



Chapter 25 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



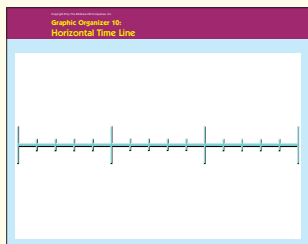
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



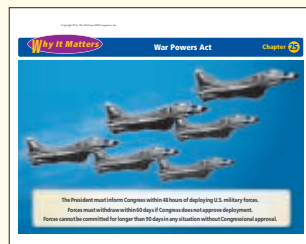
Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

Graphic Organizer 10

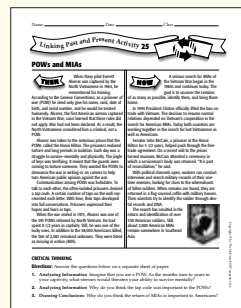


Why It Matters Chapter Transparency 25

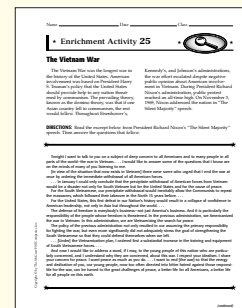


APPLICATION AND ENRICHMENT

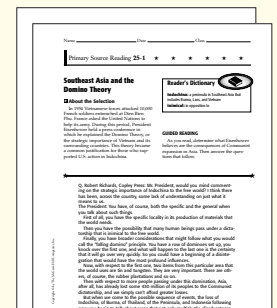
Linking Past and Present Activity 25



Enrichment Activity 25

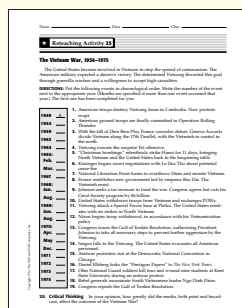


Primary Source Reading 25

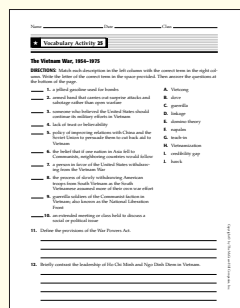


REVIEW AND REINFORCEMENT

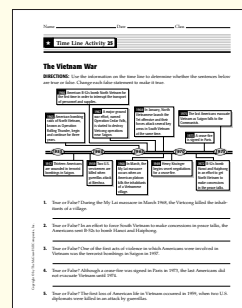
Reteaching Activity 25



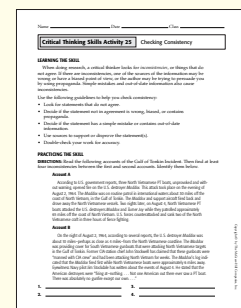
Vocabulary Activity 25



Time Line Activity 25



Critical Thinking Skills Activity 25



Meeting NCSS Standards

- The following standards are highlighted in Chapter 25:
- Section 1** VI Power, Authority, and Governance: B, C, F, I
 - Section 2** VIII Science, Technology, and Society: A, C
 - Section 3** X Civic Ideals and Practices: C, D, E, F, G, H
 - Section 4** VI Power, Authority, and Governance: B, C, F

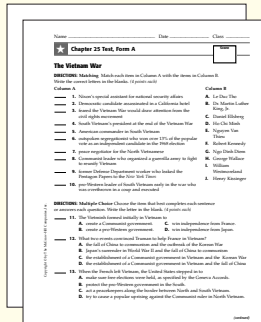
Local Standards

Chapter 25 Resources

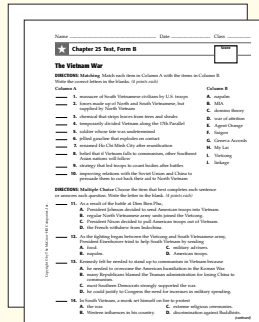
ASSESSMENT AND EVALUATION



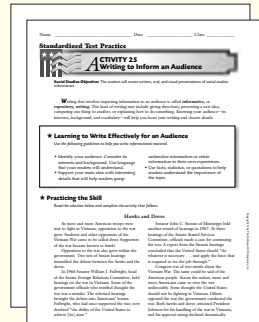
Chapter 25 Test Form A



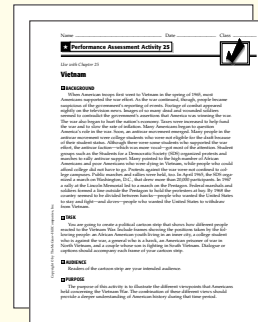
Chapter 25 Test Form B



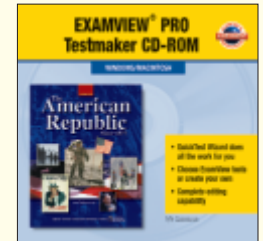
Standardized Test Practice Workbook Activity 25



Performance Assessment Activities and Rubrics 25



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- 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**



THE HISTORY CHANNEL.®

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



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.



Chapter 25 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 The United States Focuses on Vietnam</p> <ol style="list-style-type: none"> Describe the nationalist motives of Vietnamese leader Ho Chi Minh. Explain the origins of American involvement in Vietnam during the 1950s. 	<ul style="list-style-type: none"> Reproducible Lesson Plan 25-1 Daily Lecture and Discussion Notes 25-1 Guided Reading Activity 25-1* Section Quiz 25-1* Reading Essentials and Study Guide 25-1 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 25-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 2 Going to War in Vietnam</p> <ol style="list-style-type: none"> Describe how President Johnson deepened American involvement in Vietnam. Discuss how the Vietcong and the North Vietnamese were able to frustrate the American military. 	<ul style="list-style-type: none"> Reproducible Lesson Plan 25-2 Daily Lecture and Discussion Notes 25-2 Guided Reading Activity 25-2* Section Quiz 25-2* Reading Essentials and Study Guide 25-2 Performance Assessment Activities and Rubrics Interpreting Political Cartoons 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 25-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 3 Vietnam Divides the Nation</p> <ol style="list-style-type: none"> Analyze why support for the war began to weaken. Describe the motives of those in the antiwar movement. 	<ul style="list-style-type: none"> Reproducible Lesson Plan 25-3 Daily Lecture and Discussion Notes 25-3 Guided Reading Activity 25-3* Section Quiz 25-3* Reading Essentials and Study Guide 25-3 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 25-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Cultural Traditions
<p>SECTION 4 The War Winds Down</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reproducible Lesson Plan 25-4 Daily Lecture and Discussion Notes 25-4 Guided Reading Activity 25-4* Section Quiz 25-4* Reading Essentials and Study Guide 25-4 Performance Assessment Activities and Rubrics Supreme Court Case Studies 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 25-4 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program ABCNews Interactive™ Historic America Electronic Field Trips



OUT OF TIME?

Assign the Chapter 25 **Reading Essentials and Study Guide**.

*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

Chapter 25 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Hong-Kong—Plight of the Boat People," February 1991
- "The Mekong," February 1993
- "The New Saigon," April 1995
- "Vietnam Memorial: To Heal a Nation," May 1985
- "Vietnam: The Hard Road to Peace," November 1989

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following product for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *Picture Atlas of the World* (CD-ROM)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Historical Atlas of the United States* (Atlas)
- *Historical Atlas of the World* (Atlas)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Joseph Anastasio
Academy of the Holy Names
Albany, NY



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.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

The Vietnam War

1954–1975



Performance Assessment

Refer to Activity 25 in the Performance Assessment Activities and Rubrics booklet.

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**

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*.

Available in DVD and VHS

MindJogger Videoquiz

Use the *MindJogger Videoquiz* to preview Chapter 25 content.

Available in VHS

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.

