Directions: The following questions are based on the accompanying documents. Some of the documents may have been edited for the purposes of these exercises. These questions are designed to test your ability to work with historic documents. As you analyze these documents, take into account both the sources of the document and the author’s point of view.

**Historic Context**

During the Vietnam conflict, anti-war sentiment grew at home and abroad. The anti-war campaign was spread using a plethora of means, including song-writing, posters, marches, demonstration, and more.

**Question**

In which ways was the anti-Vietnam message spread and how effective were those tactics?

**Part A: Short Answer**

Analyze the following documents and answer each question accompanying each document.
Document 1

Title: No More Broken Treaties
Year: 1975
Author/Illustrator: The Center for Peace and Justice
Type of document: Poster
No More Broken Treaties

Americans are being asked to spend
$11 million a day in Indochina.
If we agree, every day an additional
4,000 Indochinese people will be
killed, wounded, imprisoned, or made refugees.

ASSEMBLY TO SAVE
THE PEACE AGREEMENT
WASHINGTON, D.C. JANUARY 25, 26, 27, 1975

FOR INFORMATION: Peace Assembly, 120 Maryland Avenue
N.E., Washington, D.C., 20002; PHONE 202/546-8640

FOR INFORMATION: Peace Assembly, 120 Maryland Avenue
N.E., Washington, D.C., 20002; PHONE 202/546-8640

http://www.cornellcollege.edu/history/courses/stewart/his260-3-
2006/04%20four/VietnamPeace.htm

Question 1: What argument is the author making in support of ending the war?
Question 2: What is the significance of having the Vietnamese portrait super-imposed upon that of a Native American?
Question 3: What argument is the author making in support of ending the war?

Question 4: What is the author encouraging people to do?
but I would like now to say some simple things, simple as a field of rice or sweet potatoes, or a silent early morning, please let me breathe again the air of yesterday, let children frolic in the sun with kites over bamboo bridges, Hoàng Minh Minh

INDOCHINA PROGRAM
PANEL EXHIBIT, SPEAKERS, FILMS, SLIDES, AND LITERATURE ON
THE CULTURE AND HISTORY OF THE PEOPLES OF INDOCHINA

Found at: http://www.cornellcollege.edu/history/courses/stewart/his260-3-2006/04%20four/VietnamNew.htm
Question 5: What are some things the poet yearns for?

Question 6: What feeling does the poster convey? List at least two examples from the poster which makes you think that.

Document 4
Title: US Imperialism
Author/Illustrator: Unknown
Year: Unknown
Type of Document: Photograph

Question 7: Who is controlling who?

Question 8: What feeling is the author appealing to?
Title: Masters of War
Artist: Bob Dylan
Date: 1963
Type of document: Lyrics

Masters Of War

Come you masters of war
You that build all the guns
You that build the death planes
You that build the big bombs
You that hide behind walls
You that hide behind desks
I just want you to know
I can see through your masks

You that never done nothin'
But build to destroy
You play with my world
Like it's your little toy
You put a gun in my hand
And you hide from my eyes
And you turn and run farther
When the fast bullets fly

Like Judas of old
You lie and deceive
A world war can be won
You want me to believe
But I see through your eyes
And I see through your brain
Like I see through the water
That runs down my drain

You fasten the triggers
For the others to fire
Then you set back and watch
When the death count gets higher
You hide in your mansion
As young people's blood
Flows out of their bodies
And is buried in the mud

You've thrown the worst fear
That can ever be hurled
Fear to bring children
Into the world
For threatening my baby
Unborn and unnamed
You ain't worth the blood
That runs in your veins

How much do I know
To talk out of turn
You might say that I'm young
You might say I'm unlearned
But there's one thing I know
Though I'm younger than you
Even Jesus would never
Forgive what you do

Let me ask you one question
Is your money that good
Will it buy you forgiveness
Do you think that it could
I think you will find
When your death takes its toll
All the money you made
Will never buy back your soul

And I hope that you die
And your death'll come soon
I will follow your casket
In the pale afternoon
And I'll watch while you're lowered
Down to your deathbed
And I'll stand o'er your grave
'Til I'm sure that you're dead

Copyright ©1963; renewed 1991 Special Rider Music
Question 9: Who does the author refer to as the Masters of War?

Question 10: What are some things the author is accusing of those in power?

Document 6

Title: I-Feel-Like-I'm-Fixin'-to-Die Rag
Artist: Joe McDonald
Date: 1965
Type of Document: Lyrics

Come on all of you big strong men,
Uncle Sam needs your help again.
He's got himself in a terrible jam
Way down yonder in Vietnam
So put down your books and pick up a gun,
We're gonna have a whole lotta fun.

Chorus:
And it's one, two, three,
What are we fighting for?
Don't ask me, I don't care, (partly edited)
Next stop is Vietnam;
And it's five, six, seven,
Open up the pearly gates,
Well there ain't no time to wonder why,
Whooppee! we're all gonna die.

