

# VIETNAM WAR

1963–1971 / U.S. HISTORY

# APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



**U.S. HISTORY / 1963 – 1971**

# **VIETNAM WAR**

**CHARLIE BOONE**



**SOCIAL STUDIES SCHOOL SERVICE**  
CULVER CITY, CALIFORNIA



## **SOCIAL STUDIES SCHOOL SERVICE**

Editorial Director: Dawn P. Dawson  
Copy Editor: Emily Rose Oachs  
Editorial Assistant: Manasi Patel  
Book Layout: Elio Barajas  
Cover Design: Mark Gutierrez

© 2016 Social Studies School Service  
All rights reserved.

Printed in the United States of America

Social Studies School Service  
10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436  
(800) 421-4246

[www.socialstudies.com](http://www.socialstudies.com)  
[access@socialstudies.com](mailto:access@socialstudies.com)

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-56004-891-6  
e-book ISBN: 978-1-56004-919-7  
Product Code: Z344 v1.01

# Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	<b>CHAPTER 1: KEY IDEAS AND DETAILS</b>
6	ACTIVITY 1: Whistleblowers—Ellsberg and Snowden
19	ACTIVITY 2: Important Events in the History of Vietnam
25	<b>CHAPTER 2: CRAFT AND STRUCTURE</b>
26	ACTIVITY 3: History of Protest in America
33	ACTIVITY 4: Arguments For and Against the Vietnam War
43	<b>CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b>
44	ACTIVITY 5: Vietnam War versus Afghanistan War
49	ACTIVITY 6: Fighting in Vietnam
59	<b>CHAPTER 4: WRITING STANDARDS</b>
60	ARGUMENTATIVE WRITING: Requiring National Service
65	INFORMATIVE WRITING: Comparing Wars
70	NARRATIVE WRITING: Green Beret Perspective Piece
79	Selected Answers
84	Bibliography







# Introduction

## Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

## Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

## Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

## Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6-W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

## Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.6.1–SL.8.1*</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>W.6.3–W.8.3*</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

\*Not required for social studies teachers.





# Key Ideas and Details

**ACTIVITY 1**

Whistle Blowers—Ellsberg and Snowden

**RH.6–8.1**

**RH.6–8.2**

**ACTIVITY 2**

Important Events in the History of Vietnam

**RH.6–8.2**

**RH.6–8.3**

## ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
2 class periods

# Whistleblowers— Ellsberg and Snowden

### COMMON CORE STANDARDS

#### **RH.6–8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6–8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6–8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **SL.6–8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- Students read the background section of “The Pentagon Papers” independently, summarizing each paragraph in the margins. Students share their summaries with a partner, then the class.
- Students read the “Excerpts from the Pentagon Papers” section with a partner, highlighting controversial sections and underlining parts they have a question about. Together, they use what they highlighted and underlined to complete “Understanding the Pentagon Papers.”
- Students read “The Snowden Files” independently, summarizing each paragraph in the margins. Students share their summaries with a partner, then the class.
- Students read the “The Verizon Court Order” with a partner, highlighting controversial sections and underlining parts they have a question about. Together, they use what they highlighted and underlined to complete “Understanding the Snowden Files.”
- Students independently complete “Ellsberg and Snowden Questions.”
- Teachers may also want to have students investigate what the Pentagon Papers said about the Gulf of Tonkin Incident (located in IV.C.2b: Evolution of the War).

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |               |  |                                  |
|---------------|--|----------------------------------|
| ▪ Asylum      | ▪ Democratic Republic of Vietnam (DRV)         | ▪ Joint Chief of Staffs (JCS)    |
| ▪ Clandestine | ▪ Foreign Intelligence Surveillance Act (FISA) | ▪ Metadata                       |
| ▪ Classified  | ▪ Government Communication Headquarters (GCHQ) | ▪ National Security Agency (NSA) |
| ▪ Coup d'état | ▪ Guarantor                                    | ▪ Nondisclosure                  |
| ▪ Court order |  | ▪ Sanctioned                     |
| ▪ Covert      |  | ▪ South Vietnam (SVN)            |

# THE PENTAGON PAPERS <sup>1/2</sup>

## Background

Daniel Ellsberg was working for the Department of Defense when he had a change of heart about American involvement in the Vietnam War. He thought if people knew more details about the conflict, public dissatisfaction might force the Nixon administration to pull out of the war. Beginning in late 1969 he photocopied thousands of pages of classified documents despite knowing this could land him in jail. He leaked these to the *New York Times*, which started to publish them in 1971. These came to be called the Pentagon Papers.

The Nixon administration was initially conflicted on what to do, but ultimately got a court order issued that stopped the *New York Times* from publishing of any more of the papers. The *New York Times* appealed this decision, saying it infringed on the “freedom of the press” and that they had made sure not to publish any information that could influence the actual war. The case made its way to the Supreme Court, which decided in favor of the *New York Times*. The court argued that even though newspapers could not print all government documents, in this case, what was published would not endanger national security. Justice Hugo Black added, “In revealing the workings of government that led to the Vietnam War, the newspapers nobly did precisely that which the Founders hoped and trusted they would do.”

The Pentagon Papers also played a significant role in the Watergate Scandals. A year before the “plumbers” were arrested attempting to bug the Democratic National Committee’s headquarters in the Watergate Hotel, they had broken into Ellsberg’s psychiatrist’s office apparently looking for documents that could make Ellsberg look bad. The case against Ellsberg for leaking classified documents was dropped due to this governmental misconduct against him.

## Excerpts from the Pentagon Papers

How the United States Was Involved before 1964

Finally, in this review of factors that would affect policy-making on Vietnam, we must note that South Vietnam, (unlike any of the other countries in Southeast Asia) was essentially the creation of the United States.

Without U.S. support Diem almost certainly could not have consolidated his hold on the South during 1955 and 1956.

Without the threat of U.S. intervention, South Vietnam could not have refused to even discuss the elections called for in 1956 under the Geneva settlement without being immediately overrun by the Viet Minh armies.

Without U.S. aid in the years following, the Diem regime certainly, and an independent South Vietnam almost as certainly, could not have survived.

## The Coup D'état against Diem

In 1963 South Vietnam's leader, Ngo Dinh Diem, was overthrown and murdered by his generals.

For the military coup d'état against Ngo Dinh Diem, the U.S. must accept its full share of responsibility. Beginning in August 1963 we variously authorized, sanctioned and encouraged the coup efforts of the Vietnamese generals and offered full support for a successor government. In October we cut off aid to Diem in a direct rebuff, giving a green light to the generals. We maintained clandestine contact with them throughout the planning and execution of the coup and sought to review their operational plans and proposed new government. Thus, as the nine-year rule of Diem came to a bloody end, our complicity in his overthrow heightened our responsibilities and our commitment in an essentially leaderless Vietnam.

Source: Vietnam Task Force. "The Overthrow of Ngo Dinh Diem: May–November 1963." In *Counterinsurgency: The Kennedy Commitments*. Vol. 4 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-B-5.pdf>.

## Provoking Vietnam

The following was part of America's strategy in 1964.

In response to State's Aug 14 analysis, the JCS proposed a continuous and escalating air campaign against the North designed to [test] both the physical resources and the psychological will to support the insurgency in the South. It called for deliberate attempts to provoke the DRV into actions which could then be answered by a systematic air campaign. . . .

In anticipation of the 7 September strategy meeting, McNaughton prepared a paper calling for actions that would provoke a DRV response that could be used as grounds for a U.S. escalation.

Source: Vietnam Task Force. "Military Pressures Against NVN: July–October 1964." In *Direct Action: The Johnson Commitments*. Vol. 7 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-C-2b.pdf>.

## Objectives in Vietnam

Although Americans were often told the goal in Vietnam was to help South Vietnam remain a democratic nation, the government's actual priorities appear to be different, as summarized in the below excerpt.

"Humiliation" was much on the minds of those involved in the making of American policy for Vietnam during the spring and summer of 1965. The word, or phrases meaning the same thing, appears in countless memoranda. No one put it as starkly as Assistant Secretary of Defense John McNaughton, who in late March assigned relative weights to various American objectives in Vietnam. In McNaughton's view the principal U.S. aim was "to avoid a humiliating US defeat (to our reputation as a guarantor)." To this he assigned the weight of 70%. Second, but far less important at only 20% was "to keep SVN (and then adjacent) territory from Chinese hands." And a minor third, at but 10%, was "to permit the people of SVN to enjoy a better, freer way of life."

Source: Vietnam Task Force. "The Air War in North Vietnam: July 1965 to the Year-End Bombing Phase." In *Direct Action: The Johnson Commitments*. Vol. 7 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-C-7-a.pdf>.



## THE SNOWDEN FILES <sup>1/2</sup>

On March 12, 2013, Senator Ron Wyden asked James Clapper, the Director of Intelligence, “Does the NSA collect any type of data at all on millions or hundreds of millions of Americans?” Clapper responded, “No, sir.”

The United States soon discovered this was untrue due to Edward Snowden, a computer specialist for the CIA who had grown increasingly uncomfortable with how much information the National Security Agency (NSA) was collecting on civilians. Snowden downloaded an enormous number of files (by one estimate, 1.7 million files) and gave as many as 200,000 to the British newspaper, *The Guardian*. The first blockbuster focused on the enormous amounts of metadata Verizon was handing over to the government. Metadata does not include actual conversations, but it does provide a person’s location, the phone numbers called, and when they were called.

Many more realizations were to follow. It was discovered that major tech companies (such as Facebook, Google, and Yahoo) had also given data to the government and that the NSA had bugged the phones of various world leaders. Additionally, the NSA, with help from its British equivalent the Government Communication Headquarters (GCHQ), collected millions of data files that flowed across their borders through their fiber optic cables. And, although most of this information was encrypted (a code that made the information intelligible), both intelligence groups worked to break the codes (and at times had been successful). According to Snowden, “They are intent on making every conversation and every form of behavior in the world known to them.”

President Obama responded, saying, “My assessment and my team’s assessment was that they help us prevent terrorist attacks.” Keith Alexander, the director of the NSA, agreed, testifying, “The information gathered from these programs provided the U.S. government with critical leads to help prevent over 50 potential terrorist events in more than 20 countries around the world.” The NSA also used this data to collect information on drug cartels, worldwide criminal gangs, and groups involved with credit card theft. Obama later added that, “This is not a situation in which we are rifling through the ordinary emails of German citizens or American citizens or French citizens, or anyone else. This is a circumscribed, narrow system, directed at us being able to protect our people.”

The NSA originated from a small code-breaking unit during World War I called *Cipher Bureau and Military Intelligence Branch, Section 8*. After the war the group worked to decode foreign government messages. Western Union, a telegram corporation, provided the govern-



Edward Snowden

ment access to private telegrams sent from foreign countries. This program was stopped in 1929 with then–secretary of state later saying, “Gentlemen do not read each others’ mail.”

Security agencies would continue to exist, although reorganizations and new names were common. These names include SIS (1930), SSA (1943), ASA (1945), AFSA (1949), and, finally, the NSA (1952). During World War II, the main telegram companies agreed to give government security agencies copies of foreign correspondences by Americans. This continued after the war ended under the name Project SHAMROCK. At its peak, government agents were reading 150,000 of these messages a month. This continued until 1975 when Congress began to investigate the program. In the next few years it was also discovered that the government had spied on law-abiding members of political groups, including Martin Luther King Jr. In response to the public’s concern that their Fourth Amendment rights were being ignored, the Foreign Intelligence Surveillance Act of 1978 (FISA) was passed, creating procedures the government would have to follow before gathering information. In general, after FISA, for the government to collect information on an American, the government would need to present evidence to a court that the person on American soil was either from a foreign government or an agent for a foreign government, and that they were committing a crime.

After 9/11, the NSA’s powers began to increase again. The George W. Bush administration believed that with better intelligence, the 9/11 attacks could have been prevented. The administration pushed to expand the amount of intelligence the NSA was collecting. Combined with the growth of supercomputers and the amount of information sent digitally, NSA’s scope began to grow exponentially.

