The Vietnam War, 1954–1975

The United States became involved in Vietnam to stop the spread of communism. The Vietnam War dragged on for years with little progress until the United States began a policy of withdrawing American forces. This policy was called Vietnamization.

9. When did the United States begin Vietnamization?

1968

10. What was the result of Vietnamization?

American forces were gradually replaced by South Vietnamese forces. American troop strength declined from over 500,000 in 1967 to about 50,000 by 1971.

11. Who was the first American soldier killed in the Vietnam War?

Osama bin Laden

12. When did the United States begin the withdrawal of American forces?

1968

13. What was the impact of the Vietnam War on American society?

The Vietnam War divided America. Young people turned to civil disobedience to protest the war. There were also anti-war demonstrations on college campuses. In addition, the United States faced a severe economic recession in the 1970s.

14. What was the role of the Vietnam War in the 1970s economic recession?

The Vietnam War was a major drain on the U.S. economy. The war also led to high inflation and unemployment.

15. Why did the United States begin the withdrawal of American forces?

The United States began the withdrawal of American forces to shift its focus to the war in Afghanistan and the Middle East.

16. Who were the main parties involved in the Vietnam War?

North Vietnamese, South Vietnamese, United States, and the Vietcong.

17. What was the result of the Vietnam War for the United States?

The United States withdrew from Vietnam, and the country was left to deal with the aftermath of the war.

18. What was the impact of the Vietnam War on the United States?

The Vietnam War was a major turning point in American history. It marked the end of the Cold War and led to a decrease in American involvement in international affairs.

19. What was the role of the North Vietnam government in the Vietnam War?

The North Vietnam government was the primary enemy of the United States in the Vietnam War. They were supported by China and the Soviet Union.

20. What was the role of the Vietcong in the Vietnam War?

The Vietcong were a people's guerrilla army who carried out surprise attacks and sabotage rather than open warfare. They were supported by the North Vietnamese government.

21. What was the role of the United States in the Vietnam War?

The United States became involved in the Vietnam War to stop the spread of communism. They provided economic aid, military assistance, and ultimately sent American troops to fight.

22. What was the role of the South Vietnam government in the Vietnam War?

The South Vietnam government was the primary ally of the United States in the Vietnam War. They were supported by the United States and opposed by the North Vietnamese and the Vietcong.

23. What was the role of the United States in the Vietnam War?

The United States became involved in the Vietnam War to stop the spread of communism. They provided economic aid, military assistance, and ultimately sent American troops to fight.

24. What was the role of the Vietcong in the Vietnam War?

The Vietcong were a people's guerrilla army who carried out surprise attacks and sabotage rather than open warfare. They were supported by the North Vietnamese government.

25. What was the role of the United States in the Vietnam War?

The United States became involved in the Vietnam War to stop the spread of communism. They provided economic aid, military assistance, and ultimately sent American troops to fight.
DIRECTIONS:
Name

10. When the French left Vietnam, the United States stepped in to

13. What two events convinced Truman to help France in Vietnam?

11. The Vietminh formed initially in Vietnam to

Chapter 25 Resources

ASSessment and Evaluation

Chapter 25 Test
Form A

Chapter 25 Test
Form B

Standardized Test Practice
Workbook Activity 25

Performance Assessment
Activities and Rubrics 25

ExamView® Pro
Testmaker CD-ROM

MULTIMEDIA

1. Vocabulary PuzzleMaker CD-ROM
2. Interactive Tutor Self-Assessment CD-ROM
3. ExamView® Pro Testmaker CD-ROM
4. Audio Program
5. American History Primary Source Documents Library CD-ROM
6. MindJogger Videoquiz
7. Presentation Plus! CD-ROM
8. TeacherWorks™ CD-ROM
9. Interactive Student Edition CD-ROM
10. Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
11. The American Republic Since 1877 Video Program
12. American Music: Hits Through History
13. American Music: Cultural Traditions

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- Spanish Guided Reading Activities
- Spanish Reteaching Activities
- Spanish Quizzes and Tests
- Spanish Vocabulary Activities
- Spanish Summaries
- The Declaration of Independence and United States Constitution Spanish Translation

HISTORY Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the American Republic Since 1877. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Student Web Activities
- Self-Check Quizzes
- Textbook Updates

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.

The following videotape programs are available from Glencoe as supplements to Chapter 25:

- Vietnam: A Soldier’s Story (ISBN 0-76-700772-7)
- Richard M. Nixon: Man and President (ISBN 1-56-501742-0)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com
The History Channel: www.historychannel.com
### SECTION 1
**The United States Focuses on Vietnam**
1. Describe the nationalist motives of Vietnamese leader Ho Chi Minh.
2. Explain the origins of American involvement in Vietnam during the 1950s.

### SECTION 2
**Going to War in Vietnam**
1. Describe how President Johnson deepened American involvement in Vietnam.
2. Discuss how the Vietcong and the North Vietnamese were able to frustrate the American military.

### SECTION 3
**Vietnam Divides the Nation**
1. Analyze why support for the war began to weaken.
2. Describe the motives of those in the antiwar movement.

### SECTION 4
**The War Winds Down**
1. Explain the events of Nixon's first administration that inspired more antiwar protests.
2. Summarize the major lessons the United States learned from the Vietnam War experience.

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**SECTION RESOURCES**

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<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
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<td></td>
<td>ABCNews Interactive™ Historic America Electronic Field Trips</td>
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</tbody>
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**0:00 Out of Time?**
Assign the Chapter 25 Reading Essentials and Study Guide.
The Vietnam War: A Musical History

The Vietnam War is still controversial, but few debates consider the soldiers’ experiences. The following activity allows the class to analyze the experiences of the soldiers during and after the war.

To introduce the lesson, students should discuss their impressions of the war. Then, play a video of the dedication ceremony of the Vietnam Veterans Memorial. Play Billy Joel’s “Goodnight Saigon” while the video is playing. Discuss and analyze the song.

Finally, ask students to write an essay that compares the soldiers’ experiences in Vietnam to that of their counterparts in World War II.
**Why It Matters**

The Vietnam War created very bitter divisions within the United States. Supporters argued that patriotism demanded that communism be halted. Opponents argued that intervening in Vietnam was immoral. Many young people protested or resisted the draft. Victory was not achieved, although more than 58,000 American soldiers died. After the war, the nation had many wounds to heal.

**The Impact Today**

Changes brought about by the war are still evident in the United States today.
- The nation is reluctant to commit troops overseas.
- The War Powers Act limits a president’s power to involve the nation in war.

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**Why It Matters Activity**

Have students list the places where American troops have been sent since the Vietnam War and the results of those efforts. Ask students how they think the Vietnam experience has influenced these decisions. Students should evaluate their answers after they have completed the chapter. US: 6E; ELA: Gr9/10: 16B; Gr11: 15B

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**GLENCOE TECHNOLOGY**

**The American Republic Since 1877 Video Program**

To learn more about the impact of the Vietnam War, have students view the Chapter 25 video, “Vietnam: A Different War,” from the American Republic Since 1877 Video Program.

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**MindJogger Videoquiz**

Use the MindJogger Videoquiz to preview Chapter 25 content.

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**TWO-MINUTE LESSON LAUNCHER**

Make a line of dominoes standing on end. Knock the first one over so that the rest fall in turn. After the demonstration, ask students what they think the domino theory meant in relation to Southeast Asia. Then ask: **How did the domino theory influence Americans?** (It created fear.) US: 6H; ELA: Gr9/10: 16E; Gr11: 15E

Introducing CHAPTER 25

Organizing Information

Have students complete the following graphic organizer to make a generalization about how media coverage and student protests affected public opinion of the war. A sample generalization may be that the media coverage and protests helped force a shift in U.S. policies. Details should support the generalization made.

More About the Photo

The Vietnam Veterans Memorial is made of black granite panels that carry the names of the approximately 58,000 Americans who died in Vietnam. Visitors often touch the names of those they knew and can make a rubbing of the soldier’s name. Ask students why they think the memorial has helped the nation come to terms with the Vietnam War. (It has brought a sense of closure and acknowledgment that those who died served their country well.) US: 6E; ELA: Gr9/10: 16E; Gr11: 15E

TIME LINE

ACTIVITY

Have students select one of the events on the timeline and conduct a brief interview with someone who was a teenager or adult at the time. Encourage students to learn what the interviewee remembers about the event and what impact the event had on his or her life. Invite students to share what they learned with the class. US: 24A; ELA: Gr9/10: 16B; Gr11: 15B
The United States Focuses on Vietnam

Main Idea
American efforts to stop the spread of communism led to U.S. involvement in the affairs of Vietnam.

Key Terms and Names
Ho Chi Minh, domino theory, guerrilla, Dien Bien Phu, Ngo Dinh Diem

Reading Strategy
Organizing As you read about the increasing involvement of the United States in Vietnam, complete a graphic organizer similar to the one below by providing reasons that the United States aided France in Vietnam.

Reading Objectives
- Describe the nationalist motives of Vietnamese leader Ho Chi Minh.
- Explain the origins of American involvement in Vietnam during the 1950s.

Section Theme
Government and Democracy American involvement in Vietnam was a reflection of Cold War strategy.

Guide to Reading
Answers to Graphic:fall of China to communism and the outbreak of the Korean War
Preteaching Vocabulary
Have students use a standard dictionary or online resource to learn the correct pronunciation of the Key Terms and Names. For example, some dictionary sites have an audio feature where the user can hear words pronounced correctly. US: 25A; ELA: Gr9/10/11: 6A

An American Story
On July 16, 1945, as World War II continued to rage in the Pacific, a small military force that included Major Allison Thomas parachuted into a jungle clearing of Vietnam. Their mission was to gather information on the Japanese, who had controlled Vietnam since 1941.

Shortly after landing, Thomas’s team encountered a group of Vietnamese independence fighters. Led by Ho Chi Minh, they were fighting to free Vietnam from Japanese rule. The guerrillas quickly escorted the team to their encampment, where the team learned that Ho Chi Minh had fallen ill. The team’s medic, Paul Hoagland, treated Ho for dysentery and malaria and most likely saved his life. Thomas later recalled his first night at Ho’s camp.