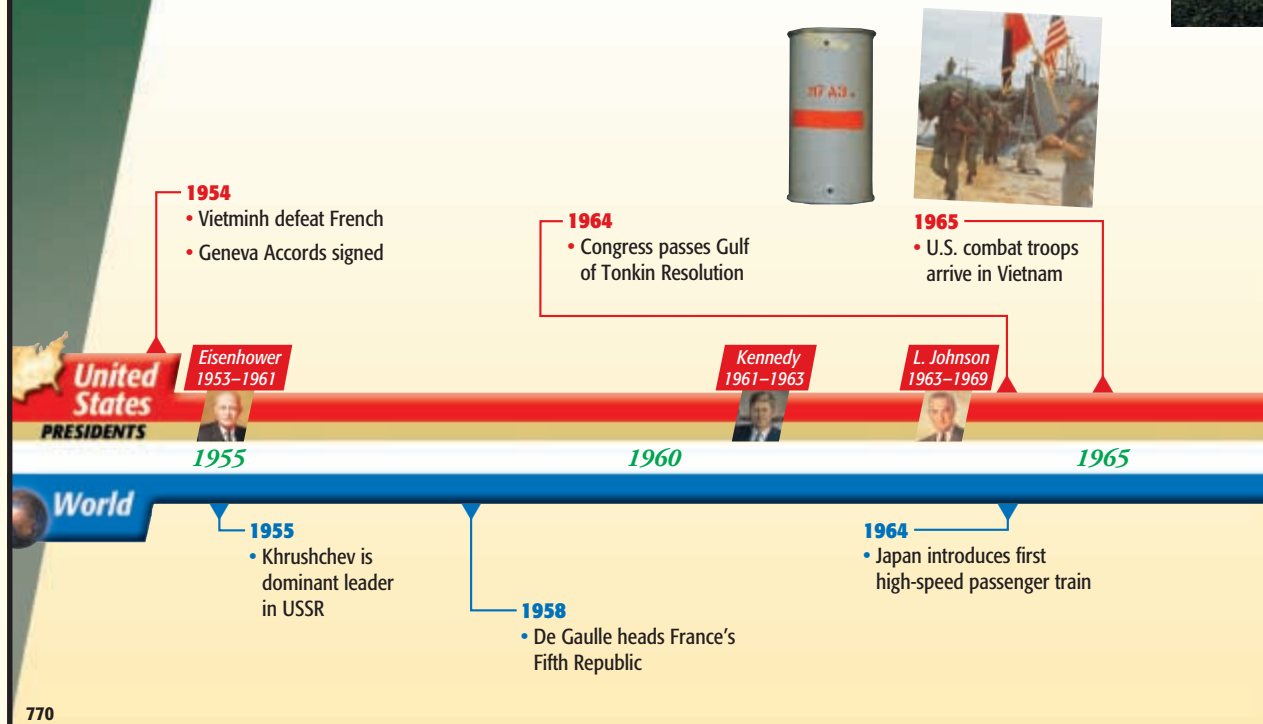
The Impact Today

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.



The American Republic Since 1877 Video The Chapter 25 video, "Vietnam: A Different War," explores the causes and the impact of this longest war in American history.



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



Introduce students to chapter content and key terms by having them access the **Chapter 25 Overview** at tx.tarvol2.glencoe.com.

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**



The dedication ceremony for the Vietnam Veterans Memorial in Washington, D.C., November 13, 1982

1967

- March on the Pentagon takes place

1968

- Tet offensive
- Students protest at Democratic National Convention in Chicago

1970

- National Guard troops kill students at Kent State University

Nixon
1969–1974



1970

1973

- Cease-fire signed with North Vietnam



Ford
1974–1977



1975

1975

- Evacuation of last Americans from Vietnam



Chapter Overview

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Chapter Overviews—Chapter 25** to preview chapter information.

1967

- First heart transplant performed

1968

- Soviets repress Czechoslovakia's rebellion

1971

- Pakistani civil war leads to independent Bangladesh

1975

- Civil war breaks out in Angola

771

TIME LINE

ACTIVITY

Have students select one of the events on the time line 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**

GRAPHIC ORGANIZER ACTIVITY

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.


	Generalization
Supporting Details	_____


1 FOCUS

Section Overview

This section focuses on the events that led to the United States fighting the Vietnam War.

BELLINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 25–1

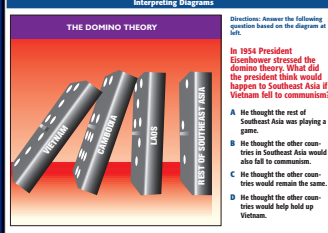
Interpreting Diagrams

THE DOMINO THEORY

Directions: Answer the following question based on the diagram at left.

In 1954 President Eisenhower stressed the domino theory. What did the president think would happen in Southeast Asia if Vietnam fell to communism?

A He thought the rest of Southeast Asia was playing a game.
B He thought the other countries in Southeast Asia would also fall to communism.
C He thought the other countries would remain the same.
D He thought the other countries would help build up Vietnam.



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

SECTION 1

The United States Focuses on Vietnam

Guide to Reading

Main Idea

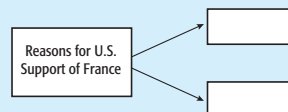
American efforts to stop the spread of communism led to U.S. involvement in the affairs of Vietnam.

Key Terms and Names

Ho Chi Minh, domino theory, guerrilla, Dien Bien Phu, Ngo Dinh Diem

1 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.

Preview of Events



★ An American Story ★



Major Allison Thomas

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.



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 25–1
- Daily Lecture and Discussion Notes 25–1
- Guided Reading Activity 25–1
- Section Quiz 25–1
- Reading Essentials and Study Guide 25–1
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 25–1

Multimedia

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

Student Edition TEKS

ELA: Page 772: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 773: Gr9/10/11: 8B, 19B, 20B

2 TEACH

Daily Lecture and Discussion Notes 25–1

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Daily Lecture and Discussion Notes
Chapter 25, Section 1

Did You Know? Ho Chi Minh, Vietnamese revolutionary and president of North Vietnam, once worked on a French steamship, which brought him to the United States where he visited Boston, New York, and other American cities.

I. **Early American Involvement in Vietnam** (pages 772–774)

A. Although little was known about Vietnam in the late 1940s and early 1950s, American officials felt Vietnam was important in their campaign to stop the spread of communism.

B. During the early 1900s, nationalism was strong in Vietnam. As the Vietnamese sought independence or reform of the French colonial government, several political parties

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 the Soviet Union and China. In 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.

Picturing History

Rural Economy Most of Vietnam’s people live in the country’s low-lying fertile lands near the Red River delta in the north and the Mekong River delta in the south. **What does the image below suggest about the use of human labor in the country’s agricultural economy?**



Geography Skills

- Interpreting Maps** What three countries border North and South Vietnam?
- Applying Geography Skills** A mountain chain extends nearly 800 miles (1,290 km) from North to South Vietnam. How do you think this terrain aided the Vietnamese guerrillas who were fighting U.S. troops?

Creating a Mental Map Have students draw and label a map of the Indochina peninsula. **L1 ELL US: 8A, 8B, 24B, 24H; ELA: Gr9/10/11: 4A–D, 4F**

Picturing History
Answer: that it is labor intensive

Geography Skills

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

Geography Skills Practice
Ask: What bodies of water form the east coast of Vietnam? (*Gulf of Tonkin and the South China Sea*) **US: 8B; ELA: Gr9/10/11: 19B**

COOPERATIVE LEARNING ACTIVITY

Conducting a Peace Conference Organize the class into eight groups. Inform the groups that they are to represent countries that met in Geneva in 1954 to draft a peace agreement between the French and the Vietminh. One group should represent each of the following: Great Britain, the United States, France, the Soviet Union, China, Laos, Cambodia, and the Vietminh. Have each group research its position. Groups should present their findings as if they were at the peace conference. **US: 6E, 9B, 24A–D, 25C, 25D, 26B; ELA: Gr9/10/11: 4A–D, 4F, 13B; Gr9: 7E–H; Gr9/10: 16E; Gr10/11: 7E–G; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 772: 1A, 1B, 6E, 24B, 25A, 25C; **Page 773:** 1A, 8B, 9A

CHAPTER 25

Section 1, 772–775

Guided Reading Activity 25–1

Name _____ Date _____ Class _____

Guided Reading Activity 25-1

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

- Main Idea:** During the late 1940s and early 1950s, American officials came to view the nation as increasingly important in the campaign to halt the spread of communism.
- Detail:** One of the leaders of the nationalist movement in Vietnam was Nguyen Tat Thanh—better known by his alias _____.
 - Detail:** Ho Chi Minh helped organize the _____, a nationalist group that united both _____ and _____ in the struggle to expel the Japanese forces.
 - Detail:** After World War II, the Japanese surrendered control of _____ and Ho Chi Minh quickly announced that Vietnam was an _____.
 - Detail:** Seeking to regain their _____ troops _____.

Picturing History

Answer: France

Ask: What countries made up French Indochina? (Cambodia, Laos, and Vietnam)

Reading Check

Answer: He sought independence for Vietnam.