2:
Come on generals, let's move fast;
Your big chance has come at last.
Gotta go out and get those reds —
The only good commie is the one that's dead
You know that peace can only be won
When we've blown 'em all to kingdom come.

[Chorus]

3:
Come on Wall Street, don't move slow,
Why man, this is war au-go-go.
There's plenty good money to be made
Supplying the Army with the tools of the trade,
Just hope and pray with if they drop the bomb,
They drop it on the Viet Cong.

[Chorus]

4:
Come on mothers throughout the land,
Pack your boys off to Vietnam.
Come on fathers, don't hesitate,
Send your sons off before it's too late.
You can be the first one on your block
To have your boy come home in a box.

[Chorus]

Question 11: Describe the author's tone and use several examples as backup?
Title: Vietnam Era Buttons
Artist/Illustrator: Multiple
Date: Various
Type of Document: Buttons

Found at: http://www.jofreeman.com/buttons/images/PeaceButtons.jpg

Question 12: What is the purpose of these buttons?

Question 13: Choose 2 to describe?
Title: None
Artist/Illustrator: Unknown
Date: Unknown
Type of Document: Photograph

Question 14: What emotions is this poster trying to appeal to?

Part B: Essay Response

Question: In which ways was the anti-Vietnam message spread and how effective were those tactics?
Directions: You will write a 5 paragraph essay which should be well-organized with an introductory paragraph that states your position on the question. Develop your positions in the next paragraphs and write a conclusion. Your essay should include specific details and refer to the specific documents you analyzed in Part A. Your essay needs to also consist of a significant amount of outside information.

Document Based Question Scoring Rubric

Directions: Use the scoring rubric below to evaluate a DBQ essay.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>thesis / answers question</td>
<td>Strong thesis respnds directly to the question</td>
<td>Thesis stated answers the question</td>
<td>Addresses the question but has weak structure and focus.</td>
<td>Poor focus; fails to answer the question adequately.</td>
<td>Fails to address the question; confusing and unfocused.</td>
<td>No thesis; no attempt to address the question.</td>
<td></td>
</tr>
<tr>
<td>use of documents / evidence</td>
<td>Uses documents completely and accurately; weighs the importance and validity of evidence</td>
<td>Uses documents correctly; recognizes that all evidence is not equally valid</td>
<td>Uses most documents correctly-simplistic analysis; does not always weigh the importance and validity of evidence.</td>
<td>Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence.</td>
<td>Fails to use documents correctly; simply paraphrased or misunderstood.</td>
<td>Ignores or misuses the documents.</td>
<td></td>
</tr>
<tr>
<td>outside information</td>
<td>Cites considerable relevant information from outside learning</td>
<td>Cites some relevant information from outside learning</td>
<td>Includes little relevant information from outside learning.</td>
<td>Includes little information from outside learning- what is included is irrelevant.</td>
<td>Includes no relevant information from beyond the documents.</td>
<td>Includes no information from beyond the documents.</td>
<td></td>
</tr>
<tr>
<td>understanding of topic</td>
<td>Displays a thorough understanding of the topic and related issues</td>
<td>Shows an understanding of the topic and related issues.</td>
<td>Shows basic, though simplistic, understanding of the topic and related issues.</td>
<td>Show little understanding of the topic and related issues.</td>
<td>Shows almost no understanding of the topic or related issues.</td>
<td>Shows no understanding of the topic or related issues.</td>
<td></td>
</tr>
<tr>
<td>use of language</td>
<td>Well structured, well written; proper spelling, grammar, mechanics</td>
<td>Clearly written and coherent; some minor errors in writing</td>
<td>Weaker organization; some errors in writing detract from essay's meaning.</td>
<td>Poorly organized; many errors in standard English</td>
<td>Disorganized; littered with errors in standard English.</td>
<td>Lacks any organization; little attempt made; blank paper.</td>
<td></td>
</tr>
</tbody>
</table>

**total score:**
Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
   - __ Newspaper
   - __ Letter
   - __ Patent
   - __ Memorandum
   - __ Map
   - __ Telegram
   - __ Press release
   - __ Report
   - __ Advertisement
   - __ Congressional record
   - __ Census report
   - __ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   - __ Interesting letterhead
   - __ Handwritten
   - __ Typed
   - __ Seals
   - __ Notations
   - __ "RECEIVED" stamp
   - __ Other

3. DATE(S) OF DOCUMENT:
   _____________________________________________________
   _____________________________________________________

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
   _____________________________________________________
   _____________________________________________________
   POSITION (TITLE):
   _____________________________________________________
   _____________________________________________________

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
   _____________________________________________________
   _____________________________________________________

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

   A. List three things the author said that you think are important:
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

   B. Why do you think this document was written?
   _____________________________________________________
   _____________________________________________________

   C. What evidence in the document helps you know why it was written? Quote from the document.
   _____________________________________________________
   _____________________________________________________

   D. List two things the document tells you about life in the United States at the time it was written:
   _____________________________________________________
   _____________________________________________________

   E. Write a question to the author that is left unanswered by the document:
   _____________________________________________________
   _____________________________________________________
Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.