

THE VIETNAM WAR

LESSON PLAN

Robert M Pobjecky

Objectives

- 1) The United States involvement in Vietnam stretched over three decades.
- 2) President Johnson continued to ratcheted up our troop commitment until we had over one half million Americans fighting in Vietnam.
- 3) President Nixon relied on “the silent majority” to reinforce his views on his Vietnamization policy.
- 4) The opponents to the war were not only long haired hippies but also included politicians, war veterans, and nationally known conservatives.

Materials

- 1) A computer with internet access
- 2) Pens and paper
- 3) Copies of analysis worksheets

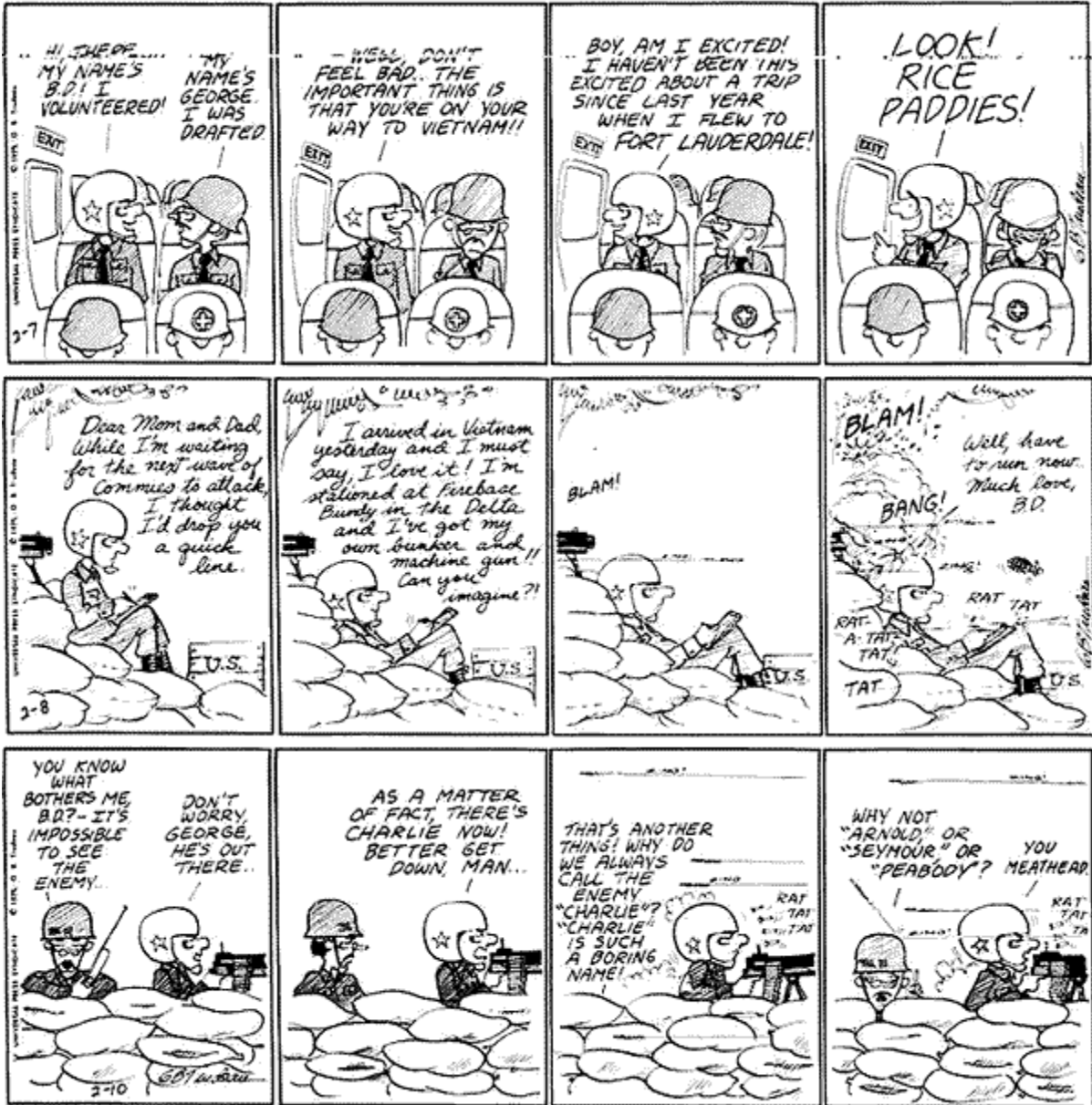
Procedures

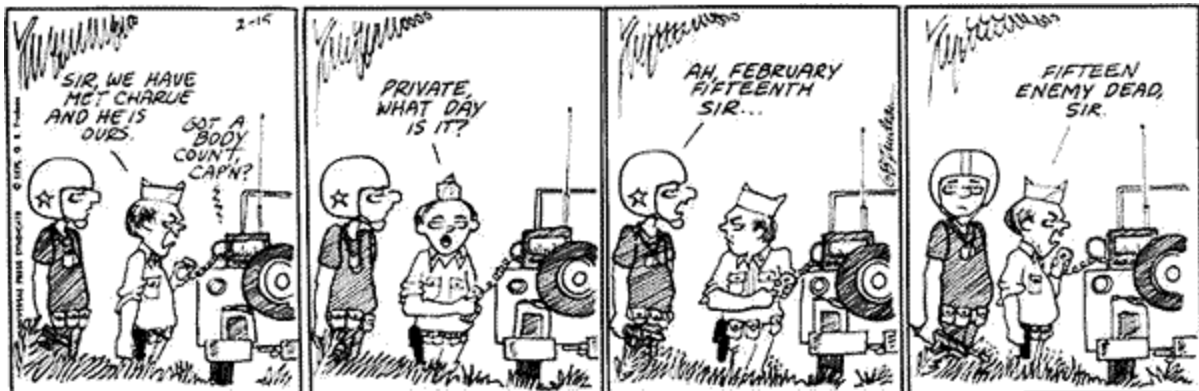
- 1) Classroom activity: View clips from the TimeLife series, *Vietnam: An American History*, for the first day. It is easy to assume that the students know enough about the war to participate in a discussion, but I have found that this war is not as relevant to our students as it is to many of us.
- 2) Classroom activity: Students will spend part of the second day with a partner generating questions about the film clips which they saw the previous day.
- 3) Before class is over, pairs will team up in order to cull from their collected questions the best five questions that the four students have written.
- 4) Classroom activity: On the third day, students will use the computer lab to research the following terms: Vietnamization, DMZ, hippies, Ho Chi Minh Trail, Vietcong, Tet, the Hanoi Hilton, napalm, Highway 13, and the Gulf of Tonkin.