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

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

Reading Essentials and Study Guide 25–1

Name _____ Date _____ Class _____

Study Guide

Chapter 25, Section 1

For use with textbook pages 772–775

THE UNITED STATES FOCUSES ON VIETNAM

KEY TERMS AND NAMES

- Ho Chi Minh** Vietnam leader of the nationalism movement (page 773)
- domino theory** the belief that if Vietnam fell to communism, so would the other Southeast Asian nations (page 774)
- guerrillas** irregular troops who usually blend into the civilian population and are often difficult for regular armies to fight (page 774)
- Dien Bien Phu** the location of the battle that forced France to withdraw from Indochina (page 774)
- Ngô Đình Diệm** the leader of the government of South Vietnam (page 773)

“I stopped him and turned to Ho in amazement and asked if he really intended to use it in his declaration. . . . Ho sat back in his chair, his palms together with fingertips touching his lips ever so lightly, as though meditating. Then, with a gentle smile he asked softly, ‘Should I not use it?’ I felt sheepish and embarrassed. Of course, I answered, why should he not?”

—quoted in *The Perfect War*

France, however, had no intention of seeing Vietnam become independent. Seeking to regain their colonial empire in Southeast Asia, French troops returned to Vietnam in 1946 and drove the Vietminh forces into hiding in the countryside. By 1949 French officials had set up a new government in Vietnam.

The Vietminh fought back against the French-dominated regime and slowly increased their control over large areas of the countryside. As fighting between the two sides escalated, France appealed to the United States for help.

The request put American officials in a difficult position. The United States opposed colonialism. It had pressured the Dutch to give up their empire in Indonesia, and it supported the British decision to give India independence in 1947. In Vietnam, however, the independence movement had become entangled with the Communist movement. American officials did not think France should control Vietnam, but they did not want Vietnam to be Communist either.

Picturing History

Nationalist Leader Ho Chi Minh was already involved in fighting for Vietnam’s independence when this photograph was taken in 1946. **What foreign country was he opposing at that time?**



Two events convinced the Truman administration to help France—the fall of China to communism, and the outbreak of the Korean War. Korea, in particular, convinced American officials that the Soviet Union had begun a major push to impose communism on East Asia. Shortly after the Korean War began, Truman authorized a massive program of military aid to French forces fighting in Vietnam.

On taking office in 1953, President Eisenhower continued to support the French military campaign against the Vietminh. By 1954 the United States was paying roughly three-fourths of France’s war costs. During a news conference that year, Eisenhower defended United States policy in Vietnam by stressing what became known as the **domino theory**—the belief that if Vietnam fell to communism, so too would the other nations of Southeast Asia:

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. . . . Asia, after all, has already lost 450 million of its peoples to the Communist dictatorship, and we simply can’t afford greater losses. . . .”

—quoted in *America in Vietnam*

Reading Check Summarizing Why did Ho Chi Minh lead a resistance movement against France?

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

MEETING SPECIAL NEEDS

Visual/Spatial Have students examine each of the photographs in this section. Then have them write a one-sentence caption explaining what they learned about Vietnam and its people from observing the photographs. Encourage students to pay particular attention to people’s activities and their facial expressions. **L1 ELL US: 6E, 25D; ELA: Gr9/10/11: 4A, 19B**

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

Student Edition TEKS

ELA: Page 774: Gr9/10/11: 6A, 8B, 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F;
Page 775: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

French soldier. “Bunker after bunker, trench after trench collapsed, burying under them men and weapons.” On May 7, 1954, the French force at Dien Bien Phu fell to the Vietminh. The defeat convinced the French to make peace and withdraw from Indochina.

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 dih deh-EHM). 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



Picturing History

Last Stand French troops assemble a tank near the Dien Bien Phu airfield shortly before their defeat by the Vietminh. **How did this defeat influence French policy in Indochina?**

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.

Reading Check **Examining** What was the effect of the French defeat at Dien Bien Phu?

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

- Define:** domino theory, guerrilla.
- Identify:** Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem.
- Explain** the goals of the Vietminh.

Reviewing Themes

- Government and Democracy** Why did Ngo Dinh Diem refuse to hold countrywide elections in Vietnam in 1956?

Critical Thinking

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

Geneva Accords Provisions

Analyzing Visuals

- 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

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

CHAPTER 25 The Vietnam War 775

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Ho Chi Minh (p. 773), Dien Bien Phu (p. 774), Ngo Dinh Diem (p. 775)
- The Vietminh fought for independence first from Japan, then from France. **US: 6H**
- He feared he would lose to the Vietnamese Communist party.
- because he was pro-Western and anti-communist **US: 6E, 24G**
- divided Vietnam; set countrywide elections for 1956; divided French Indochina into Cambodia, Laos, and Vietnam **US: 25C**
- Since Vietnam appeared to be less prosperous than the United States, it was easy to believe the United States could defeat the Vietnamese. **US: 24B**
- Students’ journal entries should be written from a peasant’s perspective. **US: 25D**

Section Quiz 25–1

Name _____ Date _____ Class _____

★ Chapter 25 _____ Score _____

Section Quiz 25-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. nationalist leader in the South after the Geneva Accords	A. Ho Chi Minh
2. nationalist group organized by Ho Chi Minh	B. Ngo Dinh Diem
3. belief that if Vietnam fell to communism, so too would the other nations of Southeast Asia	C. domino theory
4. founder of the Indo Chinese Communist Party	D. French Indochina
5. Vietnam, Laos, and Cambodia when under French rule	E. Vietminh

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Picturing History

Answer: It convinced the French to make peace and withdraw from Indochina.

Ask: Where were the negotiations held to end the conflict? (Geneva, Switzerland)

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: Gr9/10/11: 1A, 1B, 13B; Gr9: 7E–H; Gr10/11: 7E–G**

4 CLOSE

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

Student Edition TEKS

US HISTORY: Page 774: 1A, 6E, 6H, 24B, 25A; Page 775: 1A, 6E, 6H, 24B, 24G, 25A, 25C, 25D

1 FOCUS

Section Overview

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

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 25–2

Interpreting Bar Graphs

THE KENNEDY ADMINISTRATION AND VIETNAM

Directions: Answer the following question based on the bar graph.

How did the number of military personnel in South Vietnam change during President Kennedy's administration?

F. The number of personnel decreased slightly.
G. The number of personnel remained the same.
H. The number of personnel increased slightly.
J. The number of personnel increased significantly.

Guide to Reading

Answers to Graphic:

Going to War in Vietnam

- I. American Involvement Deepens
 - A. Kennedy Takes Over
 - B. The Overthrow of Diem
- II. Johnson and Vietnam
 - A. The Gulf of Tonkin Resolution
 - B. The United States Sends in Troops
- III. A Bloody Stalemate Emerges
 - A. Frustrating Warfare
 - B. A Determined Enemy

Preteaching Vocabulary

Have students look up the Key Terms and Names in the glossary. Then have them write a description or definition of each in their own words.

Student Edition TEKS

ELA: Page 776: Gr9/10/11: 4D, 6A, 7D, 7F; Gr9: 7I; Gr10/11: 7H; Page 777: Gr9/10/11: 6A, 19B, 20B

SECTION 2 Going to War in Vietnam

Guide to Reading

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

1 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.

Going to War in Vietnam
I. American Involvement Deepens
A.
B.
II.
A.
B.

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.

Preview of Events



★ An American Story ★



Marlene Kramel

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



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 25–2
- Daily Lecture and Discussion Notes 25–2
- Guided Reading Activity 25–2
- Section Quiz 25–2
- Reading Essentials and Study Guide 25–2
- Interpreting Political Cartoons

Transparencies

- Daily Focus Skills Transparency 25–2

Multimedia

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

2 TEACH

Daily Lecture and Discussion Notes 25–2

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Daily Lecture and Discussion Notes
Chapter 25, Section 2

Did You Know? The Vietnam War posed problems never before encountered by American troops. They had difficulty figuring out the terrain of Vietnam and difficulty in locating and identifying the enemy.

I. **American Involvement Deepens** (pages 776–778)

A. After Ngo Dinh Diem refused to hold national elections, Ho Chi Minh and his followers created a new guerrilla army known as the Vietcong. Their goal was to reunify North and South Vietnam.

B. The United States continued to send aid to South Vietnam. The Vietcong's power, however, continued to grow because many Vietnamese opposed Diem's government.

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.



Picturing History

Self-Immolation On June 11, 1963, flames erupted around a Buddhist monk as he set himself on fire to protest government religious policies. **What policies did Ngo Dinh Diem take toward Buddhism?**

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

strategic hamlets, partly to protect them from the Vietcong, and partly to prevent them from giving aid to the Vietcong. The program proved to be extremely unpopular. Many peasants resented being uprooted from their villages, where they had worked to build farms and where many of their ancestors lay buried.