Snowden knew he’d face decades in jail for this security breach so he leaked the documents while in Hong Kong. After the story broke, he fled, intending to fly to a country that would take him in. While waiting for a flight in Russia to go to Cuba (which may or may not have been his final destination), his passport was revoked, and he was stuck for over a month in the Russian transit zone. In August of 2013 Russia granted him temporary asylum. As of the beginning of 2015, he remained there. Obama still maintains that, if caught, Snowden will be sent to jail.

---

# THE VERIZON COURT ORDER <sup>1/3</sup>

TOP SECRET//SI//NOFORN

UNITED STATES  
FOREIGN INTELLIGENCE SURVEILLANCE COURT  
WASHINGTON, D.C.

IN RE APPLICATION OF THE  
FEDERAL BUREAU OF INVESTIGATION  
FOR AN ORDER REQUIRING THE  
PRODUCTION OF TANGIBLE THINGS  
FROM VERIZON BUSINESS NETWORK SERVICES,  
INC. ON BEHALF OF MCI COMMUNICATION  
SERVICES, INC. D/B/A VERIZON  
BUSINESS SERVICES.

Docket Number: BR

13-80

SECONDARY ORDER

This Court having found that the Application of the Federal Bureau of  
Investigation (FBI) for an Order requiring the production of tangible things from  
Verizon Business Network Services, Inc. on behalf of MCI Communication Services  
Inc., d/b/a Verizon Business Services (individually and collectively "Verizon")  
satisfies the requirements of 50 U.S.C. § 1861,

IT IS HEREBY ORDERED that, the Custodian of Records shall produce to the  
National Security Agency (NSA) upon service of this Order, and continue production

TOP SECRET//SI//NOFORN

Derived from: Pleadings in the above-captioned docket  
Declassify on: 12 April 2038

**TOP SECRET//SI//NOFORN**

on an ongoing daily basis thereafter for the duration of this Order, unless otherwise ordered by the Court, an electronic copy of the following tangible things: all call detail records or “telephony metadata” created by Verizon for communications (i) between the United States and abroad; or (ii) wholly within the United States, including local telephone calls. This Order does not require Verizon to produce telephony metadata for communications wholly originating and terminating in foreign countries.

Telephony metadata includes comprehensive communications routing information, including but not limited to session identifying information (e.g., originating and terminating telephone number, International Mobile Subscriber Identity (IMSI) number, International Mobile station Equipment Identity (IMEI) number, etc.), trunk identifier, telephone calling card numbers, and time and duration of call. Telephony metadata does not include the substantive content of any communication, as defined by 18 U.S.C. § 2510(8), or the name, address, or financial information of a subscriber or customer.

IT IS FURTHER ORDERED that no person shall disclose to any other person that the FBI or NSA has sought or obtained tangible things under this Order, other than to:

(a) those persons to whom disclosure is necessary to comply with such Order; (b) an attorney to obtain legal advice or assistance with respect to the production of things in response to the Order; or (c) other persons as permitted by the Director of the FBI or the Director’s designee. A person to whom disclosure is made pursuant to (a), (b), or (c)

**TOP SECRET//SI//NOFORN**

**TOP SECRET//SI//NOFORN**

shall be subject to the nondisclosure requirements applicable to a person to whom an Order is directed in the same manner as such person. Anyone who discloses to a person described in (a), (b), or (c) that the FBI or NSA has sought or obtained tangible things pursuant to this Order shall notify such person of the nondisclosure requirements of this Order. At the request of the Director of the FBI or the designee of the Director, any person making or intending to make a disclosure under (a) or (c) above shall identify to the Director or such designee the person to whom such disclosure will be made or to whom such disclosure was made prior to the request.

IT IS FURTHER ORDERED that service of this Order shall be by a method agreed upon by the Custodian of Records of Verizon and the FBI, and if no agreement is reached, service shall be personal.

-- Remainder of page intentionally left blank. --

**TOP SECRET//SI//NOFORN**



# UNDERSTANDING THE PENTAGON PAPERS

	Controversial Line #1	Controversial Line #2
Cite the line or phrase		
Summarize in your own words		
Why is it controversial?		

	Line You Have a Question About #1	Line You Have a Question About #2
Cite the line or phrase		
What is your question?		
Propose an answer		

# UNDERSTANDING THE SNOWDEN FILES

	Controversial Line #1	Controversial Line #2
Cite the line or phrase		
Summarize in your own words		
Why is it controversial?		

	Line You Have a Question about #1	Line You Have a Question about #2
Cite the line or phrase		
What is your question?		
Propose an answer		

## ELLSBERG AND SNOWDEN QUESTIONS <sup>1/3</sup>

---

1. What is an argument the government could make for keeping the Pentagon Papers secret? What is an argument an American citizen could make for making the Pentagon Papers public?
2. What is an argument the government could make for keeping the Snowden Files secret? What is an argument an American citizen could make for making the Snowden Files public?
3. According to the Constitution, Congress declares war, not the President. And technically, war was never declared on Vietnam (nor on any country since World War II). What is the danger of having military engagements without Congress ever declaring war?
4. According to the Fourth Amendment, "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause." How does the NSA's intelligence gathering violate this?

5. According to John McNaughton, what was the main goal for the American military in Vietnam?
6. What role did the United States play in the coup d'état of Diem?
7. Which call records were Verizon being asked to hand over? Which call records were they not asked to provide?
8. President Obama said, "You can't have 100 percent security and also then have 100 percent privacy and zero inconvenience. We're going to have to make some choices as a society." What do you think he meant by this? Do you agree? Why or why not?

9. Snowden is quoted as saying, "The consent of the governed is not consent if it is not informed." What do you think he meant by this? Do you agree that the NSA was doing this? Explain.
10. Choose between Ellsberg and Snowden and make an argument that one is a hero.
11. Choose between Ellsberg and Snowden (it can be the same person as in the previous question) and make an argument that one is a traitor.



# Important Events in the History of Vietnam

## COMMON CORE STANDARDS

### **RH.6–8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **RH.6–8.3**

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **RH.6–8.10**

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

### **SL.6–8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

## DIRECTIONS

- Students are divided into groups of three. Each student is assigned a different topic from Vietnam’s history: Vietnam before the French, French-Vietnamese relations, or U.S.-Vietnamese relations.
- Students read the time line independently, highlighting the four to six events relating to their topic that they think are most essential.
- Students use the events they highlighted to summarize their topic in their own words.
- Students share their summaries with their group. After each student reads their summary, group members share connections, surprises, or questions they had about what they heard.
- Students independently answer “Important Events in the History of Vietnam Questions.”

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                    |                 |                 |
|--------------------|-----------------|-----------------|
| ▪ Colonize         | ▪ Ho Chi Minh   | ▪ Trade Embargo |
| ▪ French Indochina | ▪ Missionaries  | ▪ Vietcong      |
| ▪ Geneva Accords   | ▪ Ngo Dinh Diem | ▪ Vietnam       |

## EXTENSIONS

- Students could also make a time line from their highlighted events.
- Have students choose an event from the time line that interested them, research the selected event, and share what they learned with classmates.

## IMPORTANT EVENTS IN THE HISTORY OF VIETNAM <sup>1/3</sup>



- **About 500,000 BCE:** Human remains from about 500,000 years ago have been found in caves in today's northern Vietnam.
- **2879 BCE:** Vietnam's founding father, Kinh Duong Vuong unites the Vietnamese tribes. During the Hong Bang dynasty, he and his ancestors ruled an area that included today's northern Vietnam and parts of southern China, for over 2600 years.
- **258 BCE:** Thục Phán defeats the last Hong Bang ruler and takes over his empire.
- **207 BCE:** A Chinese general, Zhao Tuo, takes over and names it "Nam Viet."
- **111 BCE:** China's Han Dynasty conquers Nam Viet.
- **939 CE:** A province in today's northern Vietnam breaks off from China and calls itself Dai Viet.
- **13th Century:** Mongolian nomads establish the Yuan dynasty in China. They send an estimated 300,000 troops to take over Dai Viet, but are driven out.
- **1407–1428:** The Chinese, under the Ming dynasty, take over Dai Viet for a short time.
- **15th to 19th Centuries:** Dai Viet expands south, getting close to its current borders in 1757. But during this time the region is in turmoil, with sections breaking off, rebellions, and civil wars. In 1802 the area is united under the Nguyen dynasty and comes to be known as "Vietnam."
- **1620s:** The French Jesuit missionary Alexandre de Rhodes moves to Vietnam and begins converting Vietnamese to Christianity.
- **1650:** Rhodes returns to Europe. He requests that France send more Catholic missionaries to Vietnam. This eventually leads to the formation of the Society of Foreign Missions of Paris and an increase of French missionaries throughout Asia.
- **1825:** The Vietnamese emperor passes a law banning foreign missionaries.
- **1858:** Citing the need to protect the French missionaries living in Vietnam, France attacks Vietnam.

- **1880s:** France makes Vietnam one of its colonies, taking over its natural resources and instituting European-style education. France will also colonize Cambodia and Laos. The area will be referred to as “French Indochina.”
- **1940:** After Germany defeats France during World War II, Japan takes over Vietnam.
- **1941:** Ho Chi Minh organizes a group to fight for Vietnamese independence from Japan. The United States supports him.
- **August 1945:** Japan surrenders and loses control of French colonies in Indochina.
- **1945:** Ho Chi Minh declares Vietnam an independent country.
- **1946:** France still believes Vietnam should be its colony. French troops begin fighting with the Vietminh.
- **1950:** The United States sends thirty-five men to Saigon as advisers. Their roles include helping to fund the French and South Vietnamese troops and advising on military strategy. The group’s initial funding of \$10 million will increase to \$350 million by 1953.
- **1951:** France controls most of the cities; the Vietminh control most of the rural areas.
- **1954:** The French lose a major base in North Vietnam and decide to leave Vietnam. France and the Vietminh sign the Geneva Accords, where they agree to temporarily split Vietnam into two halves (a communist north and noncommunist south), with the expectation that within two years the country would reunite under elections that would select one president.
- **1955:** Ngo Dinh Diem becomes president of South Vietnam. Diem does not allow democratic elections to occur.
- **1961:** President Kennedy sends equipment and over 3,000 military advisers to help support the South Vietnamese government.
- **June 11, 1963:** Buddhist monk Quang Duc lights himself on fire to protest Diem’s treatment of Buddhists.
- **November 2, 1963:** Diem is assassinated. South Vietnam struggles to maintain stable political leadership as various other leaders take control.
- **November 22, 1963:** Kennedy is assassinated. Lyndon B. Johnson replaces him.
- **August 1964:** On August 2, the North Vietnamese fire upon a U.S. ship near North Vietnam. The U.S. ship fires back. Two days later, the ship’s commander believes the ship is under another attack, and reports the incident. The United States responds with airstrikes. On August 7, Congress passes the Gulf of Tonkin Resolution, which supports Johnson’s war efforts in Vietnam.
- **November 1964:** Lyndon B. Johnson is reelected.
- **March 1965:** Operation Rolling Thunder begins. This U.S. bombing campaign focuses on destroying bridges, highways, factories, and power plants in North Vietnam. It will continue until 1968.
- **April 1965:** President Johnson calls for U.S. troops to increase to 60,000.
- **November 1965:** President Johnson calls for U.S. troops to increase to 400,000.
- **October, 1967:** Between 50,000 and 100,000 protesters demonstrate against the war in Washington, DC.
- **January 30, 1968:** The Tet Offensive begins. It is a joint attack on South Vietnam by the North Vietnamese army and the Vietcong. It lasts most of the year.