- 5) Homework assignment: Since many of the young men who served in Vietnam were only 18 or 19 years old, this assignment places the students into the jungles and swamps of Vietnam during a fire fight. Each student will view at least two You Tube clips about a soldier's experience in an actual battle. The students will then attempt to write a letter home to a loved one exploring his or her feelings about that experience. Alternative assignment: For students who do not want to watch actual war footage, they will write a two page research paper on one of the major battles that occurred in Vietnam.
- 6) Classroom activity: On the following day in class, we will attempt to answer some of the questions written by the students on the second day in order to deepen their understanding of this war.
- 7) Classroom activity: After completing all of the above, students will complete the DBQ on the Vietnam War.
- 8) Classroom activity: Students will pair up with a new partner and will analyze the photos and the cartoon on the DBQ with the activity sheets. Before class is over, we will discuss these as a whole class.
- 9) Classroom activity: Students will spend the class examining the *Doonesbury* cartoons using the cartoon analysis activity sheet. Each student will work on one strip. By using a document camera, we will be able to project each strip, and then each student will be able to share his or her insights with the class. Also, the student will attempt to clarify America's different viewpoints on the war through the particular strip.
- 10) Classroom activity: Finally, we will attempt to answer why the Vietnam War has haunted America for over four decades, and how this war has affected certain foreign policy decision during this time.

