Review.

Objectives.

*Analyze, generalize, Evaluate*

Teacher Presentation.

*None*

Guided Practice.

Independent Practice [Assignment].

*Write a diary entry on one of the following:*

- 1. Woman Military*
- 2. Black Soldier*
- 3. War demonstrator*

IV. Closure/Evaluation.

*Make sure students understand assignment*

Week 6

Goals:

Day 1: Students will understand life in Vietnam, today.

Day 2: Students will have an understanding of how changes occur  
over a period of time.

Day 3: Students will understand the plight of the Amerasian Children.

Day 4: Students will evaluate material used in this course.

Day 5: Students will demonstrate comprehension of materials used during  
the course on the Vietnam War.



GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 6-2

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will have an understanding of how  
Changes occur over a period of Time

II. Materials [Be specific; make sure materials are available].

Handout Morning in Hanoi

III. Lesson Procedures.

Focus and Review.

What Hanoi is like today

Objectives.

Student will see how Vietnam has  
Changed since the Vietnam War.

Students will observe how Vietnam has  
also remained the same.

Teacher Presentation. Students will see <sup>that</sup> there has  
Lecture 40 minutes Not been much progress in Vietnam.

Review 15 minutes

Guided Practice.

Lecture on Handout: Brother-in-Arms

Use of photographs From Vietnam: Ten Years  
AFTER.

Independent Practice [Assignment].

Research Paper Due  
on WK 6- DAY 3

U. Closure/Evaluation.

Remind Students to turn in Research Paper

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 6-Day 3

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will understand the plight  
of Amerasian Children

II. Materials [Be specific; make sure materials are available].

Handout: Where is my Father

III. Lesson Procedures.

Focus and Review.

Focus: Amerasian Children

Objectives.

Amerasian Children are teased.

Amerasian Children are usually very poor.

Amerasian Children are usually abandoned.

Amerasian Children are considered an intrusion  
Teacher Presentation. in many GI's Lives.

Lecture 40 minutes

Discussion: 15 minutes

Guided Practice.

Discuss Research Projects,

Difficulties and accomplishments

Independent Practice [Assignment].

TEST DAY 5

U. Closure/Evaluation.

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN VI-4

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
*Students will evaluate material used in this course*
- II. Materials [Be specific; make sure materials are available].
- III. Lesson Procedures.

Focus and Review.

*Review: Previous Materials*

Objectives.

*To ensure that students have understood the course and materials.*

Teacher Presentation.

*Discussion of <sup>the</sup> course  
What students have gained through taking the course.*

Guided Practice.

*Lead Discussion  
Question/Answer*

Independent Practice [Assignment].

*Test - High Lateral Questions*

IV. Closure/Evaluation.

*Review Test*

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
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DATE \_\_\_\_\_

LESSON PLAN VI-5

- I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].  
~~Learn~~  
*Students will demonstrate comprehension of materials used during the course of study.*
- II. Materials [Be specific; make sure materials are available].
- III. Lesson Procedures.

*Post Test  
High Lateral Questions*

Focus and Review.

Objectives.

*Apply Knowledge gained from the course*

Teacher Presentation.

Guided Practice.

*None*

Independent Practice [Assignment].

*Test*

IV. Closure/Evaluation.

*Thank students for their attendance and participation.*

GRADING PERIOD \_\_\_\_\_  
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LESSON PLAN WK 6-2

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will have an understanding of how  
Changes occur over a period of Time

II. Materials [Be specific; make sure materials are available].

Handout: Mooning in Hanoi

III. Lesson Procedures.

Focus and Review.

What Hanoi is like today

Objectives.

Student will see how Vietnam has  
Changed since the Vietnam War.

Students will observe how Vietnam has  
also remained the same.

Teacher Presentation. Students will see ~~how~~ <sup>that</sup> there has  
Lecture 40 minutes Not been much progress in Vietnam.

Review 15 minutes

Guided Practice.

Lecture on Handout: Brother-in-Arms

Use of photographs from Vietnam: Ten Years  
AFTER.

Independent Practice [Assignment].

Research Paper Due  
on WK 6- DAY 3

V. Closure/Evaluation.

Remind students to turn in Research Paper

GRADING PERIOD \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
TEXTBOOK \_\_\_\_\_

TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

LESSON PLAN WK 6-Day 3

I. Competency Goal [From Teacher Handbook, Social Studies, 9-12].

Students will understand the plight  
of Amerasian Children

II. Materials [Be specific; make sure materials are available].

Handout: Where is my Father

III. Lesson Procedures.

Focus and Review.

Focus: Amerasian Children

Objectives.

Amerasian Children are teased.

Amerasian Children are usually very poor.

Amerasian Children are usually abandoned.

Amerasian Children are considered an intrusion  
Teacher Presentation. in many GI's Lives.

Lecture 40 minutes

Discussion: 15 minutes

Guided Practice.

Discuss Research Projects,

Difficulties and Accomplishments

Independent Practice [Assignment].

TEST DAY 5

V. Closure/Evaluation.

Teacher's  
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