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

Expressing an Opinion Have students write a letter to the editor about the Diem regime and U.S. support for it. Remind students that their editorials should support or oppose the U.S. position. **L1 US: 6E, 6G, 24B, 24G, 25C, 25D; ELA: Gr9/10/11: 1A, 1B**

Picturing History

Answer: Diem discriminated against Buddhism by doing such things as banning the traditional religious flags used to celebrate the birthday of Buddha.

Ask: **What message was the monk trying to send when he set himself on fire?** (He wanted to draw attention to opposition to Diem.)

COOPERATIVE LEARNING ACTIVITY

Creating Headlines Students can trace the events in Section 2 by writing headlines that would have been appropriate for the events mentioned in the section. Organize the class into two teams. On each team, have one or two students examine the headline style of current newspapers. Half the students on each team should outline the events discussed in this section. The remaining students should write several headlines for each event, with the team as a whole choosing the headline they prefer. **US: 9A, 16A, 24A–D, 25C, 25D, 26B; ELA: Gr9/10/11: 1A, 1B, 8A, 8B, 13B, 13C; Gr9: 7E–H; Gr9/10: 16E; Gr10/11: 7E–G; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 776: 1A, 1B, 6E, 24B, 25A, 25C; Page 777: 1A, 6E, 6H, 25A

CHAPTER 25

Section 2, 776–781

Guided Reading Activity 25–2

Name _____ Date _____ Class _____

★ Guided Reading Activity 25–2

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

- I. American Involvement Deepens**
- Who were the Vietcong?
 - What was President Eisenhower's response to the fighting between the Vietcong and South Vietnam's forces?
 - Why did the Vietcong's power continue to grow?
 - In political terms, why did President Kennedy need to appear tough on communism?
 - How did Diem make himself even more unpopular?

✓ 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. **L2 US:** 8A, 24B, 24H; **ELA:** Gr9/10/11: 4A–D, 4F

Candidate	Popular Vote	Electoral Vote
Goldwater, Rep.	27,178,188	52
Johnson, Dem.	43,129,484	486

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



Helicopters GI slang referred to helicopters as TWA—teenie-weenie airlines. They were used on a massive scale during the Vietnam War. With gas turbines replacing piston engines, the helicopters had remarkable range and maneuverability.

Student Edition TEKS

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

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 **Examining** What was the main goal of the Vietcong?

Johnson and Vietnam

Initially President Johnson exercised caution and restraint regarding the conflict in Vietnam. "We seek no wider war," he repeatedly promised. At the same time, Johnson was determined to prevent South Vietnam from becoming Communist. "The battle against communism," he declared shortly before becoming president, "must be joined . . . with strength and determination."

Politics also played a role in Johnson's Vietnam policy. Like Kennedy, Johnson remembered that many Republicans blamed the Truman administration for the fall of China to communism in 1949. Should the Democrats also "lose" Vietnam, Johnson feared, it might cause a "mean and destructive debate that would shatter my Presidency, kill my administration, and damage our democracy."

TURNING POINT

The Gulf of Tonkin Resolution On August 2, 1964, President Johnson announced that North Vietnamese torpedo boats had fired on two American destroyers in the Gulf of Tonkin. Two days later, the president reported that another similar attack had taken place. Johnson was campaigning for the presidency and was very sensitive to accusations of being soft on communism. He insisted that North Vietnam's attacks were unprovoked and immediately ordered American aircraft to attack North Vietnamese ships and naval facilities. Johnson

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 dominion.

. . . 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."


MEETING SPECIAL NEEDS

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. **L2 US:** 6E

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

did not reveal that the American warships had been helping the South Vietnamese conduct electronic spying and commando raids against North Vietnam.

Johnson then asked Congress to authorize the use of force to defend American forces. Congress agreed to Johnson’s request with little debate. Most members of Congress agreed with Republican Representative Ross Adair of Indiana, who defiantly declared, “The American flag has been fired upon. We will not and cannot tolerate such things.”

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.)

1

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.

After the airstrikes, one poll showed that Johnson’s approval rating on his handling of Vietnam jumped from 41 percent to 60 percent. The president’s actions also met with strong approval from his closest advisers, including Secretary of Defense **Robert McNamara** and National Security Adviser **McGeorge Bundy**.

There were some dissenters in the White House, chief among them Undersecretary of State George Ball, who had earlier supported the president. He warned that if the United States got too deeply involved in Vietnam, it might become difficult to get out. “Once on the tiger’s back,” he warned, “we cannot be sure of picking the place to dismount.”

Most of the advisers who surrounded Johnson, however, firmly believed the nation had a duty to halt communism in Vietnam, both to maintain stability in Southeast Asia and to ensure the United States’s continuing power and prestige in the world. In a memo to the president, Bundy argued:

“The stakes in Vietnam are extremely high. The American investment is very large, and American responsibility is a fact of life which is palpable in the atmosphere of Asia, and even elsewhere. The international prestige of the U.S. and a substantial part of our influence are directly at risk in Vietnam.”

—quoted in *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.

3

 **Reading Check** **Describing** How did politics play a role in President Johnson’s Vietnam policy?

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

Different Viewpoints

Learning from History

Answers:

1. Ball argues that the United States is committed to the people of Vietnam and wants to protect them from communism. Kennan argues that Vietnam has no particular significance to the United States, and while it would be unfortunate if the Vietcong took over, it would not present a danger great enough for the United States to take military action.
2. He believes that the United States was misguided in entering the war, that it has hurt the national image.

Reading Check

Answer: Johnson thought his presidency would be ruined and democracy damaged if the Democrats lost Vietnam to communism.

George F. Kennan:

“Vietnam is not a region of major military and industrial importance. It is difficult to believe that any decisive developments of the world situation would be determined in normal circumstances by what happens on that territory. . . . Even a situation in which South Vietnam was controlled exclusively by the Vietcong, while regrettable . . . would not, in my opinion, present dangers great enough to justify our direct military intervention.

. . . To attempt to crush North Vietnamese strength to a point where [it] could no longer give any support for Vietcong political activity in the South, would . . . have the effect of bringing in Chinese forces at some point.

. . . Our motives are widely misinterpreted, and the spectacle emphasized and reproduced in thousands of press photographs and stories . . . produces reactions among millions of people throughout the world profoundly detrimental to the image we would like them to hold of this country.”

Learning From History

1. **Recognizing Ideologies** How do the two speakers assess the value of Vietnam and its people to the United States?
2. **Making Inferences** Why does George Kennan believe that the United States government got involved in Vietnam when it did? How does he feel about this involvement?

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Art Tell students that Maya Lin’s design for the Vietnam Veterans Memorial was praised as having an “extraordinary sense of dignity and nobility.” It was also condemned as being “unheroic” and “a black gash of shame.” Construction did not begin until it was agreed that a statue of three servicemen and a flagpole would be added. Nevertheless, many visitors to the monument are quite moved by what they see. Discuss with students what makes a monument moving and memorable. Extend the discussion by inviting interested students to submit sketches for a memorial to a person or cause that they consider noteworthy. **L2 US:** 24B, 25C, 25D; **ELA:** Gr9/10/11: 13C; Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

US HISTORY: Page 778: 1A, 6E, 19C; Page 779: 1A, 6E, 16A, 19C, 24B, 24C

NATIONAL GEOGRAPHIC
**MOMENT
in HISTORY**

Lucy, Andy Griffith, and Gomer Pyle were mainstays on American television in 1968. The images of the Vietnam War were a sharp contrast.

3 ASSESS

Assign Section 2 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.

Reading Essentials and Study Guide 25–2

Name _____ Date _____ Class _____

Study Guide

Chapter 25, Section 2
For use with textbook pages 776–781

GOING TO WAR IN VIETNAM

KEY TERMS AND NAMES

Vietcong a new guerrilla army organized by Ho Chi Minh and his followers (page 777)

Gulf of Tonkin Resolution a Congressional resolution that allowed President Johnson to use force to defend American troops in Vietnam (page 778)

napalm a jellied gasoline that explodes on contact (page 780)

Agent Orange a chemical that strips leaves from trees and shrubs (page 780)

Ho Chi Minh trail a network of paths, on which North Vietnam sent arms and supplies (page 781)

NATIONAL GEOGRAPHIC
**MOMENT
in HISTORY**

AMERICA'S LONGEST WAR

Clinging to his M-16 rifle, a wounded American Marine is shown after being pulled to safety by a fellow soldier. In the late 1950s, American military advisers were sent to help the South Vietnamese army fight guerrillas known as the Vietcong, who were receiving weapons, supplies, and training from Communist North Vietnam. The dense jungles of Vietnam made fighting the guerrillas very difficult. By 1968 about 500,000 U.S. troops were fighting in the increasingly unpopular war. American forces finally withdrew in March 1973.



extremely strong, it marched into Vietnam with great confidence. “America seemed omnipotent then,” said Philip Caputo, one of the first marines to arrive. “We saw ourselves as the champions of a ‘cause that was destined to triumph.’”