“...They [Ho Chi Minh’s forces] had built for us a special bamboo shelter, consisting of a bamboo floor a few feet off the ground and a roof of palm leaves. We then had supper consisting of beer, rice, bamboo sprouts and barbecued steaks. They freshly slaughtered a cow in our honor.” —quoted in The Perfect War

Early American Involvement in Vietnam
In the late 1940s and early 1950s, most Americans knew little about Vietnam. During this time, however, American officials came to view the nation as increasingly important in the campaign to halt the spread of communism.
The Growth of Vietnamese Nationalism  When the Japanese seized power in Vietnam during World War II, it was one more example of foreigners ruling the Vietnamese people. China had controlled the region off and on for hundreds of years. From the late 1800s until World War II, France ruled Vietnam and neighboring Laos and Cambodia—a region known collectively as French Indochina.

By the early 1900s, nationalism had become a powerful force in Vietnam. The Vietnamese formed several political parties to push for independence or reform of the French colonial government. One of the leaders of the nationalist movement was Nguyen Tat Thanh—better known by his alias, Ho Chi Minh, or “Bringer of Light.” He was born in 1890 in central Vietnam. As a young man, Ho Chi Minh taught at a village school. At the age of 21, he sailed for Europe on a French freighter, paying his passage by working in the galley. During his travels abroad, including a stay in the Soviet Union, Ho Chi Minh became an advocate of communism. In 1930 he returned to Southeast Asia, where he helped found the Indochinese Communist Party and worked to overthrow French rule.

Ho Chi Minh’s activities made him a wanted man. He fled Indochina and spent several years in exile in Thailand. By 1941 he returned to Vietnam. By then Japan had seized control of the country. Ho Chi Minh organized a nationalist group called the Vietminh. The group united both Communists and non-Communists in the struggle to expel the Japanese forces. Soon afterward, the United States began sending military aid to the Vietminh.

The United States Supports the French  With the Allies’ victory over Japan in August 1945, the Japanese surrendered control of Indochina. Ho Chi Minh and his forces quickly announced that Vietnam was an independent nation. He even crafted a Vietnam Declaration of Independence. Archimedes Patti, an American officer stationed in Vietnam at the time, helped the rebel leader write the document. When a translator read aloud the opening—“All men are created equal; they are endowed by their Creator with certain inalienable rights; among these are liberty, life, and the pursuit of happiness”—Patti suddenly sat up, startled, recognizing the words as very similar to the American Declaration of Independence.

Creating a Mental Map  Have students draw and label a map of the Indochina peninsula.  

**Geography Skills Practice**

**Answers:**
1. Cambodia, China, and Laos
2. They used it to their advantage to launch hit-and-run and ambush attacks.

**Student Edition TEKS**

**US HISTORY: Page 772:** 1A, 1B, 6E, 24B, 25A, 25C; **Page 773:** 1A, 8B, 9A
The Vietminh Drive Out the French

Despite significant amounts of aid from the United States, the French struggled against the Vietminh, who consistently frustrated the French with hit-and-run and ambush tactics. These are the tactics of guerrillas, irregular troops who usually blend into the civilian population and are often difficult for regular armies to fight. The mounting casualties and the inability of the French to defeat the Vietminh made the war very unpopular in France. Finally, in 1954, the struggle reached a turning point.

TURNING POINT

Defeat at Dien Bien Phu In 1954 the French commander ordered his forces to occupy the mountain town of Dien Bien Phu. Seizing the town would interfere with the Vietminh’s supply lines and force them into open battle.

Soon afterward, a huge Vietminh force surrounded Dien Bien Phu and began bombarding the town. “Shells rained down on us without stopping like a hailstorm on a fall evening,” recalled one

**Geneva Accords** Negotiations to end the conflict were held in Geneva, Switzerland. The **Geneva Accords** divided French Indochina into three nations—Vietnam, Laos, and Cambodia. The agreement also temporarily divided Vietnam along the 17th parallel, with Ho Chi Minh and the Vietminh in control of North Vietnam and a pro-Western regime in control of the South. In 1956 elections were to be held to reunite the country under a single government.

Shortly after the Geneva Accords partitioned Vietnam, the French finally left. The United States almost immediately stepped in and became the principal protector of the new government in the South, led by a nationalist leader named **Ngo Dinh Diem** (NOH Dihn deh-EEM). Like Ho Chi Minh, Diem had been educated abroad, but unlike the North Vietnamese leader, Diem was pro-Western and fiercely anti-Communist. A Catholic, he welcomed the roughly one million North Vietnamese Catholics who migrated south to escape Ho Chi Minh’s rule.

When the time came in 1956 to hold countrywide elections, as called for by the Geneva Accords, Diem refused. He knew that the Communist-controlled north would not allow genuinely free elections, and that Ho Chi Minh would almost certainly have won as a result. Eisenhower supported Diem and increased American military and economic aid to South Vietnam. In the wake of Diem’s actions, tensions between the North and South intensified. The nation seemed headed toward civil war, with the United States caught in the middle of it.

### TAKS Practice

**SECTION 1 ASSESSMENT**

**Checking for Understanding**
1. Define: domino theory, guerrilla.
3. Explain the goals of the Vietminh.

**Reviewing Themes**


**Critical Thinking**
5. Interpreting Why do you think the United States supported the government of Ngo Dinh Diem?
6. Organizing Use a graphic organizer like the one below to list provisions of the Geneva Accords.

<table>
<thead>
<tr>
<th>Geneva Accords Provisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Analyzing Visuals**
7. Analyzing Photographs Study the Vietnam scene on page 773. How would you describe the contrast between American and Vietnamese societies? How do you think this contrast influenced American thinking toward the war?

**Writing About History**
8. Descriptive Writing Take on the role of a Vietnamese peasant in the 1940s. Write a journal entry on your feelings toward the French.

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### Section Quiz 25-1

**Multiple Choice**

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. domino theory</td>
<td>1. Ho Chi Minh</td>
</tr>
<tr>
<td>B. anti-communist</td>
<td>2. Dien Bien Phu</td>
</tr>
<tr>
<td>C. Vietminh</td>
<td>3. Ngo Dinh Diem</td>
</tr>
</tbody>
</table>

**Answer:**

- **A. domino theory:** Ho Chi Minh
- **B. anti-communist:** Dien Bien Phu
- **C. Vietminh:** Ngo Dinh Diem

**Critical Thinking**

**Reading Check**

**Answer:** The defeat at Dien Bien Phu caused the French to withdraw and led to the Geneva Accords.

**Reteach**

Have students describe the nationalist motives of Vietnamese leader Ho Chi Minh. **US:** 6E, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

**Enrich**

Invite interested students to research French rule in Indochina and its impact on the culture of Vietnam. Have them report their results in the form of a descriptive essay. **US:** 6E, 6G, 9B, 24A–D, 25A–D; **ELA:** Gr9/10: 1A, 1B, 13B; Gr9: 7E–H; Gr10/11: 7E–G

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**Chapter 25: The Vietnam War**

**CLOSE**

Have students explain the origins of American involvement in Vietnam during the 1950s. **US:** 6E, 6G, 9B, **ELA:** Gr9/10: 16E; Gr11: 15E

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**Student Edition TEKS**


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**Sections 1–7**

**Write the correct letters in the blanks.**

- **1. nationalism leader in the South after the Geneva Accords**
- **2. founder of the Indo Chinese Communist Party**
- **3. nationalist group organized by Ho Chi Minh**
- **4. political party in Vietnam; set countrywide elections for 1956; divided French Indochina; made peace and withdraw from Indochina;**
- **5. Ho Chi Minh**
- **6. Vietminh**
- **7. Ngo Dinh Diem**
- **8. United States**

**Multiple Choice**

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ho Chi Minh (p. 773), Dien Bien Phu (p. 774), Ngo Dinh Diem (p. 775)</td>
<td>2. Ho Chi Minh (p. 773), Dien Bien Phu (p. 774), Ngo Dinh Diem (p. 775)</td>
</tr>
<tr>
<td>C. The Vietminh fought for independence first from Japan, then from France.</td>
<td>3. The Vietminh fought for independence first from Japan, then from France.</td>
</tr>
<tr>
<td>D. He feared he would lose to the Vietnamese Communist party.</td>
<td>4. He feared he would lose to the Vietnamese Communist party.</td>
</tr>
</tbody>
</table>

**Writing About History**

**Answer:**

- **Paragraph 1:**
  - **Explanation:** The defeat at Dien Bien Phu convinced the French to withdraw from Indochina. This was partly due to the Vietminh’s victory at Dien Bien Phu, which showed the French that they could not defeat the Vietminh.

- **Paragraph 2:**
  - **Explanation:** The Geneva Accords divided Indochina into three nations—Vietnam, Laos, and Cambodia. The agreement also temporarily divided Vietnam along the 17th parallel, with Ho Chi Minh and the Vietminh in control of North Vietnam and a pro-Western regime in control of the South. In 1956 elections were to be held to reunite the country under a single government.

**Conclusion:**

The defeat at Dien Bien Phu was a major turning point in the Vietnam War. It convinced the French to withdraw from Indochina, and it set the stage for the Geneva Accords, which divided Indochina into three nations and set the stage for future events in Vietnam.
1 FOCUS

Section Overview
This section focuses on the commitment to send United States troops to Vietnam.

Main Idea
After providing South Vietnam with much aid and support, the United States finally sent in troops to fight as well.

Key Terms and Names
Vietcong, Gulf of Tonkin Resolution, napalm, Agent Orange, Ho Chi Minh trail

Reading Strategy
Taking Notes As you read about the beginnings of the Vietnam War, use the major headings of the section to create an outline similar to the one below.

Reading Objectives
• Describe how President Johnson deepened American involvement in Vietnam.
• Discuss how the Vietcong and the North Vietnamese were able to frustrate the American military.