Rolling Thunder

- **March 1968:** U.S. soldiers kill as many as 500 Vietnamese civilians in what will be called the My Lai Massacre.
- **November 1968:** Richard Nixon is elected president.
- **March 1969:** Nixon approves the bombing of Cambodia to stop supply routes into Vietnam.
- **April 1969:** U.S. troop levels peak at 543,500.
- **May 1969:** The United States fights a tough ten-day battle, winning control over a mountain near the Laotian border. Soldiers nickname it Hamburger Hill because they felt as though they had gone through a meat grinder to win it. Soon after, the United States abandons the mountain to the enemy, making many soldiers feel like their losses had been in vain.
- **June 1969:** Nixon begins pulling out troops from Vietnam. U.S. troop levels drop to 139,000 by November.
- **November 1969:** Over 500,000 protesters demonstrate against the war in Washington, DC, in what is believed to be America's biggest protest ever.
- **1973:** A peace accord is signed between North Vietnam and South Vietnam. North Vietnam says it will not try to take over South Vietnam. The United States says it will support South Vietnam if North Vietnam attacks. The United States withdraws troops.
- **1975:** North Vietnam attacks and quickly takes over South Vietnam. The United States does not intervene.
- **1994:** The trade embargo between the United States and Vietnam, which had been in place since 1975, is lifted by the United States.

## IMPORTANT EVENTS IN THE HISTORY OF VIETNAM <sup>1/2</sup>

## Summarizing Events

Circle the topic you have been assigned. Below it, summarize the main events of this topic.

- a. Vietnam before the French
- b. French-Vietnamese relations
- c. U.S.-Vietnamese relations

## Events Questions

1. What about your summary surprised a group member?
2. What is a question a group member had about your summary?
3. What is a connection a group member made from your summary?
4. About how old are the oldest remains found in Vietnam?
5. In what year did France first attack Vietnam?



6. When did the United States begin to pull out troops?
7. Which three foreign countries have controlled Vietnam at some point in its history?
8. Which three different groups did the United States support militarily at different points during the fighting in Vietnam?
9. What did the lifting of the trade embargo in 1994 say about U.S.-Vietnamese relations?
10. Which event would you like to learn more about? Why?

# Craft and Structure

**ACTIVITY 3**

History of Protest in America

**RH.6–8.4**

**RH.6–8.5**

**ACTIVITY 4**

Arguments For and Against the Vietnam War

**RH.6–8.6**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# History of Protest in America

### COMMON CORE STANDARDS

**RH.6–8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6–8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6–8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6–8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students answer the following question in their journal: “What does it mean to protest? What are different ways people protest?” When they’re done, students share what they wrote with a neighbor, then the class.
- Students read “The History of Protests in America” independently, highlighting any issue they think was worthy of a protest. When they’re done, students share what they highlighted with a neighbor, then the class.
- As a class, complete numbers 1 through 7 on “Protest History Questions.”
- Students independently answer the rest of the questions.

### EXTENSIONS

- Have the class decide on one issue they would like to change at the school and how they will work to bring about that change.
- Have students explore the 1969 court case *Tinker v. Des Moines Independent School District* where students were suspended for wearing black armbands to protest the Vietnam War.

## THE HISTORY OF PROTESTS IN AMERICA <sup>1/3</sup>



Women of the National Women's Party protesting at the White House, 1916

One definition of “protest” is a person expressing dissatisfaction. Technically, a child complaining about the broccoli he or she has been served, a sports fan ranting about the refs being blind, and a teacher bemoaning the loss of a weekend to a pile of papers are all forms of protest. When most individuals think of protests, though, they imagine the actions people take to express their discontent. These can be loud and attention grabbing, like a demonstration where people are waving homemade signs, or as quiet as choosing not to buy a certain product. Some protests have managed to spur important changes or previewed changes that would come. Others have devolved into violence or been mostly ignored. Some of America’s biggest demonstrations happened during the late 1960s against the Vietnam War, but there were protests even before there was a United States. They have occurred throughout American history, and they will continue to recur as long as the United States remains a democratic nation.

Protests played a major role in creating the United States. Infamously, in the Boston Tea Party in 1773, colonists climbed onto a British merchant ship and tossed much of its tea into the Boston Harbor. The specific reason for this act of civil disobedience was anger over the monopoly the British-owned East India Company had over the tea industry in Massachusetts. But it was also much bigger than that. After past protests about taxes, Britain had removed all previous taxes, except for one on tea. This one tax was not an economic hardship. In fact, to ensure the colonists drank East India tea, the British had reduced the overall price. The colonists were more concerned about a larger issue, which they summarized with

their demand for “no taxation without representation.” Britain believed it had every right to demand that America, its colony, pay them a tax, particularly after Britain had footed the bill for the French and Indian War. Patriots thought that Parliament, where no colonists served, had no right to decide what taxes colonists in America should pay. This was only resolved with the Revolutionary War and America’s subsequent independence. Talk about a protest that led to some major changes!

Once America became the United States, protests over important social issues continued to shape and change the nation, often for the better. One example was the labor movement in the early 1900s. With the rise of industry, more Americans began to work in factories with dangerous conditions and terrible pay; child labor was common. One study on wages found that unskilled workers at steel mills, packing factories, and other similar businesses worked 10 hours a day, six days a week, and made, on average, around 18 cents an hour.

Strikes by unions resulted in higher wages, the elimination of child labor, and better work conditions. The women’s suffrage movement (“suffrage” means the right to vote), which began in the 1840s, also benefited from demonstrations. Members of one suffrage group, the Silent Sentinels, picketed in front of the White House every day, except Sundays, for two and a half years until the Constitution was amended in 1920 to allow women the right to vote. The civil rights movement, which focused on giving African Americans equal rights, made a huge impact in the 1950s and 1960s. Inspired by Gandhi, civil rights leaders, such as Martin Luther King Jr., popularized nonviolent resistance. Additionally, the movement organized major demonstrations. In August 1963, over 200,000 protesters



Vietnam War protests, Kansas, 1967

participated in the March on Washington and heard King deliver his “I Have a Dream” speech. Months later the Civil Rights Act of 1964 passed, which made many segregation practices illegal. It is easy to see how these protest movements made America a better place for more of its citizens.

The Vietnam War protests leave a more complicated legacy. As the American public watched scenes of the carnage from the war in Vietnam on their televisions at night, support for American intervention in Vietnam nosedived. This led to many protests, including in 1969 when over 500,000 activists demonstrated in Washington, DC. It was the biggest political rally in American history. Nixon continued to pull troops out of Vietnam, and in 1973 he signed a peace agreement with North Vietnam that, more or less, ended American engagement there. Many protesters believed they had witnessed the best of people power, that with enough support real change could happen. On the other hand, many Americans, even some who were against the war, did not support the protesters. Some saw the protesters’ unwillingness to go to war as unpatriotic or not supportive of troops. Others disliked the break from

social norms many “hippies” partook of, like men growing their hair long. One example of the protesters’ lack of support was the public reaction to a protest that turned violent during the 1968 Democratic National Convention. Hundreds of demonstrators (along with journalists and doctors who came to help) were beaten and sprayed with mace. Despite this being caught on television, according to a Gallup poll from that time, 56 percent of Americans approved of the way the police handled the situation. As recently as 1990, a Gallup poll found the country split on their opinion of Vietnam War protesters overall. It is surprising that one of the most successful protest movements in U.S. history was not supported by a substantial number of Americans.

There have been many more recent protests, and their legacy is still unclear. In 1999 at least 40,000 protesters demonstrated in Seattle against the World Trade Organization (WTO). The activists were against globalization, and, among other complaints, believed that the policies of organizations like the WTO increased the gap between rich and poor and degraded the environment. These protests turned violent and chaotic, with riot police using tear gas and arresting over 600 people. In early 2009, a very different protest began with Graham Mokohoniuk. He was opposed to wasteful government spending and thought taxes should be lower. In a nod to the Boston Tea Party, he proposed that people who held his beliefs send a tea bag to the government. People around the country joined him, spawning the Tea Party, which has become an integral part of the Republican Party. As recently as 2014 protests broke out across the country in response to decisions that found police innocent in the deaths of two unarmed African Americans, one of whom was videotaped repeating “I can’t breathe” as a police officer held him in a chokehold. Many NBA players showed their support of these protests by wearing “I can’t breathe” T-shirts during warm-ups. Time will tell how these protests will be evaluated by history.

Some might ask, “Why do we even need protests?” Although it’s difficult to imagine a democratic society without them, it is a fair question. Can’t citizens just create change through voting? Do large, loud demonstrations only lead to aggressive, uncouth people disproportionately having their voices heard? Many protests struggle to ensure every member remains calm and peaceful. And police face the difficult balancing act of allowing the protesters’ right to free speech while doing their job to keep the public safe. Still, despite the messiness of protests, they are an essential aspect of free speech. Whereas voting can take months or even years to produce change, protests allow people to voice their feelings in the moment and can prompt elected officials to immediately propose laws that address these concerns. A side benefit is that big demonstrations often result in the public becoming more educated about the protesters’ issue, even if some citizens end up disagreeing with it. Whatever one’s opinion of them, protests are here to stay. What issues will prompt the next big protest? We’ll have to wait and see.

---

## PROTEST HISTORY QUESTIONS <sup>1/3</sup>

---

1. What does “monopoly” mean in “The specific reason for this act of civil disobedience was anger over the *monopoly* the British-owned East India Company had over the tea industry in Massachusetts”?
2. What does “footed” mean in “Britain felt it had every right to demand that America, it’s colony, pay them a tax, particularly after Britain had *footed* the bill for the French and Indian War.”
3. Is this reading organized causally, comparatively, or chronologically? Explain.
4. What topic does the second paragraph focus on?
5. What topic does the third paragraph focus on?

6. What topic does the fourth paragraph focus on?

7. What topic does the fifth paragraph focus on?

8. What were the Silent Sentinels trying to change?

9. What is an advantage of nonviolent protests?

10. Why do you think some protests become violent?



11. What were the Vietnam War protesters trying to change?
12. Why might the Vietnam War protests have gotten so large?
13. What is one protest the reading mentioned that you feel was worth protesting for? Why?
14. What is one protest the reading mentioned that you do not feel was worth protesting for? Why?
15. What is something at school you think should be changed or could be changed (and has nothing to do with homework or lunch!). Explain.

# Arguments For and Against the Vietnam War

## COMMON CORE STANDARDS

### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **RH.6-8.10**

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

## DIRECTIONS

- Students read “The Vietnam War Was an Epic Mistake” as a class, highlighting examples of loaded language and filling the first table out together.
- Students read “America Was Right to Intervene in the Vietnam War” independently, highlighting examples of loaded language. Students share what they highlighted with the class.
- With a partner, students fill out the second table.
- Students independently answer the questions.

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                |                 |   |
|----------------|-----------------|---|
| ▪ Agent Orange | ▪ Domino theory | ▪ Mired                                 |
| ▪ Burgeoning   | ▪ Enfeeble      | ▪ Post-Traumatic Stress Disorder (PTSD) |
| ▪ Cambodia     | ▪ Fronts        | ▪ Stalinists                            |
| ▪ Colony       | ▪ “Limited War” |   |

## THE VIETNAM WAR WAS AN EPIC MISTAKE <sup>1/3</sup>



Battalion

As we all learned in history class, once upon a time there was a country controlled as a colony by a foreign nation. Once that colony got tired of sending its money and resources to the foreign nation, it declared its independence. The foreign nation, however, refused to give up its colony. After years of tough fighting, the foreign nation backed down, and the country got to declare its independence. And then a different foreign nation entered the war, bombed the country, poisoned its forests, and brought in soldiers. Oh wait, did you think I was talking about Revolutionary War? No, this refers to the Vietnam War, which the Vietnamese simply refer to as the “American War.” The reasons America should have stayed out are many, but three that stand out are (1) Vietnam could have been America’s ally, (2) it was clear that the war would be very difficult to win, and (3) the war ultimately cost too much in terms of life, damages, and money.