Frustrating Warfare Lacking the firepower of the Americans, 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

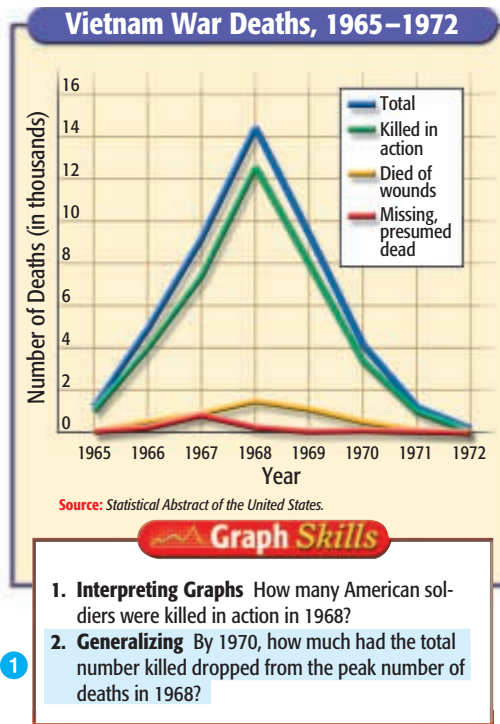
however, had no intention of surrendering, and they were willing to accept huge losses in human lives.

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.

Bombing 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



Graph Skills

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

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.

Reading Check **Describing** What tactics did the United States adopt to fight the Vietcong?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

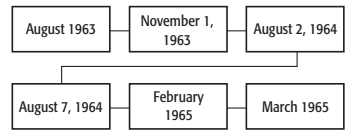
- Define:** Vietcong, napalm.
- Identify:** Gulf of Tonkin Resolution, Agent Orange, Ho Chi Minh trail.
- Explain** how the Gulf of Tonkin Resolution affected the powers of Congress and the presidency.

Reviewing Themes

- Science and Technology** Why did the United States use napalm and Agent Orange in its fight against the Vietcong?

Critical Thinking

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



Analyzing Visuals

- Analyzing Photographs** Look closely at the photograph on page 777 of Buddhist monk Reverend Quang Duc. What in the photograph suggests that this event was planned by Buddhists to protest their treatment in South Vietnam?

Writing About History

- 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

- Terms are in blue. **US: 25A**
- Gulf of Tonkin Resolution (p. 779), Agent Orange (p. 780), Ho Chi Minh Trail (p. 781)
- It gave congressional war powers to the president. **US: 16A**
- to destroy the landscape so the Vietcong could not hide in the jungle **US: 22B**
- The Vietcong showed no signs of surrendering and Johnson refused to order a full-scale invasion. **US: 6E, 24B**
- 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 Resolution; February 1965, attack on Pleiku base; March 1965, Johnson expands bombing campaign **US: 24B, 25C**
- The presence of the Buddhist onlookers suggests a planned event. **US: 24B**
- Students’ statements should express a point of view. **US: 25D**

Section Quiz 25–2

Name _____ Date _____ Class _____

★ Chapter 25 Score _____

Section Quiz 25–2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. special fortified villages created by the South Vietnamese	A. Operation Rolling Thunder
2. chemical that strips leaves from trees and shrubs, turning farmland and forests into wasteland	B. Vietcong
3. network of jungle paths through Cambodia and Laos that bypassed the border between North and South Vietnam	C. Ho Chi Minh trail
4. sustained bombing campaign against North Vietnam by the United States	D. Agent Orange
5. a guerrilla army organized by Ho Chi Minh to reunify the nation	E. strategic hamlets

Graph Skills

Answers:

- about 12,000
- by about 10,000

Graph Skills Practice

Ask: How many American military personnel were killed in action in 1967? (about 7,000) US: 24H

Reading Check

Answer: search and destroy missions, bombing, the use of napalm and Agent Orange

Reteach

Have students describe President Johnson’s Vietnam policy. **US: 1B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Enrich

Have interested students research the plight of the Vietnamese “boat people.” **US: 6E, 6H, 24A–D; ELA: Gr9/10/11: 13B, 13C**

4 CLOSE

Have students discuss Vietcong tactics. **US: 7E, 9A, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

US HISTORY: Page 780: 1A, 6A, 6E, 25A; **Page 781:** 1A, 1B, 6A, 6E, 16A, 19C, 22B, 24B, 24G, 24H, 25A, 25C, 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.



President Lyndon Johnson

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 McCone: 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.

Student Edition TEKS

ELA: Page 782: Gr9/10/11: 8B;
Page 783: Gr9/10/11: 10B, 16B,
16E

3 ASSESS

Have students answer the Understanding the Issue questions and complete the Activities. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

Understanding the Issue

1. He named a plan of activity, the OPLAN 34-A, which implies that the United States had some type of operation underway.
2. Students' answers will vary. Students should support their points of view with facts and clear observations.
3. Two days. Students may say that the cables Commander Herrick sent on August 4 suggest more time was needed to verify the facts.

Activities

1. Answers may vary depending on the research undertaken. Students should learn that although Fulbright originally supported the administration, he came to believe that Congress had been deceived.
2. You may elect to assign this activity to be done in groups with each group member researching one of the wars. Students' conclusions will vary.

4 CLOSE

Ask students to consider how decision makers decide what information to supply to the public and how this information shapes the public's impressions. **US:** 24B

Student Edition TEKS

US HISTORY: Page 782: 1A, 6E, 16A, 19C; Page 783: 1A, 1C, 6E, 16A, 19C, 24A, 24E, 24G



Secretary McNamara

From accounts of a possible mistake

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 this report. President Johnson referred to the "repeated" attacks later when he asked Congress for war powers.

Commander Herrick:

Review of action makes many contacts and torpedoes fired appear doubtful. Freak weather effects on radar and overeager sonarmen may have accounted for many reports. No actual visual sightings by Maddox. Suggest complete evaluation before any further action. . . .

Turner Joy also reports no actual visual sightings or wake. . . . Entire action leaves many doubts

except for apparent attempt to ambush at beginning.

—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.

Vietcong guerrillas

Secretary McNamara: Nothing was done until it was reevaluated.

Senator Fulbright: He says "Suggest complete reevaluation before any further action." Now that is a very strong recommendation from a man on the scene in charge of the operation. . . . Both committees, except for the Senator from Oregon [Morse], unanimously accepted your testimony then as the whole story, and I must say this raises very serious questions about how you make decisions to go to war.

Understanding the Issue

1. What statement by Rusk suggests the United States may have provoked the attack on the Maddox?
2. Do you think President Johnson was misled by his advisers? Explain.
3. How soon after the alleged attacks did the president address the American people? Did the United States rush to judgment in this case? Explain.

Activities

1. **Investigate** What were the conclusions of the Fulbright investigations into the Gulf of Tonkin incident? Check sources, including the Internet.
2. **Discuss** Research and review American decisions to go to war in 1898, 1917, and 1941. What were the concerns? Do you think the nation made the right decisions?



Vietcong guerrillas

PORTFOLIO ACTIVITY


Newspaper Story Ask students to write a newspaper editorial focusing on the effects of misinformation on Congress. Have students predict how the Gulf of Tonkin Resolution might affect the future of U.S. involvement in Vietnam. Tell them to conclude their editorial with recommendations that the president or Congress might take to prevent similar incidents. **L2 US:** 6H, 16A, 24B, 24G; **ELA:** Gr9/10/11: 1A, 1B


1 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.

BELLINGER Skillbuilder Activity

 Project transparency and have students answer the question.

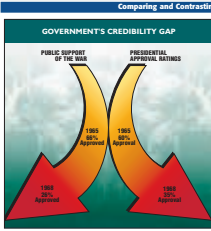
 Available as a blackline master.

Daily Focus Skills Transparency
25–3

Unit 7 DAILY FOCUS SKILLS TRANSPARENCY 25-3 Chapter 25

Comparing and Contrasting

GOVERNMENT'S CREDIBILITY GAP



Directions: Answer the following question based on the diagram.

What happened to public support of the Vietnam War and approval ratings of President Johnson between 1965 and 1968?

- Both public support and the president's approval ratings increased sharply.
- Public support of the war decreased, but the president's approval ratings increased.
- Both public support and the president's approval ratings decreased sharply.
- Public support of the war increased, but the president's approval ratings decreased.