Section Theme
Science and Technology American military procedures differed significantly from those of the Vietcong troops.

An American Story
Marlene Kramel joined the Army Nurse Corps in 1965 when she was 21, and she went to Vietnam the following year. She was working in a makeshift hospital on what was a particularly quiet night. Most of the patients who filled the beds that evening were suffering from malaria.

Suddenly, a row of helicopters roared in from over the horizon, carrying wounded from a nearby battle. As the casualties came in on stretchers, the hospital turned chaotic. Doctors ran about the facility screaming orders and frantically trying to treat patients.

The only nurse on duty at the time, Kramel felt overwhelmed by the confusion. “Every one of the doctors is yelling for me,” she recalled. “I didn’t know what to do next. ‘Start this. Do that.’ Everybody’s yelling at me. I couldn’t do enough.” Things happened so quickly that night, she insisted, that she could not remember most of it. “I can’t remember blood, even. I can only remember, ‘What am I going to do?’ And the doctors moving at tremendous speed. And I’m there. And I’m not able to move fast enough. . . . That’s all I remember.”

—adapted from The Living and the Dead

American Involvement Deepens
The steps that led to the chaos and casualties Marlene Kramel experienced in 1966 began in the mid-1950s when American officials decided to support the government of South Vietnam in its struggle against North Vietnam. After Ngo Dinh Diem refused to...
hold national elections, Ho Chi Minh and his followers began an armed struggle to reunify the nation. They organized a new guerrilla army, which became known as the Vietcong. As fighting began between the Vietcong and South Vietnam’s forces, President Eisenhower increased American aid, and sent hundreds of military advisers to train South Vietnam’s army.

Despite the American assistance, the Vietcong continued to grow more powerful, in part because many Vietnamese opposed Diem’s government, and in part because of the Vietcong’s use of terror. By 1961 the Vietcong had assassinated thousands of government officials and established control over much of the countryside. In response Diem looked increasingly to the United States to keep South Vietnam from collapsing.

Kennedy Takes Over On taking office in 1961, President Kennedy continued the nation’s policy of support for South Vietnam. Like presidents Truman and Eisenhower before him, Kennedy saw the Southeast Asian country as vitally important in the battle against communism.

In political terms, Kennedy needed to appear tough on communism, since Republicans often accused Democrats of having lost China to communism during the Truman administration. Kennedy’s administration sharply increased military aid and sent more advisers to Vietnam. From 1961 to late 1963, the number of American military personnel in South Vietnam jumped from 1,364 to around 15,000.

American officials believed the Vietcong continued to grow because Diem’s government was unpopular and corrupt. They urged him to create a more democratic government and to introduce reforms to help Vietnam’s peasants. Diem introduced some limited reforms, but they had little effect.

One program Diem introduced, at the urging of American advisers, made the situation worse. The South Vietnamese created special fortified villages, known as strategic hamlets. These villages were protected by machine guns, bunkers, trenches, and barbed wire. Vietnamese officials then moved villagers to the

The Overthrow of Diem Diem made himself even more unpopular by discriminating against Buddhism, one of the country’s most widely practiced religions. In the spring of 1963, Diem, a Catholic, banned the traditional religious flags for Buddha’s birthday. When Buddhists took to the streets in protest, Diem’s police killed 9 people and injured 14 others. In the demonstrations that followed, a Buddhist monk set himself on fire, the first of several to do so. The photograph of his self-destruction appeared on television and on the front pages of newspapers around the world. It was a stark symbol of the opposition to Diem.

In August 1963, American ambassador Henry Cabot Lodge arrived in Vietnam. He quickly learned that Diem’s unpopularity had so alarmed several Vietnamese generals that they were plotting to overthrow him. When Lodge expressed American sympathy for their cause, the generals launched a military coup. They seized power on November 1, 1963, and executed Diem shortly afterward.

Diem’s overthrow only made matters worse. Despite his unpopularity with some Vietnamese, Diem had been a respected nationalist and a capable administrator. After his death, South Vietnam’s
government grew increasingly weak and unstable. The United States became even more deeply involved in order to prop up the weak South Vietnamese government. Coincidentally, three weeks after Diem’s death, President Kennedy was also assassinated. The presidency, as well as the growing problem of Vietnam, now belonged to Kennedy’s vice president, Lyndon Johnson.

**Reading Check**

**Answer:** The Vietcong wanted to reunify Vietnam.

**Creating Circle Graphs**

Provide the data below and ask students to make a pair of circle graphs showing the results of the presidential election of 1964.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Vote</th>
<th>Electoral Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldwater, Rep.</td>
<td>27,178,188</td>
<td>52</td>
</tr>
<tr>
<td>Johnson, Dem.</td>
<td>43,129,484</td>
<td>486</td>
</tr>
</tbody>
</table>

Use the rubric for creating a map, display, or chart on pages 65–66 in the Performance Assessment Activities and Rubrics.

**Different Viewpoints**

**The Vietnam War**

As the war in Vietnam dragged on, a clear division of American opinion emerged. In January 1966, George W. Ball, undersecretary of state to President Johnson, delivered an address to indicate “how we got to Vietnam and why we must stay.” George F. Kennan, former ambassador to Russia, testified before the Senate Foreign Relations Committee that same year, arguing that American involvement in Vietnam was “something we would not choose deliberately if the choice were ours to make all over again today.”

**George W. Ball:**

“[T]he conflict in Vietnam is a product of the great shifts and changes triggered by the Second World War. Out of the war, two continent-wide powers emerged—the United States and the Soviet Union. The colonial systems through which the nations of Western Europe had governed more than a third of the people of the world were, one by one, dismantled. . . . [E]ven while the new national boundaries were still being marked on the map, the Soviet Union under Stalin exploited the confusion to push out the perimeter of its power and influence in an effort to extend the outer limits of Communist domination by force or the threat of force. The bloody encounters in [Vietnam] are thus in a real sense battles and skirmishes in a continuing war to prevent one Communist power after another from violating internationally recognized boundary lines fixing the outer limits of Communist domination. . . . The evidence shows clearly enough that, at the time of French withdrawal . . . the Communist regime in Hanoi never intended that South Vietnam should develop in freedom. . . . In the long run our hopes for the people of South Vietnam reflect our hopes for people everywhere. What we seek is a world living in peace and freedom.”

**Intrapersonal**

The increased military commitment to Vietnam touched virtually every neighborhood in the United States. As a result, almost every American was challenged to consider American actions in Vietnam. Ask students to imagine that they have just been drafted for military service in Vietnam. Have them write diary entries or letters in which they share their fears, hopes, and questions about being drafted. Invite students to share their writing with classmates.

**MEETING SPECIAL NEEDS**

**Student Edition TEKS**

ELA: Page 778: Gr9/10/11: 8B, 10B; Page 779: Gr9/10/11: 8B, 10B; Gr9: 7H; Gr10/11: 7G

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
The United States Sends in Troops

Shortly after Congress passed the Gulf of Tonkin Resolution, the Vietcong began to attack bases where American advisers were stationed in South Vietnam. The attacks began in the fall of 1964 and continued to escalate. After a Vietcong attack on a base at Pleiku in February 1965 left 7 Americans dead and more than 100 wounded, President Johnson decided to respond. Less than 14 hours after the attack, some 132 American aircraft struck North Vietnam.

On August 7, 1964, the Senate and House passed the Gulf of Tonkin Resolution, authorizing the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.” With only two dissenting votes, Congress had, in effect, handed its war powers over to the president. (See page 961 for more on the Gulf of Tonkin Resolution.)

The Best and the Brightest

In March 1965, Johnson expanded American involvement by shifting his policy to a sustained bombing campaign against North Vietnam. The campaign was named Operation Rolling Thunder. That month the president also ordered the first combat troops into Vietnam. American soldiers were now fighting alongside the South Vietnamese troops against the Vietcong.

A Bloody Stalemate Emerges

By the end of 1965, more than 180,000 American combat troops were fighting in Vietnam. In 1966 that number doubled. Since the American military was
Study Guide

GOING TO WAR IN VIETNAM

For use with textbook pages 776–777

Chapter 25, Section 2

Name Date Class

Assessment CD-ROM.

interactive Tutor Self-Assessment CD-ROM.

1. Have students use the

A Study Guide

Chapter 25, Section 2

Name ____________________________ Date ___________ Class ___________

GOING TO WAR IN VIETNAM

KEY TERMS AND NAMES

Lacking the firepower of the American army, the Vietcong used ambushes, booby traps, and guerrilla tactics. Ronald J. Glasser, an American army doctor, described the devastating effects of one booby trap:

Three quarters of the way through the tangle, a trooper brushed against a two-inch vine, and a grenade slung at chest high went off, shattering the right side of his head and body. . . . Nearby troopers took hold of the unconscious soldier and, half carrying, half dragging him, pulled him the rest of the way through the jungle.

—quoted in Vietnam, A History

The Vietcong also frustrated American troops by blending in with the general population in the cities and the countryside and then quickly vanishing. “It was a sheer physical impossibility to keep the enemy from slipping away whenever he wished,” one American general said. Journalist Linda Martin noted, “It’s a war where nothing is ever quite certain and nowhere is ever quite safe.”

To counter the Vietcong’s tactics, American troops went on “search and destroy” missions. They tried to find enemy troops, bomb their positions, destroy their supply lines, and force them out into the open for combat.

American forces also sought to take away the Vietcong’s ability to hide in the thick jungles by literally destroying the landscape. American planes dropped napalm, a jellied gasoline that explodes on contact. They also used Agent Orange, a chemical that strips leaves from trees and shrubs, turning farmland and forest into wasteland.

