Vocabulary Builder

SECTION 1

1. Tonkin Gulf Resolution; answers will vary, but should define the term *Tonkin Gulf Resolution*
2. Geneva Conference; answers will vary, but should define the term *Geneva Conference*
3. d
4. b
5. c
6. a
7. b
8. a

SECTION 2

1. Operation Rolling Thunder
2. hawks
3. pacification
4. Ho Chi Minh Trail
5. doves

Answers will vary, but should summarize what students learned in the section and include at least five of the following terms: *doves, hawks, Ho Chi Minh Trail, instituted, Operation Rolling Thunder, pacification, resource.*

SECTION 3

1. a
2. d
3. F; Tet Offensive
4. T
5. F; Robert S. McNamara
6. T
7. T

SECTION 4

1. Answers will vary, but should be a complete sentence that includes the term *silent majority* and explains that these people were important to Nixon's political goals because they disapproved of anti-war protesters and supported the administration's goals in Vietnam.
2. Answers will vary, but should be a complete sentence that includes the term *Pentagon Papers* and explains that these documents exposed governmental lies about the Vietnam War and paved the way for the United States to withdraw its troops from Vietnam.
3. Answers will vary, but should be a complete sentence that includes the term *War Powers Act* and explains that it affirmed Congress's right to declare war and limited the amount of time troops could be committed to foreign conflicts without specific authorization from Congress.

Answers will vary, but should be a newspaper column that relates to the section and includes at least five of the following terms: *analyze, Khmer Rouge, My Lai massacre, Pentagon Papers, silent majority, Twenty-sixth Amendment, Vietnamization, War Powers Act.*

Biography

Dickey Chapelle

WHAT DID YOU LEARN?

1. Because Chapelle was willing to take risks, she was able to tell the untold story of the Vietnam War. Her stories and photographs allowed Americans to learn about the realities of the war.
2. Answers will vary. Students should identify the fact that Chapelle served in a role that was not traditional for women. She also put her life in danger to cover the news. Even though Chapelle had few role models, she serves as one for many women working for newspapers and magazines today.

ACTIVITY

Answers will vary. Ask students what they found most interesting about Chapelle's life. Encourage them to frame questions around these facts and events. Ask them to think about her motivations and the things in life that influenced her.

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Lewis William Walt

WHAT DID YOU LEARN?

1. Walt challenged the search-and-destroy strategy of General William Westmoreland. He thought it would lead to too many American deaths.
2. his experience in World War II, especially the ground offensive in the Pacific and the jungle campaign in New Britain

ACTIVITY

Answers will vary. Students should prepare lists that compare contemporary military strategies with strategies used during the Vietnam War. Encourage students to think about the ways technology has changed the battlefield. Ask them to consider how new military technology affects military and civilian casualties. As a class, discuss similarities and differences in the wars of yesterday and today.

McGeorge Bundy

WHAT DID YOU LEARN?

1. Bundy was national security adviser to Presidents John F. Kennedy and Lyndon B. Johnson. He wanted to increase the number of ground troops in Vietnam.
2. Answers will vary. Students should write about whether they believe Bundy is responsible for the U.S. involvement in the Vietnam War and the casualties that resulted from the use of ground troops.

ACTIVITY

Answers will vary. Encourage students to write persuasively about the use of ground troops in Vietnam. Memos should be formatted correctly. Opinions should be supported with facts from the reading and, possibly, from additional research.

Max Cleland

WHAT DID YOU LEARN?

1. Cleland had an interest in politics. The leadership of President John F. Kennedy inspired him to seek a political career.
2. Answers will vary. Students should take a position and support it with facts from their reading. Ask students to consider whether his heroism is due to his tragedy in Vietnam or the things he did after he came home.

ACTIVITY

Students should research veterans' benefits and create a short list of the services they feel should be available to veterans. Lists might include health care, job training, and counseling. Ask students to read their lists, and discuss as a class the importance of the services they have listed.

Literature

The Things They Carried

ANALYZING LITERATURE

1. The soldiers carried the weight of their emotions and reactions. These included grief, terror, longing, love, and the fear of dishonor.
2. Student answers will vary. A sample answer would be that the men were living in a jungle environment (as indicated by the boots that they wore and the mosquito repellent they carried), that they experienced cold and rain (as indicated by the ponchos with quilted liners), and that hygiene was not of the foremost importance to many of the troops (as indicated by the mention that Jenson purloined toiletries on R&R). The men were in a dangerous situation and felt the need for additional weapons in order to stay alive. They helped their fellow soldiers when they became weak or wounded.