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**

Student Edition TEKS

ELA: Page 784: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; **Page 785:** Gr9/10/11: 6A, 10B

SECTION 3 Vietnam Divides the Nation

Guide to Reading

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

1 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 antiwar movement.

Section Theme

Civic Rights and Responsibilities Many Americans protested their country's involvement in the Vietnam War.

Preview of Events



★ An American Story ★



Antiwar activists burn draft cards at the Pentagon in 1967

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 girlfriends 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

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 25–3
- Daily Lecture and Discussion Notes 25–3
- Guided Reading Activity 25–3
- Section Quiz 25–3
- Reading Essentials and Study Guide 25–3

Transparencies

- Daily Focus Skills Transparency 25–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 25–3

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Daily Lecture and Discussion Notes
Chapter 25, Section 3

Did You Know? In 1962 a group of students from many prestigious universities met in Michigan and organized the Students for a Democratic Society (SDS). This group organized student radicalism. In 1964 students at the University of California at Berkeley held a revolt to maintain the rights of students to engage in political activities on campus. By 1968 campus demonstrations, sit-ins, riots, and building seizures became common on colleges throughout the country as students protested the war in Vietnam.

L. A Growing Credibility Gap (pages 784–785)
A. When American troops first entered the Vietnam War, many Americans supported the

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.

Reading Check Explaining Why was the Vietnam War the first “television war”?

An Antiwar Movement Emerges

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 antiwar demonstrators.

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.

1 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.



Analyzing Political Cartoons

Dark Passage One particular phrase came to represent the government’s claims that it was on the verge of ending the Vietnam War: “the light at the end of the tunnel.” **Why did many people become skeptical about such government claims?**

Making Comparisons Have students create a chart to show a comparison between the civil rights protests and the Vietnam War protests. **L1 ELL US: 8A, 8B, 24B; ELA: Gr9/10/11: 4D**

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

Reading Check

Answer: Combat footage appeared nightly on the evening news.

Analyzing Political Cartoons

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**

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’s political views. They should then work together to create a campaign button, banner, or logo for their candidate. Have groups share and discuss their ideas. **US: 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

Student Edition TEKS

US HISTORY: Page 784: 1A, 1B, 6E, 24B, 25A, 25C; Page 785: 1A, 6E, 16A, 24B, 25A

CHAPTER 25

Section 3, 784–789

 **Social Studies TAKS** tested at Grades 10/11: ① Obj 1: US6E(11) ② Obj 1: US6E(11); Obj 4: US18B(11)

Guided Reading Activity 25–3

Name _____ Date _____ Class _____

Guided Reading Activity 25-3

DIRECTIONS: Filling in the blanks in the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

- In the spring of 1965, a Gallup poll showed that _____ percent of Americans approved of the policy in Vietnam.
- Vietnam was the first _____ with footage of combat appearing nightly on the evening news.
- Although he had helped create the policy of “containment,” _____ argued that Vietnam was not strategically important to the United States.
- At the University of Michigan in March 1965, a group of faculty members and students joined together in a _____ where they discussed the issues surrounding the war and reaffirmed their reasons for opposing it.
- Young protesters especially focused on what they saw as an _____ at the beginning _____


Picturing History

Answer: People opposed the war because of the credibility gap, the unfair draft system, the corrupt government of South Vietnam, and the belief that it was a civil war in which the United States had no business.

Ask: Why do you think the young man in the photograph is putting flowers in the barrels of the weapons? (Students will recognize the symbolism—flowers for the peace movement.) **US:** 24B; **ELA:** Gr9/10/11: 19B, 20B

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”



Picturing History

Flower Power Student antiwar protests ranged from violent confrontation to this peaceful but dramatic demonstration near the Pentagon in Washington, D.C. **What were some reasons many people opposed the war?**

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. **1** 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.



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.

Student Edition TEKS

ELA: Page 786: Gr9/10/11: 8B, 10B, 19B, 20B; Page 787: Gr9/10/11: 6A, 10B

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.

Reading Check Explaining What led to the passage of the Twenty-sixth Amendment?

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 afoul,” 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 to be 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

Fact Fiction Folklore

The Peace Symbol This familiar symbol of the 1960s was originally designed to stand for the fight for nuclear disarmament. Created by British artist Gerald Holtom in 1958, the symbol was first used at a British demonstration against a research center for the development of nuclear weapons. It combined the semaphore for the letters “N” and “D,” standing for nuclear disarmament. Semaphore is a system of visual signaling using two flags, one held in each hand. N is two flags held in an upside-down V, and D is one flag pointed straight up and the other pointed straight down.



Reading Check

Answer: Protests over the draft led to discussion about the right of draft-age citizens to vote and the passage of the Twenty-sixth Amendment.

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

FYI

The Tet offensive caught 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.”

Fact Fiction Folklore

In the early 1970s another sign of the growing concern over the Vietnam War was the proliferation of POW/MIA bracelets. Each bracelet was engraved with the name and the date lost of someone who was a prisoner of war or missing in action. Most people who wore the bracelets continued to wear them until they learned the fate of the person named on their bracelet. As the war ended and service personnel came home, the bracelets were sent to the returning veterans, or, in many cases, the veteran’s family.

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**

Student Edition TEKS

US HISTORY: Page 786: 1A, 6E, 18A, 18B; **Page 787:** 1A, 6E, 18A, 18B, 19C, 25A

CHAPTER 25

Section 3, 784–789

Geography Skills

Answers:

1. Laos and Cambodia
2. Attacks were on almost all U.S. bases and major South Vietnam cities. It showed that the United States did not have the level of control its generals were portraying.

Geography Skills Practice
Ask: Why was the Ho Chi Minh Trail located outside of Vietnam?
(because the U.S. was not at war with Laos or Cambodia)

3 ASSESS

Assign Section 3 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**.

Reading Essentials and Study Guide 25–3

Name _____ Date _____ Class _____

Study Guide
 Chapter 25, Section 3
 For use with textbook pages 784–789

VIETNAM DIVIDES THE NATION

KEY TERMS AND NAMES

William Westmoreland American commander in South Vietnam (page 785)
credibility gap a lack of belief in government reports regarding the Vietnam War (page 785)
teach-in an informal discussion held between college faculty and students about issues relating to the war and the reasons for opposing it (page 785)
doves those who wanted the United States to withdraw from the Vietnam War (page 787)
hawks those who wanted the United States to stay and fight (page 787)
Tet offensive a surprise attack in January 1968, by the Vietcong and the North Vietnamese of all American airbases in South Vietnam and most of the nation's major cities (page 787)



A view of the U.S. embassy in Saigon after it was bombed during the Tet offensive.

Geography Skills

1. **Interpreting Maps** Most of the Ho Chi Minh Trail lies within which countries?
2. **Applying Geography Skills** How broad was the Tet offensive, and why did this shock Americans?

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 television on March 31, 1968. He stunned viewers by stating, “I have concluded that I should not permit the presidency 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 announcement, 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 protesters 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 authorities 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, however, 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. **L2 US: 6E, 6H, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

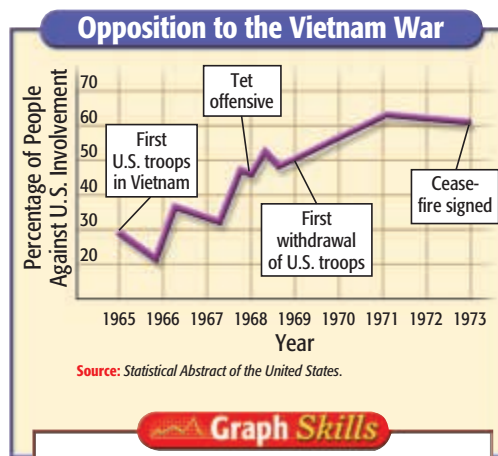
ELA: Page 788: Gr9/10/11: 10B, 19B, 20B; **Page 789:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 7H, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7G

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.



Source: Statistical Abstract of the United States.

Graph Skills

- Interpreting Graphs** During what two years was opposition to the war lowest? What event occurred around that time?
- Generalizing** In what year did opposition to the Vietnam War peak? How was this sentiment logically related to the withdrawal of American troops?

Speaking to reporters after his election, Nixon recalled seeing a young girl carrying a sign at one of his rallies that said: “Bring Us Together.” This, he promised, would be his chief goal as president. Nixon also vowed to implement his plan to end the Vietnam War.