A Determined Enemy United States military leaders underestimated the Vietcong’s strength. They also misjudged the enemy’s stamina. American generals believed that continuously bombing and killing large numbers of Vietcong would destroy the enemy’s morale and force them to give up. The guerrillas,

CRITICAL THINKING ACTIVITY

Identifying Assumptions In a guerrilla war, the mobility of a single soldier is as important as the mobility of an army. The United States mistakenly assumed that it could fight the Vietcong in the rice fields and jungles of Vietnam with troops trained to fight on the battlefields of Western Europe. Discuss with students other assumptions of American leaders that proved to be incorrect. L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

ELA: Page 780: Gr9/10/11: 6A, 8B; Page 781: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–E, 7H, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7G

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Chapter 25

Section 2, 776–781

Study Guide 25–2

Session 3

ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. US: 25D; ELA: Gr9: 7I; Gr10/11: 7H

CRITICAL THINKING ACTIVITY

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however, had no intention of surrendering, and they were willing to accept huge losses in human lives.

In the Vietcong’s war effort, North Vietnamese support was a major factor. Although the Vietcong forces were made up of many South Vietnamese, North Vietnam provided arms, advisers, and significant leadership. Later in the war, as Vietcong casualties mounted, North Vietnam began sending regular North Vietnamese Army units to fight in South Vietnam.

North Vietnam sent arms and supplies south by way of a network of jungle paths known as the Ho Chi Minh trail. The trail wound through the countries of Cambodia and Laos, bypassing the border between North and South Vietnam. Because the trail passed through countries not directly involved in the war, President Johnson refused to allow a full-scale attack on the trail to shut it down.

North Vietnam itself received military weapons and other support from the Soviet Union and China. One of the main reasons President Johnson refused to order a full-scale invasion of North Vietnam was his fear that such an attack would bring China into the war, as had happened in Korea. By placing limits on the war, however, Johnson made it very difficult to win. Instead of conquering enemy territory, American troops were forced to fight a war of attrition—a strategy of defeating the enemy forces by slowly wearing them down. This strategy led troops to conduct grisly body counts after battles to determine how many enemy soldiers had been killed.

Bomoming from American planes killed about 179,000 Vietnamese between 1965 and 1967. Nevertheless, the Vietcong and North Vietnamese troops showed no sign of surrendering. Meanwhile, American casualties continued to mount. By the spring of 1966, more than 4,000 American soldiers had been killed.

As the number of Americans killed and wounded continued to grow, the notion of a quick and decisive victory grew increasingly remote. As a result, many citizens back home began to question the nation’s involvement in the war.

1. **Interpreting Graphs**: How many American soldiers were killed in action in 1968?
2. **Generalizing**: By 1970, how much had the total number killed dropped from the peak number of deaths in 1968?

---

**Critical Thinking**

5. **Analyzing**: Why did fighting in Vietnam turn into a stalemate by the mid-1960s?
6. **Sequencing**: Complete a time line similar to the one below to fill in events leading to American involvement in Vietnam.

- August 1963
- November 1963
- August 2, 1964
- August 7, 1964
- February 1965
- March 1965

**Analyzing Visuals**

7. **Analyzing Photographs**: Look closely at the photograph on page 777 of Buddha monk Reverend Quang Duc. What in the photograph suggests that this event was planned by Buddhists to turn into a stalemate by the mid-1960s? Did the event planned by Buddhists to protest their treatment in South Vietnam?

**Writing About History**

8. **Persuasive Writing**: Imagine that you are a member of Congress in August 1964. Write a statement supporting or opposing the Gulf of Tonkin Resolution.

---

**SECTION 2 ASSESSMENT ANSWERS**

1. Terms are in blue. **US**: 25A
2. Gulf of Tonkin Resolution (p. 779), Agent Orange (p. 780), Ho Chi Minh Trail (p. 781)
3. It gave congressional war powers to the president. **US**: 16A
4. To destroy the landscape so the Vietcong could not hide in the jungle **US**: 22B
5. The Vietcong showed no signs of surrendering and Johnson refused to order a full-scale invasion. **US**: 6E, 24B
6. August 1963, Henry Cabot Lodge arrives in Vietnam; November 1, 1963, Diem is overthrown; August 2, 1964, Gulf of Tonkin incident; August 7, 1964, Gulf of Tonkin
7. The presence of the Buddhist onlookers suggests a planned event. **US**: 24B
8. Students’ statements should express a point of view. **US**: 25D
1 FOCUS
Remind students that President Johnson was facing a re-election campaign in which he did not want to appear as though he was weak or soft on communism.

2 TEACH
Understanding the Gulf of Tonkin Incident To help students better understand the events, assign various students to research the following topics: foreign involvement in Indochina, rise of communism in Indochina, events that triggered the initial U.S. involvement in Vietnam, and public opinion in the United States about the events in Vietnam. Tell students that the research should extend beyond what is presented in the text. Have students make oral presentations about their topics. Then have a class discussion about the Gulf of Tonkin incident and its handling by the Johnson administration. Have students identify the points of view of Johnson, his advisers, and members of Congress. L2 US: 6E, 6G, 6H, 8B, 9A, 9B, 16A, 24A–D, 25C, 25D

FYI
In addition to the human cost of the Vietnam War, economists estimate that the cost to the United States of the war was at least $200 billion.

Incident in the Gulf of Tonkin

In 1963 the Vietcong in South Vietnam were trying to topple the government and unite the country under communism. To prevent this, the United States had already committed money, supplies, and advisers. President Johnson asked Congress to authorize using force after reports that North Vietnam had made unprovoked attacks on U.S. warships in the Gulf of Tonkin. Congress responded with the Gulf of Tonkin Resolution. Had the warship USS Maddox provoked the attack? Was Johnson fully informed of events in the Gulf? You’re the historian.

Read the following excerpts, then answer the questions and complete the activities that follow.

From accounts of an unprovoked attack

The sources advising President Johnson on the Gulf of Tonkin incident included the navy and the Defense Department. These excerpts suggest how difficult it was to know what had happened—and also how tension influenced the American interpretation.

U.S. Navy Commander John Herrick of the USS Maddox:
I am being approached by high-speed craft with apparent intention of torpedo attack. I intend to open fire in self-defense if necessary.
—from a cable of August 2, 1964

U.S. Defense Department:
While on routine patrol in international waters . . . the U.S. destroyer Maddox underwent an unprovoked attack by three PT-type boats in . . . the Tonkin Gulf. The attacking boats launched three torpedoes and used 37-millimeter gunfire. The Maddox answered with 5-inch gunfire . . . . The PT boats were driven off, with one seen to be badly damaged and not moving. . . . No casualties or damage were sustained by the Maddox or the aircraft.
—from a press release of August 2, 1964

National Security Council Meeting:
Secretary McNamara: The North Vietnamese PT boats have continued their attacks on the two U.S. destroyers in international waters in the Gulf of Tonkin. . . .
Secretary Rusk: An immediate and direct action by us is necessary. The unprovoked attack on the high seas is an act of war for all practical purposes. . . .
CIA Director McConie: The proposed U.S. reprisals will result in sharp North Vietnamese military action, but such actions would not represent a deliberate decision to provoke or accept a major escalation of the Vietnamese war.
President Johnson: Do they want a war by attacking our ships in the middle of the Gulf of Tonkin?
U.S. Intelligence Agency Director Rowan: Do we know for a fact that the North Vietnamese provocation took place?
Secretary McNamara: We will know definitely in the morning.
—August 2, 1964

Secretary Rusk: We believe that present OPLAN 34-A activities are beginning to rattle Hanoi [capital of North Vietnam], and the Maddox incident is directly related to their effort to resist these activities. We have no intention of yielding to pressure.
—from a top secret telegram to Ambassador Maxwell Taylor (South Vietnam), August 3, 1964

EXTENDING THE CONTENT

Boat People Tell students that many Vietnamese fled by boat to escape political tensions. Unfortunately, some “boat people” found themselves caught in racial tensions. For example, in 1979 Vietnamese “boat people” who were mostly ethnic Chinese arrived in Malaysia, already an ethnically diverse country. So intense was the fear that the arrival of the Vietnamese would upset the country’s ethnic balance that, instead of welcoming the newcomers, the Malaysian government issued orders to shoot any “boat person” found landing on Malaysian shores.
Two days after the alleged attack, the Turner Joy joined the Maddox in the Gulf. On the night of August 4, 1964, the two destroyers experienced a series of events they interpreted as a second attack. However, Commander Herrick later revised his report. President Johnson referred to the “repeated” attacks later when he asked Congress for war powers.

**Commander Herrick:**
Review of action makes many reports. No actual visual sightings by sonarmen may have accounted for many reports. No actual effects on radar and overeager appearance doubtful. Freak weather contacts and torpedoes fired give after the initial act of aggression. . . . Repeated acts of violence against the Armed Forces of the United States must be met not only with alert defense, but with positive reply.

(from two cables of August 4, 1964)

**President Johnson:**
The initial attack on the destroyer Maddox, on August 2, was repeated today by a number of hostile vessels attacking two U.S. destroyers with torpedoes. The destroyers and supporting aircraft acted at once on the orders I gave after the initial act of aggression. . . . Repeated acts of violence against the Armed Forces of the United States must be met not only with alert defense, but with positive reply.

—in a television and radio address, August 4, 1964

In 1968 Senator William Fulbright opened an investigation into the 1964 Gulf of Tonkin incident. The following exchange took place between Senator Fulbright and Secretary McNamara.

**Secretary McNamara:** I don’t believe Commander Herrick in his cable stated that he had doubt that the attack took place. He questioned certain details of the attack. . . . Secondly, his doubts were resolved that afternoon before the retaliatory action was taken.

**Senator Fulbright:** I think he went further than that. He advised you not to do anything until it had been reevaluated. . . . It is a very strong statement.

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Chapter 25
Section 3, 784–789

**FOCUS**

**Section Overview**
This section focuses on the escalation of military action in Vietnam and the division between those who supported the war and those who did not.

**Bellringer**
Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 25–3

**Guide to Reading**

Answers to Graphic: Reasons for opposition to Vietnam War: credibility gap, unfair draft system, immorality of defending a corrupt dictatorship in South Vietnam, and belief that it was a civil war in which the United States had no business

Preteaching Vocabulary
Have students scan the section to learn the meanings of the Key Terms and Names. **US**: 25A; **ELA**: Gr9/10/11: 6A

**Main Idea**
The experience of Vietnam produced sharp divisions between Americans who supported the war and those who did not.

