

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Primary Sources: Vietnam Conflict

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com

— PRIMARY SOURCES —

Vietnam Conflict



Table of Contents

How to Use This Product 3

Introduction to Primary Sources 5

Activities Using Primary Sources . . . 15

Photographs

President Lyndon B. Johnson15–16
Decisions of War15

Ho Chi Minh17–18
Vietminh Patriot.17

American Soldiers19–20
Combat In-Country19

Smoke Over Saigon21–22
The Decisive Assault.21

1968 Democratic Convention23–24
Taking it to the Streets.23

Kent State.25–26
The Second Front.25

Vietnam Veterans Memorial27–28
The Wall27

Joan Baez Concert.29–30
Wartime Music29

Primary Sources

Map of Vietnam31–34
Indochina Emerald.31
North and South.33
Stars and Stripes Map of Vietnam34

Gulf of Tonkin Resolution35–38
Executive Powers in Wartime35
H.J. RES 114537
Text of the Gulf of Tonkin
Resolution38

North Vietnamese Leaflet39–42
The Mountain People.39
Peoples' Protest41
Montagnard Protest Leaflet
in English42

Selective Service Card.43–46
The Draft Choice43
Draft Classification45
Selective Service Registration Cards. . . .46

Rules of Military Conduct47–50
Rules of Conduct47
The Pocket Card49
Text of the Pocket Card.50

Vietnamese Student Letter51–54
Escape to Freedom.51
Boat People53
Text of the Letter from a Vietnamese
Student54

Stars & Stripes My Lai Article55–58
A Day of Tragedy55
The Court-Martial57
Text from the My Lai Article58

POW/MIA Symbol59–62
Remembered or Forgotten?59
To Always Remember.61
POW/MIA Symbol62

Document-Based Assessment

Dog Tags63
Vietnam Guidebook.64
Vietnam Memorial Statues65
Defense of Free Speech.66
River Patrol67
Purpose of Support68
Immunizations69
Western Union.70
Enlistment71
Landing Zone.72
Truman Doctrine73
Helicopters.74

Appendix 75

About Your CD75
Suggested Young-Adult Literature and
Suggested Websites77
Document-Based Assessment
Rubric Example78
Answer Key79

How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Remembered or Forgotten?

Standard/Objective

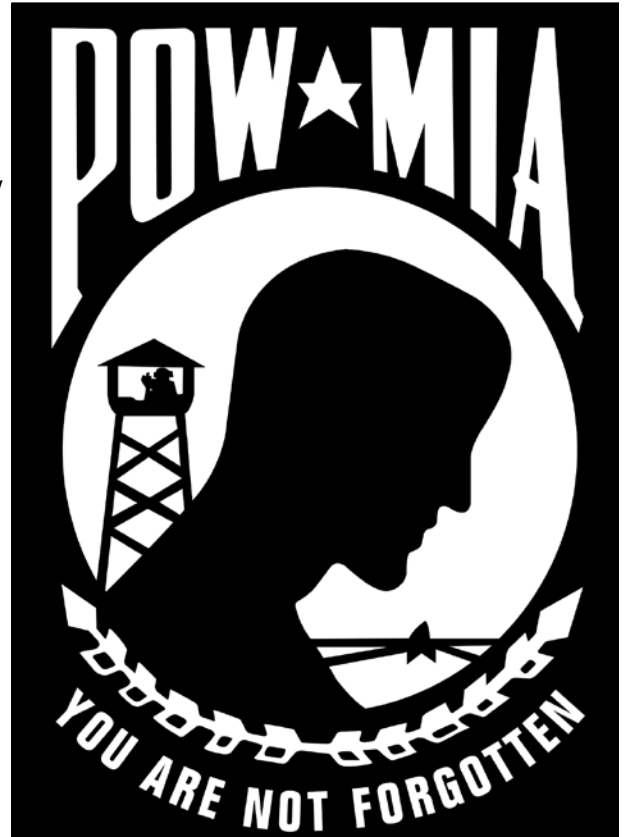
- Apply knowledge of how groups and institutions work to meet individual needs and promote the common good. (NCSS)
- Students will examine the symbolism of the POW/MIA flag and discuss the impact of the flag and bracelets on American society.