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

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

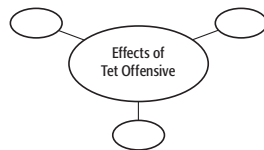
- Define:** *credibility gap, teach-in, dove, hawk.*
- Identify:** William Westmoreland, Tet offensive.
- Summarize** three important events that occurred in 1968.

Reviewing Themes

- Civic Rights and Responsibilities** Why did many people believe that the Vietnam War reflected racial and economic injustices in the United States?

Critical Thinking

- Synthesizing** Why did support of the Vietnam War begin to dwindle by the late 1960s?
- Organizing** Use a graphic organizer similar to the one below to list the effects of the Tet offensive.



Analyzing Visuals

- Analyzing Photographs** Study the photograph on page 786. The phrase “flower power” was a slogan of the hippie movement. Explain what you think the phrase meant to hippies and how the slogan was used to express opposition to the war.

Writing About History

- Expository Writing** Imagine that you are living in 1968. Write a paragraph for the local newspaper in which you explain your reasons for either supporting or opposing the Vietnam War.

Section Quiz 25–3

Name _____ Date _____ Class _____
Chapter 25 _____ Score _____

Section Quiz 25–3

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
_____ 1. those who wanted the United States to withdraw from Vietnam	A. Students for a Democratic Society
_____ 2. a left-wing student organization	B. hawks
_____ 3. those who insisted the United States stay and fight in Vietnam	C. General William Westmoreland
_____ 4. surprise attack launched during the Vietnamese New Year by the Vietnam and North Vietnamese	D. doves
_____ 5. American commander in South Vietnam	E. Tet offensive

DIRECTIONS: Multiple Choice In the blank at the end, write the letter of the choice that

Graph Skills

Answers:

- 1965, 1966; first U.S. troops arrive
- 1971; Withdrawal showed government did not believe the war could be won.

Graph Skills Practice

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

Reading Check

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

Reteach

Have students describe the antiwar 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

4 CLOSE

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

Student Edition TEKS

US HISTORY: Page 788: 1A, 6E, 8B, 19C; **Page 789:** 1A, 4C, 6E, 19C, 24B, 24G, 24H, 25A, 25C, 25D

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- William Westmoreland (p. 785), Tet offensive (p. 787)
- any three of the following: Tet offensive, Johnson’s not running, Democratic National Convention, King and Kennedy assassinations **US:** 24B
- Low-income and minority men were more likely to be drafted. **US:** 6E
- mounting casualties, the draft, credibility gap, media coverage **US:** 6E
- war appeared unwinnable, support for war dropped, Johnson lost credibility **US:** 6E, 25C
- Flowers represented the growing peace movement. **US:** 24B, 24G
- Students’ paragraph should express a clear point of view. **US:** 25D

SECTION 4 The War Winds Down

1 FOCUS

Section Overview

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

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 25–4

Unit 7 DAILY FOCUS SKILLS TRANSPARENCY 25-4

Drawing Conclusions

KISSINGER'S LINKAGE POLICY

Directions: Answer the following question based on the diagram.

Which three countries did Kissinger believe needed to cooperate in order to end the war in Vietnam?

F China, Soviet Union, and North Vietnam
G United States, China, and North Vietnam
H United States, Soviet Union, and China
J United States, Soviet Union, and North Vietnam

President Nixon gave Henry Kissinger, his special assistant for national security, the authority to use diplomacy to end the Vietnam conflict. Kissinger called his policy linkage.

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

Student Edition TEKS

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

Guide to Reading

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

1 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.

Steps Nixon Took

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.

Preview of Events



★ An American Story ★



Frank Snepp

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

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 25–4
- Daily Lecture and Discussion Notes 25–4
- Guided Reading Activity 25–4
- Section Quiz 25–4
- Reading Essentials and Study Guide 25–4

Transparencies

- Daily Focus Skills Transparency 25–4

Multimedia

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

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.

Reading Check Identifying When did secret negotiations with the North Vietnamese begin?

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.

Picturing History

National Trauma When members of the Ohio National Guard fired on Kent State University demonstrators, the event triggered a nationwide student strike that forced hundreds of colleges and universities to close. **How does this image connect with the phrase “the war at home”?**



COOPERATIVE LEARNING ACTIVITY

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.

US: 1A, 6E, 6H, 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 7E, 7F, 13B

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

2 TEACH

Daily Lecture and Discussion Notes 25–4

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Daily Lecture and Discussion Notes
Chapter 25, Section 4

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

I. **Nixon Moves to End the War** (pages 790–791)

A. President Nixon chose Harvard professor Henry Kissinger to be special assistant for national security affairs, giving him authority to find a way to end the war in Vietnam.

B. Kissinger used a policy he called **linkage** to improve relations with the Soviet Union and China—the suppliers of aid to North Vietnam. He started up peace talks again with North Vietnam. At the same time, Nixon began **Vietnamization**—the gradual withdrawal of American troops in Vietnam, allowing South Vietnam to assume more of the fighting.

Reading Check

Answer: August 1969

Picturing History

Answer: Americans were being shot at by United States soldiers.

Designing a Memorial Have students sketch a design for a memorial to the students who died at Kent State or Jackson State. **L1 ELL US:** 24B, 25C, 25D; **ELA:** Gr9/10/11: 13C

ABCNEWS INTERACTIVE™

VIDEOCASSETTE
Historic America Electronic Field Trips

View **Tape 2, Chapter 10:** “The Vietnam Veterans Memorial.”

Student Edition TEKS

US HISTORY: Page 790: 1A, 1B, 19B, 24B, 25A, 25C; Page 791: 1A, 6E, 19B, 25A

CHAPTER 25

Section 4, 790–794

Guided Reading Activity 25–4

Name _____ Date _____ Class _____

Guided Reading Activity 25-4

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. Nixon Moves to End the War**
- A. As his first step toward ending the war, Nixon appointed _____ as special assistant for _____.
- B. _____ was a policy designed to improve relations with the _____ and _____.
- C. _____ was the plan for the gradual withdrawal of American troops and for the _____ army to assume more of the fighting.
- II. Turnout at Home Continues**
- A. In 1968 an American platoon under the command of _____ massacred unarmed South Vietnamese in the hamlet of _____.
- B. _____

Profiles IN HISTORY

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

Use *Supreme Court Case Study 45, New York Times v. United States*.

Reading Check

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

3 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**.

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.

Reading Check Evaluating What did the Pentagon Papers confirm for many Americans?

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

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 reelection in a landslide.

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.

Student Edition TEKS

ELA: Page 792: Gr9/10/11: 10B;
Page 793: Gr9/10/11: 8B, 10B, 19B, 20B

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?

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

Picturing History

Desperate Pleas When President Ford ordered all Americans to leave Vietnam immediately in April 1975, many Saigon residents stormed the U.S. embassy pleading for rescue. **When did the North Vietnamese take control of Saigon?**



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**

Reading Essentials and Study Guide 25–4

Name _____ Date _____ Class _____

Study Guide

Chapter 25, Section 4
For use with textbook pages 790–794

THE WAR WINDS DOWN

KEY TERMS AND NAMES

Henry Kissinger special assistant for national security affairs under President Nixon (page 790)

Linkage the policy of improving relations with the Soviet Union and China to persuade them to reduce their assistance to North Vietnam (page 790)

Vietnamization a plan for a gradual withdrawal of American troops and for the South Vietnamese army to take over more of the fighting in Vietnam (page 791)

Pentagon Papers documents that revealed that various administrations had deceived Congress and the people about the situation in Vietnam (page 792)

War Powers Act a law that required the president to inform Congress of any troop commitment within 48 hours and to withdraw the troops in 60 days unless Congress approved the troop

Section Quiz 25–4

Name _____ Date _____ Class _____

★ Chapter 25 Score _____

Section Quiz 25-4

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. reestablished some limits on executive power	A. Vietnamization
2. the most destructive air raids of the entire Vietnam War	B. “Christmas bombings”
3. special assistant for national security affairs	C. Henry Kissinger
4. a plan calling for the gradual withdrawal of American troops and for the South Vietnamese army to assume more of the fighting	D. War Powers Act
5. Democratic candidate for president in 1972	E. George McGovern

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Reading Check

Answer: Kissinger tried to win additional concessions.

Picturing History

Answer: April 30, 1975

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.

History and the Humanities

American Art & Architecture: Vietnam Veterans Memorial

Student Edition TEKS

US HISTORY: Page 792: 1A, 6E, 16A; Page 793: 1A, 6E, 16A

CHAPTER 25

Section 4, 790–794

HISTORY Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

World Geography Connection

Answer: Many Americans felt responsible for the refugees' plight.