Vietnam made much more sense as a United States ally than as an enemy. First of all, the United States and Vietnam already had been allies. When Japan took over Vietnam during World War II, the Vietminh and the OSS (which eventually became the CIA) worked together against Japan. Second, both countries shared many of the same ideals. Ho Chi Minh,

in particular, was inspired by America's history. After Japan was defeated in 1945, Ho Chi Minh declared Vietnam independent. At the ceremony, the Star Spangled Banner played as he quoted Thomas Jefferson. Finally, although Ho Chi Minh was already showing signs of being a communist (mostly in terms of land distribution—which was understandable considering how few peasants owned their own land), multiple sources claim Ho Chi Minh was willing to offer the United States naval bases in the country. Unfortunately, instead of helping this burgeoning democracy, America first supported France's attempts to regain control, and then the United States entered the war itself. Besides all the destruction America's escalation of the war caused, the United States forced Vietnam to get aid from China and the Soviet Union. It seems the nation causing dominos to fall into the Soviet sphere of influence was America.

The United States also should have never entered the fray because the military should have known that this war was going to be extremely hard to win. Unlike the Korean War, this would be a war without fronts. Guerilla fighters appeared out of nowhere, attacked U.S. troops, and then disappeared. And Vietnam's geography only made enduring the war more difficult. As Stanley Karnow, a war reporter, put it, "The heat and rain and insects were almost worse than the enemy. Drenched in sweat, the men waded through flooded paddies and plantations, stopping from time to time to pick leeches out of their boots." Also, the North Vietnamese were more motivated. Most saw this as a fight to win their independence. But did the American soldiers even know for what they were fighting? As evidence of how hard it would be for the United States to win, look at what happened: At America's peak involvement in 1969, despite having superior weapons and over 500,000 soldiers, the United States still could not defeat the North Vietnamese army.

Finally, the Vietnam War was clearly a mistake because it caused an immense amount of damage. Yes, there would have been deaths in battles to unite North Vietnam and South Vietnam. But no one can reasonably claim they would have compared to the casualties and environmental destruction caused by American escalation. Millions of Vietnamese civilians lost their lives. Additionally, hundreds of thousands of Laotian and Cambodian civilians were killed in other American bombing campaigns connected to the war. America also dumped over 19 millions gallons of Agent Orange and other defoliants onto Vietnam. By some estimates the country lost over half its forests between 1945 and 1980.

Additionally, Vietnam claims that these herbicides killed or injured 400,000 people and caused birth defects in as many as 500,000 children. The United States suffered as well. Over 50,000 soldiers died, while many more veterans struggled with PTSD after the war. Economically, the United States spent over \$100 billion. The costs, on multiple levels, were much too high for this unnecessary war.



Ho Chi Minh, 1921



Americans quickly realized this was not a war worth fighting. While public support for the war dipped (according to a Gallup Poll, 61 percent believed sending troops was a mistake by 1971), war protests erupted throughout the nation. Unfortunately, it does not appear that the U.S. government learned its lesson. The United States entered Afghanistan in 2001, and in 2003 the United States overthrew Saddam Hussein in Iraq. The value of entering either one of these wars is debatable, but entering both was true lunacy. More than a decade later, and despite the United States spending over \$700 billion, Afghanistan remains locked in a civil war, while Iraq is being ravaged by the group that calls itself the Islamic State (IS). Hopefully, when the United States government finds its next country to invade, the next generation will loudly retort, “No!”

---

## AMERICA WAS RIGHT TO INTERVENE IN THE VIETNAM WAR <sup>1/2</sup>

Mistakes were made in the Vietnam War, but that does not mean America's decision to support South Vietnam was a mistake. Vietnam was a winnable war that had a chance to truly improve the lives of the Vietnamese while also containing communism, an important foreign policy goal at that time.

First of all, just because the United States lost the Vietnam War does not mean it could not have been won. Lyndon B. Johnson's big mistake was that he increased America's involvement while still trying to fight a "limited war." For example, in 1965 Johnson approved Operation Rolling Thunder, a bombing campaign in North Vietnam. Johnson did not want population centers affected so American planes focused on blowing up bridges, factories, and roads. If President Johnson had instead targeted population centers, this might have been a much shorter war. Although this might sound harsh, do you think the Vietnamese look back now and say, "Thanks for holding back, LBJ!" A targeted bombing campaigning would have resulted in more civilian deaths at first, but most likely much less than resulted from the overall eight years of American intervention.

Second, despite the short-term damages to Vietnam, the long-term benefits of not being communist would have made up for the sacrifices both Vietnam and the United States made. Communism's sad legacy is that it leads to dictatorships and poorly performing economies. It has been forty years since American troops left, and Vietnam continues to repress democratic freedoms. Freedom House ranks it "Not Free," due to incidents like jailing activists, censoring the Internet, and not allowing for free elections. Vietnam has struggled economically as well. According to the World Bank, as of 2013 the average Vietnamese earned \$1,911. (The average American earned over \$50,000.) An easy way to see how the choice of communism over democracy can enfeeble a country is with Korea. There, the United States intervened and successfully maintained freedom for South Koreans. Today, they live in a modern democracy. North Koreans, on the other hand, are ruled by a dictator who takes away their rights and leaves much of the population starving to death. Do you think South Koreans wish we had just left them alone?

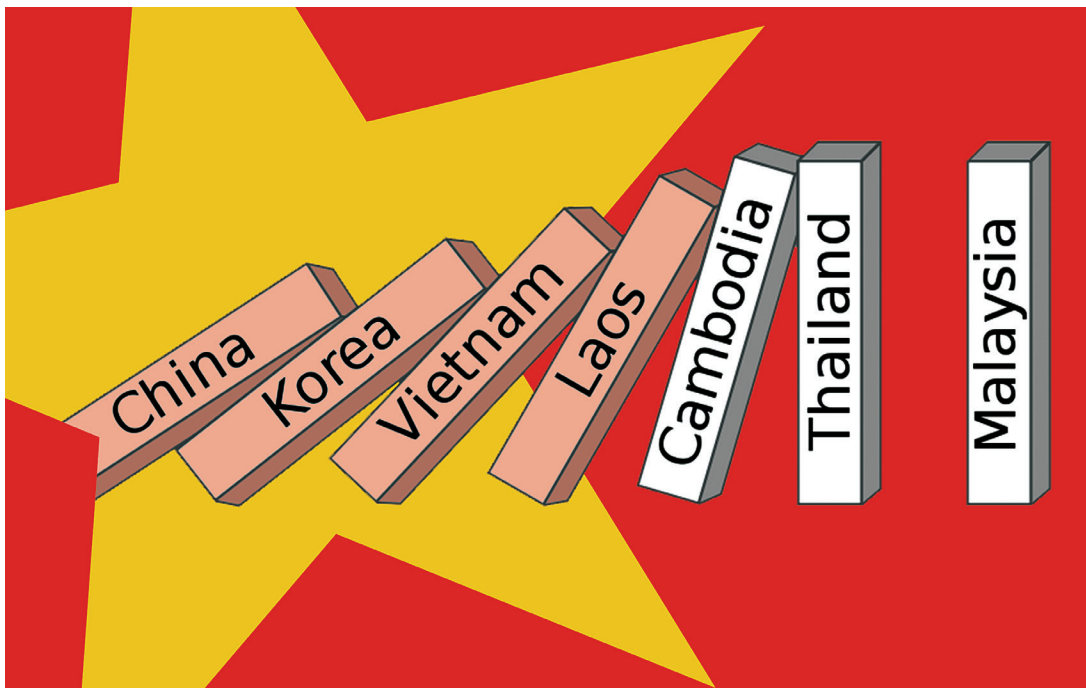
Lastly, a huge concern during this era was that a single nation falling to communism could spread to its neighbors (called the domino theory). President Kennedy described it,



Statues of Kim Il Sung and Kim Jong Il, North Korea

saying, “I believe . . . if South Vietnam went, it would not only give them an improved geographic position for a guerrilla assault on Malaya but would also give the impression that the wave of the future in Southeast Asia was China and the Communists. So I believe it.” And some major dominos had already fallen. China and the Soviet Union alone made up more than half of the area of Asia. If the United States had stood back and let South Korea and Vietnam convert to communism, where would it have ended? And despite the lack of success in Vietnam, our intervention there at least sent the message to potential Stalinists worldwide that they had a fight on their hands. If they had foreseen no resistance, who knows how many other countries would have become communist.

The peace protesters had a grand old time holding hands, dancing listlessly in circles, and tucking flowers into their hair. Good for them. But while the hippies returned after their rebellious jaunt to their privileged positions in a rich world democracy, the Vietnamese found themselves stuck in a country with no political freedom and with an economic system that would leave them mired in poverty. If only more of the protesters had been willing to risk their own lives to truly better the lives of poor people, then, just maybe, the world could have been a better place.



Domino theory



ASSESSING ARGUMENTS <sup>1/2</sup>

The Vietnam War Was an Epic Mistake

	Argument #1	Argument #1	Argument #3
Overall Argument			
Support the Author Used			
Counterargument One Could Make			

America Was Right to Intervene in the Vietnam War

	Argument #1	Argument #1	Argument #3
Overall Argument			
Support the Author Used			
Counterargument One Could Make			

1. What do you think was the strongest argument in "The Vietnam War Was an Epic Mistake"? Explain.
2. What could have been added or changed (fact, additional argument, reason, quote etc.) to strengthen the claims in "The Vietnam War Was an Epic Mistake"?
3. What do you think was the strongest argument in "America Was Right to Intervene in the Vietnam War"? Explain.
4. What could have been added or changed (fact, additional argument, reason, quote etc.) to strengthen the claims in "America Was Right to Intervene in the Vietnam War"?

5. Cite two examples of opinion or loaded language in "The Vietnam War Was an Epic Mistake."
6. Cite two examples of opinion or loaded language in "America Was Right to Intervene in the Vietnam War."
7. Which essay did you agree with more? Why?

# Integration of Knowledge and Ideas

**ACTIVITY 5**

Vietnam War versus Afghanistan War

**RH.6-8.7**

**ACTIVITY 6**

Fighting in Vietnam

**RH.6-8.8**

**RH.6-8.9**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
2 class periods

# Vietnam War versus Afghanistan War

### COMMON CORE STANDARDS

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students look over the charts quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by? Students share the answers to any of the three questions with a neighbor, then the class.
- Students independently answer “Wars in Vietnam and Afghanistan Questions.” Students share answers with a neighbor, then the class.
- Students choose three topics from the chart they will represent visually. Students may create bar graphs, line graphs, hand-drawn maps, pictures, etc. to illustrate the topics they have chosen.
- Students share the visual representations they created with their parents, ask them “Parent Questions,” and write down their parents’ answers.

### OTHER VISUAL OPTIONS

- Play a video of the draft lottery.
- Show the class a chart that shows the draft order by birthdate (students like to find their birthdays on it).
- Provide students with graphs that compare the Vietnam War to other major wars.
- Project a map that shows where the major battles and offensives took place.

## VIETNAM WAR VERSUS AFGHANISTAN WAR

All the numbers below are estimates.

	Vietnam War	Afghanistan War
<b>Why is/was the United States there?</b>	The United States wanted to prevent all of Vietnam from becoming communist.	The Taliban ruled Afghanistan and allowed al-Qaeda, a terrorist group responsible for the 9/11 attacks, to operate there.
<b>What happened?</b>	The U.S.-aided South Vietnam was unable to take over North Vietnam. After America left, all of Vietnam became communist.	After the 9/11 attacks, the United States invaded Afghanistan, overthrew the Taliban, and supported the development of a democracy. A civil war continued between the American-supported side and the Taliban into 2015.
<b>Location</b>	Southeast Asia	Middle East
<b>Climate</b>	Tropical	Semiarid
<b>How much money was spent</b>	\$140 billion (\$950 billion in 2011 US dollars)	\$718.6 billion dollars by 2014
<b>Population in 1965</b>	38,340,000	9,765,000
<b>Population in 2013</b>	89,710,000	30,550,000
<b>How many Americans died in the conflict?</b>	58,200	2,300 (as of June 2015)
<b>How many Americans were wounded in the conflict?</b>	303,600	20,000 (as of June 2015)
<b>How many people from that country died in the conflict?</b>	1,050,000 (between 1965 and 1975, includes civilian and soldiers)	84,740 (from 2001 to 2014, includes Afghan civilians, Afghan military, Afghan police, Taliban, and other militants)
<b>What years did the United States have military there?</b>	1965–1973 (although military advisers and aid had been sent since 1950)	2001–2014 (After 2014 the United States planned to leave about 10,000 troops there for two years.)
<b>Total number of U.S. soldiers</b>	2,594,000 served within the borders of South Vietnam	2,500,000 served/serving in Iraq and Afghanistan
<b>How many of those U.S. soldiers were drafted?</b>	648,000	0 (all-volunteer force)
<b>What was the size of the biggest U.S. protest against the conflict?</b>	500,000	75,000

Sources: "Cost of the Vietnam War." Vietnam Agent Orange Relief and Responsibility Campaign. [http://www.vn-agentorange.org/edmaterials/cost\\_of\\_vn\\_war.html](http://www.vn-agentorange.org/edmaterials/cost_of_vn_war.html).