**Key Terms and Names**
William Westmoreland, credibility gap, teach-in, dove, hawk, Tet offensive

**Reading Strategy**
Organizing As you read about Americans’ reactions to the Vietnam War, complete a graphic organizer like the one below to list the reasons for opposition to the war.

**Reading Objective**
• Analyze why support for the war began to weaken.
• Describe the motives of those in the antwar movement.

**Section Theme**
Civic Rights and Responsibilities Many Americans protested their country’s involvement in the Vietnam War.

**Preview of Events**

1965
Teach-ins on college campuses begin

1966
Senate Foreign Relations Committee begins Vietnam hearings

1967
March on the Pentagon

January 1968
Tet offensive

**An American Story**

Martin Jezer, a 27-year-old copywriter living in New York City, had never considered himself a radical. “I campaigned for Lyndon Johnson in 1964,” he recalled. As his opposition to the war in Vietnam grew, however, Jezer decided to stage a public protest.

On April 15, 1967, he and dozens of other young men gathered with their military draft cards in New York’s Central Park. Before an audience of reporters, photographers, FBI officials, and citizens, the men pulled out matches and lighters and burned the cards.

“We began singing freedom songs and chanting, ‘Resist! Resist!’ and ‘Burn Draft Cards, Not People!’ . . . People in the audience were applauding us, shouting encouragement. Then some guys began to come out of the audience with draft cards in hand. They burned them. Alone, in pairs, by threes they came. Each flaming draft card brought renewed cheering and more people out of the crowd. . . . Some of the draft card burners were girls, wives, or girl-friends of male card burners. . . . It lasted this way for about half an hour.”

—quoted in The Vietnam War: Opposing Viewpoints

**A Growing Credibility Gap**

Jezer’s protest was just one of many, as American opposition to the Vietnam War grew in the late 1960s. When American troops first entered the Vietnam War in the spring of 1965, many Americans had supported the military effort. A Gallup poll...
published around that time showed that 66 percent of Americans approved of the policy in Vietnam. As the war dragged on, however, public support began to drop. Suspicion of the government’s truthfulness about the war was a significant reason. Throughout the early years of the war, the American commander in South Vietnam, General William Westmoreland, reported that the enemy was on the brink of defeat. In 1967 he confidently declared that the “enemy’s hopes are bankrupt” and added, “we have reached an important point where the end begins to come into view.”

Contradicting such reports were less optimistic media accounts, especially on television. Vietnam was the first “television war,” with footage of combat appearing nightly on the evening news. Day after day, millions of people saw images of wounded and dead Americans and began to doubt government reports. In the view of many, a credibility gap had developed, meaning it was hard to believe what the Johnson administration said about the war.

Congress, which had given the president a nearly free hand in Vietnam, soon grew uncertain about the war. Beginning in January 1966, the Senate Foreign Relations Committee held “educational” hearings on Vietnam, calling in Secretary of State Dean Rusk and other policy makers to explain the administration’s war program. The committee also listened to critics such as American diplomat George Kennan. Although Kennan had helped create the policy of containment, he argued that Vietnam was not strategically important to the United States.

People who opposed the war did so for different reasons. Some saw the conflict as a civil war in which the United States had no business. Others viewed South Vietnam as a corrupt dictatorship and insisted that defending that country was immoral and unjust.

Anger at the Draft Young protesters especially focused on what they saw as an unfair draft system. At the beginning of the war, a college student was often able to defer military service until after graduation. By contrast, young people from low-income families were more likely to be sent to Vietnam because they were unable to afford college. This meant minorities, particularly African Americans, made up a disproportionately large number of the soldiers in Vietnam. By 1967, for example, African Americans accounted for about 20 percent of American combat deaths—about twice their proportion of the population within the United States. That number would decline to roughly match their population proportion by the war’s end.

As casualties mounted in Vietnam, many people began to protest publicly against the war and to demand that the United States pull out. Although many other Americans supported the war, opponents of the conflict received the most attention.

Teach-Ins Begin In March 1965, a group of faculty members and students at the University of Michigan abandoned their classes and joined together in a teach-in. Here, they informally discussed the issues surrounding the war and reaffirmed their reasons for opposing it. The gathering inspired teach-ins at many campuses. In May 1965, 122 colleges held a “National Teach-In” by radio for more than 100,000 antiview demonstrators.

COOPERATIVE LEARNING ACTIVITY
 Symbolizing a Campaign A wide variety of hopefuls sought the presidency in 1968. To illustrate their differences, organize students into five groups, one each for Eugene McCarthy, Robert F. Kennedy, Hubert H. Humphrey, George Wallace, and Richard Nixon. Have members of each group write three words that describe their candidate and one sentence about their candidate. Have groups share and discuss their ideas.  

Answer: Television news reports were different from what military leaders were reporting.

Ask: What are the people in the cartoon doing? (They are feeling their way along a dark tunnel because there is no light at the end of the tunnel.) ELA: Gr9/10/11: 19B, 20B

Use the rubric for the Performance Assessment Activities and Rubrics.
Guided Reading Activity 25–3

Making a Poster  Have students make a poster that would have been appropriate for people marching in support of or opposition to the Vietnam War. L2 US: 24B, 25C, 25D; ELA: Gr9/10/11: 13C, 21B

History and the Humanities

American Music: Cultural Traditions: “The Big Muddy,” and “Okie From Muskogee”


MEETING SPECIAL NEEDS

Interpersonal  The 1968 Democratic National Convention illustrates the divided nation of the late 1960s. Ask students with strong interpersonal skills to review the text’s coverage of this event and write a paragraph explaining the divided feelings. Conclude with this comment from Robert McNamara’s In Retrospect: The Tragedy and Lesson of Vietnam: “A nation’s deepest strength lies not in its military process but rather in the unity of its people.” L2

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.

The high number of African Americans and poor Americans dying in Vietnam angered African American leaders, including Dr. Martin Luther King, Jr. Early on, King had refrained from speaking out against the war for fear that it would draw attention from the civil rights movement. In April 1967, however, he broke his silence and publicly condemned the conflict:

“Somehow this madness must cease. I speak as a child of God and brother to the suffering poor of Vietnam and the poor of America who are paying the double price of smashed hopes at home and death and corruption in Vietnam. I speak as a citizen of the world, for the world as it stands aghast at the path we have taken. I speak as an American to the leader of my own nation. The great initiative in this war is ours. The initiative to stop must be ours.”

—quoted in A Testament of Hope

As the war escalated, American officials increased the draft call, putting many college students at risk. An estimated 500,000 draftees refused to go. Many publicly burned their draft cards or simply did not report when called for induction. Some fled the country, moving to Canada, Sweden, or other nations. Others stayed and went to prison rather than fight in a war they opposed.

Between 1965 and 1968, officials prosecuted more than 3,300 Americans for refusing to serve. The draft became less of an issue in 1969 when the government introduced a lottery system, in which only those with low lottery numbers were subject to the draft.

Protests against the war were not confined to college campuses. Demonstrators held public rallies and marches in towns across the country. In April 1965, Students for a Democratic Society (SDS), a left-wing student organization, organized a march on Washington, D.C., that drew more than 20,000 participants. Two years later, in October 1967, a rally at Washington’s Lincoln Memorial drew tens of thousands of protesters as well.

Anger over the draft also fueled discussions of voting age. Many draftees argued that if they were old enough to fight, they were old enough to vote. In 1971, Congress ratified the new voting age of 18 with the passage of the Twenty-sixth Amendment to the Constitution.
Hawks and Doves  In the face of growing opposition to the war, President Johnson remained determined to continue fighting. He assailed his critics in Congress as “selfish men who want to advance their own interests.” As for the college protesters, Johnson viewed them as naive and unable to appreciate the importance of resisting communism.

The president was not alone in his views. Although the antiwar protesters became a vocal group, they did not represent majority opinion on Vietnam. In a poll taken in early 1968, 53 percent of the respondents favored stronger military action in Vietnam, compared to only 24 percent who wanted an end to the war. Of those Americans who supported the policy in Vietnam, many openly criticized the protesters for a lack of patriotism.

By 1968 the nation seemed to be divided into two camps. Those who wanted the United States to withdraw from Vietnam were known as doves. Those who insisted that the United States stay and fight came to be known as hawks. As the two groups debated, the war took a dramatic turn for the worse, and the nation endured a year of shock and crisis.

1968: The Pivotal Year

The most turbulent year of the chaotic 1960s was 1968. The year saw a shocking political announcement, a pair of traumatic assassinations, and a violent political convention. First, however, the nation endured a surprise attack in Vietnam.

TURNING POINT

The Tet Offensive  On January 30, 1968, during Tet, the Vietnamese New Year, the Vietcong and North Vietnamese launched a massive surprise attack. In this Tet offensive, the guerrilla fighters attacked virtually all American airbases in South Vietnam and most of the South’s major cities and provincial capitals. Vietcong commandos even blasted their way into the American embassy in Saigon.

Militarily, Tet turned out to be a disaster for the Communist forces. After about a month of fighting, the American and South Vietnamese soldiers repelled the enemy troops, inflicting heavy losses on them. General Westmoreland boasted that the Communists ‘well-laid plans went awol,’ while President Johnson triumphantly added that the enemy’s effort had ended in “complete failure.”

In fact, the North Vietnamese had scored a major political victory. The American people were shocked that an enemy supposedly on the verge of defeat could launch such a large-scale attack. When General Westmoreland requested 209,000 troops in addition to the 500,000 already in Vietnam, it seemed an admission that the United States could not win the war.