Reading Check

Answer: became more reluctant to intervene in other countries' affairs

Reteach

Have students explain the events of Nixon's first administration. **US:** 6E, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Have students tell the story of the Vietnam War by reading articles on the war using library and Internet resources. **US:** 1A, 1B, 6E, 24A–D, 25A–D; **ELA:** Gr9/10/11: 13B, 13C; Gr9: 7D–H; Gr10/11: 7D–G

4 CLOSE

Have students summarize the lessons of the Vietnam War. **US:** 6E, 24B; **ELA:** Gr9: 7E–H; Gr9/10: 16E; Gr10/11: 7E–G; Gr11: 15E

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

Social Studies TAKS tested at Grades 10/11: 1 Obj 1: US6E(11) 2 Obj 1: US6E(11); Obj 5: WH25C(10), US24B(11)

1 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,

HISTORY Online

Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 25** for an activity on the Vietnam War.

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define:** linkage, Vietnamization.
2. **Identify:** Henry Kissinger, Pentagon Papers, War Powers Act.
3. **Describe** what happened in Vietnam in 1975 after the United States withdrew.

Reviewing Themes

4. **Government and Democracy** Why did Congress pass the War Powers Act? How did this act reflect a struggle between the legislative and executive branches?

Critical Thinking

5. **Analyzing** Why did the invasion of Cambodia cost President Nixon congressional support?
6. **Organizing** Use a graphic organizer similar to the one below to list the effects of the Vietnam War on the nation.

Effects of Vietnam War	_____

Analyzing Visuals

7. **Analyzing Photographs** Study the photograph on page 793 of South Vietnamese citizens attempting to enter the U.S. embassy. How do you think this image affected American attitudes toward the war? Why do you think so?

Writing About History

8. **Descriptive Writing** 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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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



Social Studies SKILLBUILDER

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.
 - 1 • 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.
 - 1 • 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.
 - 1 • 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.

- 1 • 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.

- What kind of background information might you gather?
- 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?
- What are some general questions you might want to ask within these broad categories? 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.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

Social Studies SKILLBUILDER

TEACH

Conducting an Interview

Review the steps students will use to conduct successful interviews. Remind students that interviews become primary sources.

Encourage students to use the list of steps to create an interview checklist that they can use for each interview they conduct.

US: 25D; ELA: Gr9/10/11: 1A

Additional Practice

Reinforcing Skills Activity 25

Name _____ Date _____ Class _____

Reinforcing Skills Activity 25

Conducting an Interview

LEARNING THE SKILL

An interview can provide firsthand and personal information you may not be able to find in a book or magazine. To begin the interview process, first contact the person you want to interview. Let them know about the purpose of the interview, and make arrangements for your meeting. Before you meet, find out as much as you can about the interviewee and about the topics you plan to discuss. Also prepare and organize your questions. As you begin your interview, introduce yourself. Listen carefully, ask additional questions for detail, and record responses. After the interview, convert your notes into a transcript.

PRACTICING THE SKILL

DIRECTIONS: Select a person from the Vietnam War era to research. Imagine that you have the opportunity to interview this person.

GLENCOE TECHNOLOGY



CD-ROM
Glencoe Skillbuilder
Interactive Workbook
CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

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.



Student Edition TEKS

US HISTORY: Page 794: 1A, 6E, 16A, 24B, 24G, 25A, 25C, 25D;
Page 795: 1A, 6E, 24A, 24B, 25D

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 25 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **domino theory** (p. 774)
2. **guerrilla** (p. 774)
3. **Vietcong** (p. 777)
4. **napalm** (p. 780)
5. **credibility gap** (p. 785)
6. **teach-in** (p. 785)
7. **dove** (p. 787)
8. **hawk** (p. 787)
9. **linkage** (p. 790)
10. **Vietnamization** (p. 791)

US: 25A, 25B; ELA: Gr9/10/11: 6A

Reviewing Key Facts

11. Ho Chi Minh (p. 773), Tet offensive (p. 787) **ELA: Gr9/10/11: 10B**
12. President Eisenhower defended involvement in Vietnam by stressing the domino theory and the need to stop the spread of communism. **ELA: Gr9/10/11: 10B**
13. The number of military personnel began to increase significantly in 1963 during the Kennedy administration. **ELA: Gr9/10/11: 10B**
14. The peasants resented being uprooted from their villages and family farms and resettled in strategic hamlets. **US: 6E**
15. Ngo Dinh Diem was unpopular due to the strategic hamlet policy and his discrimination against Buddhism. **ELA: Gr9/10/11: 10B**
16. The Tet offensive began to turn American public opinion against the war. Mainstream media began to

CHAPTER
25 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- | | |
|--------------------|--------------------|
| 1. domino theory | 6. teach-in |
| 2. guerrilla | 7. dove |
| 3. Vietcong | 8. hawk |
| 4. napalm | 9. linkage |
| 5. credibility gap | 10. Vietnamization |

Chapter Summary

American Involvement in Vietnam

Roots of the Conflict

- Eisenhower financially supported French war against Vietnam
- Geneva Accords established North and South Vietnam
- U.S.-backed leader of South Vietnam refused national elections, fearing defeat by Communist opponent
- Kennedy sharply increased military aid and presence in South Vietnam
- Johnson escalated U.S. involvement and gained war powers after the incident in the Gulf of Tonkin

Full-Scale War

- President Johnson responded to a Vietcong attack with aggressive airstrikes; American people applauded his actions
- U.S. committed 360,000 ground troops to fighting in Vietnam by 1966

Opposition to the War

- American people questioned the government's honesty about the war, creating the so-called "credibility gap"
- Wartime economy hurt domestic spending efforts
- President Nixon was elected largely on promises to end the war and unite the divided country

The End of the War

- Nixon withdrew troops but increased airstrikes
- American troops pulled out after a 1973 peace agreement
- Congress passed the War Powers Act to limit the power of the president during times of war

- criticize the war and Johnson decided not to run for another term as president. **US: 6E**
17. Violence and chaos associated with the Democratic National Convention in the 1968 election benefited Republican candidate Richard Nixon. **US: 6E, 24B**
 18. The Pentagon Papers revealed that U.S. government officials had not been honest about the war's progress. **US: 24B**

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*

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

Practicing Skills

- 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.
 - Study Section 2 of this chapter on the president's Vietnam policies and conduct library or Internet research on this subject.
 - Prepare a list of 10 questions to ask the president.

Geography and History

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

Chapter Activity

- 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

- 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.

NATIONAL GEOGRAPHIC The Vietnam War



HISTORY Online

Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 25 and take the Self-Check Quiz.

Chapter Activity

- Students' charts will vary. Students should focus on the official positions of Ball and Kennan as part of the causes for their bias. **US:** 6H, 24A, 24F, 25D; **ELA:** 1A, 1B, 4A–C, 4F, 13B

Writing Activity

- Students' poems or songs will vary. Encourage students to write from the perspective of a young person living during the Vietnam War era. **US:** 6E; **ELA:** Gr9/10/11: 1A, 1B, 4A, 4B, 4F



TAKS Test Practice

Directions: Choose the phrase that best completes the following statement.

The purpose of the War Powers Act was to ensure that the president would

- have greater authority over the military.
- consult Congress before committing troops to extended conflicts.
- have the authority to sign treaties without Senate approval.
- have a freer hand in fighting the spread of communism.

Test-Taking Tip: After Vietnam and Watergate, Congress wanted legislation to limit the president's power during wartime. Three of the answers actually do the opposite, giving the president *more* power. You can eliminate these three answers.



TAKS Test Practice

Answer: B

Test-Taking Tip: Encourage students to consider which answers would give the president more power by looking for comparative adjectives. For example, answer C mentions "greater authority" and answer D states "freer hand." The correct answer is B. **US:** 16A; **TAKS:** Obj 1, 3, 5

- causes: fall of China to communism and the outbreak of the Korean War; effects: cynicism toward government, casualties and war dead, cost, protests, War Powers Act **US:** 6E, 24B, 25C; **ELA:** Gr9/10/11: 4D, 7D
- He could declare he was a conscientious objector, he could avoid service in a legal way, he could leave the country, or he could fight.
 - No, he realized that the view of war presented in movies had been romanticized. **US:** 20A, 24A; **ELA:** Gr9/10/11: 4C, 7B, 8B, 13B

Practicing Skills

- Students' lists of questions will vary but should focus on the president's policies. **US:** 6E, 19C, 24A

Geography and History

- Laos and Cambodia were also invaded.
 - 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: 19B, 20B

Bonus Question ?

Ask: What is the name of the university in Ohio where four students were killed by National Guard troops? (*Kent State University*)