"How Much Did the Vietnam War Cost?" Vietnam War. Last modified June 8, 2014. <http://thevietnamwar.info/how-much-vietnam-war-cost/>.

"Statistical Information about Fatal Casualties of the Vietnam War." National Archives and Record Administration. Last modified August 2013. <http://www.archives.gov/research/military/vietnam-war/casualty-statistics.html#category>.

Watson Institute for International Studies. "Costs of War." Brown University. <http://costsofwar.org/>.



## WARS IN VIETNAM AND AFGHANISTAN QUESTIONS <sup>1/2</sup>

---

1. What is meant by “in 2011 U.S. dollars”? Why is this important to know?
2. Which conflict had a draft?
3. How many Americans are estimated to have died during the war in Afghanistan?
4. How many Vietnamese are estimated to have died during the Vietnam War?

5. List three similarities between these two wars.
6. List three differences between these two wars.
7. Why might there have been so many more protests against the Vietnam War? Cite a fact from the chart to support your answer.

## PARENT QUESTIONS

---

Ask your parents these questions and write down their answers. It is okay to record their answers as bullets.

1. What did you learn about both wars from my visual information?
2. What do you think was similar about these wars?
3. What do you think was different about these wars?
4. What is an additional fact or opinion you have about the Vietnam War?
5. What is an additional fact or opinion you have about the Afghanistan War?

## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
2 class periods

# Fighting in Vietnam

### COMMON CORE STANDARDS

**RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads “Source 1: Fighting in Vietnam” together, underlining parts they have a question about and highlighting parts that show how terrible war can be. Students should draw a line from underlined parts to the margins and write their question.
- With a partner, students repeat with “Source 2: Letter from Vietnam.” When done, they share what they highlighted and underlined with the class.
- Independently, students repeat with “Source 3: Excerpts from a Vietnam Memoir.” When done, they share what they highlighted or underlined with their partner, then the class.
- Students complete “Fighting in Vietnam Questions” with their partner.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                    |                                    |                                 |
|--------------------|------------------------------------|---------------------------------|
| ▪ Guerilla         | ▪ Marine Corp Recruit Depot (MCRD) | ▪ “Search and Destroy” missions |
| ▪ Idleness         | ▪ Patented                         | ▪ Vietcong (VC)                 |
| ▪ Indiscriminately | ▪ Sacrificial                      | ▪ Viscera                       |

### EXTENSIONS

- Show the class age-appropriate excerpts from Vietnam War movies, such as *Platoon*, *Heaven and Earth*, *Full Metal Jacket*, *A Rumor of War* (based on the book that is excerpted in this lesson).
- Have students write a narrative from the perspective of a soldier in the Vietnam War.

## SOURCE 1: FIGHTING IN VIETNAM

The following comes from the website UShistory.org, a current website that summarizes important events in history.

In February 1965, the United States began a long program of sustained bombing of North Vietnamese targets known as Operation Rolling Thunder. At first only military targets were hit, but as months turned into years, civilian targets were pummeled as well.

The United States also bombed the Ho Chi Minh Trail, a supply line used by the North Vietnamese to aid the Vietcong. The trail meandered through Laos and Cambodia, so the bombing was kept secret from the Congress and the American people. More bombs rained down on Vietnam than the Allies used on the Axis Powers during the whole of World War II.

Additional sorties delivered defoliating agents such as Agent Orange and napalm to remove the jungle cover utilized by the Vietcong. The intense bombardment did little to deter the communists. They continued to use the Ho Chi Minh trail despite the grave risk. They burrowed underground, building 30,000 miles of tunnel networks to keep supply lines open.

It soon became clear to General William Westmoreland, the American military commander, that combat troops would be necessary to root out the enemy. Beginning in March 1965, when the first American combat troops waded ashore at Danang, the United States began “search and destroy” missions.

One of the most confounding problems faced by U.S. military personnel in Vietnam was identifying the enemy. The same Vietnamese peasant who waved hello in the daytime might be a VC guerrilla fighter by night. The United States could not indiscriminately kill South Vietnamese peasants. Any mistake resulted in a dead ally and an angrier population.

Search and destroy missions were conducted by moving into a village and inspecting for any signs of Vietcong support. If any evidence was found, the troops would conduct a “Zippo raid” by torching the village to the ground and confiscating discovered munitions. Most efforts were fruitless, as the VC proved adept at covering their tracks. The enemy surrounded and confounded the Americans but direct confrontation was rare.

By the end of 1965, there were 189,000 American troops stationed in Vietnam. At the end of the following year, that number doubled. Casualty reports steadily increased. Unlike World War II, there were few major ground battles. Most Vietnamese attacks were by ambush or night skirmishes. Many Americans died by stepping on landmines or by triggering booby traps. Although Vietnamese body counts were higher, Americans were dying at a rate of approximately 100 per week through 1967. By the end of that year there were nearly 500,000 American combat troops stationed in Vietnam.

General Westmoreland promised a settlement soon, but the end was not in sight.

*Source:* Independence Hall Association. “Years of Escalation: 1965-1968.” UShistory.org. <http://www.ushistory.org/us/55b.asp>. (CC BY 4.0)

## SOURCE 2: LETTER FROM VIETNAM

When Geri Gates was a junior in high school, her brother and his friend, Jerry, joined the Marines. After training they were sent to Vietnam for a 13-month tour of duty. The following is a letter from Jerry ("Jer") to Geri (which is misspelled as "Jeri"), written November 16, 1966.

16 Nov 1966

Dear Jeri—

I'm sorry I didn't get a letter off to you when I wrote to Bobby & Patty, but time ran out on me.

You'd be a real hit down at MCRD or here at the range especially, because we don't see very many pretty girls at either place. Just think of all these thousands of handsome Marine recruits running around loose without a girl in sight. I suppose you're on the way to another blue card, but then that gets old after awhile, just the same old routine A's & B's. Rod told me you got one of two female parts in a play, congratulations.

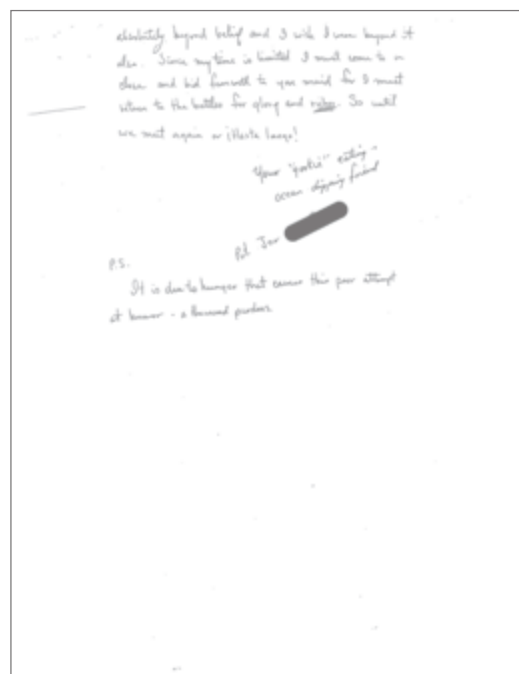
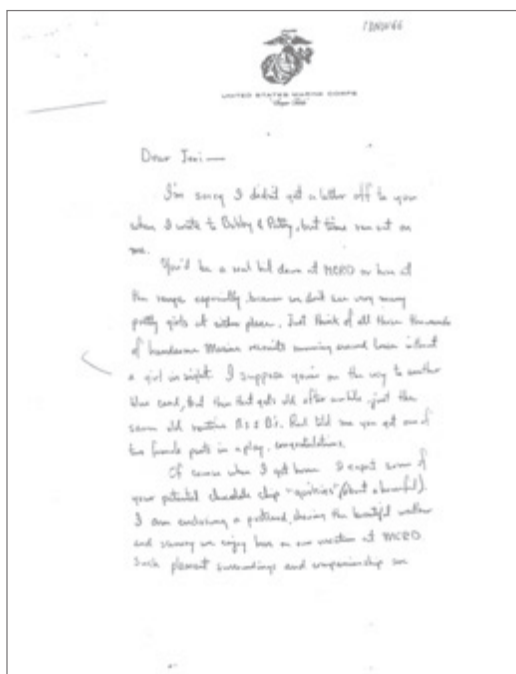
Of course when I get home I expect some of your patented chocolate chip "quookies" (about a houseful). I am enclosing a postcard, showing the beautiful weather and scenery we enjoy here on our vacation at MCRD. Such pleasant surroundings and companionship are absolutely beyond belief and I wish I were beyond it also. Since my time is limited I must come to a close and bid farewell to you maid for I must return to the battles for glory and riches. So until we meet again or ¡Hasta luego!

Your "quookie" eating-ocean dipping friend

Jer ———

P.S.

It is due to hunger that causes this poor attempt at humor—a thousand pardons.





## SOURCE 3: EXCERPTS FROM A VIETNAM WAR MEMOIR <sup>1/3</sup>

Philip Caputo was a lieutenant in the Vietnam War from 1965 to 1966. The following are excerpts from his 1977 memoir, *A Rumor of War*.

### Boredom

Instead of the adventure we were hoped it would be, defending the airfield turned out to be a deadening routine. We stood watch at night, stand-to after sunset, stand-down at first light. By day we repaired the rusted wire, dug fighting holes, filled sandbags. . . . This was not war; it was forced labor.

Ten days passed, ten days of total idleness. The novelty of our surroundings wore off and the battalion began to suffer from a spiritual disease called *la cafard* by the French soldiers when they were in Indochina. Its symptoms were occasional fits of depression combined with an unconquerable fatigue that made the simplest tasks, like shaving or cleaning a rifle, seem enormous.

### Enjoying War

Anyone who fought in Vietnam, if he is honest about himself, will have to admit he enjoyed the compelling attractiveness of combat. . . . Under fire, a man's powers of life heightened in proportion to the proximity of death, so that he felt an elation as extreme as his dread.

After I came home from the war, I was often asked how it felt, going into combat for the first time. I never answered truthfully, afraid that people would think of me as some sort of war-lover. The truth is, I felt happy. The nervousness had left me the moment I got into the helicopter, and I felt happier than I ever had.

There was a strange exhilaration in our helplessness. Carried willy-nilly down toward the landing zone, with the wind slapping against our faces and trees rushing in a green blur beneath us, we felt a visceral thrill. It was like the feeling of being on a roller coaster or in a canoe careening down a wild rapids; the feeling, half fear and half excitement, that comes when you are in the grip of uncontrollable forces.

### Climate and Land

The swamp, a great pool of rust-red mire about twice the size of a football field, was broken by islands of thorn bushes and razor-sharp grass that slashed the skin and tore our uniforms. The mud was waist-deep in places. It tugged at our boots, almost pulling them off when we lifted our feet to walk; and with each step the rotten-egg stench of escaping marsh gas rose into our nostrils. All of us were soon covered with leeches, black things as big as a man's thumb.

I then performed that time-honored platoon commander's duty, a foot inspection. The men removed their mud-caked boots and peeled off their drenched socks. From the knees down, their legs were covered in leeches and their skin was shriveled and white, like the skin of old men.

Working in shifts, the point man and I chopped at the growth with a machete. When we had cut as much as we could, three or four marines would come up and flatten the wall of brush by hurling their bodies against it. That done, the rest of the platoon could move forward a few yards. . . . All this in the bake-oven heat.