Materials

Copy of the facsimile *POW/MIA Symbol*; Copies of the historical background information (page 60); Copies of the student activity sheet, *To Always Remember* (page 61); For optional use: *POW/MIA Symbol* (page 62)

Discussion Questions

- What is the symbolism of each item displayed on the flag?
- Why was the flag designed to be black and white and not colored?
- What events of the time might have inspired the designers of the flag to include the words, “You are not forgotten”?
- How might the flag have been a healing source for tensions in the 1970s?



Using the Primary Source

Have students look at the reproduction of the POW/MIA symbol. After discussing the various symbols found on the flag, have the class divide into groups. Students should create new symbols that might reflect the same concerns for prisoners of war and men or women who are missing in action. Have the groups work together to create new POW/MIA flags that show their new symbols. Let groups display their new POW/MIA flags.

Extension Ideas

- Have the students research specific prisoners of war or men or women missing in action and write about the incidents that resulted in their capture or the events leading to their classification as missing.
- Have the students research to find out about how many men or women have been reclassified (from POW/MIA to dead) since the end of the war.

Remembered or Forgotten? *(cont.)*

Historical Background Information



Beginning with the Gulf of Tonkin incident in 1964, the United States changed their policy of advisement to one of direct military operation in Vietnam. This direct military involvement lasted until 1975. Over this time period, more than 2,500 servicemen were either captured or missing within the areas of combat.



In August of 1964, Everett Alvarez, a navy aviator, became the first American to be shot down over North Vietnam. He survived and became a prisoner of war (POW) until his release in 1973. During the conflict, 745 soldiers were captured by the North Vietnamese and became prisoners of war. Prisoners were transferred to various prisons housed in the North. Two of the most infamous prison camps were both located in the northern city of Hanoi. Hoa Lo was known as the Hanoi Hilton, and Pha Phim was known as The Zoo. According to the United States Department of Defense, 84 men died in captivity, 28 escaped captivity and were retrieved by United States forces, and 533 returned under Operation Homecoming in 1973.



In addition to servicemen who were captured, many more were reported as missing during battle or bombing raids. The Vietnam Veterans Memorial Association lists 1,948 soldiers as Missing In Action (MIA).



Prisoners of war and men and women missing in action became the focus of two separate groups within the United States during the 1970s. In 1970, Carol Bates Brown and Voices in Vital America (VIVA) launched a campaign to focus on POWs and MIAs by selling bracelets to the public. Each bracelet had the name of a man or woman who was missing or in prison, the soldier's rank, and the date that the soldier went missing or was captured. Wearers of the bracelet were asked to keep the bracelet on until the soldier was either found or returned home. Each bracelet sold for \$3.00 and more than 5,000,000 were sold. The proceeds went to fund pamphlets and bumper stickers supporting the cause for getting the men returned home.



In 1971, Mary Hoff, wife of MIA Michael Hoff, came up with a plan to remember both POWs and MIAs in another way. Working with the National League of American Prisoners and Missing in Southeast Asia, Mrs. Hoff designed the POW/MIA flag. The flag adopted was to have no colors, only black and white. It was also to symbolize the importance of supporting these two groups of servicemen. Since there are still almost 2,000 men and women listed as missing, the efforts to remember them go on. In 1989, the United States Congress passed a measure to display the POW/MIA flag within the United States Capitol rotunda. Today, this flag is still the only flag, other than the American flag, to be displayed within the rotunda.



Name _____

To Always Remember

Background Information

Beginning with Everett Alvarez, the first navy aviator shot down over North Vietnam, Americans first heard the terms Prisoner of War (POW) and Missing in Action (MIA). It would take six more years for concerned groups to actively publicize these issues. Carol Brown's VIVA group would begin to sell bracelets advertising the names of POWs and MIAs. Persons were asked to wear the bracelets until the servicemen were either found or released from prison. Mary Hoff, the wife of an MIA, publicized the issue by creating a flag to represent both POWs and MIAs. The black and white POW/MIA flag still flies proudly over many government installations and private venues. The flag has become a symbol for the country to never forget the tremendous sacrifice given by men who have yet to return home.

Activity

Directions: Read the background information page and look closely at the reproduction of the POW/MIA flag.

1. What are some new symbols that could represent these missing and imprisoned men and women? Write or sketch your new symbols.