ACTIVITY

Students should provide a list of the things they would carry with them if they had to leave home for an extended period of time and did not know when they would be able to return.

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Primary Source

Questioning the U.S. Involvement in Vietnam

WHAT DID YOU LEARN?

1. Ball believed that U.S. troops would get bogged down in a long, protracted struggle against guerilla forces that were well adapted to jungle warfare. He believed that victory was thus not attainable. He further believed that as a result of the inevitable failure, U.S. global prestige would suffer.
2. Ball advised Johnson to pull out of Southeast Asia and accept that South Vietnam would fall to the Communists. Specifically, Ball suggested making unacceptable proposals to the leaders of South Vietnam so that they would ask the United States to leave.
3. Johnson was interested in Ball's opinions, but he did not agree with them. Johnson believed that the United States would lose prestige and respect if it did not commit its forces to Vietnam in keeping with the promises of three U.S. presidents.

Search-and-Destroy Mission in Vietnam

WHAT DID YOU LEARN?

1. the Ho Chi Minh Trail
2. Answers will vary, and the danger of any particular mission would vary based on many different factors, but exploring a tunnel in wartime without knowing whether there were any enemy soldiers within would certainly be an assignment approached with caution.
3. Answers will vary. Hawks may have seen brave American soldiers working hand in hand during a difficult assignment, but one that had to be done as part of a necessary effort to oppose the spread of communism and keep American promises. Doves, on the other hand, may have focused on the danger of searching this tunnel and how this assignment represented the needless risks to which young Americans were exposed in fighting this unconventional war against an enemy that so effectively used its home-field advantages. It was hard to see how the Americans could ever win.

History and Geography

The Ho Chi Minh Trail

MAP ACTIVITY

1. Students should use a colored highlighter, pen, or pencil to shade North Vietnam.
2. Students should use a different color to shade South Vietnam.
3. Students should use a third color to highlight the Demarcation Line of 1954.
4. Students should indicate within the map's key what color they used for each item.

ANALYZING MAPS

1. Khe Sanh
2. Can Tho
3. southeast
4. approximately 250 miles
5. Answers will vary. By providing materiel and reinforcements to the Vietcong in South Vietnam, the Ho Chi Minh Trail was a major contributor to the defeat of American and South Vietnam forces.

Social Studies Skills

Interpreting Cartograms

PRACTICE THE SKILL

1. New York's population is significantly larger.
2. California would be smaller.

Focus on Writing

The Response to the Protests at the 1968 Democratic National Convention

Student paragraphs should be evaluated using the criteria covered in the "Evaluating and Proofreading" section of the activity.

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The Vietnam War

Interpreting Political Cartoons

APPLY THE SKILL

Answers will vary. Essays should describe the many problems that Vietnam created for President Lyndon Johnson. Students should explain that Johnson felt that the United States could not leave Vietnam without inviting more trouble elsewhere in the world. However, LBJ faced a dilemma in that: students did not trust his statements about the conflict; leading politicians criticized the U.S. war effort; world opinion turned against the war; an antiwar movement actively campaigned against the war effort and the draft; the conflict was claiming thousands of American and Vietnamese lives; there was no end in sight to the war, and Johnson was losing support as the 1968 election approached. Consult the rubrics for further information about how to evaluate student responses to this essay question.

Into the Twenty-First Century

Interpreting Visuals

APPLY THE SKILL

Answers will vary. Students should demonstrate an understanding of the stated reasons for the U.S. operations in Iraq. These reasons include: to fight terrorism; to punish possible perpetrators of 9/11; to end the oppressive regime of Saddam Hussein and to eliminate his weapons of mass destruction; to reduce threats to the United States and moderate Muslim governments in the Middle East; and to spread democracy and freedom in the Middle East. Students should also explain why some Americans opposed the war in Iraq. The reasons for this opposition include: a lack of evidence that Saddam had WMDs or played any role in 9/11; the U.S. campaign may promote terrorism in the region; Americans are concerned about their family members fighting in Iraq; the war diverts money away from domestic programs; and the war is hurting the U.S. standing with other nations. Consult the rubrics for further information about how to evaluate student responses to this essay question.

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