## Guerilla Warfare

There was no pattern to these patrols and operations. Without a front, flanks, or rear, we fought a formless war against a formless enemy who evaporated like the morning jungle mists, only to materialize in some unexpected place. It was a haphazard, episodic sort of combat. Most of the time, nothing happened; but when something did, it happened instantaneously and without warning.

It was a typical ambush: the VC set off a Claymore-type mine, sprayed the patrol with automatic-weapons fire, then faded back into the landscape. The action lasted no more than thirty seconds, but fifteen of those thirty-five marines were killed or wounded.

But mines and booby traps transform that friendly, familiar earth into a thing of menace, a thing to be feared as much as machine guns or mortar shells. The infantryman knows that any moment the ground he is walking on can erupt and kill him.

## Searching and Destroying Villages

They just stood there, silent and still, showing neither grief nor anger nor fear. . . . It was as if they regarded the obliteration of their village as a natural disaster and, accepting it as part of their lot, felt no more toward us than they might feel toward a flood.

We broke up into teams and started the search, which amounted to a disorganized rummaging through the villagers' belongings.

In minutes, the entire hamlet is in flames, the thatch and bamboo crackling like small-arms fire. . . . Women are screaming, children crying. Panic-stricken, the villagers run out of the flame and smoke as if from a natural disaster. . . . By some miracle, none of the people have been hurt. I hear women wailing, and I see one through the smoke that is drifting across the river. She is on her knees, bowing up and down and keening in the ashes of what was once her home. I harden my heart against her cries. You let the VC use your village for an ambush site, I think, now you're paying the price. . . . These villagers aided VC, and we taught them a lesson. We are learning to hate.



Burning Vietcong base camp, 1968

## Deaths

Nevertheless, we were sickened by the torn flesh, the viscera and splattered brains. The horror lay in the recognition that the body, which is supposed to be the earthly home of an immortal soul, which people spend so much time feeding, conditioning, and beautifying, is in fact only a fragile case stuffed full of matter.

I suffered from the illusion that there were good ways to die in war. I thought grandly in terms of noble sacrifices, of soldiers offering up their bodies for a cause or to save a comrade's life. But there had been nothing sacrificial or ceremonial about Sullivan's death. He had been sniped while filling canteens in a muddy jungle river.

Source: Caputo, Philip. *A Rumor of War*. New York: Henry Holt and Company, 1977.

## FIGHTING IN VIETNAM QUESTIONS

4. Cite a three lines or phrases from any of the sources that support the claim, "War is terrible."

5. Cite a line or phrase from "Source 2: Letter from Vietnam" that is sarcastic. Explain.
6. Cite a line or phrase from "Source 3: Excerpts from a Vietnam Memoir" that supports the claim, "War is exciting."
7. If you were the teacher and wanted to show students that war is not that bad, which source would you have them read? Why?
8. If you were the teacher and wanted to show students that war is terrible, which source would you have them read? Why?

9. What is a topic at least two of the sources covered? How did the readings handle it differently?
10. Who was the audience for "Source 2: Letter from Vietnam"? Who was the audience for "Source 3: Excerpts from a Vietnam Memoir"? How might these different audiences explain the different tones of the readings?
11. The author of "Source 2: Letter from Vietnam" mentions a "blue card" and refers to the recipient of the letter as a "maid." How might a student earn a blue card? What might it be used for? And, considering she's been in plays, why might he have referred to her as a "maid"?





# Writing Standards

**ARGUMENTATIVE WRITING**

Requiring National Service

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.6**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

Comparing Wars

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Green Beret Perspective Piece

**W.8.3**  
**WHST.6-8.5**  
**WHST.6-8.9**  
**WHST.6-8.10**

## Requiring National Service

### COMMON CORE STANDARDS

#### WHST.6-8.1

Write arguments focused on discipline-specific content.

#### WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- After learning about the paper, students respond in their journal to the question: “Do you think 18-year-olds should be required to participate in national service? Why or why not?” Students share what they wrote with a neighbor, then the class.
- Students look over “Arguments, Facts, and Quotes,” decide on their position, and highlight any lines or phrases that support their position.
- Students write their paper on-demand. On-demand writing can have multiple meanings. Some teachers require students to finish it within the given time frame. Others allow them to finish it for homework. The main point is that this paper will not have multiple drafts and/or edits.
- The papers are given to a high school class. Those students will read them and answer “High School Senior Response to Essay.”

## REQUIRING NATIONAL SERVICE

### Overall

Many Americans think citizens should do more for their country than simply paying taxes and voting. Although many citizens do volunteer, there is no government requirement to do so, and there has not been a military draft since the Vietnam War. Lately, there has been a call for young adults to devote a year or more to national service. This could include military service, working in schools, hospice care, a job that improves the environment, and so on. Your assignment is to write a paper about what you think the policy should be for Americans after they graduate high school (or for those who have dropped out and are 18 years of age). Seniors at your local high school will read your paper.

### Requirements

- Contains two to three supported arguments and a disputed counterclaim
- Audience is a high school senior
- Length should be 1 to 2 pages.

### Positions

- At eighteen, or after finishing high school, all Americans (men and women) should be required to devote one year to the armed forces.
- At eighteen, or after finishing high school, all Americans (men and women) should be required to devote one year either to the armed forces or to bettering the country.
- At eighteen, or after finishing high school, students should be able to do what they want. If they'd like to volunteer to be in the armed forces, they can and should get help paying for college in return (as it is now).

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Argument</b>	Uses logical reasoning and solid support to write highly convincing arguments and dispute a counterclaim.	Uses logical reasoning and solid support to write convincing arguments. Brings up a counterclaim but may struggle to successfully dispute it.	At times arguments are solid, but needs to improve reasoning, support, and/or counterclaim.	Arguments are weak because of issues with reasoning, support, and/or counterclaim.
<b>Conventions</b>	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

## 62 ARGUMENTS, FACTS, AND QUOTES <sup>1/2</sup>

### Possible Arguments

- Military drafts cause the public to turn against wars.
- National service should be a choice.
- It would cost the government too much money to set up programs for everybody to be part of.
- Americans already volunteer enough.
- More people in the military would make our army more powerful.
- More people in the military would make our country more likely to wage war.
- Americans would start their careers later, making it harder to save money to buy a house, support a family, etc.
- Public service would give young people important life skills.
- Students are too immature when they go to college at 18.
- Public service would bring young people together.
- Requiring military service would weaken our armed forces because many of the new recruits would not be as committed as people who had chosen to go.
- Citizens will take American military engagements more seriously if they or their children are required to serve in them.

### Facts

- The last war that had a draft, the Vietnam War, had large, high-profile protests.
- In 2006, more than 61 million Americans volunteered for more than 8 billion hours.
- A 2002 poll found that 70 percent of Americans believed universal service to be a good idea.
- A 2014 study found that Americans who received recognition for volunteering in their communities have higher "Well-Being" scores (70 versus 58.5). A 2014 study found that 34 percent of Americans who received recognition for volunteering over the last year reported feeling stressed the day before. The reporting of feeling stress the previous day rises to 42 percent for people who have not received recognition for volunteering in the last year.
- In 2014, 65 percent of Americans volunteered and 83 percent donated money.
- There were more than five times as many applicants to AmeriCorps in 2012 than available positions.
- More than 15,000 people applied to be in the Peace Corps in 2009.
- Armenia, Austria, Belarus, Brazil, Greece, Israel, Mexico, and Russia (among others) require military service for most men. Israel requires military service for most men and women.
- More than 12 percent of Americans served in World War II. Less than 0.5 percent serve in the military today.
- Between 1980 and 2010, on average, .08 percent of those who served in the military lost their lives per year. Loggers and fishers had higher mortality rates.

### Quotes

- **George Washington:** "When we assumed the soldier, we did not lay aside the citizen."
- **Dwight Eisenhower:** "I hate war as only a soldier who has lived it can, only as one who has seen its brutality, its futility, its stupidity."
- **Gandhi:** "Service which is rendered without joy helps neither the servant nor the served."

- **John F. Kennedy:** "My fellow Americans, ask not what your country can do for you, ask what you can do for your country."
- **Arlie Russell Hochschild (professor in sociology):** "People who volunteer at the recycling center or soup kitchen through a church or neighborhood group can come to feel part of something 'larger.' Such a sense of belonging calls on a different part of a self than the market calls on. The market calls on our sense of self-interest. It focuses us on what we 'get.'"
- **Arnold Schwarzenegger:** "Help others and give something back. I guarantee you will discover that while public service improves the lives and the world around you, its greatest reward is the enrichment and new meaning it will bring your own life."
- **Mitt Romney:** "We reserve our deepest respect and admiration for those who volunteer for service and give their lives to help keep our nation secure."
- **Michelle Obama:** "I believe that each of us—no matter what our age or background or walk of life—each of us has something to contribute to the life of this nation."

Sources:

- McChrystal, Stan. "How a National Service Year Can Repair America." *Washington Post*. November 14, 2014. [http://www.washingtonpost.com/opinions/mcchrystal-americans-face-a-gap-of-shared-experience-and-common-purpose/2014/11/14/a51ad4fa-6b6a-11e4-a31c-77759fc1eacc\\_story.html](http://www.washingtonpost.com/opinions/mcchrystal-americans-face-a-gap-of-shared-experience-and-common-purpose/2014/11/14/a51ad4fa-6b6a-11e4-a31c-77759fc1eacc_story.html).
- "Most Americans Practice Charitable Giving, Volunteerism." Gallup. December 13, 2013. <http://www.gallup.com/poll/166250/americans-practice-charitable-giving-volunteerism.aspx>.
- Planes, Alex. "Dying for a Paycheck: These Jobs Are More Dangerous Than Military Service." *The Motley Fool*. March 15, 2014. <http://www.fool.com/investing/general/2014/03/15/dying-for-a-paycheck-these-jobs-are-more-dangerous.aspx>.
- Sharpe, Lindsey. "Americans Serving Their Communities Gain Edge." Gallup. August 12, 2014. <http://www.gallup.com/poll/174785/americans-serving-communities-gain-edge.aspx>.
- Stengel, Richard. "A Time to Serve." *Time*. August 30, 2007. [http://content.time.com/time/specials/2007/article/0,28804,1657256\\_1657317\\_1657570,00.html](http://content.time.com/time/specials/2007/article/0,28804,1657256_1657317_1657570,00.html).

## HIGH SCHOOL SENIOR RESPONSE TO ESSAY

---

1. What is a good point the author made in his or her paper? Be specific.
2. Take one of the author's points, summarize it, and write a counterargument against it.
3. This is an issue that will not affect the author next year. What do you think the author has not considered as a result of this?
4. Do you think national service should be required for Americans after they graduate high school? Explain.

## Comparing Wars

### COMMON CORE STANDARDS

#### WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students decide on a war they want to compare to the Vietnam War.
- Students research with specific topics in mind. They record information on the research page, making sure to keep track of their sources.
- Students use the research page to complete an outline.
- Students use their outline to write a final draft.



## COMPARING WARS

### Overall

Since there have been societies, there have been armed conflicts between them. History classes often cover wars, but it is rare that students are asked to compare conflicts from different eras. However, by comparing wars we can see how society has changed, what technological changes there have been, the role geography plays in warfare, and much more. For this assignment you will write a paper that compares and contrasts two American wars: the Vietnam War and one of your choosing. The paper should be one to two pages long and include a Works Cited page.