Define Terms

- 1) Vietnamization:
- 2) DMZ
- 3) hippies:
- 4) Ho Chi Minh Trail:
- 5) Vietcong:
- 6) Tet:
- 7) The Hanoi Hilton:
- 8) Napalm:
- 9) Highway 13:
- 10) Gulf of Tonkin

Doonesbury





HEY, CHARLIE. HOW'D YOU COME TO LEARN ENGLISH?

WHAT DO YOU MEAN? ENGLISH IS PRACTICALLY THE NATIONAL LANGUAGE IN VIETNAM.

3-19

IN CASE YOU DIDN'T KNOW, YOU DOGS HAVE BEEN OCCUPYING OUR COUNTRY FOR FIFTEEN YEARS. AND BY THE WAY, MY NAME'S PHRED, NOT CHARLIE...

I'M A V.C. TERRORIST. AND I'M A GOOD ONE. TOO! AIN'T NOBODY IN THESE PARTS WHO AIN'T HEARD OF "PHRED THE TERRORIST."

"PHRED THE TERRORIST."

YESSIR. I CAN RAZE A HAMLET IN THIRTY SECONDS FLAT...

PHRED, I'VE BEEN THINKING...

BIG DEAL...

2-11

I'VE DECIDED TO FACE THE FACTS! WE'RE BOTH LOST AND HUNGRY, SO WE MIGHT AS WELL BE FRIENDS AND TRY TO MAKE IT TOGETHER.

EVEN THOUGH YOU'RE A COMMIE, I THINK IT WOULD BE WORTHWHILE AND INSPIRATIONAL TO REALLY GET TO KNOW YOU...

ALSO, I COULDN'T HELP NOTICING YOUR CAN OF RICE.

PHRED HOW COME YOU DECIDED TO BECOME A TERRORIST?

HMM. NOT SURE REALLY, S.O...

2-21

PROBABLY BECAUSE MY FATHER WAS ONE HE USED TO DO QUITE A JOB ON THE LOCAL FRENCH OUTPOSTS. DAD TAUGHT ME EVERYTHING I KNOW.

BUT WHAT WILL YOU DO WHEN THE WAR ENDS?

NO SWEAT, JOE. IT'LL NEVER END! WE TERRORISTS HAVE THE MOST SECURE JOBS IN VIETNAM...

I'VE EVEN GOT A TEN YEAR CONTRACT.