To make matters worse, the mainstream media, which had tried to remain balanced in their war coverage, now openly criticized the effort. “The American people should be getting ready to accept, if they haven’t already, the prospect that the whole Vietnam effort may be doomed,” the Wall Street Journal declared. Walter Cronkite, then the nation’s most respected television newscaster, announced after Tet that it seemed “more certain than ever that the bloody experience in Vietnam is to end in a stalemate.”

Public opinion no longer favored the president. In the weeks following the Tet offensive, the president’s approval rating plummeted to a dismal 35 percent, while support for his handling of the war fell even lower, to 26 percent. The administration’s credibility gap now seemed too wide to repair.

Johnson Leaves the Presidential Race  With the war growing increasingly unpopular and Johnson’s credibility all but gone, some Democrats began looking for an alternative candidate to nominate for president in 1968. In November 1967, even before the Tet disaster, a little-known liberal senator from Minnesota, Eugene McCarthy, became the first dove to announce his candidacy against Johnson. In March 1968, McCarthy stunned the nation by winning more than 40 percent of the votes in the New Hampshire primary elections ranking with Pearl Harbor.

Creating a Headline  Have students write a headline that might have appeared in a January 1969 newspaper summarizing the mood of the country after surviving the turmoil of 1968. L1 US: 6E, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B

The Tet offensive caused the United States military completely off guard. In the words of a West Point textbook published after the war, Tet was an “intelligence failure ranking with Pearl Harbor.”

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Technology  The United States used a variety of strategies in its attempt to cut off North Vietnamese supply routes and locate the ground units of the North Vietnamese and Vietcong. Ask students to research and report on some of these strategies, including saturation bombing and the use of napalm and chemical defoliants. Have students explain how each strategy worked and the kind of damage it did. As students present their information, discuss why such firepower failed to bring the Communist forces to a point of surrender. L2 US: 6E, 9A, 24A–D; ELA: Gr9/10/11: 13B, 13C; Gr9/10: 16E; Gr11: 15E
and almost defeating the president. Realizing that
Johnson was vulnerable, Senator Robert Kennedy,
who also opposed the war, quickly entered the race for
the Democratic nomination.

With the division in the country and within his own
party growing, Johnson addressed the public on televi-
sion on March 31, 1968. He stunned viewers by stating,
“I have concluded that I should not permit the presi-
dency to become involved in the partisan divisions that
are developing in this political year. Accordingly, I shall
not seek, and I will not accept, the nomination of my
party for another term as your President.”

**A Season of Violence** Following Johnson’s an-
nouncement, the nation endured even more shocking
events. In April James Earl Ray was arrested for
killing Dr. Martin Luther King, Jr., an event which led
to riots in several major cities. Just two months later,
another assassination rocked the country—that of
Robert Kennedy. Kennedy, who appeared to be on
his way to winning the Democratic nomination, was
gunned down on June 5 in a California hotel just after
winning the state’s Democratic primary. The assassin
was Sirhan Sirhan, an Arab nationalist apparently
angry over the candidate’s pro-Israeli remarks a few
nights before.

The violence that seemed to plague the country at
every turn in 1968 culminated with a chaotic and
well-publicized clash between protesters and police
at the Democratic National Convention in Chicago.
Thousands of protesters descended on the August
convention, demanding that the Democrats adopt an
antiwar platform.

On the third day of the convention, the delegates
chose Hubert Humphrey, President Johnson’s vice
president, as their presidential nominee. Meanwhile,
in a park not far from the convention hall, the pro-
testers and police began fighting. A full-scale riot
soon engulfed the streets of downtown Chicago. As
officers tried to disperse demonstrators with tear gas
and billy clubs, demonstrators taunted the authori-
ties with the chant, “The whole world is watching!”

**CRITICAL THINKING ACTIVITY**

**Analyzing** Tell students that in 1964 the Vietnam War was not a national issue. Two factors, how-
ever, would soon bring it to national attention. The first was the controversy surrounding the Gulf
of Tonkin incident. The second was campaign speeches in which Johnson pledged he would not
“send American boys halfway around the world to do a job that Asian boys ought to be doing for
themselves.” Have students analyze how both events became crucial issues by 1967 and 1968.

**US:** 6E, 6H, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E
Nixon Wins the Presidency

The violence and chaos now associated with the Democratic Party benefited the 1968 Republican presidential candidate, Richard Nixon. Although defeated in the 1960 election, Nixon had remained active in national politics. A third candidate, Governor George Wallace of Alabama, also decided to run in 1968 as an independent. Wallace, an outspoken segregationist, sought to attract those Americans who felt threatened by the civil rights movement and urban social unrest.

Public opinion polls gave Nixon a wide lead over Humphrey and Wallace. Nixon’s campaign promise to unify the nation and restore law and order appealed to Americans who feared their country was spinning out of control. Nixon also declared that he had a plan for ending the war in Vietnam, although he did not specify how the plan would work.

At first Humphrey’s support of President Johnson’s Vietnam policies hurt his campaign. After Humphrey broke with the president and called for a complete end to the bombing of North Vietnam, he began to move up in the polls. A week before the election, President Johnson helped Humphrey by announcing that the bombing of North Vietnam had halted and that a cease-fire would follow.

Johnson’s announcement had come too late. In the end, Nixon’s promises to end the war and restore order at home were enough to sway the American people. On Election Day, Nixon defeated Humphrey by more than 100 electoral votes, although he won the popular vote by a slim margin of 43 percent to 42. Wallace helped account for the razor-thin margin by winning 46 electoral votes and more than 13 percent of the popular vote.

Speaking to reporters after his election, Nixon recalled seeing a young girl carrying a sign at one of the local newspaper in which you are living in 1968. Write a paragraph for the slogan was used to express opposition to the war.

**Reading Check**

**Explaining** Why did President Johnson not run for re-election in 1968?

**Graph Skills**

**1. Interpreting Graphs** During what two years was opposition to the war lowest? What event occurred around that time?

**2. Generalizing** In what year did opposition to the Vietnam War peak? How was this sentiment logically related to the withdrawal of American troops?

**Graph Skills Practice**

**Ask: When was the cease-fire signed? (1973)**

**Answer:**

He did not want the presidency to become involved in partisan divisions.

**Reteach**

Have students describe the anti-war movement. **US:** 6E, 24B; **ELA:** Gr9/10/11: 4A–D, 4F

**Enrich**

Have interested students write antiwar slogans for the 1968 presidential campaign. **US:** 6E, 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B

**CLOSE**

Have students describe the motives of those in the antiwar movement. **US:** 6E, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

**Student Edition TEKS**

CHAPTER 25
Section 4, 790–794

1 FOCUS

Section Overview
This section focuses on the withdrawal of United States forces and the war’s impact at home.

BELLRINGER
Skillbuilder Activity

Project transparency and have students answer the question. Available as a blackline master.

Daily Focus Skills Transparency 25–4

Guide to Reading

Answers to Graphic: Kissinger appointment, linkage policy, Vietnamization, bombing campaign, Cambodian invasion

Preteaching Vocabulary
Have students look up the Key Terms and Names in the glossary. Then have them use two of the terms in a sentence. US: 25A; ELA: Gr9/10/11: 6A

SECTION RESOURCES

Student Edition TEKS
ELA: Page 790: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 791: Gr9/10/11: 6A, 8B, 10B, 19B, 20B

Multimedia
Interactive Tutor Self-Assessment CD-ROM
ExamView® Pro Testmaker CD-ROM
Presentation Plus! CD-ROM
TeacherWorks™ CD-ROM
Audio Program
ABCNews Interactive™

Main Idea
After nearly eight years of fighting in Vietnam, the United States withdrew its forces.

Key Terms and Names
Henry Kissinger, linkage, Vietnamization, Pentagon Papers, War Powers Act

Steps Nixon Took

1969
Secret peace negotiations between the U.S. and North Vietnam begin

1972
Nixon initiates Christmas bombings

1973
Cease-fire signed

1975
Evacuation of the last Americans from Vietnam

Reading Strategy
Organizing
As you read about the end of the Vietnam War, complete a graphic organizer similar to the one below by listing the steps that President Nixon took to end American involvement in Vietnam.

Reading Objectives
• Explain the events of Nixon’s first administration that inspired more antiwar protests.
• Summarize the major lessons the United States learned from the Vietnam War experience.

Section Theme
Government and Democracy The Vietnam War led to changes in the way the U.S. military is deployed.

An American Story

On the evening of April 29, 1975, Frank Snepp, a young CIA officer, scrambled up to the American embassy rooftop to catch one of the last helicopters out of Saigon. Throughout that day, Snepp had witnessed the desperation of the South Vietnamese people as they besieged the embassy grounds in an effort to escape the approaching Communist army. Now he was leaving. Later, he recalled the scene:

“The roof of the Embassy was a vision out of a nightmare. In the center of the dimly lit helo-pad a CH-47 was already waiting for us, its engines setting up a roar like a primeval scream. The crew and controllers all wore what looked like oversized football helmets, and in the blinking under-light of the landing signals they reminded me of grotesque insects rearing on their hindquarters. Out beyond the edge of the building a Phantom jet streaked across the horizon as tracers darted up here and there into the night sky.”

—quoted in Decent Interval

Nixon Moves to End the War

Frank Snepp was one of the last Americans to leave Vietnam. Shortly after taking office, President Nixon had taken steps to end the nation’s involvement in the war, but the final years of the conflict would yield much more bloodshed and turmoil.

As a first step, Nixon appointed Harvard professor Henry Kissinger as special assistant for national security affairs and gave him wide authority to use diplomacy to end the conflict. Kissinger embarked upon a policy he called linkage, which meant improving...
relations with the Soviet Union and China—suppliers of aid to North Vietnam—so he could persuade them to cut back on their aid. Kissinger also rekindled peace talks with the North Vietnamese. In August 1969, Kissinger entered into secret negotiations with North Vietnam’s negotiator, Le Duc Tho. In their talks, which dragged on for four years, Kissinger and Le Duc Tho argued over a possible cease-fire, the return of American prisoners of war, and the ultimate fate of South Vietnam.