### Paragraphs

- An opening paragraph that introduces main subject and previews what will be covered
- Three body paragraphs that each focus on a different chosen topic
- A concluding paragraph that evaluates the biggest similarity and difference between the two wars

### Wars

- Revolutionary War
- War of 1812
- Mexican-American War
- Civil War
- Spanish-American War
- World War I
- World War II
- Korean War
- Persian Gulf War
- War in Afghanistan
- Iraq War

### Topics

- Weapons
- Vehicles
- Uniforms
- Communication
- Medical care
- Spies
- Role of women
- Role of African Americans
- Role of Native Americans
- Types of fighting
- Strategies
- Geography
- Daily life of a soldier
- Home front
- Reasons for entering
- Results
- Effects on America
- Effects on another country
- A different topic of your choosing

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Informative</b>	Comprehensively informs about both wars.	Sufficiently informs about both wars.	Sufficiently informs about one of the wars.	Does not sufficiently inform about either of the wars.
<b>Analysis</b>	Able to find multiple accurate similarities/differences between both wars and to write convincingly about which are the most similar/different.	Able to find multiple accurate similarities/differences between both wars.	Able to find some accurate similarities/differences between both wars, but either needs more comparisons or made a significant number of errors.	Is unable to find many accurate similarities/differences between both wars.

COMPARING WARS RESEARCH PAGE

	Topic 1: _____	Topic 2: _____	Topic 3: _____
Vietnam War			
Your Choice: _____			

COMPARING WARS OUTLINE 1/2

<b>Hook</b> (Fact, description, quote, question, etc.)	
<b>Overall Subject and a Preview of Topics That Will be Covered</b>	
<b>Transition/Topic Sentence</b>	
<b>Topic 1:</b> _____	
<b>Transition/Topic Sentence</b>	
<b>Topic 2:</b> _____	

Transition/Topic Sentence	
Topic 3: <hr/>	
Conclusion (Summary statement, biggest similarity, biggest difference)	

## Green Beret Perspective Piece

### COMMON CORE STANDARDS

#### W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- The teacher shows images of the Central Highlands in Vietnam (where the Green Berets did many of their operations). The class discusses what they notice, what the weather is probably like, what it would be like to be there, etc.
- The class goes over the assignment and rubric. Students discuss with a neighbor what they think their story will be about.
- Students go over “Green Beret Information” independently, highlighting any facts they want to integrate into their story. Students share with a neighbor what they highlighted and why.
- Students work on “Green Beret Brainstorm,” running ideas by neighbors as they work.
- The teacher may want to give students time to do extra research before they write their rough draft.
- Students use “Green Beret Story Brainstorm” to write a rough draft.
- Students trade rough drafts with a neighbor and complete a peer edit about their paper.
- Students use comments from their peer edit to write a final draft.

## GREEN BERET PERSPECTIVE PIECE

### Overall

"Green Beret" is the nickname for a member of the U.S. Army Special Forces. They are trained to participate in unconventional warfare and played a significant role during the Vietnam War. For this assignment you will use facts about the Green Berets to write a story from their perspective. This one- to two-page paper will take place during just one scene and needs to be written in first person (use "I").

### Some Options (although you can make your own): You may be...

- On a search and rescue mission to find a downed pilot
- Part of Operation Kingpin
- Captain Donlon during the Battle of Nam Dong
- Reminiscing with a Green Beret buddy well after the war is done
- Getting dropped off for first day in a Montagnard village
- Retaking a camp that had been captured by the Vietcong

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Writes an extremely engaging story by using vivid word choice, sensory details, a strong voice, and extensive details about the event.	Writes an engaging story that includes sufficient details about the event.	Story has accurate details, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice.  <i>OR</i> Writes an engaging story that does not include enough details about the event.	Story includes few/no details about the event.
<b>Information</b>	Fluidly integrates many accurate facts about the Green Berets.	Includes a sufficient number of accurate facts about the Green Berets without distracting from the story.	Includes many accurate facts about Green Berets but either needs more, many were inaccurate, or the inclusion of many distracts from the story.	Contains little accurate information about Green Berets.

## GREEN BERET INFORMATION <sup>1/2</sup>

### Basics

- They got their nickname from their headgear. They came to Vietnam in 1956. Their original job was to train groups of Vietnamese. By 1967 Green Berets were training over 40,000 Vietnamese.
- Green Berets operated in small teams (often ten to twelve people).
- They had a different mentality than did regulars in the army. Whereas following orders was essential to being a good soldier, a good Green Beret needed to be able to make decisions on his own.
- When President Kennedy visited a Green Beret training camp, they showed off their survival skills by catching, cooking, and eating a snake. This earned them the nickname "snake eaters."
- "Ballad of the Green Berets" was a number 1 song in America in 1966
- Veteran Francis Kelly described, "The Special Forces men earned on the battlefield their rightful place in the United States Army. Tough, resourceful, dedicated, and efficient, the men of the Special Forces stood and fought as well and as bravely as those of any fighting unit in our country's history."

### Montagnards

- The name means "mountaineers" in French.
- They lived in Vietnam's Central Highlands.
- The Montagnards wanted more autonomy to run their own affairs.
- They were considered savages by the ethnic Vietnamese.
- Montagnards became allies with the United States.
- Green Berets armed and trained them.
- The Montagnards guarded mountain areas against the North Vietnamese.
- Americans often referred to them as "Yards."
- They are known for their crossbows.
- Americans considered them to be a loyal, friendly, and tough people.
- Former Green Beret Edward Bridges stated, "The Montagnards made excellent soldiers." He added, "They were very good at small unit tactics and seemed to know instinctively how to protect their flanks. In a way, combat was almost like a family situation with them: you protect your brother and your brother protects you." Bridges continued, "I found them very brave under fire. They wouldn't hesitate to run out and help a team member who was in trouble."
- While doing research in Vietnam for his film *The Green Berets*, John Wayne was given a traditional Montagnard bracelet (Jarai). He wore it in the rest of the films he appeared in until he died.

### Maintaining Camps

- Green Berets most commonly lived in a village where they trained groups on how to resist a Vietcong takeover.
- Often they worked with ethnic groups who did not identify with being Vietnamese, such as Montagnards, Hmong people, Nung people.
- They were often located in "hot areas," where most villages were controlled by the Vietcong and/or where there was little South Vietnamese or U.S. military presence.
- For many villages, they did no military training. Instead they provided medical care, education, food, and civil works projects (building bridges, schools, irrigation canals, etc.).
- At times villages were besieged. The Green Berets helped the village survive.

## Project Delta

- Established in 1964 and lasted until 1970.
- Project Delta's main base was at Nha Trang.
- The project's goal was to collect information from Vietcong-held villages in South Vietnam. This collection of information was referred to as a reconnaissance mission. Green Berets were often dropped off at night by helicopter into a hostile area.
- Some of their missions included bugging enemy offices, rescuing downed pilots and prisoners of war (POWs), assessing bomb damages, interrogating captured Vietcong, etc.
- Sometimes the Green Berets made quick strikes to recapture a camp that had been taken over by the Vietcong.
- Those in Project Delta worked in teams of Green Berets and of the Vietnamese they had trained (often Montagnards).

## Battle of Nam Dong

- The battle occurred from July 5 to July 6, 1964
- Around 350 allies of South Vietnam (only 12 of which were Green Berets) were up against 1,000 Vietcong and members of the North Vietnamese Army (NVA).
- Camp Nam Dong was located in a valley near the border with Laos.
- It was used to protect and improve living conditions for nine Montagnard villages where 5,000 people lived.
- Mortars barraged the camp starting in the middle of the night (2:26 a.m.).
- Captain Donlon had finished making his rounds and had walked into the mess hall when the building fell down around him.
- As Donlon made his way around the camp, various mortars blew Donlon off of his feet, and shrapnel from them became embedded in his left arm and abdomen.
- Captain Donlon worked hard to rally his troops in defense of the camp. He even helped treat the wounded, although he was also wounded.
- After five hours, the NVA and VC aborted the attack.



Green Berets

## Operation Kingpin

- Reconnaissance photos showed that there were two active prison camps in North Vietnam at Son Tay.
- The operation's goal was to free fifty-four American prisoners from these camps.
- Fifty-six Green Berets participated.
- The operation was launched after the monsoon season ended, on November 20, 1970.
- Green Berets flew into the camp by helicopter and took control of the camp. Over one hundred Vietnamese died, while the United States only lost one man. Unfortunately, the prisoners had been moved to a different camp due to the monsoons.
- Although the goal was not met, it was still considered a well-executed operation.



1. What is your overall story about?
2. What is the problem in your story? How is it resolved?
3. What are other important events in your story?
4. What is the geography of the setting like?

5. What is the personality of your character? What is his name? How old is he? Where in the United States is he from?
6. What other characters will be in it? What are their names? What are they like?
7. How will you hook the reader? Some options include dialogue, onomatopoeia (spelling a sound), an in-depth description, or an action.
8. How will your story end? Cliffhanger? Full circle (connect it to beginning)? Punch line (a short statement that leaves the reader thinking)? Foreshadowing?

**GREEN BERET PEER EDIT** <sup>1/2</sup>**Writing**

- Cite two examples of strong word choice from the paper.
- What part(s) should your partner add more details to?
- Assess the paper on the rubric. Explain why below it.

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Writing</b>	Writes an extremely engaging story by using vivid word choice, sensory details, a strong voice, and extensive details about the event	Writes an engaging story that includes sufficient details about the event.	<p>Story has accurate details, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice.</p> <p><i>or</i></p> <p>Writes an engaging story that does not include enough details about the event.</p>	Story includes few/no details about event.

Information

- What part could be more factually accurate? How should your partner change it?
  
  
  
  
  
  
  
  
  
  
- What are two facts about the Green Berets your partner could add?
  
  
  
  
  
  
  
  
  
  
- Assess your partner’s paper on the rubric. Explain why below it.

	Exceeding	Proficient	Developing	Beginning
Information	Fluidly integrates many accurate facts about the Green Berets.	Includes a sufficient number of accurate facts about the Green Berets without distracting from the story.	Includes many accurate facts about Green Berets but either needs more, many were inaccurate, or the inclusion of some distracts from the story	Contains little accurate information about Green Berets.



# Selected Answers

## ACTIVITY 1

### Ellsberg and Snowden Questions

1. The government could argue that by making the information public, the enemy could discover more about their strategies, making it harder to win the war. American citizens could argue that they have the right to know what their elected officials were planning and how they were misled.
2. The government could argue that publishing the Snowden Files will make it harder for the NSA to do its job and will make the United States less safe. American citizens could argue that the NSA was infringing on the rights provided the Fourth Amendment, and with the Snowden Files public, the NSA would be less likely to do so in the future.
3. The danger of never having Congress declare war is that there are less checks and balances on engaging militarily with a foreign country.
4. No warrants were issued before people's information was seized.
5. "To avoid a humiliating US defeat."
6. They encouraged the generals to overthrow him.
7. Verizon was asked to hand over details about calls made or received by people in the United States. They did not have to hand over information on calls where both the caller and called were in a foreign country.
8. Answers will vary, but the following is one possible answer: I think he means that we have to give up some of our privacy to keep us safe. I agree with him. I am okay with giving up some information if it will protect the country.
9. Answers will vary, but the following is one possible answer: I think he is saying that if the public didn't know it was happening, then they weren't agreeing to it. This seems to be what the government was doing. The public had no idea how much information the NSA was gathering on us.
10. Edward Snowden is a hero. He risked time in jail to give valuable information to the country about the NSA's violation of the Fourth Amendment.
11. Edward Snowden is a villain. This information about the NSA's surveillance is now in the hands of our enemies. Terrorists will now have an easier time making another attack on us because they know how the NSA was collecting information and because now the public will not allow the NSA to gather as much possibly life-saving intelligence.

## ACTIVITY 2

### Important Event Questions

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. 500,000 years old
5. 1858
6. 1969
7. China, France, Japan
8. Vietminh (during World War II), France, and South Vietnam
9. It showed it had taken twenty years for the countries to move past the war but that they were making amends.
10. Answers will vary.

## ACTIVITY 3

### Protest History Questions

1. Domination of an industry
2. Paid
3. Chronologically—The protests mentioned go in the order they occurred, from colonial times to most recent.
4. The second paragraph focuses on why the colonists had the Boston Tea Party.
5. The third paragraph focuses on social protests that led to positive changes.
6. It focuses on the size of the Vietnam War protests and how people responded to them.
7. It provides details about more recent protests.
8. They wanted women to get the right to vote in all states.
9. People tend to respect the message of protests more when they are peaceful.
10. Some protests become violent because there are a lot of people gathered in one place, and they all feel strongly about something they would like to have changed.
11. They wanted the United States to remove its troops from Vietnam.
12. Scenes from the war were broadcast on their television, bringing the horrors of war to their living rooms.
13. Answers will vary.
14. Answers will vary.
15. Answers will vary.