2. How do these compare to the original ones?

3. What is a possible new slogan for your flag?

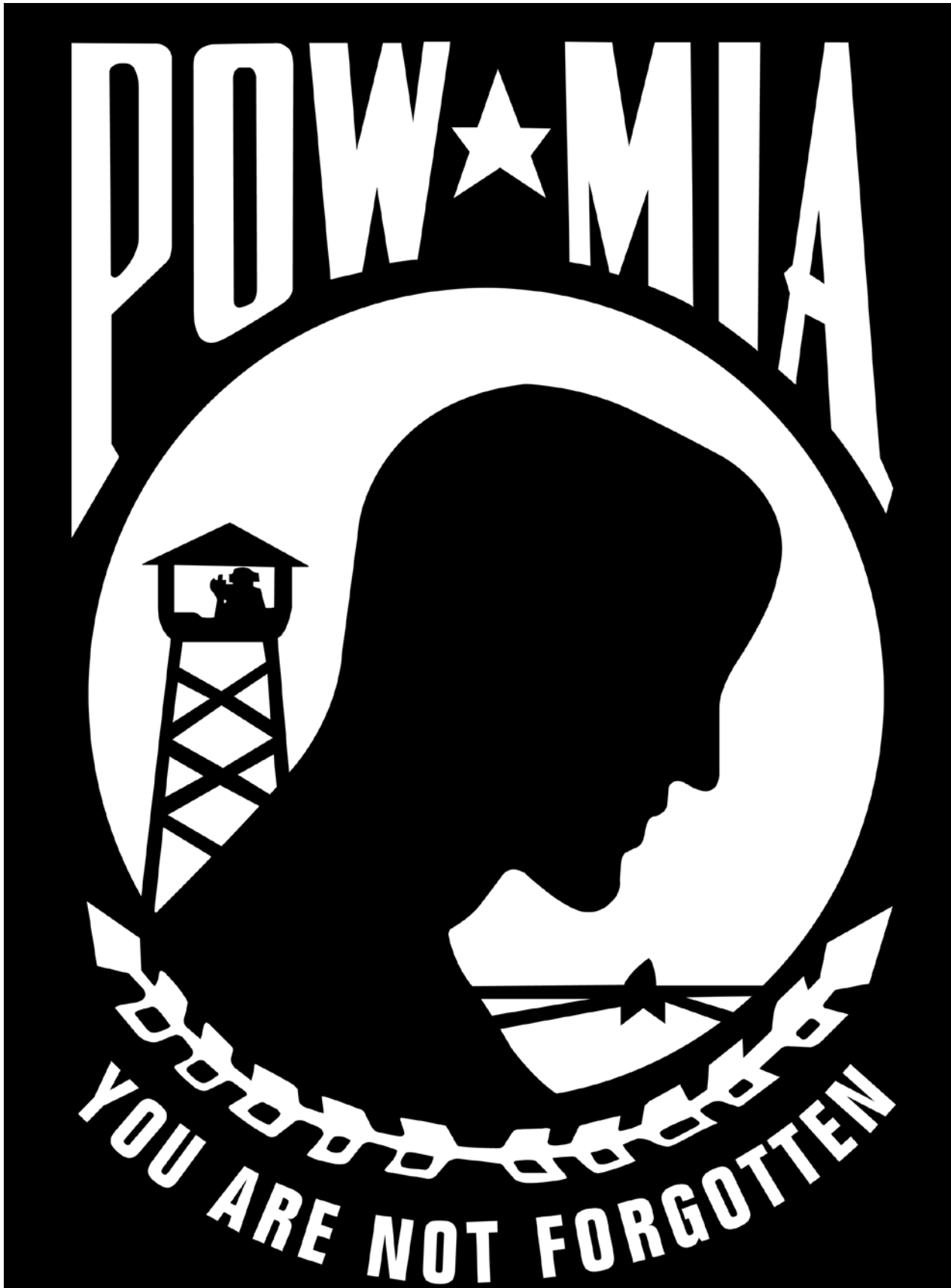
4. How does the new slogan compare to the original?

5. After groups have shared their new flags, which one do you feel best displays the concern for remembering the lost servicemen or women? On another sheet of paper, include a description of the flag and your reasons for choosing it as the best.

Challenge

Find someone who still has a POW/MIA bracelet. Interview him or her to find the reason for obtaining and keeping the bracelet. Also ask if he or she knows what happened to the serviceman or woman on his or her bracelet.

POW/MIA Symbol



POW ★ MIA



YOU ARE NOT FORGOTTEN