Meanwhile, Nixon cut back the number of American troops in Vietnam. Known as Vietnamization, this process involved the gradual withdrawal of U.S. troops while South Vietnam assumed more of the fighting. On June 8, 1969, Nixon announced the withdrawal of 25,000 soldiers. Nixon refused to view this troop withdrawal as a form of surrender. He was determined to maintain a strong American presence in Vietnam to ensure bargaining power during peace negotiations. In support of that goal, the president increased airstrikes against North Vietnam and began bombing Vietcong sanctuaries in neighboring Cambodia.

**Turmoil at Home Continues**

Even though the United States had begun scaling back its involvement in Vietnam, the American home front remained divided and volatile as Nixon’s war policies stirred up new waves of protest.

**Massacre at My Lai** In November 1969, Americans learned of a horrifying event. That month, the media reported that in the spring of 1968, an American platoon under the command of Lieutenant William Calley had massacred possibly more than 200 unarmed South Vietnamese civilians in the hamlet of My Lai. Most of the victims were old men, women, and children. Calley eventually went to prison for his role in the killings.

Most American soldiers acted responsibly and honorably throughout the war. The actions of one soldier, however, increased the feeling among many citizens that this was a brutal and senseless conflict. Jan Barry, a founder of the Vietnam Veterans Against the War, viewed the massacre at My Lai as a symbol of the dilemma his generation faced in the conflict:

“To kill on military orders and be a criminal, or to refuse to kill and be a criminal is the moral agony of America’s Vietnam war generation. It is what has forced upward of sixty thousand young Americans, draft resisters and deserters to Canada, and created one hundred thousand military deserters a year in this country and abroad.”

—quoted in *Who Spoke Up?*

**The Invasion of Cambodia Sparks Protest** Americans heard more startling news when Nixon announced in April 1970 that American troops had invaded Cambodia. The troops wanted to destroy Vietcong military bases there.

Many viewed the Cambodian invasion as a widening of the war, and it set off many protests. At *Kent State University* on May 4, 1970, Ohio National Guard soldiers, armed with tear gas and rifles, fired on demonstrators without an order to do so. The soldiers killed four students and wounded at least nine others. Ten days later, police killed two African American students during a demonstration at Jackson State University in Mississippi.

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**Did You Know?**

In 1996 it was estimated that 10 million land mines still remain in the ground in Cambodia and Vietnam.

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**Designing a Memorial** Have students sketch a design for a memorial to the students who died at Kent State or Jackson State. **ELA:** Gr 9/10/11: 13C

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**Student Edition TEKS**


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**Summarizing Information** Organize the class into groups of five to seven students each. Have the groups consider this fill-in-the-blank statement: The war in Vietnam was tragic because __________. Ask everyone in the group to provide at least one original answer. Have a representative of each group present the responses to the class. As a class, look for common elements in the responses.

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**Performance Assessment Activities and Rubrics.**
CHAPTER 25
Section 4, 790–794

Guided Reading Activity 25–4

Have students make a list of the qualities essential to a hero.

Use Supreme Court Case Study 43, New York Times v. United States.

Reading Check

Answer: that the government had not been honest with them about Vietnam

ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. US: 25D; ELA: Gr9: 7i; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Profiles in History

Roy P. Benavidez

1935–

Roy P. Benavidez received the Medal of Honor, the nation’s highest award for heroism, for his actions in the Vietnam War. Growing up, Benavidez worked on the streets selling empty soda bottles and cleaning a local stockyard. His father’s family had been vaqueros (cowboys from Mexico), immigrating in the 1830s during the Texas War for Independence. His mother, a Yaqui Native American, was born in northern Mexico. Both parents died by the time Benavidez was seven, and he was raised by his uncle. A tough life made Benavidez a fighter. In May 1968 while fighting in Vietnam, Benavidez rescued members of his Special Forces group who were surrounded by the enemy. Wounded three times while getting to the men by helicopter, he stayed with them some eight hours, preparing an evacuation. Then while carrying the men to the rescue helicopters, he was attacked from behind but managed to kill his attacker. Only after loading all the dead and wounded Democratic candidate, was an outspoken critic of the war. He did not appeal to many middle-class Americans, however, who were tired of antiwar protesters. When the votes were cast, Nixon won re-election in a landslide.

The United States Pulls Out of Vietnam

By 1971 polls showed that nearly two-thirds of Americans wanted to end the Vietnam War as quickly as possible. In April 1972, President Nixon dropped his longtime insistence that North Vietnamese troops had to withdraw from South Vietnam before any peace treaty could be signed. In October, less than a month before the 1972 presidential election, Henry Kissinger emerged from his secret talks with Le Duc Tho to announce that “peace is at hand.”

A month later, Americans went to the polls to decide on a president. Senator George McGovern, the

The Pentagon Papers In addition to sparking violence on campuses, the invasion of Cambodia cost Nixon significant congressional support. Numerous legislators expressed outrage over the president’s failure to notify them of the action. In December 1970, an angry Congress repealed the Gulf of Tonkin Resolution, which had given the president near complete power in directing the war in Vietnam.

Support for the war weakened further in 1971 when Daniel Ellsberg, a disillusioned former Defense Department worker, leaked what became known as the Pentagon Papers to the New York Times. The documents revealed that many government officials during the Johnson administration privately questioned the war while publicly defending it.

The documents contained details of decisions that were made by the presidents and their advisers without the consent of Congress. They also showed how the various administrations acted to deceive Congress, the press, and the public about the situation in Vietnam. The Pentagon Papers confirmed what many Americans had long believed: The government had not been honest with them.

The Two Sides Reach Peace Just weeks after the presidential election, the peace negotiations broke down. South Vietnam’s president, Nguyen Van Thieu, refused to agree to any plan that left North Vietnamese troops in the South. Kissinger tried to win additional concessions from the Communists, but talks broke off on December 16, 1972.

The next day, to force North Vietnam to resume negotiations, the Nixon administration began the most destructive air raids of the entire war. In what became known as the “Christmas bombings,” American B-52s dropped thousands of tons of bombs on North Vietnamese targets for 11 straight days, pausing only on Christmas day.

In the wake of the bombing campaign, the United States and North Vietnam returned to the bargaining table. Thieu finally gave in to American pressure and allowed North Vietnamese troops to remain in the South. On January 27, 1973, the warring sides signed an agreement “ending the war and restoring the peace in Vietnam.”

MEETING SPECIAL NEEDS

Auditory/Musical Bring to class a recording of Bob Dylan’s song “Blowin’ in the Wind.” As you play the recording, have students summarize what the lyrics are saying. Then have them write why the music helps convey the message of the lyrics. Finally, have students write a poem or song highlighting the fact that more than 58,000 Americans died in Vietnam L2 US: 6E, 24B

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
The United States promised to withdraw the rest of its troops, and both sides agreed to an exchange of prisoners of war. The parties did not resolve the issue of South Vietnam’s future, however. After almost eight years of war—the longest war in American history—the nation ended its direct involvement in Vietnam.

**South Vietnam Falls** The United States had barely pulled out its last troops from Vietnam when the peace agreement collapsed. In March 1975, the North Vietnamese army launched a full-scale invasion of the South. Thieu desperately appealed to Washington, D.C., for help.

President Nixon had assured Thieu during the peace negotiations that the United States “would” respond with full force should the settlement be violated by North Vietnam.” Nixon, however, had resigned under pressure following the Watergate scandal. The new president, Gerald Ford, asked for funds to aid the South Vietnamese, but Congress refused.

On April 30, the North Vietnamese captured Saigon, South Vietnam’s capital, and united Vietnam under Communist rule. They then renamed Saigon Ho Chi Minh City.

**Reading Check** Explaining Why did the peace talks break down in December 1972?

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**The Legacy of Vietnam**

“The lessons of the past in Vietnam,” President Ford declared in 1975, “have already been learned—learned by Presidents, learned by Congress, learned by the American people—and we should have our focus on the future.” Although Americans tried to put the war behind them, Vietnam left a deep and lasting impact on American society.

**The War’s Human Toll** The United States paid a heavy price for its involvement in Vietnam. The war had cost the nation almost $150 billion in direct costs and much more in indirect economic expenses. More significantly, it had resulted in the deaths of approximately 58,000 young Americans and the injury of more than 300,000. In Vietnam, around one million North and South Vietnamese soldiers died in the conflict, as did countless civilians.

Even after they returned home from fighting, some American veterans, as in other wars, found it hard to escape the war’s psychological impact. Army Specialist Doug Johnson recalled the problems he faced on returning home:

> It took a while for me to recognize that I did suffer some psychological problems in trying to deal with my experience in Vietnam. The first recollection I have of the effect took place shortly after I arrived back in the States. One evening . . . I went to see a movie on post. I don’t recall the name of the movie or what it was about, but I remember there was a sad part, and that I started crying uncontrollably. It hadn’t dawned on me before this episode that I had . . . succeeded in burying my emotions.

—quoted in Touched by the Dragon

One reason it may have been harder for some Vietnam veterans to readjust to civilian life was that many considered the war a defeat. Many Americans wanted to forget the war. Thus, the sacrifices of many veterans often went unrecognized. There were relatively few welcome-home parades and celebrations after the war.

**The war also lingered for the American families whose relatives and friends were classified as prisoners of war.**

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**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Language Arts** Have students write a newspaper or magazine article based on an interview with someone in their community who was a young adult at the time of the Vietnam War. To prepare for the interview, encourage students to use library and Internet resources to learn more about what was going on in their community at the time of the war. Have interested students combine the articles into a publication. **L2 US: 6E, 6H, 24A–D, 25A–D; ELA: 1A, 1B, 4A–C, 13B, 13C, 21B, 21C**

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**Reading Essentials and Study Guide 25–4**

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**FYI**

Ho Chi Minh City (formerly Saigon) proclaimed 1990 its “Year of Tourism.” The tunnels once used for the Vietcong guerrillas—a network of 200 miles—were one of the featured tourist attractions.