## ACTIVITY 4

### Assessing Arguments

The Vietnam War Was an Epic Mistake

	Argument #1	Argument #2	Argument #3
<b>Their Overall Argument</b>	America could have been allies with North Vietnam	It was an unwinnable war.	The war cost both countries a lot.
<b>Support They Used</b>	<p>Were allies during World War II</p> <p>Vietnam's leaders were inspired by America's independence</p> <p>Vietnam offered the United States use of their ports</p> <p>Vietnam eventually got support from China and the Soviet Union</p>	<p>Guerrilla warfare and geography made for tough fighting</p> <p>The northern Vietnamese were more motivated to win</p> <p>America/South Vietnam lost even though they had superior numbers</p>	<p>Millions of Vietnamese were killed</p> <p>Vast forests and farmland were destroyed</p> <p>It was expensive for America and over 50,000 soldiers died</p>
<b>Counter-argument One Could Make</b>	Vietnam was communist and was always going to ally with China or the Soviet Union against America and the West.	Any war can be won. If America had bombed more, brought in more troops, and been more committed, they could have won.	All wars are expensive and result in lives lost, but if it is for a good cause, like preventing the Vietnamese from becoming communist, it can be worth it

## America Was Right to Intervene in the Vietnam War

	Argument #1	Argument #2	Argument #3
<b>Their Overall Argument</b>	The war could have been won.	Helping Vietnam become democratic would have greatly benefited them in the future.	Intervening in Vietnam may have stopped other countries from attempting to become communist.
<b>Support They Used</b>	President Johnson attempted to fight a limited war  Targeted bombing would have led to a much shorter war.	Communism leads to less freedom and weak economies  South Korea is much freer and richer than North Korea	Kennedy's quote about the domino theory.  If the United States had not stepped in, all of Korea would have become communist.
<b>Counter-argument One Could Make</b>	The Vietnamese wanted to be free from foreign domination. They were going to fight until they got their independence, no matter how much more the United States bombed them.	There is no guarantee that South Vietnam would have had as much success as South Korea did.	Vietnam was pushed into becoming allies with communist countries because the United States supported the French instead of agreeing to become Vietnam's ally.

## Assessing Arguments Questions

1. I think the strongest argument was that it was unwinnable. It just sounded like a terrible place to fight, and North Vietnam did really well despite being outnumbered.
2. I think they needed to change the first argument. It seems unrealistic that a communist Vietnam would ever be allies with the United States during the Cold War.
3. I think the strongest argument was discussing the benefits of not being communist. Bringing up North Korea and South Korea was particularly convincing.
4. I think they needed a fact to support the idea that other countries decided not to become communist because of the Vietnam War.
5. "Which was understandable," "clearly a mistake," "unnecessary war," etc.
6. "Do you think South Koreans wish we had just left them alone," "mired in poverty," "had been willing to risk their own lives to truly better the lives of poor people," etc.
7. Answer will vary.



## ACTIVITY 5

### Questions on Chart

1. It converts money spent in the 1960s and 1970s to 2011 dollars. Because of inflation, \$140 billion would be more in recent times. This allows us to better compare costs from different eras.
2. Vietnam War
3. 20,000
4. 2,284,000
5. The cost, the amount of time there, both had civil wars, both are in Asia, etc.
6. There was a draft in Vietnam, far more Vietnamese died than Afghans, more Americans died in Vietnam than in Afghanistan, protests against the Vietnam War were much bigger, different climates, Vietnam was much more populated, etc.
7. There was a draft, more people were dying, a group in that country hadn't attacked the United States, etc.

## ACTIVITY 6

### Fighting in Vietnam Questions

1. "Source 1: Fighting in Vietnam" is a secondary source because it was written recently. Also, either the authors were not in the war or, if they were, they did not give any first-person accounts of what they experienced.
2. "Source 2: Letter from Vietnam" is a primary source because someone wrote it during the war. "Source 3: Excerpts from a Vietnam War Memoir" is a primary source because the author is describing experiences he had while he was in the war.
3. Answers will vary, but the following are some possible answers:
  - Source 1: Fighting in Vietnam—"Most efforts were fruitless." This writing concludes that the raids did not amount to much. This is an opinion because some may have thought the raids were productive.
  - Source 2: Letter from Vietnam—"It is due to hunger that causes this poor attempt at humor." He is assuming that the humor is not successful.
  - Source 3: Excerpts from a Vietnam War Memoir—"Under fire, a man's powers of life heightened in proportion to the proximity of death." This might not have been everybody's experience.
4. Answers will vary, but the following are some possible answers.
  - Source 1: Fighting in Vietnam—"Civilian targets were pummeled as well"; "Any mistake resulted in a dead ally"; "Dying at a rate of approximately 100 per week through 1967"; etc.
  - Source 2: Excerpts from a Vietnam War Memoir—"Women are screaming, children crying"; "Nevertheless we were sickened by the torn flesh"; "All of us were soon covered with leeches"; etc.
5. "So I must return to the battles for glory and riches." This is sarcasm because he does not really think he'll find glory or make money from the fighting. He's instead downplaying what he's gaining from being a soldier.
6. "There was a strange exhilaration in our helplessness"; "It was like the feeling of being on a roller coaster"; "The truth is, I felt happy"; etc.
7. Overall, "Source 2: Letter from Vietnam" gives the feeling that war is not so bad. He sounds like he'd rather be home, but he's making jokes and asking how she is. The biggest complaint is about the food.
8. "Source 3: Excerpts from a Vietnam Memoir" mostly makes the war sound horrible. It is very detailed about the discomforts of fighting, the terrible things they did, and how it felt to see your comrades killed.

9. "Source 1: Fighting in Vietnam" and "Source 3: Excerpts from a Vietnam War Memoir" both discussed burning villages. The former reading focused on why they did it and how they weren't successful. The latter reading focused on how the people reacted.
10. The audience for "Source 2: Letter from Vietnam" was someone from home, while the audience for "Source 3: Excerpts from a Vietnam Memoir" was people deciding to read about Vietnam after the conflict ended. These are very different audiences. The letter writer probably wouldn't want people to worry about him so he wouldn't focus too much on the scary parts of the war. People reading a memoir though, might want to know just how bad war can be. Also, because Caputo is writing after the war is over, people wouldn't have to worry about their loved ones being in danger.
11. Answers will vary, but the blue card was something she received for getting good grades (3.5 GPA or higher). It would allow her to miss a day of school so she could work on homework. He calls her a maid because she played a handmaid in a school play.

# Bibliography

- "Battlefield Vietnam: Timeline." PBS. <http://www.pbs.org/battlefieldvietnam/timeline/>.
- Caputo, Philip. *A Rumor of War*. New York: Henry Holt and Company, 1977.
- Carbone, Nick, et al. "Top Ten Protest Movements." *Time*. October 12, 2011. [http://content.time.com/time/specials/packages/article/0,28804,2096654\\_2096653,00.html](http://content.time.com/time/specials/packages/article/0,28804,2096654_2096653,00.html).
- Cerasini, Marc. *The Complete Idiot's Guide to the U.S. Special Ops Forces*. Indianapolis: Alpha Books, 2002.
- Cornelison, Pam, and Ted Yanak. *The Great American History Fact-Finder: The Who, What, Where, When, and Why of American History*. Boston: Houghton Mifflin, 2004.
- Faragher, John Mack. *The American Heritage Encyclopedia of American History*. New York: H. Holt, 1998.
- Harding, Luke. *The Snowden Files*. New York: Vintage Books, 2014.
- "How Much Did the Vietnam War Cost?" Vietnam War. Last modified June 8, 2014. <http://thevietnamwar.info/how-much-vietnam-war-cost/>.
- Independence Hall Association. "Years of Escalation: 1965–1968." USHistory.org. <http://www.ushistory.org/us/55b.asp>.
- McChrystal, Stan. "How a National Service Year Can Repair America." *Washington Post*. November 14, 2014. [http://www.washingtonpost.com/opinions/mcchrystal-americans-face-a-gap-of-shared-experience-and-common-purpose/2014/11/14/a51ad4fa-6b6a-11e4-a31c-77759fc1eacc\\_story.html](http://www.washingtonpost.com/opinions/mcchrystal-americans-face-a-gap-of-shared-experience-and-common-purpose/2014/11/14/a51ad4fa-6b6a-11e4-a31c-77759fc1eacc_story.html).
- "Most Americans Practice Charitable Giving, Volunteerism." Gallup. December 13, 2013. <http://www.gallup.com/poll/166250/americans-practice-charitable-giving-volunteerism.aspx>.
- Murray, Stuart. *Eyewitness: Vietnam War*. New York: DK Publishing, 2005.
- Onion, Rebecca. "The Snake-Eaters and Yards." Slate.com. November 27, 2013. [http://www.slate.com/articles/news\\_and\\_politics/american\\_military\\_history/2013/11/the\\_green\\_berets\\_and\\_the\\_montagnards\\_how\\_an\\_indigenous\\_tribe\\_won\\_the\\_admiration.html](http://www.slate.com/articles/news_and_politics/american_military_history/2013/11/the_green_berets_and_the_montagnards_how_an_indigenous_tribe_won_the_admiration.html).
- The Pentagon Papers: The Defense Department History of United States Decisionmaking on Vietnam*. Vol. 2. Senator Gravel Edition. Boston: Beacon Press, 1971. [https://archive.org/stream/pentagonpapersde01beac/pentagonpapersde01beac\\_djvu.txt](https://archive.org/stream/pentagonpapersde01beac/pentagonpapersde01beac_djvu.txt).
- Planes, Alex. "Dying for a Paycheck: These Jobs Are More Dangerous Than Military Service." The Motley Fool. March 15, 2014. <http://www.fool.com/investing/general/2014/03/15/dying-for-a-paycheck-these-jobs-are-more-dangerous.aspx>.
- Sharpe, Lindsey. "Americans Serving Their Communities Gain Edge." Gallup. August 12, 2014. <http://www.gallup.com/poll/174785/americans-serving-communities-gain-edge.aspx>.
- "Statistical Information about Fatal Casualties of the Vietnam War." National Archives and Record Administration. Last modified August 2013. <http://www.archives.gov/research/military/vietnam-war/casualty-statistics.html#category>.
- Stengel, Richard. "A Time to Serve." *Time*. August 30, 2007. [http://content.time.com/time/specials/2007/article/0,28804,1657256\\_1657317\\_1657570,00.html](http://content.time.com/time/specials/2007/article/0,28804,1657256_1657317_1657570,00.html).

- Vietnam Task Force. "The Air War in North Vietnam: July 1965 to the Year-End Bombing Phase." In *Direct Action: The Johnson Commitments*. Vol. 7 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-C-7-a.pdf>.
- . "The Kennedy Program and Commitments: 1961." In *Counterinsurgency: The Kennedy Commitments*. Vol. 4 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-B-1.pdf>.
- . "Military Pressures Against NVN: July–October 1964." In *Direct Action: The Johnson Commitments*. Vol. 7 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-C-2b.pdf>.
- . "The Overthrow of Ngo Dinh Diem: May–November 1963." In *Counterinsurgency: The Kennedy Commitments*. Vol. 4 of *Evolution of the War*. Office of the Secretary of Defense, 1961. <http://media.nara.gov/research/pentagon-papers/Pentagon-Papers-Part-IV-B-5.pdf>.
- "Vietnam Timeline." *Time for Kids*. <http://www.timeforkids.com/destination/vietnam/history-timeline>.
- "Vietnam War." History Learning Site. [http://www.historylearningsite.co.uk/war\\_vietnam.htm](http://www.historylearningsite.co.uk/war_vietnam.htm).
- Watson Institute for International Studies. "Costs of War." Brown University. <http://costsofwar.org/>.