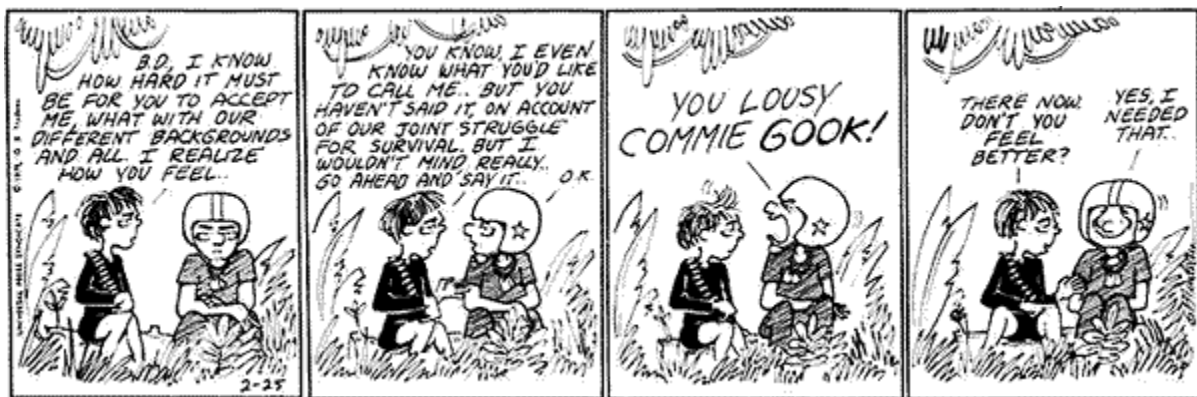
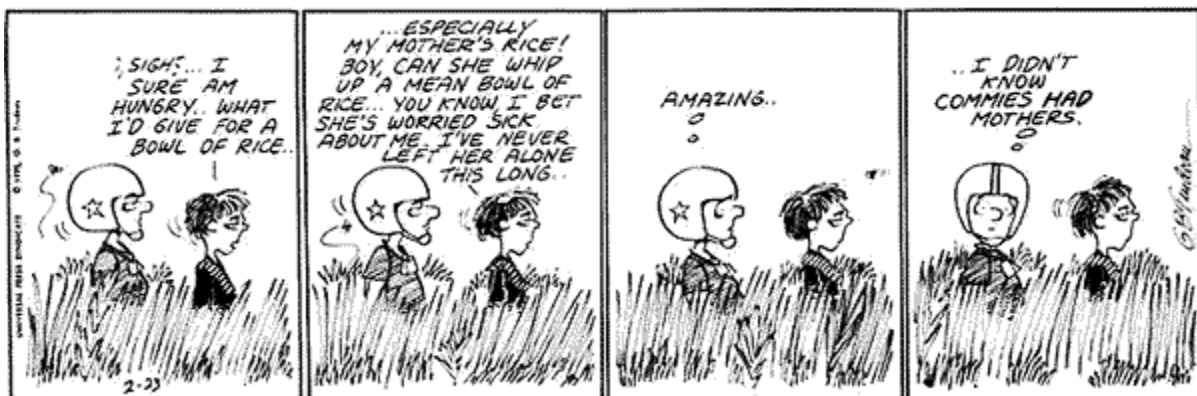
SIGH:

2-22

SLEEP ON, CHARLIE. YOU MAY BE LOST, BUT AT LEAST YOU'RE IN THE RIGHT COUNTRY.

ME, I'M THOUSANDS OF MILES FROM HOME, HUNGRY, TIRED, DISGRACED AND HUMILIATED. HOW COULD THINGS POSSIBLY GET ANY WORSE FOR ME?

Dear John...







Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

- [Archives.gov Home](#)
- [Contact Us](#)
- [Privacy Policy](#)
- [Accessibility](#)
- [Freedom of Information Act](#)
- [No FEAR Act](#)

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001
Telephone: 1-86-NARA-NARA or 1-866-272-6272

•



•

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
<ol style="list-style-type: none"> List the objects or people you see in the cartoon. 	<ol style="list-style-type: none"> Identify the cartoon caption and/or title. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
<ol style="list-style-type: none"> Which of the objects on your list are symbols? What do you think each symbol means? 	<ol style="list-style-type: none"> Which words or phrases in the cartoon appear to be the most significant? Why do you think so? List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
<ol style="list-style-type: none"> Describe the action taking place in the cartoon. Explain how the words in the cartoon clarify the symbols. Explain the message of the cartoon. What special interest groups would agree/disagree with the cartoon's message? Why? 	

- [Archives.gov Home](#)
- [Contact Us](#)
- [Privacy Policy](#)
- [Accessibility](#)
- [Freedom of Information Act](#)
- [No FEAR Act](#)

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001
Telephone: 1-86-NARA-NARA or 1-866-272-6272

•



•

Photo Analysis Worksheet

Step 1. Observation

Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B.

Use the chart below to list people, objects, and activities in the photograph.

Activities

People

Objects

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A.

What questions does this photograph raise in your mind?

Where could you find answers to them?

B.

**Designed and developed by the Education Staff, National Archives and
Records Administration, Washington, DC 20408**