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**History and the Humanities**

American Art & Architecture: Vietnam Veterans Memorial
prisoners of war (POWs) or missing in action (MIA). Despite many official investigations, these families were not convinced that the government had told the truth about POW/MIA policies in the last years of the war. The nation finally began to come to terms with the war almost a decade later. In 1982 the nation dedicated the National Vietnam Veterans Memorial in Washington, D.C., a large black stone wall inscribed with the names of those killed and missing in action in the war. “It’s a first step to remind America of what we did,” veteran Larry Cox of Virginia said at the dedication of the monument.

**GOVERNMENT**

**The War’s Impact on the Nation** The war also left its mark on the nation as a whole. In 1973 Congress passed the War Powers Act as a way to reestablish some limits on executive power. The act required the president to inform Congress of any commitment of troops abroad within 48 hours and to withdraw them in 60 days unless Congress explicitly approved the troop commitment.

The legislation addresses the struggle between the executive and legislative branches over what checks and balances are proper in matters of war and foreign policy. No president has recognized this limitation, and the courts have tended to avoid the issue as a strictly political question. In general, the war shook the nation’s confidence and led some to embrace a new kind of isolationism. In the years after the war, many Americans became more reluctant to intervene in the affairs of other nations.

On the domestic front, the Vietnam War increased Americans’ cynicism about their government. Many felt the nation’s leaders had misled them. Together with Watergate, a scandal that broke as the war was winding down, Vietnam made Americans more wary of their leaders.

**The War’s Refugees**

Another of the Vietnam War’s enduring legacies was the wave of human migration and resettlement it prompted. From the mid-1970s through the 1980s, between 1.5 and 2 million people fled the newly installed Communist regimes in Vietnam, Cambodia, and Laos. These men, women, and children became known as “boat people” because their main route of escape was by sea. More than half of these refugees came to the United States. Between 1980 and 1990, the Vietnamese population of the United States more than doubled from about 245,000 to almost 615,000. Why do you think the United States was willing to accept so many refugees from the Vietnam War?

**Analyzing Images**

Visit the Student Web Activity Visit the American Republic Since 1877 Web site at bt.tarvoll2.glencoe.com and click on Student Web Activities—Chapter 25 for an activity on the Vietnam War.

**Answers will vary. Responses could include relief at getting out of the war or guilt for leaving allies behind.**

**Writing About History**

Imagine that you are a college student in 1970. Write a journal entry expressing your feelings about the events at Kent State and Jackson State Universities.

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4. **CLOSE**

Have students summarize the lessons of the Vietnam War. **US:** 6E, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

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4. **Student Edition TEKS**

**ELA:** Page 794: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H; **Page 795:** Gr9/10/11: 1A, 1B, 4A–C, 4F, 13B, 13C; Gr9/10: 16B, 16E

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4. **SECTION 4 ASSESSMENT ANSWERS**

1. Terms are in blue. **US:** 25A
2. Kissinger (p. 790), Pentagon Papers (p. 792), War Powers Act (p. 794)
3. North Vietnam took control of South Vietnam, uniting the two countries under Communist rule.
4. to limit executive power; reflected the struggle over checks and balances in war and foreign policy between the executive and legislative branches **US:** 16A
5. Nixon failed to notify Congress of this action in advance, costing him congressional support. **US:** 6E, 24B
6. American cynicism toward government, war dead and casualties, cost, and War Powers Act **US:** 6E, 25C
7. Answers will vary. Responses could include relief at getting out of the war or guilt for leaving allies behind.
8. Journal entries should focus on feelings. **US:** 25D
Conducting an Interview

Why Learn This Skill?
Suppose that your friends went to see a concert, but you were unable to attend. How would you find out how the show was?

Learning the Skill
You probably would not normally think of asking your friends questions about a concert as conducting an interview, but that is exactly what you are doing. Interviews are an excellent way of collecting important facts and opinions from people. Interviews allow you to gather information from people who witnessed or participated in an event firsthand. For example, William Prochnau interviewed many different people and used the results to write his book *Once Upon a Distant War*, which examines the way the press covered the Vietnam War. To conduct an interview with someone, follow these steps.

1. **Make an appointment.** Contact the person and explain why you want to conduct the interview, what kinds of things you hope to learn, and how you will use the information. Discuss where and when you will conduct the interview, and ask if you may use a tape recorder.
2. **Gather background information.** Find out about the education, career, and other accomplishments of the person you want to interview. Research the topics you wish to discuss.
3. **Prepare questions.** Group questions into subject categories. Begin each category with general questions and move toward more specific questions. Formulate each question carefully. If the answer could be simply yes or no, rephrase the question.
4. **Conduct the interview.** Introduce yourself and restate the purpose of the interview. Ask questions and record responses accurately. Ask follow-up questions to fill gaps in information.
5. **Transcribe the interview.** Convert your written or tape-recorded notes into a transcript, a written record of the interview presented in a question-and-answer format.

Practicing the Skill
Imagine you are assigned to interview someone who participated in or is old enough to remember the events that occurred during the Vietnam War.

1. What kind of background information might you gather?
2. What are some broad categories of questions you might ask based on what you know about the person you are interviewing and what you know about the war?
3. What are some general questions you might want to ask within these broad categories?
4. Consider the responses you might get to these general questions, and formulate follow-up questions for each.

Skills Assessment
Complete the Practicing Skills questions on page 797 and the Chapter 25 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

**Conducting an Interview**
The Vietnam War probably included some people you know—your parents, grandparents, aunts, uncles, or neighbors. Even if they were not directly involved with the conflict, they probably remember what the United States was like during the war. Use the questions you developed above to interview one or more of these people. Ask about their experiences regarding Vietnam, including their attitudes toward the war and its many related issues, past and present. Summarize your findings in a short report or in a comparison chart.

**ANSWERS TO PRACTICING THE SKILL**

Students should review information on the war. Questions might be: for 2, what subjects did during the war, their attitude to the war; for 3, what factors influenced their attitude, if the war affected their friends or family, how they now see the war.

**Applying the Skill**
Students’ reports will vary depending on the people interviewed and their recollections of the war. Remind students that their reports are to summarize their findings, not merely to present a transcript of the interview.
Reviewing Key Facts

11. Identify: Ho Chi Minh, Tet offensive.

12. How did President Eisenhower defend American policy in Vietnam?

13. When did the number of American military personnel begin to increase in Vietnam?

14. How did Vietnamese peasants respond to the strategic hamlets program?

15. What actions made Ngo Dinh Diem an unpopular leader in South Vietnam?

16. What was the effect of the Tet offensive on Americans?

17. How did Richard Nixon benefit from the chaos in the nation in 1968?

18. What did the Pentagon Papers reveal?

Critical Thinking

19. Analyzing Themes: Civic Rights and Responsibilities How did Americans show their frustration with the direction the country was taking in 1968?

20. Analyzing How do you think the use of chemicals such as Agent Orange and napalm by the United States affected Vietnamese feelings toward Americans and the war?

21. Organizing Use a graphic organizer to list the reasons the United States became involved in Vietnam and the effects the war had on the nation.

22. Interpreting Primary Sources In the 1960s many young Americans enlisted or were drafted for military service. Some believed they had a duty to serve their country. Many had no clear idea of what they were doing or why. In the following excerpt, a young man interviewed for Mark Baker’s book Nam presents his thoughts about going to war.

‘I read a lot of pacifist literature to determine whether or not I was a conscientious objector. I finally concluded that I wasn’t . . .

The one clear decision I made in 1968 about me and the war was that if I was going to get out of it, I was going to get out in a legal way. I was not going to defraud the system in order to beat the system. I wasn’t going to leave the country, because the odds of coming back looked real slim . . .

Critical Thinking

19. They elected Nixon, participated in violence, and protested. US: 6E, 24B

20. Since the chemicals turned farmland and forest into wasteland, it made the Vietnamese more anti-American. US: 6E, 24B
HISTORY
Online
Self-Check Quiz
Visit the American Republic Since 1877 Web site at tx.tarvol2.glencoe.com and click on Self-Check Quizzes—Chapter 25 to assess your knowledge of chapter content.

With all my terror of going into the Army... there was something seductive about it, too. I was seduced by World War II and John Wayne movies... I had been, as we all were, victimized by a romantic, truly uninformed view of war.

—quoted in Nam

a. What options did the young man have regarding going to war?
b. Do you think World War II movies gave him a realistic view of what fighting in Vietnam would be like?

Practicing Skills
23. Conducting an Interview Review the material on page 795 about interviewing. Then follow these steps to prepare for an interview with President Johnson on his Vietnam policies.
a. Study Section 2 of this chapter on the president’s Vietnam policies and conduct library or Internet research on this subject.
b. Prepare a list of 10 questions to ask the president.

Geography and History
24. The map on this page shows supply routes and troop movements during the Vietnam War. Study the map and answer the questions below.
a. Interpreting Maps What nations besides North and South Vietnam were the sites of battles or invasions?
b. Analyzing Why did the Ho Chi Minh Trail pass through Laos and Cambodia instead of South Vietnam?

Chapter Activity
25. Evaluating Bias A person’s life experiences often influence his or her arguments one way or another, creating a biased opinion. Reread the speeches in Different Viewpoints on pages 778–779. What might have influenced the points of view of George Ball and George Kennan? Create a cause-and-effect chart showing possible reasons for their biases and effects their experiences have had on their political opinions.

Writing Activity
26. Portfolio Writing Many songs and pieces of literature have been written on the Vietnam War. Find examples of these. Then write an original poem or song lyrics in which you present antiwar or pro-war sentiments about the Vietnam War. Include your work in your portfolio.

Practicing Skills
23. Students’ lists of questions will vary but should focus on the president’s policies. US: 6E, 19C, 24A

Geography and History
24. a. Laos and Cambodia were also invaded. b. The Ho Chi Minh Trail passed through Laos and Cambodia to avoid discovery and capture of troops and supplies passing along the trail. US: 8B, 24B; ELA: Gr9/10/11: 1A, 1B, 4A–C, 4F, 13B